

## Lakes Primary School - SEND - Information Report

(updated September 2023)

### **The Local Offer for schools in the Galileo Multi-Academy Trust.**

*All schools in the Galileo Multi-Academy Trust are committed to and adopt a similar approach to meeting the needs of all children including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.*

Galileo Schools are inclusive and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Below is the Local Offer for –

### **Lakes Primary School**

#### **Identification of needs**

All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Regular reviews and teacher assessments monitor progress. SEND files are opened for children who are more than a year behind age related expectations and meet the criteria on the Redcar and Cleveland SEND Ranges document for Range One or above.

**How will the school let me know if they have any concerns about my child's learning in school? How do we involve parents in planning for those needs?**

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

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You will be invited into school to discuss the needs of your child and to talk about the kinds of provision that are available. Structured conversations with the class teacher will take place at least twice a year, which focus on your child's needs and how to help both at home and school. During the Structured Conversations, the strategies used to support your child will be discussed and recorded in a school SEN Support Plan (School SSP). Structured conversations follow the cycle of plan, assess, do, review. These will show the short-term targets set for your child, and the teaching strategies to be used. It will also indicate the outcomes of the previous plan and the date for the plan to be reviewed again. If SEN reviews identify that support is needed from outside services, we will consult parents prior to any support being sought. This enhanced level of support is called 'additional SEN Support'. External support services will provide information for the child's new School SSP.

If parents/carers have any concerns regarding the learning of their children, we operate an open door policy. Teachers are available to discuss concerns, as is our SENCO. Appointments can be arranged at mutually convenient times.

### Support

**Who in the school will support my child and how will this be monitored and evaluated?**

**The SENCO (Special Educational Needs Co-ordinator) - Mrs Handley**  
Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...

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- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
  - Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
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### **Class/subject teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
  - Writing/reviewing school SEN Support Plans (SSP) with parents/carers termly.
  - Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
  - Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
  - Taking part in termly team SEND reviews with the SENCO and Head/Assistant Head Teacher to review SEND provision and progression.
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### **Head Teacher (Mrs Helen Ede) and Assistant Head Teacher (Mrs Sarah Jordan)**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENCO and class teachers but are still responsible for ensuring that your child's needs are met.
- They make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

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### **SEN Governor**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
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### **HLTAs/TAs/ELSA/Counsellor**

Utilised to support the diverse needs of our children and deliver interventions and therapy.

**How are the decisions made about the type and amount of provision a young person will need?**

**Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

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**Specific group work with in a smaller group of children.**

This group, often called Intervention groups by schools, may be:

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- Run in the classroom or outside.
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.
- Run by a counsellor or ELSA

For your child this could mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/teacher will run these small group sessions using the teacher's plan
- He / She will access a school counsellor for opportunities to talk through barriers to learning which may stem from outside of school
- He / She may work with an Emotional Support Assistant who will work on specific issues relating to low self-esteem, self-control, behaviour strategies, anger management etc.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

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**Specialist groups run by outside agencies e.g Speech and Language therapy (SALT) Service, Specialist Teaching Services, The LINK or Occupational Therapy etc.**

For your child this would mean:

- Your child will have been identified by the class teacher (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - o Making changes to the way your child is supported in class e.g some individual or group support or changing some aspects of teaching to support them better

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- o Support to set better targets which will include their specific expertise
- o A group run by school staff under the guidance of the outside professional e.g a social skills group, physiotherapy exercises
- o A group or individual work with outside professionals
- The school may suggest that your child needs some individual support in school. We will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

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### **Specified Individual support**

This will usually be provided via an Education, Health and Care Plan (EHCP) or with an enhanced/coordinated Sen Support Plan with access to additional higher needs funding. This means your child will have been identified by the class teacher and SENCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

For your child this would mean:

- The school (or you) can request that the Local Authority initiate a formal assessment of your child's needs via an Education Health Care Plan (EHCP) referral. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an Education Health Care Plan. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support provided and a detailed SEN support plan will be written.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need

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additional funding than available in school to make good progress. If this is the case they will write an Education Health Care Plan. If this is not the case, they will ask the school to continue with the support provided.

- The Education Health Care Plan will outline the cost of additional funding support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more support in school than is available within the schools allocated SEN budget.

For all groups of children progress is monitored and shared with parents; feedback and evaluations are sought from external support and impact of any additional support is monitored against progress made in school.

### Curriculum

How will the curriculum be matched to the needs of the young person?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff will be planned for, by the teacher, to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis, if needed, in order to meet your child's learning needs.

### Accessibility

How accessible is the school environment?

- The buildings are all accessible to children with physical disability.

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- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra curricular activities are accessible for children with SEND
- Disabled toilet and changing facilities are available in KS1 building and a disabled toilet facility is available in the KS2 building.

### Parental Involvement

How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO and Head/Assistant Head Teacher are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- SEN Support Plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- All parents/carers are invited to open afternoons or workshops where they have the opportunity to learn alongside their child.

### Overall Well-Being

What support will there be for the young person's well-being?

- The school has a Wellbeing Lead (Mrs Arnott) and employs a school counsellor where children, who are experiencing difficulties, can be referred to. We also work with Inside Out to provide support.
- We have an Emotional Learning Support Assistant in school who works full time to deal with children who have barriers to learning surrounding low self-esteem, anger management, bereavement, resilience difficulties, anxiety etc.



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- Class teachers offer Personal, Social, Health Care Education lessons where opportunities are taken to talk, share and discuss emotions through scenarios, puppets and thought provoking prompts.
- Some support staff are trained in the giving of medications, although for those medications which need specific training, we would ensure that this training was accessed. Health Care Plans are written for children who need regular medication such as for diabetes or epilepsy or immediate medication such as Epi-pens or inhalers and staff are trained on their use by medical professionals.
- Our children also have a voice through our pupil school leaders/children's champions, where they have the opportunity to contribute their views and talk about their learning.
- We have been awarded an Anti-Bullying Award and a Mental Health and Well-Being Award for our work in these areas within school.

### Specialist Services

What specialist services and expertise are accessed by the school?

Directly funded by the school:

- Teaching Assistant Support
- School Counsellor
- Emotional Support Assistant (ELSA)
- The LINK
- Educational Psychology Service

Provided by the Local Authority

- Sensory Service for children with visual or hearing needs
- Specialist Teaching Service (Assessment, advice, interventions and resources for children with learning or SEMH difficulties or Autism)
- Early Help/Family Hubs (access to Portage, Early Years Inclusion, Parenting Puzzle, Community Policing etc)
- Educational Psychology Service

Provided for by the Health Service but often delivered in school:

- Scol Nurse
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy

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Provided for by the Health Service and delivered away from school:

- CAMHS (Child and adult mental health services)

Provided for by the Local Authority and run away from school:

- Speech and Language Support Base (Overfields S&L Unit)
- Assessment Classes (e.g. Learning Support Bases)
- Early Intervention Support Base (behaviour)
- Early Bird Courses (autism support)

### Staff Training

What training have the staff supporting children and young people with SEND had or are having?

Currently staff are trained in:

- Boosting Reading Progress (BRP)
- Accelerated Reading
- Lexia Core Reading
- Reading Recovery
- Write Away Together
- Talk for Writing
- Number Masters
- Mastering Maths
- Speech and Language Interventions (e.g. Derbyshire Language Programme, BLAST, NELLI, Talk Boost KS1, Basic Makaton)
- Autism Awareness/Autism Diploma
- Sensory Processing Disorders
- Team Teach de-escalation of behaviour and behaviour management
- Emotional Literacy Support
- Cognitive Behaviour Therapy Diploma
- Epilepsy care and administration of medication
- Epi-pen use
- Diabetes care and administration of medication
- Asthma (inhaler use)
- Mental Health First Aid Awareness
- Paediatric First Aid or First Response
- Early Childhood Trauma (ACES training)
- How to help children with specific learning difficulties (e.g. dyslexia)

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## Activities outside of school

How will the young person be included in activities outside of the classroom including school trips?

- All school trips are risk assessed and this includes looking at the activities against the needs of the children.
- All children are included in school trips and school clubs, modifications will be made as necessary.
- When risk assessments raise a concern, parents will be consulted and an agreed way forward will be planned to ensure the child is included.

## Transition

How will the school prepare and support the young person in joining the school and how will it support the transition to the next stage of education?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - o We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - o We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - o Information will be passed on to the new class teacher in advance and a meeting will take place with the new teacher. All SEN Support Plans will be shared and reviewed with the new teacher.
  - o If your child would be helped by a book to support them understand moving on then it will be made for them.
  - o Transition meetings are arranged each time a child moves from one building to another, so that parents and children are familiar with routines, entry / exit points etc.
- In Year 6:
  - o The Y6 teaching team and SENCO/Well being Lead will discuss the specific needs of your child with the SENCO/Head of Year/Transition Lead of their secondary school

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- o Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- o Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- o Additional Support, if required, will be sort from the Specialist Teaching Services to aid as smooth a transition as possible.

### SEND resources

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

- The school budget, received from Galileo Academy Trust, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher/Assistant Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected
- Decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and amended as necessary.

### Further Information

**Key points of contact and how further information can be accessed.**

Lakes Primary School

West Dyke Road

Redcar

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TS10 4JH

Tel. 01642 485894

Head Teacher - Mrs Helen Ede

Assistant Head Teacher - Mrs Sarah Jordan

- Parents can discuss any concerns relating to SEND with the SENCO, Mrs Handley, via the school office - Tel. 01642 485894.
- Lakes Primary School have an 'open door' approach to parental enquiries, please do just call in, if we are free we will be happy to talk to you.
- Further information can be found on the Peoples Information Network in Redcar and Cleveland website on the Local Offer pages where you will find information and advice about services for children and young people with special educational needs and disabilities (SEND).  
[www.peoplesinfont.org.uk](http://www.peoplesinfont.org.uk) then click on the Local Offer - SEND

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## Appendix 1

There are many SEN terms that are abbreviated.

Below is a glossary of the most used SEN terms.

<b>AO</b>	<b>Attendance Officer</b>
<b>ADD</b>	<b>Attention Deficit Disorder</b>
<b>ADHD</b>	<b>Attention Deficit &amp; Hyperactivity Disorder</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>BESD</b>	<b>Behavioural Emotional &amp; Social Difficulties</b>
<b>CAF</b>	<b>Common Assessment Framework</b>
<b>CAMHS</b>	<b>Child &amp; Adolescent Mental Health Service</b>
<b>COP</b>	<b>Code of Practice</b>
<b>CP</b>	<b>Child Protection</b>
<b>DCD</b>	<b>Developmental Co-ordination Disorder</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>FSM</b>	<b>Free School Meals</b>
<b>HI</b>	<b>Hearing Impairment</b>
<b>IEP</b>	<b>Individual Education Plan</b>
<b>ISR</b>	<b>In School Review</b>
<b>KS</b>	<b>Key Stage</b>
<b>LAC</b>	<b>Looked After Child</b>
<b>LA</b>	<b>Local Authority</b>
<b>MLD</b>	<b>Moderate Learning Difficulty</b>
<b>NC</b>	<b>National Curriculum</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>PSP</b>	<b>Pastoral Support Programme</b>
<b>SaLT</b>	<b>Speech &amp; Language Therapy</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SEND</b>	<b>Special Educational Needs &amp; Disability</b>
<b>SENCO</b>	<b>Special Educational Needs Co-ordinator</b>
<b>SpLD</b>	<b>Specific <u>L</u>earning <u>D</u>ifficulty</b>
<b>VI</b>	<b>Visual Impairment</b>