



## SEND Information Report Lydgate Infant School



<p><b>What kinds of Special Educational Need and Disabilities are provided for at our school?</b></p>	<p>Lydgate Infant School is a mainstream provision for children from 4-7years old. Currently we are providing additional and/or different provision for children with a range of needs including:</p> <ul style="list-style-type: none"> <li>• Cognition and learning – Severe and Moderate learning difficulties, Specific learning difficulties including Dyslexia and Dyspraxia</li> <li>• Sensory, Medical and Physical difficulties – hearing impairment, vision impairment, sensory processing difficulties, Epilepsy, Cystic Fibrosis, heart conditions</li> <li>• Communication and Interaction – Autism, speech and language difficulties including speech sound production difficulties, word finding difficulties, non-verbal communication and Developmental Language Disorder</li> <li>• Social, Emotional and Mental Health</li> </ul>
<p><b>How do we identify children with Special Educational Needs and assess their needs?</b></p>	<p>Identification of a child with Special Educational Needs and Disability (SEND) is made through ongoing class teacher observations (as part of their quality first teaching), pupil progress meetings (which are held with the deputy head, SENCO and class teacher each term) and the use of the Sheffield Special Educational Needs and Disability Support Grid (SSGe) which provides a guide for identification of SEND provision. Teachers who have concerns about a child complete an initial concern form and collect information about the child’s strengths, needs and difficulties in consultation with the SENCO. This information is used to determine next steps for the child; either continued support through high quality teaching or the need to access SEND support.</p>
<p><b>How are parents consulted and involved in their child’s education?</b></p>	<p>The school sees your child’s education as a partnership and seeks to build a strong relationship with parents, based on regular communication. We have 3 parent meetings a year in addition to curriculum evenings and for pupils with SEND we hold review meetings each term. These involve reviewing targets and setting new targets with parents/carers, the class teacher, teaching assistants who are involved in the support for that child, the SENCO and, where appropriate, external agencies. At the end of the school year, all pupils receive a school report.</p>
<p><b>How are children consulted and involved?</b></p>	<p>Children on the SEN register will have a SEN Support Plan. If appropriate children will be consulted when their plan is to be reviewed so they can add their voice to the review process.</p>
<p><b>What are the arrangements for assessing and reviewing progress, and what opportunities are there to work with parents and children?</b></p>	<p>Progress towards outcomes is reviewed by the class teacher throughout the year using the Assess, Plan, Do and Review cycle, which is then shared with parents at either the parents’ evening or as part of a review meeting with the SENCO. The use of the Birmingham Tool Kit, First Class Maths, Engagement Model and Locke and Beech are used across school as a means of assessing need, identifying appropriate provision and measuring impact for those children with special needs relating to learning needs and social, emotional and mental health. A range of further interventions in school also provide evidence of pupil progress towards given outcomes. Pupil progress meetings are held each half term, where whole class progress is discussed, those in need of additional support are identified and interventions and provision maps are reviewed and evaluated. In addition to termly review meetings, annual reviews are held for any pupil with an EHCP. These meeting where appropriate will include involvement from any outside agencies involved with the pupil or family.</p>
<p><b>Arrangements for supporting children and young people in moving between phases of education</b></p>	<p>We work closely with early years providers when children enter school to provide the smoothest transition possible. As much as possible a member of the F2 team will visit the nurseries/ preschool / childcare setting, to observe the children in a familiar setting and to speak to staff. Prior to starting at Lydgate Infants, children are invited to two sessions in the foundation stage classrooms. Children are provided with a photo transition booklet containing key information that they will need to help them prepare for starting school. The SENCO will attend transition review meetings and liaise with the relevant SENCOs and parents about children’s</p>

	<p>needs. For children leaving us for Key Stage Two settings we invite the SENCO of that setting to attend the transition review meeting, so that any additional transition support can be discussed and put in place. For those moving to a new class, there are opportunities for staff to share information on children before their transition to the next class and where possible new teachers attend reviews in the summer term. Teachers have access to key information regarding the children coming into their classes; for example their learning profile and information relating to needs, outcomes and past and current provision. Additional transition opportunities are put into place for those children who need it, with extra visits to their new teacher and classroom and photo transition books for the summer holiday.</p>
<p><b>Lydgate Infant School's approach to teaching children and young people with SEN</b></p>	<p>The understanding that every teacher is a teacher of pupils with SEND and differentiation is a core principle of our planning and teaching. The class teacher working with the SENCO and teaching assistants based in class and across the school plan how best to support individual children's learning. This always starts with quality first wave teaching in the classroom. Differentiation can be implemented in terms of:</p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Process</li> <li>• Product</li> <li>• Learning environment</li> </ul> <p>Children with special educational needs will have a Support Plan, which will help to personalise their learning further as they work towards specific targets. Personalisation is achieved through adapting the curriculum so that all students can achieve. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN and may involve adapting teaching styles to suit the needs of learners. In addition we have a range of interventions which children can access, both within the classroom and in small groups. Where needed we work with outside agencies such as SALT and the Autism Team to develop a range of support and interventions based on their specialist advice. We have also supported pupils with individual physical needs following advice from Physiotherapists and Occupational Therapists.</p>
<p><b>Staff expertise and training in supporting children and young people with SEN</b></p>	<p>The SENCO's job is to support the class teacher in planning for children with SEN. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder and speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Staff are TeamTeach trained in respect of awareness and accreditation.</p>
<p><b>Evaluating the effectiveness of the provision made for children with SEN</b></p>	<p>This is achieved through:</p> <ul style="list-style-type: none"> <li>• parents' evening meetings.</li> <li>• pupil progress meetings</li> <li>• termly review meetings</li> <li>• work with outside agencies</li> <li>• monitoring of class/whole school provision grids</li> <li>• progress tracking data – at an appropriate level for the child</li> <li>• termly meetings with the governor responsible for SEND</li> <li>• moderation through the locality SENCO group</li> </ul>
<p><b>Inclusion for children with SEN in activities outside the classroom</b></p>	<p>Wherever possible, pupils with special educational needs or disabilities are integrated with their peers in order to achieve the best balance of educational and social progress. Within the curriculum the balance of integration, support and withdrawal is negotiated for each individual in order to meet the requirements of their Pupil Plan, MyPlan or Education Health Care Plan (EHCP). Pupils are entitled to be included in all parts of the school curriculum and we aim for all children to be</p>

	included on school visits. We do our best to provide the necessary support to ensure that this is successful. We believe all learners are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all.
<b>Providing support for improving emotional and social development.</b>	We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes follow a Learning for Life curriculum to support this development - the use of 'Zones of Regulation', P4C and Healthy Minds is used as a whole school approach, in whole class sessions to support well-being and as a specific intervention tool. . However, for those children who find aspects of this difficult we arrange and plan for extra provision with the class teacher and work with them to put additional support in place for individual pupils. Lunchtime social groups are in place to work on interaction skills and building friendships.
<b>Working with outside agencies</b>	Some children will join school already accessing support from outside agencies, or if appropriate, the school may want to make referrals to outside agencies for further support. This may be to support the identification of a special educational need; to assess a child or to support our current provision. Outside agencies that we may work with include: <ul style="list-style-type: none"> <li>• Early Years Inclusion</li> <li>• Speech and Language</li> <li>• Fusion – School2School support</li> <li>• Autism Team</li> <li>• Educational Psychologist</li> <li>• Ryegate Children’s Centre</li> <li>• CAMHS (Children and Adolescent Mental Health Service)</li> <li>• MAST (Multi Agency Support Teams)</li> <li>• Social Services</li> </ul>
<b>Arrangements for handling complaints</b>	In the first instance we encourage you to contact your child’s class teacher. If you still have concerns, parents can request a meeting with the SENCO or Headteacher, depending upon the seriousness of the concern. In the unlikely event that your concern is not resolved then please contact the nominated SEN governor
<b>Details of the school’s contribution to the Local Offer</b>	The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Further information about Sheffield County Council's Local Offer can be found here: <a href="http://www.sheffielddirectory.org.uk">http://www.sheffielddirectory.org.uk</a>