

SEND Information Report

Lime Wood Primary School

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Our school's approach to supporting pupils with SEND

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers are responsible and accountable for the progress and development of all pupils in their class. Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Use adaptive strategies / universal design for learning through our digital strategy
- Utilise the mainstream core standards

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENDCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review

- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

Catering for different kinds of SEND

Our school provides additional and/or adapted provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia
- **Social, emotional and mental health** difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate adaptations. 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.

Our school supports by providing an adaptive curriculum, technology and physical resources and adult support. We also use outside professional agencies to support with identification and strategies.

Communication and interaction

Children 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.

Our school supports by providing an adaptive curriculum, technology and physical resources and adult support. We also use outside professional agencies to support with identification and strategies.

Social, emotional and mental health

Children 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Our school has a clear process to support children, including how we will manage the effect of any dysregulated behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link. Our Relationships and Behaviour policy is also a useful source of information.

Our school supports by providing an adaptive curriculum, technology and physical resources and adult support. We use outside professional agencies to support with identification and strategies.

Sensory and/or physical needs

Some children 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. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Our school supports by providing an adaptive curriculum, technology and physical resources and adult support. We also use outside professional agencies to support with identification and strategies.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Claire Ingrams	Headteacher Inclusion/SENDCo	PGCE, NPQEL

The SENCO

Name of SENCO	Email address	Phone number
Claire Ingrams	LWPoffice@watschools.org.uk	01322 344939

Securing and deploying expertise

We do our best to provide as much in-school specialist provision to enable us to have on site expertise and immediate support where necessary. Our in-school support available is, but not limited to:

- SENDCo

Teachers are employed with QTS, and TA's must have or be working towards gaining a minimum of level 3 TA qualification. Staff are deployed according to needs of the children and skill sets. We aim to provide a full range of wellbeing support to identified children to ensure that their mental health is well looked after.

As set out in our Trust SEND Policy, we are committed to constantly improving and updating expertise in SEND. We are also aware that it is widely recognised that children's emotional health and wellbeing will have an influence on their development and learning therefore, we ensure mental health and wellbeing is a key consideration for all training that the SENDCo participates in, along with any training that staff are given.

Training throughout the year will:

- Be tailored to ensure it enables staff to meet the needs of all pupils and delivered when necessary, such as during INSET session
- Be delivered by the relevant staff members such as the school SENDCo and/or external agencies
- Include both the mental and physical needs of pupils with SEND within all the four broad areas of need
- Ensure mental health is a key consideration for all training that the SENDCo participates in, along with any training that staff are given
- Provide support staff, teaching assistants and specialised staff members with any relevant and necessary training to meet the needs of individual or groups of pupils
- Keep all staff up to date with new legislation

In the last academic year, the Headteacher and SENDCo has been trained in:

- Universal design approach – Apple training
- Behaviour leadership (Paul Dix)
- Edukey (provision maps)

Some of our staff are First Aid trained, and staff receive annual training on Asthma, Anaphylaxis, Sickle Cell, Epilepsy and diabetes.

Equipment and facilities

Children's needs are assessed on an individual basis and any identification of recommended equipment and/or facilities are discussed and, as appropriate, put into place.

Where appropriate, we work with external agencies to secure the correct equipment and facilities for these students and the schools may also purchase, when needed, specialist equipment to support students with SEND.

At Lime Wood Primary we will implement the use of technology (universal design for learning) to support children to access their learning. We will invest in and train staff in the use of

- Clicker 8/write
- Showbie
- TT Rockstars
- APPLE apps such as GarageBand
- Bee-Bot.

Additional resources to support learning are purchased as standard such as move n sit cushions, writing slopes, pencil grips, theraband, theraputty and privacy screens.

Identifying and assessing pupils with SEND

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular

assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Our identification process starts with a Cause for Concern (CfC) form to help staff identify and highlight children who may be displaying underlying SEND needs. These are used in conjunction with Bexley's Quality First Teaching and SEND Toolkit. We then follow the SEND Code of Practice (2015) steps of Assess, Plan, Do, Review.

Assess

- In identifying a child as needing SEN support the class or subject teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.
- This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

- In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them if the parents agree.

Plan

- Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCo should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.
- The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.
- Parents should be fully involved in the planning of support and interventions and, where appropriate, reinforce or contribute to progress at home.

Do

- The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.
- The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on

any changes to the support and outcomes in consultation with the parent and pupil.

- Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.

Consulting with pupils and parents

The school will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parent/carers. We will formally notify parents/careers when it is decided that pupil will receive SEND support.

Parents

At Lime Wood Primary we offer parents/carers the opportunity to meet with class teacher(s) twice a year via parents' evenings. At these appointments they can meet with the Headteacher/SENDCo to discuss SEND matters. The school also offer termly SEND Coffee mornings, an open-door policy, school yearly reports and the chance to book a meeting with class teacher(s) if they need to at any point throughout the school year. We also share the child(ren) ILP's with parent/carers.

Pupils

Children are invited to share their voice throughout the various stages of assessment and support. Pupil voice is recorded on all formal documentation and outcomes, plans are shared with the child either in school or in school and via home.

Involving key stakeholders

We also work closely with the local authority (Bexley County Council) and the National Health Service (NHS) who provide specialists to observe and support both child(ren) and staff to meet the needs of identified children. Professionals include:

- Speech and Language Therapist (Sp&L)
- ASD Advisory Services
- Early Intervention Team (EIT)
- Educational psychologist (EP)
- Occupational therapists
- Physiotherapists
- Child and adolescent mental health services (CAMHS)
- Mental Health and Schools team (MHST)
- Counselling Matters Bexley
- Family Wellbeing team
- Support Teacher for Social & Emotional Wellbeing
- New Horizons Academy

We provide parent/carers with information on support groups and charities that offer a range of service to support children and families to understand their needs.

Progressing towards outcomes

We evaluate the effectiveness of provision for pupils with SEND by following the SEND Code of Practice (2015) following the four-part cycle of Assess, Plan, Do & Review process:

- Reviewing pupils' individual progress towards their targets each term from their individual learning plan (ILP)

- Reviewing the impact of interventions
- Monitoring by the SENDCo
- The teacher's assessment and knowledge of the pupil
- Holding annual reviews for pupils with an EHC plan
- The views and experience of parents/carers
- The pupil's own views
- Advice from external agencies working with the child, if applicable

In addition, following each assessment period (three times a year), Raising Standards Meetings are conducted between the Headteacher and Class Teacher to review each child's progress and attainment as well as identification of any next steps/interventions that may be required.

Transition support

At Lime Wood Primary we understand that moving schools/classes can be unsettling, therefore we provide many strategies to enable a pupil's transition to be as smooth as possible.

If your child is joining us from another school, we offer:

- Visits to preschools and nurseries by the SENDCo and class teacher
- Any relevant information is handed over by a previous setting where applicable and/or external agencies involved with the pupil
- Attendance at any annual reviews or professional meetings prior to joining by the SENDCo
- Transition documents to support understanding about our provision
- Stay and play for new reception children
- Welcome meetings for new and prospective parents
- Support with movement around the school and playtimes

In supporting our pupils transition within the school at the end of the academic year, we ensure the following are in place:

- Teachers liaise closely when pupils transfer to another class within the school
- Handover meetings are arranged where teachers share strategies and progress data needed to allow the new teacher to plan appropriate provision
- Individual learning plans are shared, and current provision is discussed
- Social stories are provided if a pupil needs support in understanding change
- Transition booklets and teacher and teaching assistant pen portraits are sent out to every pupil
- Parents are invited to a 'Meet the Teacher' session

In supporting our pupils when they transition to secondary school, we ensure the following:

- There are opportunities for all pupils to visit their prospective secondary school
- Pupils with SEND are given additional visits, if required and where possible, so that they will become more confident in the new situation
- Representatives from local secondary schools are available for consultation before the time for transfer
- Representatives from local secondary schools are welcome to visit pupils in our setting
- SEND records are transferred following GDPR protocols
- Secondary School SENDCos are invited to all year 6 annual reviews
- Support from external agencies such as Horizon's Academy and MHST deliver transition programmes for identified pupils

Teaching approach

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching is our first step in responding to pupils who have SEND. This

will be adapted for individual pupils.

We utilise technology to allow all children to experience success within our universal design for learning - children are provided with access to a variety of mediums in which they can demonstrate their learning, from sending a voice note, to making a short film or presentation, or simply to write in their book. By providing children with options, they can engage with and demonstrate their learning in a way most suited to them. This removes the need for any child to feel isolated from a task or unable to achieve.

We carefully design lessons to focus on the key area of learning. Using Showbie as an online interactive platform, teachers can easily send out documents for children to interact with and quickly return for personalised feedback. As we develop our UDL approach, this will directly link with Socrative – an online assessment tool which quickly allows teachers to address misconceptions and identify any targeted intervention. Augmented Reality applications can also be used to provide children with engaging interaction with 3 dimensional objects in the classroom, and features such as Apple Maps will allow children to understand their place as a global citizen in context with their own community.

We provide interventions that are continuously reviewed to ensure that they have the required impact to improve children's outcomes. When high-quality teaching does not meet the needs of individual children, they may be placed in a targeted intervention. These are carried out by school staff but if your child has outside agencies involved, they may receive 1:1 or group specialist intervention.

The interventions we will aim to provide to support pupils are:

- English – Reading, Writing, EGPS, Oracy e.g Little Wandle Rapid Catch-up, Toe by Toe
- Maths
- Speech and language
- Social skills
- Attention and listening skills
- Life skills
- Social, emotional and mental health needs
- BLAST
- Speech and language therapy
- Lego Therapy
- Nurture
- Draw and talk
- Time to talk

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as IPADS, laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, modelling etc.
- Utilising a universal design for learning approach to our curriculum, teaching and learning

Our learning environment is adapted by including:

- Mixed ability seating to enable children to learn from each other
- Clearly defined areas, labelled trays and resources
- Class rules are displayed
- Use of visual support-signs/ pictures – lanyard symbols/class expectations/pictures to support learning
- Modelled examples on flip charts and working walls
- Whole class visual timetable that is consistent across the whole school
- Reflection area
- iPad with accessibility tools
- Sub-titles used during videos
- Visual timers

Some children may require targeted or specialist equipment that is bespoke to that pupil such as:

- Individual timetables
- Now/Next – Now/Next/Then – 1/2/3 – 1/2/3/4
- Task boards
- Pencil grips
- Fidget tools
- Chunky pencils/crayons/paint brushes
- Coloured overlays for books/computer screen/laptop overlays/ line tinted exercise books, reading rulers

- Sensory equipment such as ear-defenders, weighted blanket/objects, wobble cushion
- Writing slopes/slant boards
- Using alternative ways of recording such as laptops and iPads

Inclusivity in activities

At Lime Wood Primary we take steps to ensure that all children can take part in all school events and activities. Our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to go on any school trips planned, with additional support put in place if required.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We support pupils with disabilities in school by having:

- Wide corridors with doors opening onto the courtyard through to the playground
- Disabled toilets within the school
- The views and experience of parents/carers
- Adjustment of learning area to ensure access to learning and resources where appropriate
- Adjustable desks in each classroom
- Robust risk assessments in place to ensure the safety of all pupils.

Please also see our Admissions Arrangements, our Accessibility Plan and our Equality Policy for more information.

Supporting emotional and social development

We provide support for pupils to improve their emotional and social development in a range of ways, including the following:

- Therapeutic interventions
- Zones of Regulation

- Family support

We have a zero-tolerance approach to bullying – please refer to our Anti-Bullying Policy.

We use a range of assessments e.g. Strengths and Difficulties questionnaire and Boxall Profiles to measure baseline and progress outcomes additional to academic data.

Online safety

All staff complete training on Prevent and how to stay safe online. Our IT curriculum covers online safety for all and is referenced each term. We share with parent/carers workshops on keeping children safe online and include information in our school newsletters. We have strict policies that include safeguarding all children from such harm. Please refer to our Child Protection and Safeguarding policy and Online Safety Policy for more information.

The SENDCo accesses regular and appropriate training and support to ensure they recognise the additional risks that learners with SEND face online which is shared with staff.

Sexual violence and harassment

All staff complete training on KCSIE and safeguarding. Staff deliver structured lessons through PSHE & RSE and explicitly refer to exploitation, child on child and how technology is used to cause harm such as up skirting. This information is built into school policies and shared with parent/carers.

When managing a safeguarding issue relating to a pupil with SEND, the DSL (Headteacher) will liaise with the class teacher as appropriate, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met. More information can be found in our Child Protection and Safeguarding Policy.

Handling complaints

Complaints about SEND provision in our schools should be made to the SENDCo/Headteacher in the first instance. If the complaint is not resolved, the complainant will be directed to the school's complaints procedure.

Although we believe that any concerns/issues can be resolved in school, the parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Suspensions and Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Spending the budget

The SENDCo/Headteacher and Senior Office Administrator ensure that the SEND budget is monitored and spent effectively to make sure we are meeting the needs of our pupils.

Spending may include but is not limited to a range of professional services such as:

- Educational Psychologist
- Education Welfare Officer – supporting attendance matters incl. children with SEND
- School nurse
- Counselling service for identified children

Local Offer

Our local authorities' local offer can be found at <http://www.bexleylocaloffer.uk/>

Named contacts

Name of individual	Email address	Phone number
Claire Ingrams	LWPoffice@watschools.org.uk	01322 344939

Additional

Training – We do our best to provide as much in-school specialist provision to enable us to have on site experience and immediate support where necessary.

As set out in our SEND Policy, we are committed to constantly improving and updating expertise in SEND. An example of our training offer includes links with NASEN who provide training such as; high quality teaching, supporting specific needs in the classroom, early identification of needs in EYFS, TAs – how to support children with SEND, how to support the removal of barriers with digital strategies.