

# Lancasterian Primary School



Version No.	Date	Approved by	Review Frequency	Review Date
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## SEND Information Report March 2026

Welcome to our **Special Educational Needs & Disabilities (SEND) Information Report** which aims to inform parents and young people about the provision available at Lancasterian Primary School for pupils with **Special Educational Needs and Disabilities (SEND)**. The Governing Bodies of all maintained schools have a legal duty to publish an Information Report on their website about the implementation of the school's SEND policy. This report will be reviewed and updated annually. This report was reviewed in March 2024 and will be reviewed again in March 2025. This report was also written in conjunction with the **Lancasterian Primary School SEND Policy**.

We will keep our SEND Information Report and Policy under review, by asking parents and children what is working well and what they want to improve. If you require any further information, please contact:

<b>Assistant Heads for Inclusion</b>	<b>Email</b>	<b>Phone</b>
Doy Owino-Townsend (Early Years & Key Stage 1)	<a href="mailto:dowinotownsend.309@lgflmail.org">dowinotownsend.309@lgflmail.org</a>	0208 808 8088
Zubeyde Aydemir (Key Stage 2)	<a href="mailto:zaydemir1.309@lgflmail.org">zaydemir1.309@lgflmail.org</a>	0208 808 8088

Lancasterian Primary School's SEND Information Report sets out, in one place, what we provide for children and young people with special educational needs and/or disabilities (SEND) throughout their time with us. It also explains how we support them on to the next stage of their education.

Haringey Local Authority also provides 'Local Offer, <https://www.haringey.gov.uk/children-and-families/local-offer> setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It also explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP).

You will also be able to find information about:

- where to go for advice and guidance on SEN and Disability matters.
- leisure and recreational activities for children with SENDs.
- arrangements for resolving disagreements and mediation.

### **The purpose of our SEND Information Report**

The purpose of our school's SEND Information Report is to inform parents and carers about:

- how we welcome children with special educational needs and/or disabilities, into our school.
- how we support them in all aspects of school life and remove barriers to achievement.
- how we work in close partnership with parents/carers and children and other agencies, such as therapists and Educational Psychologists.

- how we provide effective provision for all children with special educational needs and disabilities

## **Our Vision**

Lancasterian Primary School is committed to meeting the needs of all pupils, including those with special educational needs and disabilities (SEND). Our expectation is that children and young people with SEND will receive an education which ensures that:

- they achieve their best and have the potential to make progress.
- they become confident individuals living fulfilling lives.
- they make a successful transition into secondary school, in preparation for adulthood.
- they experience the right to a broad, balanced, and relevant curriculum, whatever their circumstances or abilities.
- they have their special educational needs identified early, and support is provided in a timely fashion, to remove barriers to learning and ensure success.
- our starting point is to guarantee a whole school approach to making provision for children with SEND; we make sure that all staff have the knowledge and skills to support all children with SEND in our school.

We will use our best endeavours to make sure that a pupil with SEND gets the support they need. This means doing everything we can to meet a pupil's special educational needs. Inclusion is the foundation of our school values.

We will always involve parents and children in planning and reviewing progress, as set out in the **SEND Code of Practice 2015**. We know that parents are the first educators of their child - we need their knowledge to plan effectively.

We value high-quality classroom teaching ("Quality First Teaching"), for all learners, and monitor the quality of teaching and learning in the school.

We are committed to making reasonable adjustments to the physical and learning environment to ensure that we meet the principles enshrined in the **Equality Act of 2010** so that students can access and benefit fully from the curriculum in its widest sense.

## **What type of school we are and our Ofsted rating**

We are situated in the heart of vibrant Tottenham. Lancasterian Primary school is a maintained two-form entry primary school, including a Nursery class, for children aged 2 to 11 years. Each primary class has up to 30 pupils.

Lancasterian Primary school was graded as **GOOD** in our most recent Ofsted Inspection, in June 2023. The inspection report noted:

*“Pupils here belong to a caring and inclusive school. They show respect and kindness towards each other and build positive, trusting relationships with staff. Leaders have established a set of values that are central to the life of the school. Pupils reflect these values in all that they do. Pupils enjoy coming to school. They are happy here.”*

*“Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. Leaders identify their needs with precision. Teachers and other adults who provide extra help for pupils with SEND do so effectively. This helps pupils with SEND to achieve well.”*

### **Types of SENDs we can make provision for**

Lancasterian is a mainstream school and welcomes children with a wide range of special educational needs and disabilities to our school, such as:

- **Cognition and Learning**  
E.g. specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia. Moderate learning difficulties (MLD) and severe learning difficulties (SLD) such as global developmental delay.
- **Communication and Interaction**  
E.g. Speech, Language and Communication Needs (SLCN) and Autism Spectrum Condition (ASC).
- **Social, Emotional, and Mental Health difficulties (SEMH) \***  
E.g. attention deficit hyperactive disorder (ADHD), depression, anxiety, eating disorders, attachment disorder.
- **Sensory and/or Physical needs**  
E.g. Visual Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI), Cerebral Palsy (CP) or epilepsy.
- **Medical needs**  
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan, if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

Please note that we may not be able to admit children who require highly specialised care, such as children with profound and multiple disabilities; but will consider each case individually and do our utmost to accommodate all pupils.

\*The Pastoral Care Lead oversees the wellbeing, development, and progress of children with SEMH difficulties, unless these difficulties are impacting on the child’s learning, in which case the Assistant Heads for Inclusion will monitor wellbeing, development, and progress.

### **How do we know if a child has Special Educational Needs? - Our policy for identifying and assessing children with SEND**

All teachers and teaching support staff at Lancasterian Primary School teach children with SEND. All staff at Lancasterian Primary School recognise the importance of identifying SEND

early and ensuring effective provision is put in place quickly. The identification and assessment of SEND is built into the school’s approach to monitoring the progress of all pupils. We assess each pupil’s skills and attainment levels when they first come to the school. This builds on the information from the child’s previous Early Years setting, or school where appropriate, and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on.

Where children already have their SEND diagnosed or identified, we will work closely with the family and other agencies to make sure we know as much as possible about the child before they start at the school. Teachers are supported by the Senior Leadership Team to regularly assess pupils’ progress. This helps us to recognise any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better their previous rate of progress.
- fails to close the attainment gap between them and their peers.

In addition to this, we also:

- monitor each child’s progress at formal Pupil Progress Reviews, which are held three times per year at the beginning of each new term. The school’s Assistant Heads for Inclusion attend all these meetings and review a pupil’s previous progress and attainment, as well as the pupil’s progress and attainment, in comparison to their peers and national data.
- ensure the child and parents’ experience and views are fully considered.
- Use screeners, assessments and observations to identify if a pupil may have special educational needs.
- Seek assessments from outside agencies to give a clearer picture of a child’s needs and the best ways to support them.

If you are concerned about your child and think they may have special educational needs, you should speak to your child’s class teacher in the first instance. If you continue to have concerns, then please contact:

<b>Assistant Heads for Inclusion</b>	<b>Email</b>	<b>Phone</b>
Doy Owino-Townsend (Early Years & Key Stage 1)	<a href="mailto:dowinotownsend.309@lgflmail.org">dowinotownsend.309@lgflmail.org</a>	0208808 8088
Zubeyde Aydemir (Key Stage 2)	<a href="mailto:zaydemir1.309@lgflmail.org">zaydemir1.309@lgflmail.org</a>	0208 808 8088

## **What is the school's approach to teaching pupils with SEND, including different types of support or strategies?**

First and foremost, all pupils, including those with SEND, will have access to a broad and balanced curriculum and Quality First Teaching provided by your child's class teacher.

Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. Teachers plan their lessons with the SEND of pupils in mind, including specific strategies to support your child to learn, which means that most pupils with SEN and disabilities will be able to study the full national curriculum along with their peers.

Teaching will build on what your child already knows and will use different ways of teaching: mixed attainment groups; working in pairs; independent working; attainment grouping to support learning. Teaching staff always aim to match the work given to pupils with their ability to do it.

Other strategies and provision include:

- providing visual resources to support learning.
- Rearrangement of the classroom layout.
- creating quiet areas in the school.
- buying specialist Apps and ICT software to support learning.
- specific resources and strategies used to support your child individually and in groups.
- Teaching Assistants (TAs) with the relevant and appropriate training to adapt class teachers' planning to support the needs of your child, where necessary.
- personalised timetables and programmes of work are written to support your child, which means sometimes they will work with the rest of the class, and at other times they will work on a parallel curriculum individually, or with a small group of children working at a similar level.

Some children will benefit from working in a smaller group on specific work to help them make progress. These groups, (often called 'Intervention groups') will be;

- run in the classroom or outside the classroom.
- run by the class teacher or most often a teaching assistant who has had training to run these groups.
- wherever possible intervention sessions take place outside daily English and Maths lessons.
- closely monitored to ensure that (where possible) children do not miss opportunities to progress in the foundation curriculum subjects due to interventions.

Some children will need to be referred to an external professional so that we can access support and advice. This is usually the case when first quality teaching and intervention groups have not helped your child make enough progress.

- Parents need to give their consent before a referral can be made.
- This can include Educational Psychologists, Speech and Language Therapists or Occupational Therapists or the Language and Autism Team (LAST).
- Personalised timetables and programmes of work may be put in place to support your child, which means sometimes they will work with the rest of the class, and at other times they will work on a parallel curriculum individually, or with a small group of children working at a similar level.

If your child is identified as having severe, complex and lifelong learning needs the school may need additional specialist and financial support from the Local Authority (LA) to enable your child's needs to be met. In these circumstances, the school (or parent/carer) can request that the LA carry out an assessment of your child's needs. This is a legal process which sets out the amount of additional support and funding required for your child to reach their desired outcomes. This support is provided and set on in an Education, Health and Care Plan (EHCP).

### Universal, Targeted and Specialist Provision

**Universal Provision:** describes high-quality inclusive teaching which takes into account the learning needs of all the children in the classroom. Most pupils with SEND have their needs met as part of high-quality classroom teaching. At Lancasterian Primary School, this may include teachers adjusting and adapting teaching strategies and approaches, providing differentiated, scaffolded work and creating an inclusive learning environment.

**Targeted Provision:** describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.

**Specialist Provision:** describes provision for a minority of children where it is necessary to provide highly-personalised intervention to accelerate progress or enable children to achieve their potential. This may include specialist referrals and interventions.

<b>Communication and Interaction</b> <b>What might we see?</b>	<b>Enabling environment</b>
<p><i>Expressive language:</i>            Limited or no spoken language.            Struggle to express needs and wants.            Copies language.            Unclear speech.            Stammer or stutter.            Reduced vocabulary.</p>	<ul style="list-style-type: none"> <li>✓ A communication-friendly classroom, where language is positive and alternative methods of communication are encouraged and celebrated.</li> <li>✓ Uncluttered rooms with reduced visual distractions.</li> <li>✓ Visual timetables, showing what is happening across the day.</li> <li>✓ Reduced background noise.</li> <li>✓ Visuals available for children to use as needed.</li> <li>✓ Key vocabulary on display.</li> </ul>

<p>Limited nonverbal communication. Not able to use alternative or augmentative methods to communicate.</p> <p><b>Receptive language:</b> Difficulty following instructions. Struggles to answer questions. Difficulty following and joining in conversations Can't follow age-appropriate vocabulary and conversation Follows or copies others Can't understand nonverbal gesture and communication. Takes a long time to process what has been asked.</p> <p><b>Social communication:</b> Plays alone or alongside others. Finds social situations confusing, overwhelming or distressing. Struggles to follow routines. Limited focus, especially on things they have not chosen themselves. Can't express how they feel or use behaviours to do so. Struggles to make choices.</p>	<p align="center"><b>Universal Provision – available to everyone</b></p> <ul style="list-style-type: none"> <li>✓ Use of objects of reference, real objects and photographs.</li> <li>✓ Use of visual prompts and supports, including Widget symbols.</li> <li>✓ Allowing processing time – this may be more than is natural or comfortable.</li> <li>✓ Use of the child's name to cue them in to an instruction, question or comment.</li> <li>✓ Not insisting on eye contact if it is uncomfortable for the child.</li> <li>✓ Modelling and recasting language - not emphasising inaccuracies.</li> <li>✓ Clear, consistent language.</li> <li>✓ Reduced language.</li> <li>✓ Chunking of instructions; not giving too much information at once.</li> <li>✓ Consistent, predictable routines. Children should be prepared for changes.</li> <li>✓ 'Sabotage' or 'playful obstruction' – give children opportunities and reasons to communicate.</li> <li>✓ Use of more comments than questions during play</li> <li>✓ Use of rhymes and songs to teach routines</li> </ul>
	<p align="center"><b>Targeted support</b></p>
	<ul style="list-style-type: none"> <li>✓ Attention group</li> <li>✓ Lego Therapy social communication group</li> <li>✓ TalkBoost language intervention</li> <li>✓ Colourful Semantics</li> <li>✓ People games</li> <li>✓ Intensive Interaction</li> <li>✓ 'Word Aware' groups</li> <li>✓ Speech and Language Therapy strategies and activities, as directed by the therapist</li> </ul>
	<p align="center"><b>Specialist support</b></p>
	<ul style="list-style-type: none"> <li>✓ External professionals – Speech and Language Therapy Service, LAST Team</li> <li>✓ Staff follow personalised strategies as advised by external professionals</li> <li>✓ Provision detailed in Section F of children's EHCPs</li> </ul>

<p align="center"><b>Cognition and Learning</b> What might we see?</p>	<p align="center"><b>Enabling environments</b></p>
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<p>Difficulties remembering and retrieving information.</p> <p>Learning is at a slower pace.</p> <p>Struggle to transfer and generalise skills.</p> <p>Find it difficult to learn new vocabulary or concepts.</p> <p>Poor attention and concentration.</p>	<ul style="list-style-type: none"> <li>✓ Visual prompts and dual coding</li> <li>✓ Visual timetables</li> <li>✓ Seating takes into account learners' needs</li> <li>✓ Workstation available as needed for individual learners</li> <li>✓ Working walls, mind maps, vocabulary lists</li> <li>✓ Learning displayed around classroom</li> <li>✓ Model of shared work up on board as a prompt</li> <li>✓ Areas, resources, trays, pegs all clearly labelled</li> <li>✓ Calm space for children experiencing overwhelm/need a brain break/need break from group work</li> </ul>
<p>Tires easily when working.</p> <p>Can't plan or organise themselves, their work or resources.</p> <p>May struggle to work in a group.</p> <p>Looks like they aren't listening.</p> <p>Struggles to follow information on the board or copy information.</p> <p>May have delayed or atypical play skills.</p> <p>May have advanced skills in some areas but lack the basics.</p> <p>Appears disengaged.</p> <p>Struggles to start, continue or complete a task.</p> <p>Articulate but cannot record their knowledge.</p>	<p style="text-align: center;"><b>Universal Provision – available to everyone</b></p> <ul style="list-style-type: none"> <li>✓ The 'Lancs Way' - High quality, adaptive teaching, following Rosenshine's principles and supported by Walkthrus</li> <li>✓ Give processing time</li> <li>✓ Chunking instructions into smaller steps or giving one at a time</li> <li>✓ Breaking tasks down into smaller steps</li> <li>✓ Reducing the amount of copying from the board by giving own copies as needed/for those who struggle to focus/follow the pace/keep place on the board</li> <li>✓ Range of scaffolds and prompts for tasks</li> <li>✓ Effective use of technology tools such as Widget or Clicker</li> <li>✓ Modelling of skills, with time to practice</li> <li>✓ Different groupings and talk partners</li> <li>✓ Motivating activities presented in a variety of formats</li> <li>✓ Activities with a clear start and finish</li> <li>✓ Use of timers</li> <li>✓ Multisensory learning</li> </ul> <p style="text-align: center;">Allowing thinking time</p> <ul style="list-style-type: none"> <li>✓ Targeted and scaffolded questioning</li> <li>✓ Signs to support oracy (Build, Challenge, Agree)</li> <li>✓ Songs and rhymes to help teach and remember routines</li> <li>✓ Sentence starters</li> <li>✓ Useful prompts on tables – number lines, phonic mats</li> <li>✓ 'Now and next' boards</li> <li>✓ Walkthrus</li> </ul>
	<p style="text-align: center;"><b>Targeted support</b></p> <ul style="list-style-type: none"> <li>✓ Small group interventions - maths, reading, phonics</li> <li>✓ Pre and post teaching of vocabulary</li> <li>✓ Scribing or supporting with alternative methods of recording</li> <li>✓ TEACCH approach and use of workstations</li> <li>✓ Precision teaching</li> <li>✓ Personalised curriculum</li> <li>✓ Attention group</li> <li>✓ Year 6 tutoring</li> <li>✓ Transition groups (KS2-KS3)</li> </ul>

	<b>Specialist support</b>
	<ul style="list-style-type: none"> <li>✓ External professionals – Educational Psychology Service, LAST Team</li> <li>✓ Staff follow personalised strategies as advised by external professionals</li> <li>✓ Provision detailed in Section F of children’s EHCPs</li> </ul>

<b>Social, Emotional and Mental Health</b> <b>What might we see?</b>	<b>Enabling environments</b>
<p>Difficulties initiating and sustaining friendships. Poor resilience. Low self-esteem. Struggles with change, transitions and routine. Tearful, emotional, highly anxious. Angry or avoidant. Seeks attention – may not always be in a positive way. Struggles with coming to school each day. Lots of headaches or tummy aches. Solitary, or spends time with adults. Struggles to wait, share, take turns. Finds it difficult to follow adult instruction or expectation. Struggles to regulate emotions. Feelings of rejection and isolation.</p>	<ul style="list-style-type: none"> <li>✓ A calm classroom</li> <li>✓ Calm corner/Regulation stations in every classroom with appropriate multisensory resources</li> <li>✓ Ideas for calming activities displayed</li> <li>✓ School and class rules clearly displayed</li> <li>✓ A safe and predictable classroom</li> <li>✓ Emotion check-in on display</li> <li>✓ Visual timetable</li> <li>✓ Use of timers</li> <li>✓ Appropriate seating arrangements</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Connection before correction</li> <li>✓ Use of visuals</li> <li>✓ Discreet ways to ask for help for children who cannot ask in front of others</li> <li>✓ Able to go to a quiet space for regulation time</li> <li>✓ ‘Now and next’ boards</li> <li>✓ Adults ‘check in’ with children</li> <li>✓ Positive reinforcement</li> <li>✓ Clear expectations for behaviour and appropriate support</li> </ul>
	<b>Universal Provision – available to everyone</b>
	<ul style="list-style-type: none"> <li>✓ Connection before correction</li> <li>✓ Use of visuals</li> <li>✓ Discreet ways to ask for help for children who cannot ask in front of others</li> <li>✓ Able to go to a quiet space for regulation time</li> <li>✓ ‘Now and next’ boards</li> <li>✓ Adults ‘check in’ with children</li> <li>✓ Positive reinforcement</li> <li>✓ Clear expectations for behaviour and appropriate support</li> </ul>
	<b>Targeted support</b>

	<ul style="list-style-type: none"> <li>✓ Adaptation of the school behaviour policy</li> <li>✓ Use of social stories</li> <li>✓ Discrete teaching of emotions</li> <li>✓ Check ins with a trusted adult</li> <li>✓ Transition books</li> </ul>
	<b>Specialist support</b>
	<ul style="list-style-type: none"> <li>✓ External professionals – CAMHS, GEMHS, Educational Psychology Service</li> <li>✓ Staff follow personalised strategies as advised by external professionals</li> <li>✓ Alternative provision – South Grove Nurture Hub</li> <li>✓ Provision detailed in Section F of children’s EHCPs</li> </ul>

<b>Physical and Sensory What might we see?</b>	<b>Enabling environments</b>
<p>Complex physical conditions Medical conditions Hearing impairment Vision impairment Gross motor difficulties – poor balance, coordination, spatial awareness Fine motor difficulties – pincer grip, pen control, hand strength, use of cutlery, fastenings Sensory needs – visual, auditory, olfactory, gustatory, tactile, proprioceptive, vestibular, interoceptive Over or under responsive to sensory input, or sensory seeking Delayed personal care skills – dressing, toileting, eating Struggles to organise their belongings Lacks independence Poor awareness of safety and risk</p>	<ul style="list-style-type: none"> <li>✓ Calm environment with reduced sensory overload</li> <li>✓ Well organised, tidy classroom with areas and resources clearly labelled</li> <li>✓ Access to water and toilet as needed</li> <li>✓ Accessible routes around the classroom</li> <li>✓ Seating arrangements take sensory needs into account</li> <li>✓ Uncluttered PowerPoint slides with sensory friendly background colours</li> <li>✓ Neutral working walls</li> </ul>
	<b>Universal Provision – available to everyone</b>
	<ul style="list-style-type: none"> <li>✓ Sensory resources, such as wobble cushions, ear defenders, chewy items, weighted items and fidget toys</li> <li>✓ Movement breaks</li> <li>✓ Able to go to a quiet space if overloaded</li> <li>✓ Ergonomic pens, pencil grips, sloped boards</li> <li>✓ Use of alternative methods of recording</li> <li>✓ Adaptations to uniform if required</li> </ul>
	<b>Targeted support</b>
	<ul style="list-style-type: none"> <li>✓ Backward chaining to teach discrete skills</li> <li>✓ Sensory circuits</li> <li>✓ Handwriting and fine motor interventions</li> <li>✓ Touch typing intervention</li> <li>✓ Individual workstations</li> <li>✓ Sensory room</li> <li>✓ Support for personal care needs</li> </ul>
	<b>Specialist support</b>

	<ul style="list-style-type: none"> <li>✓ External professionals – Occupational Therapy, Physiotherapy, Hearing Impaired Service, Visually Impaired Service, School Nursing, Diabetic Nurse, Sickle Cell Nurse, Epilepsy Nurse</li> <li>✓ Delivery of programmes devised by external professionals</li> <li>✓ Staff follow personalised strategies as advised by external professionals</li> <li>✓ Specific equipment provided by the specialist teams, including glasses, hearing aids/cochlear implants, safety helmets</li> <li>✓ Specifically adapted furniture and aids, such as wheelchairs, standing frames or adapted tables</li> <li>✓ Adaptations to lunchtime, such as alternative foods, alternative space to eat in etc</li> <li>✓ Provision detailed in Section F of children’s EHCPs</li> </ul>
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**What are the school’s arrangements for assessing and reviewing the progress of pupils with SEN?**

Every pupil in our school has their progress reviewed regularly and this information will be shared with both parents and pupils. The school regularly monitors all children’s attainment and progress through:

- Daily monitoring and assessment in class
- Regularly assessed pieces of work
- Moderation/discussions with other members of staff
- Termly Pupil Progress Meetings with the Senior Leadership Team
- Additional discussions with parents as required and requested by the school or parents/carers.

We will communicate this with you by:

- Parent consultation meetings/SEND review meetings
- Seeing parents at the beginning or end of the day
- Pupil Support Plans outlining a child’s termly targets
- Organising meetings if concerns have been raised usually arranged by the SENCo in conjunction with the Class Teacher
- We provide a mid-year and end of year school report

Where a pupil is receiving SEND support, whether through informal discussions or more structured meetings, we provide feedback to parents more regularly. We may contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns, or observations. We also have a review meeting frequently. Some pupils with SEND may have more frequent reviews if they are required.

This information is then discussed with parents/carers and the pupils, considering their views. For those children with a higher level of need, including those with an Educational Health Care Plan, these meetings are held with the Assistant Heads for Inclusion. Additional staff, such as support staff, are also usually present and, where appropriate, other professionals involved in the child's support plans. At these reviews a discussion will take place around:

- what is and is not working well for the child
- find out if the SEND provision has been delivered as planned and has been effective
- review the pupil's progress towards their goals and longer-term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff, external professionals and parents.

### **How are children supported to access school-based and/or national assessments?**

We provide additional support for pupils with SEND to be able to access assessments, including SATs tests, when needed. This includes extra time, prompting, readers for Maths, Reading and Writing tests, scribes, enlarged print for the visually impaired etc. We are able to support the administration of medication if it is recommended by health professionals.

In considering what adaptations we need to make, the Assistant Heads for Inclusion will work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010), regarding reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

### **How does the school evaluate the effectiveness of its SEND provision?**

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need. We monitor the effectiveness of our SEND provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. We use our data monitoring process, including SEND progress data, pupil progress reviews, individual SEND reviews and interventions to collate, review and monitor individuals. Both the attainment and the progress of pupils with SEND is monitored to ensure that although the national average may not have been reached, there is progress towards closing the gap between current attainment and age-expected levels.

Pupils with SEND as 'vulnerable pupils' are a standing item on the agenda of every Pupil Progress Reviews and all meetings related to progress data and raising standards throughout the school. Where professionals from health or social services are involved with the child, we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the Assistant Heads for Inclusion, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective. The Assistant Heads for Inclusion and the Senior Leadership Team report regularly to Governors on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. Governors also consider the attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SENs are based on the best possible evidence and are making the required impact on progress.

### **What extra- curricular activities are available for pupils with SEN?**

Our school has extra- curricular activities including sports clubs, music clubs, dance clubs. The current list of activities for this term and the year ahead is available through the school office.

We try to make sure that all pupils with SEND can engage in these activities alongside pupils who do not have SEND. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEND, the school will normally be able to make reasonable adjustments.

The school also provides opportunities for all pupils to go on school trips and we organise an annual residential trip for Year 6 pupils. Where necessary, we will involve parents of pupils with SEND in the planning of school trips and residential trips to assess the benefits and risks and identify how the needs of individual pupils can be best met. Parents are often invited to school trips to provide an appropriate level of supervision and ensure safety and well-being of all.

### **What equipment and facilities are available to support pupils with SEND?**

- The school building is fully wheelchair accessible, including a lift to the second story where the Year 3, 4, 5 and 6 classes are located
- Disabled toilet facilities are available for pupils and adults
- We ensure that equipment used is accessible to all children regardless of their needs
- We will always endeavour to ensure that before and after school provision and extra-curricular activities are accessible to all children including those with SEND; this will be assessed on a case-by-case basis and adaptations will be made where possible. In a small minority of cases, we may not be able to meet a child's need within this provision and this will be discussed with parents.
- Visual timetables are used as a whole school approach in setting out the sessions of the day and individual visuals are used where needed to support transition and as a form of communication, if required
- Devices for additional recording e.g. iPads are available as required, including SEND software.

- We are happy to consider purchasing other equipment if there is an agreed identified need.

**Who is the Special Educational Needs & Disabilities Co-Ordinator (SENDCo) and how do I contact them?**

Our **Assistant Heads for Inclusion & Special Education Needs Coordinators (SENDCos), Doy Owino-Townsend and Zubeyde Aydemir**, are qualified teachers who have responsibility for overseeing SEND provision. They work closely with other members of the Senior Leadership Team and governing body, as well as all teachers and support staff. If you have concerns about your child, the initial point of contact should always be your child’s class teacher. The class teacher is responsible for:

- monitoring the progress of your child and planning for any additional help your child may need
- delivering and adapting the curriculum
- writing Support Plans, sharing, and reviewing these with parents once a term, which is overseen by the Assistant Heads for Inclusion
- ensuring the schools SEND policy is followed in their classroom.

They can be contacted as follows:

<b>Assistant Heads for Inclusion</b>	<b>Email</b>	<b>Phone</b>
Doy Owino-Townsend (Early Years & Key Stage 1)	<a href="mailto:dowinotownsend.309@lgflmail.org">dowinotownsend.309@lgflmail.org</a>	<b>0208 808 8088</b>
Zubeyde Aydemir (Key Stage 2)	<a href="mailto:zaydemir1.309@lgflmail.org">zaydemir1.309@lgflmail.org</a>	<b>0208 808 8088</b>

The Assistant Heads for Inclusion/SENDCOs are responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs and/or disabilities
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- line-managing teaching assistants
- overseeing the records of all children with SEND
- liaising with parents of children with SEND
- planning successful movement (transition) to a new year group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA’s support and Educational

Psychology services, health and social services, and voluntary bodies

- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

If you are the parent or carer of a child with additional needs and are considering applying for a place at Lancasterian Primary for your child, you may wish to contact the Assistant Heads for Inclusion/SENDCos to request a meeting to discuss their needs and how they could be met.

### **Who are the staff members supporting the children with SEND and what training do they have?**

The SENDCos' job is to support the class teacher in planning for children with SEND. Both SENDCo have completed the National Award for SEND Coordination (NASENCO) and regularly attend external training to further their skills and knowledge of supporting children with SEND.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. specific Speech Language and Communication training, supporting children with sensory needs.
- We run whole school training on SEND issues, specific training for teachers and support staff and individual and small group training. These sessions are both internal and external and are delivered by the Assistant Heads for Inclusion and a number of other specialists e.g. Haringey Language & Autism Team, Occupational Therapy Service and the Educational Psychology Service.
- Outside experts such as Educational Psychologists, Occupational Therapists, Speech and Language Therapist and the Haringey Language & Autism Team, provide teachers and support staff with expert advice to help support children who have been assessed in school.

### **What are the arrangements for consulting and involving pupils with SEND in their education?**

We ensure that pupils with SEND are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The School Council
- Termly pupil surveys
- Regular pupil discussion/ interview groups with the Senior Leadership Team and subject leaders

The views of the individual child, and their parents, sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible, we include pupils with SEND in planning how best to support them and reviewing their progress. This may include the use of questionnaires, story boards or social

stories to help the child access. All pupils with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these.

### **How are parents involved in school life?**

- We believe in working with our parents/carers as partners and know that our parents and carers share that belief.
- Our school website is kept up to date and monthly newsletters are emailed to all parents and carers.
- The Headteacher, Senior Leadership Team and the Assistant Heads for Inclusion are all available and extremely approachable at any time. If, for any reason they cannot speak to you at a given moment, then they will always make a further appointment with you, or this can be done through the school office.
- There is a Parent/Teacher Association and parents and carers are represented on the school's Governing Body.
- We have a working group of parents, carers and staff who come together half-termly to develop best-practice in our approach to supporting our pupils who may have 'undiagnosed/hidden' needs.
- Letters to parents and carers are written in plain English. We also have a group of bi- and multi-lingual staff and parents/carers, who offer translation and interpretation in community languages for parents and carers who need help with English.

### **What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?**

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns, as soon as they arise, and not wait for the next formal opportunity to meet. If you have something to ask us or tell us, please contact the class teacher or Assistant Heads for Inclusion. If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order;

- The class teacher
- The Assistant Heads for Inclusion/SENDCos
- The Co-head teachers – through the school office
- The SEND governor (a letter can be submitted via the school office)

The SEND governor will then refer to the complaints procedure to try and address the issue.

Further information about our complaints procedure can be found on our school website. Further information on local support for families of pupils with SEND can be found on Haringey's website <https://www.haringey.gov.uk/children-and-families/local-offer>

### **Where can I find more information about SEND services in Haringey and the local area (the Local Offer)?**

All Local authorities must publish a **Local Offer**, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it.
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

The school cooperates with the Haringey Local Authority to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining and interpreting services.
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision.

To find out more about the range of services on offer locally go to:

**Haringey Local Offer:** [www.haringey.gov.uk/localoffer](http://www.haringey.gov.uk/localoffer)

For further information regarding provision for pupils with SEND at Lancasterian Primary School please see the school's **SEND Policy** which can be found on the school website.

### **What local support, outside of school, is there for the parents of pupils with SEND?**

**The Parent Partnership Service – Markfield Together for Inclusion**, gives free impartial information, advice and guidance about services for children, young people and families.

Email: [enquiries@markfield.org.uk](mailto:enquiries@markfield.org.uk)

Website: [www.markfield.org.uk](http://www.markfield.org.uk)

This service offers a range of services to assist the parents/carers of children with SEND. These include help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.