

February 2021	
The kinds of SEN that are provided for within Lydgate Infant School	Autism, ADHD, ADD, PDA, Visual Impairment, Hearing Impairment, Dyslexia, Down's Syndrome, Learning difficulties, Social, Emotional & Mental Health difficulties, Language difficulties, Communication difficulties,
Policies for identifying children and young people with SEN	Our approach to identifying SEN is outlined in our SEN and Inclusion Policy, which outlines our graduated approach to SEN within school. The school SENCO is Miss Nicola Leyshon, who is in school full time but out of class on Thursdays. The SENCO can be contacted via the main school telephone number, or by email: enquires@lydgate-inf.sheffield.sch.uk
Arrangements for consulting parents of children with SEN and involving them in their child's education	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 review meetings a year in addition to curriculum evenings but whenever possible, make ourselves available to meet with parents as and when is necessary. At the end of the school year, all pupils receive a school report, reporting on their progress.
Arrangements for consulting young people with SEN and involving them in their education	Children on the SEN register will now have a SEN Support Plan or My Plan if needed. If appropriate children will be consulted when their plan is to be reviewed.
Arrangements for assessing and reviewing children and young people's progress towards outcomes.	Data collection each term, from all teachers, showing the current level of attainment of all pupils they teach. This means that teachers, SENCO and Senior Leadership Team can track the progress of all pupils across the school year, during pupil progress meetings. Those children in receipt of interventions are reviewed half termly to assess progress and next steps.
Arrangements for supporting children and young people in moving between phases of education	We work closely with Nursery School when children enter school to provide the smoothest transition possible. Staff will visit settings to see children and talk to staff; we can also arrange extra visits for SEN children, deferred or part time entry, transition booklets and a home visit. When children move to juniors we arrange visits from their new teachers, additional visits to their new school, additional nurture support and transition books.
Lydgate Infant School's approach to teaching children and young people with SEN	Class teachers plan a differentiated curriculum for all our learners, providing Quality First Teaching. This is reviewed by the SENCO and Senior Leadership Team. Learners are supported in class by Teaching Assistants who also provide a range of interventions, where needed we will provide a more individualised timetable to support learning and inclusion. We also have in place a full time member of staff who provides pastoral support for a range of need.
Adaptations made to the curriculum and the learning	The special needs of most children will be addressed through differentiation and personalisation within the

<p>environment for children and young people with SEN</p>	<p>classroom. Teachers differentiate through teaching styles and reasonable adjustments of policy, procedure and learning environment. Class-based TAs work alongside the class teacher to support children with SEN individually/in small groups and to facilitate the class teacher working with children with SEN. Links are forged between classroom and intervention to ensure continuity. Where necessary, specialist equipment, computer software and applications will be used so that all children make progress.</p>
<p>Staff expertise and training in supporting children and young people with SEN</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.</p>
<p>Evaluating the effectiveness of the provision made for children with SEN</p>	<p>We assess and evaluate the effectiveness of our interventions on a half termly basis, with staff producing provision maps that are reviewed by the SENCO and Headteacher. We meet with parents on a termly basis, to discuss progress and evaluate targets. Staff also complete pupil trackers which monitor the provision for vulnerable children. Staff also undertake year group tracking meetings to gain an overview of pupil progress.</p>
<p>Inclusion for children with SEN in activities outside the classroom</p>	<p>All pupils are entitled to be included in all parts of the school curriculum and we aim for all children to be 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.</p>
<p>Providing support for improving emotional and social development.</p>	<p>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. 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. The school has a nurture provision that supports small groups of children with a range of needs, and the school undertakes small group work with F2 pupils to encourage emotional regulation and build social skills. We also have in place lunchtime and playtime support through additional staffing, planned activities and group work.</p>

<p>Working with outside agencies</p>	<p>The SENCO liaises with many specialist services and outside experts, to ensure provision for our pupils and to meet their needs. The school works closely with many external agencies that are relevant to individual pupil's needs including the Autism Team, Educational Psychology Service, MAST (multi agency support team) and Speech and Language Therapy Service.</p>
<p>Arrangements for handling complaints</p>	<p>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 (via the school).</p>
<p>Details of the school's contribution to the Local Offer</p>	<p>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: http://www.sheffielddirectory.org.uk</p>