

SEND Information Report

2022/23

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Annually, we publish information about the implementation of the policy for pupils with Special Educational Needs.

The Special Educational Needs and Disability Coordinator (SENCO) at Lothersdale Primary School is **Colum Grogan**. He can be contacted via the school telephone number (01535 632510) or by email (lothersdale@ycatschools.co.uk)

What specific Special Educational Needs are provided for?

Lothersdale Primary School is a fully inclusive academy school. There is provision for children with:

- **Communication difficulties (e.g. speech and language difficulties)**
 - *'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.'* - SEND Code of Practice
- **Cognition and Learning**
 - *'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.'* - SEND Code of Practice
- **Social, emotional and mental health difficulties**
 - *'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'* - SEND Code of Practice

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- **Physical difficulties and/or sensory difficulties (e.g. hearing or vision difficulties)**
 - *'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.'* - SEND Code of Practice
- **Medical**

How does Lothersdale School identify children with SEND? How do we assess their needs and what are the arrangements for reviewing children's progress?

Lothersdale School uses the Graduated Approach in order to identify and assess children's needs.

Assess

- Children are continually monitored and assessed by all adults in the class in order to identify any potential barriers to learning or socialisation.
- Any specific concerns are discussed with the SENCO.
- We believe that it is important to involve the parents/carers at this early stage of assessment. We encourage all parents/carers to discuss any concerns they may have with, in the first instance, the class teacher and then the SENCO.
- We believe that it is important to ascertain the children's views at this early stage of assessment - this is done through conversations, the completion of questionnaires, online quizzes or assessments - depending on the age and needs of the child.
- The children's needs are analysed and reviewed regularly.

Plan

- In conjunction with parents, the SENCO and class teacher will decide upon the support required by each individual child and a review date will be set.
- An Individual Education Plan (or SEN Support Plan) sets out the provision required and is shared with parents/carers.

Do

- Interventions are implemented by the class teacher or the T.A.
- The SENCO oversees this process and where necessary offers advice/support.
- The impact of the intervention is monitored.

Review

- The effectiveness of the intervention(s) are reviewed with the children and their parents/carers.
- A cycle of review meetings will then take place.
- If specialist support is required, parental consent is sought and the relevant documentation is completed and signed.
- If necessary, an Education, Health and Care assessment may be requested.
- The EHC plan will be reviewed annually by all relevant parties and the Local Authority.

How do we involve the parents/carers of children with SEND in their child's education?

Parents/carers views are invaluable when assessing children's needs. At Lothersdale School, we believe that parents should be involved at all stages of the Assessment and Review process. Regular monitoring and progress meetings take place alongside less formal conversations. Parents/carers are encouraged to contact the class teacher or the SENCO if they have any questions or concerns.

How do we involve the children with SEND in their education?

At Lothersdale, we believe that children should be fully involved at every stage of the Graduated Approach. This happens through a variety of methods, including conversations, the completion of questionnaires, online quizzes or assessments - depending on the age and needs of the child.

How do we support children in moving between phases of education?

School staff liaise with the children's next class teacher as they move through Lothersdale. The children's Support Plans are discussed and passed on during a transition meeting and, where necessary, individual transition plans are written. When the children move on to a new school, the SENCo/class teacher liaises closely with parents, children and the staff of the next school to ensure that the transition process supports the individual child - extra visits are organised where necessary. Additional meetings with parents and new school staff take place and all relevant documentation is discussed and transferred.



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How do we teach children with SEND?

At Lothersdale, we strongly believe that all children should feel included. We focus on the whole child - strengths and weaknesses are taken into account and provision is adapted accordingly. Learning is personalised to meet the needs of the learners. Teaching may be differentiated to meet the needs of many children in the class. Staff use a variety of teaching styles and resources in lessons to support children's learning.

How do we adapt the curriculum and the learning environment of children with SEND?

At Lothersdale, we strongly believe that all teaching should meet the needs of the children and therefore the curriculum is adapted whenever necessary.

Our learning environment includes access arrangements for children with physical disabilities (e.g. a disabled ramp into the school entrance). We have been assessed as a Dyslexia Friendly School, and we continue to use dyslexia friendly approaches for all children, reviewing our learning environment regularly for inclusion. We seek support and training from external agencies and North Yorkshire County Council SEN team as and when required.

Where can the details of the curriculum provided each year be accessed?

Lothersdale School provides a broad and balanced curriculum; the details of this can be accessed via curriculum plans which can be found on the school website by choosing the 'Learning' tab:

<https://www.lothersdaleschool.org.uk>

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What training do the staff undertake to work with children with SEND?

All staff in school attend regular training sessions to meet the needs of the children they are working with. Training has included Numicon, Paired Reading and First Class @ Numbers training sessions.

More recent professional development for staff include:

14.06.18 - Autism and Inclusion training for all staff delivered by Julia Dickason, NYCC

07.02.19 - Understanding SEMH in Young Children for all staff delivered by NYCC

06.03.19 - Compass Buzz Level 2 - Mental Health Training for four TAs

29.04.19 - Guidance on positive behaviour approaches, de-escalation and safe holding for Children and Young People training for all staff delivered by NYCC

20.05.19 - SENCO network meeting - SENCO attended delivered by NYCC

30.09.19 - Pathological Demand Avoidance and School training for one TA delivered by Jennifer Knock Training and consultancy.

24.09.20 - Training to Support Catch-up in Reading for 3 X TAs from different Key Stages in school.

20.10.21 - NYCC SENCO network meeting attended by SENCO.

2021-22 - NYCC SENCO network meetings (termly)

2021-22 - YCAT SENCO meetings (termly)

16.02.22 - HART course - supporting learners across the curriculum

23.06.22 - ADYSS - supporting children across school, focus on those with SpLD (dyslexia)

15.07.22 - TTRS - introduction to multi-sensory online support for children with dyslexia

05.09.22 - ADYSS - Useful Strategies for TAs supporting children with SEND

How is specialist expertise accessed?

Where appropriate, we are able to access specialist support from NYCC SEND Hub. With consent from parents, a referral is made centrally which is assessed by a panel and forwarded to the relevant EMS.

Other specialist support services such as Educational Psychologists and Speech & Language Therapy can also be accessed through this central referral system.

How do we evaluate the effectiveness of the provision made for children with SEND?

Regular meetings with all members of staff take place to review and assess provision. Views of Parents and children are taken into account. Any adaptations to provision or training needs are identified. As part of the Graduated Approach, the effectiveness of the intervention(s)/provision is reviewed with the children and their parents/carers.

A termly cycle of face-to-face review meetings with the class teacher (and where necessary the SENCo) takes place.

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What support for improving emotional and social development are put in place? What are the arrangements for listening to the views of children with SEND?

Regular PSHE sessions and assemblies take place with the whole class/Key Stage/whole. Social and Emotional support programmes such as Compass Phoenix (formerly Buzz) are used as necessary. Each class elects 'Wellbeing Warriors' whose remit is to support classmate who may be feeling down. The family groups at Lothersdale give the children the opportunity to discuss their views and feelings. There is also a named adult that the children can speak to. Children are made aware of the worry box that is stored centrally. Small group projects have been planned in the past where a focus on improving social interactions with peers has been necessary through the use of Sports coaches.

How does the school involve specialist external services in meeting the needs of children with SEND and supporting their families?

Lothersdale School has established excellent working relationships with professionals from the following agencies:

- The Educational Psychologist
- ADys Specialist Ltd - Dyslexia and Dyscalculia Assessments, SEND Consultants
- School Nurse and Health Visitor
- Educational Social Worker
- Speech and Language Therapist
- Occupational Therapists
- Pediatrician
- Sensory, Physical and Medical Teaching team
- Enhanced Mainstream Schools for Speech, Language and Communication and Specific Learning Difficulties.
- Compass Phoenix (formerly Compass Buzz)
- Severe Learning Difficulties Team
- ASCOSS - Autistic Spectrum Condition Outreach Service
- Professionals from all the above agencies have supported staff and children in school. School would only contact an outside agency after consultation with parents.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

Lothersdale Primary School has an open-door policy and we encourage parents to speak to the class teacher if they are unsure about the provision that their child is receiving. Parents who have a grievance or complaint about the nature or amount of special educational provision that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue. In the first instance, this would be with the class teacher who then may be joined by the SENCo. If the concern is not rectified, the headteacher will then be involved in the meeting.

Please see YCAT's complaints policy on our school website:

<https://www.lothersdaleschool.org.uk/about/school-policies>

What are the arrangements for supporting children and young people who are looked after by the Local Authority and have SEND?

Lothersdale School will be vigilant and proactive in identifying additional needs and the special education needs of Children in Care and work collaboratively with schools, other services and agencies to meet those needs through regular PEP meetings and liaison with the Virtual School.

What is the school's Local Offer?

Lothersdale School's Local Offer clearly sets out procedures and provision for children with specific needs.

This can be accessed on the school website.

What are the admission arrangements for disabled pupils?

This can be accessed on the school website. Each case will be considered on an individual basis.

What are the accessibility plans?

In response to the Access Audit undertaken by the Local Authority we have in place an Accessibility Action Plan designed to increase the accessibility of provision for all pupils, staff and visitors to the school. This can be accessed on the school website as part of the Disability Equality Scheme and Disability Accessibility Plan for Pupils' policy.