



At Lothersdale Community Primary School it is our aim:

- For all children to be included in and to have access to a broad, balanced and relevant curriculum.
- For children to achieve the very best they are capable of.
- For children to experience a wide range of activities leading to greater independence and decision making.
- For children to be happy and to demonstrate personal development.
- For children's needs to be identified early and or all learners to be well equipped to meet those needs

The following information briefly outlines SEND provision at Lothersdale Primary School.

	The North Yorkshire 'Offer':	Lothersdale Primary School 'Offer'
Inclusion Quality Mark	Many North Yorkshire schools have used The North Yorkshire Inclusion Quality Mark (IQM) to evaluate how successfully they include all learners, including those with SEND. The IQM allows schools to show how they are benefitting different groups of learners, and how their outcomes are improving as a result of their work. A full list of North Yorkshire schools currently holding the IQM is available.	Lothersdale Primary School has achieved the Inclusion Quality Mark (IQM) This achievement demonstrates the importance that the school places on meeting the needs of all learners. The school will soon be reviewing inclusion using the North Yorkshire self-assessment to identify areas for improvement.
Universal Provision	Quality First Teaching and high quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. The school must have a named governor who holds the school to account for making good provision for pupils with SEND.	All staff at Lothersdale school are committed to providing quality first teaching so that all children can make at least 'expected' progress with their learning. Lessons are carefully differentiated to meet the needs of all children whatever their learning style. Staff use a variety of teaching styles and resources in lessons to support children's learning. The school places great importance on the fact that children learn in different ways. The school achieved the <a href="#">Dyslexia Quality Mark</a> , for the first time in July 2011 and will soon be reviewing it's provision.
Recording Provision	Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:- details of any strategies being used to support your child in class; details of any extra support or	Children who have been identified as needing some additional support will have their targets recorded on an individual intervention plan, detailing their specific targets. Some children may also have an inclusion passport or individual provision map which describes the child's individual strengths and needs and the type of support they will need to help them make progress.



## Provision for pupils with SEND

### Our 'local offer'



	interventions for your child; your child's learning targets; the next date when your child's progress will be reviewed.	
Inclusion Passports	Many schools use Inclusion Passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.	At Lothersdale Primary School, Inclusion Passports and Individual Provision Maps are used for some children in order to summarise the support that has been provided for a child over a period of time. The documentation also highlights individual strengths and achievements and notes strategies which do not work as well as noting the difference particular support has made to the child's learning. This passport and/or provision map will follow the child as they move on to a new school.
Extra Adult Support	There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.	All the teaching assistants at Lothersdale school are skilled at supporting both individual and groups of children throughout school. Although, from time to time, children may need a high level of individual support, our aim is always to help children to be more independent in lessons. Staff receive regular training in different areas of SEND.
Expected Progress	All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress make with personal targets, and overall progress with National Curriculum levels.	When children enter primary school there are natural expectations at the end of an academic year/key stage. Not all children will be able to achieve these national expectations, and so some additional support may be needed to help a child to make progress. Progress of all children is reviewed regularly to make sure that they are making expected progress. Parents will have the opportunity to discuss your child's progress at the parent/teacher consultation evenings and at review meetings.
Support from other agencies	The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions. Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.	Sometimes it will be helpful for school to request some additional support from an outside agency. Lothersdale school has established excellent working relationships with professionals from the following agencies: <ul style="list-style-type: none"> <li>○ The Educational Psychologist</li> <li>○ School Nurse and Health Visitor</li> <li>○ Educational Social Worker</li> <li>○ Sensory, Physical and Medical Teaching Team</li> <li>○ Speech and Language Therapist</li> <li>○ Physiotherapist</li> <li>○ Occupational Therapists</li> <li>○ Paediatrician</li> <li>○ Enhanced Mainstream Schools for Speech, Language and Communication and specific learning difficulties.</li> <li>○ ASCOSS – Autistic Spectrum Condition Outreach Service</li> <li>○ Severe Learning Difficulties Team</li> <li>○ Parent Support Adviser</li> </ul>



## Provision for pupils with SEND

### Our 'local offer'



		Professionals from all the above agencies have supported staff and children in school. School would only contact an outside agency after consultation with parents.
On-going communication with parents	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.</p> <p>This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. You should be informed about the National Curriculum levels at which your child is working. If you are not sure what these mean, don't be afraid to ask.</p> <p>On-going communication with school may include: regular contact through a home-school book or by email to keep you informed of things that are going well or particular successes; more regular meetings to update you on your child's progress and whether the support is working; clear information about the impact of any interventions; guidance for you to support your child's learning at home.</p>	<p>Regular contact with parents is really important for children with SEND. All parents have the opportunity to discuss their child's progress and targets at Parent/Teacher Consultation evening and at review meetings.</p> <p>For some children, regular communication takes place on a daily basis through the use of a home/school book or contact with the class teacher before or after school.</p> <p>A parent/carer handbook is available to explain how children with SEND are identified. The book also explains some of the SEND terminology</p>
Parent Partnership	A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The Parent Partnership Co-ordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.	The Parent Partnership Co-ordinator is available to offer advice, listen to worries or concerns, offer home visits, attend review meetings or support transition to a new school. Their advice is impartial and can be provided in the home setting. They can be contacted on 0845 034 9469.
Statutory Assessment	For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. Your school, or a Parent Partnership Co-ordinator can talk to you about this in more detail	<p>From time to time children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to request a statutory assessment (RSA) in order to provide the long-term support a child may need.</p> <p>School is not the only organisation who can request a statutory assessment (RSA), parents can also make a request to the local education authority.</p> <p>Statements will soon be replaced by a request for an Education, Health Care Assessment (EHCAR). We are currently awaiting training and guidance on this new form of assessment.</p>
Key Contacts	All mainstream schools have a SENCo.	At Lothersdale School we operate an 'open door'



## Provision for pupils with SEND

### Our 'local offer'

---



	<p>They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.</p>	<p>policy. Parents and carers are encouraged to speak with class teacher about any concerns they may have. They will be able to discuss any support your child is receiving. If you wish to discuss your child's needs please contact the SENCo (Mrs Robinson) who will be able to talk about how Lothersdale School can support children with SEND.</p>
--	---	--

September 2016