

Special Educational Needs and Disability Information

At Lawnside Lower School we believe it is every child's right to achieve his or her full potential. We aim to work in partnership with parents to raise the aspirations of, and expectations for all pupils with Special Educational Needs through our inclusive ethos.

Quality first teaching and engaging creative learning opportunities are vital to all children, but for some children further additional help is needed.

Below is a range of information about what Lawnside Lower School can offer you and your child. If you have any questions, queries or further concerns about SEN matters, please do not hesitate to contact us.

What is the Local Offer?

The Children and Families Bill 2014 places a requirement on local authorities and schools to publish and keep under review information about the services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. This is the "Local Offer."

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents, families and professionals in understanding the range of services and provision in the local area.

It will result in changes to the way you and your child will receive support from your local council, health and social care services, nurseries, schools, and colleges.

The Local Offer will provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings

More information about Central Bedfordshire's Local Offer can be found at local.offer@centralbedfordshire.gov.uk or telephone 0300 300 8304

How does Lawnside Lower School know if my child needs extra help and what should I do if I think my child may have special educational needs?

Individual children's needs are identified and tested by the school in different ways. We know when pupils need help if:-

- Concerns are raised by parents/carers, teachers or the child.
- Progress is significantly below that of the standard expectation of children at their age.
- There is a change in the pupil's behaviour or progress.
- Concerns are raised by external agencies (eg, GP or school nurse).
- Information is provided from the previous setting (eg, pre-school).

If you have concerns about your child then you can make an appointment with the class teacher to discuss them. If appropriate the concern can then be shared with the Special Educational Needs Co-ordinator (SENCO) - Mrs Hanmer. Discussions can then take place to decide the best way forward for your child.

How will Lawnside Lower School support my child?

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs through quality first teaching. This may include

- Additional general support by the teacher, higher learning teaching assistant (HLTA) or teaching assistant (TA) in class.
- If a pupil has needs related to more specific areas of their education, such as literacy, spelling, handwriting, numeracy, behaviour skills etc. then the pupil will receive extra support and/or an intervention. This will be run by the teacher, HLTA or a TA.
- The length of time of the intervention will vary according to need but will generally be for a set number of weeks. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map (this is a record of the interventions, timings, and impact of the intervention).
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- If progress is still a concern a SEN Support Plan and/or an Individual Provision Plan (IPP) will be put into place which would be agreed with parents, detailing what provision and specific targets have been set for your child. This would be reviewed with the parents as needed.
- Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist, Speech Therapist etc. A referral will be made, with your consent and forwarded to the most appropriate agency. A programme of support is provided to the school and parents/carers.
- An application for an Educational Health and Care Plan (EHCP) could be made if appropriate.

How will the curriculum be matched to my child's needs?

When a child has been identified with special needs, support is provided in a graduated approach depending on the child's needs.

- Quality First Teaching every day in the classroom will be differentiated to meet all children's needs, including those with special educational needs and disability.
- Small group or one to one intervention by a Higher Learning Teaching Assistant (HLTA), or Teaching Assistant (TA) may be provided to meet specific targets and needs.
- Your child's progress will be monitored by all staff involved and targets will be set according to their area of need on their SEN Support Plan and/or Individual Provision Plan (IPP). The SEN Support Plan and/or IPP will be discussed with parents at review meetings and/or parent consultations at least three times per year.
- Specialist outside support may be requested to help determine next steps and identify any specific needs. Progress and provision will be co-ordinated between all parties involved.
- An application for an Educational Health and Care Plan (EHP) could be made if appropriate.

How will I know how my child is doing at school, and how will you help me to support my child's learning?

We support and involve parents and carers in their child's learning both formally and informally and this may include:-

- Your child's class teacher being available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCo by contacting the school office or speaking to them in person.
- Parents' Evenings and/or termly review meetings to discuss progress, the SEN Support Plan and/or IPP and agree the next steps for school and home.
- Parents and carers will be given copies of all reports written by specialists and these can be discussed with the SENCo.
- Parents and carers will be given copies of the SEN Support Plan and/or IPP which detail interventions and targets in place for your child.
- Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and individual areas of need.
- Meetings with outside agencies as appropriate.
- We may be able to recommend parenting courses/advice through external agencies and local groups.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils to support overall well being.

These include:

- Members of staff such as the class teacher, Higher Learning Teaching Assistant, Teaching Assistant, Pastoral Support Officer, Head Teacher and SENCo who are readily available for pupils who wish to discuss issues and concerns.
- Lunchtime SEAL Club is available for those who find lunchtimes a challenge or need support for their emotional wellbeing support.
- Values being shared monthly in assemblies and supported and encouraged throughout the school.
- Structured PHSE lessons in class.
- School council provide an opportunity for your child to express ideas and concerns.
- Small group or one to one intervention could be targeted to your child's needs as appropriate - Dinosaur Club.
- If a pupil has a medical need, then a detailed Care Plan is compiled with support from the school nurse and in consultation with parents/carers. These are discussed with all staff who is involved with the pupil.
- Support from external agencies such as Jigsaw.
- Forest School; this encourages active learning and a strong sense of success using a multi-sensory approach.

What specialist services and expertise can be accessed by the school?

At times it may be necessary to consult with outside agencies.

The agencies used by the school include:

- Early Years support specialists
- Educational Psychologist
- Speech and Language Therapist
- Behaviour Support from the Jigsaw team
- Occupational Therapist
- Autism Outreach service
- Sensory service for children with visual or hearing impairment
- Jigsaw centre - support for children experiencing emotional, social or mental health difficulties
- School Nurse
- Health visitor team
- Parent Partnership team - CBC SEND Parent & Young Person Partnership Service
- The Avenue - for ASD family support
- CHUMs
- Community Adolescent Mental Health department (CAMS)
- Locality Parent Support
- CAN
- Family Support Worker
- RELATE
- SNAP
- CAMHs

We are also aware that there are a number of other agencies that may be appropriate for your child's needs.

What training do staff receive in order to support children and young people with SEND?

The school provides training and support to enable all staff to deliver quality first teaching for all children, including those with SEND. This includes whole school training on SEND issues.

Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children in their class. Staff members have received training related to the following areas of SEND:-

- How to support children with a range of educational learning needs.
- How to support pupils on the autistic spectrum.
- How to support pupils with social, emotional and mental health needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.
- How to support children with medical needs.

How will my child be included in activities outside the classroom including school trips?

The individual needs of all the pupils are taken into account in the planning of outside activities and trips. Appropriate provision and reasonable adjustments will be made where necessary. Medical support will be put in place where appropriate and in some instances parents/carers may be invited to accompany their child on school trips.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps to access all parts of the building and field with wide doors leading into the building.
- Lawnside Lower School has a Disability Equality Scheme in place which addresses the schools needs and accessibility issues further.
- Risk assessments are arranged to ensure classrooms are safe for your child's specialist physical needs.

How will Lawnside Lower School prepare and support my child when joining school or during transitions?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- On joining or leaving Lawnside all pupils attend a transition session where they spend time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time to feel comfortable in their new middle school or when settling into Lawnside.
- Ms Johnson (Head Teacher), Mrs Hanmer (SENCo), Mrs Bell (Pastoral Support Officer) and the class teachers are always willing to meet parents/carers prior to their child joining or leaving the school.
- Middle school staff visit pupils prior to Year 4 joining their new school and the Year 4 pupils visit middle schools across their last year at Lawnside to ensure they are familiar with their new environment.
- The SENCo and teacher liaise with the SENCOs/other teachers from the receiving schools to pass on information regarding SEN pupils and other pupils' needs.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENCo and the teacher to discuss their requirements and any additional needs.

How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support, interventions or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them or the parent at another time during the year. Resources may include deployment of staff depending on individual circumstances.

How is the decision made about the amount of support my child will receive?

These decisions are made in consultation with the class teacher, parent, SENCo and the Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions and additional support will be arranged.

Who can I contact for further information?

If you wish to discuss your child's educational needs further, or if you think your child might have special educational needs; Mrs Hanmer can be contacted through the school office, telephone number 01767 312313, via the school email address or face to face during the school day. She operates an open door policy and is happy to meet parents wherever possible to discuss their child's SEN.

At Lawnside Lower School the governors are responsible for entrusting a named person to monitor SEN. Our named SEND governor is Mr P Jenkins-Green. Mr Jenkins- Green can be contacted via the school email address.

For more information please visit our school website www.lawnsidelowerschool.co.uk or telephone us on 01767 312313 or alternately contact the local.offer@centralbedfordshire.gov.uk . Their telephone number is 0300 300 8304.