



Lammack Community Primary School

SEND INFORMATION REPORT – September 2019

1. What kinds of special educational needs do we make provision for in our school?

Lammack Primary School is significantly larger than the average primary and is one of the biggest in the authority with 494 on roll. It is organised into 17 classes of which two are mixed. The school draws children from a wide area, a considerable proportion from outside the immediate area. The ethnic profile of the school has changed over the past few years. During this time, there has been a very substantial increase in pupils with EAL. 99% of the intake is of Asian Heritage.

The class teachers are supported by experienced teaching assistants who work very closely together to meet the needs of all our children. In addition, we have Special Support Assistants who provide support to children who may have more complex needs.

We are a very high achieving school and we have high expectations. Our excellent partnership with parents and our drive to ensure every child achieves, ensures that our pupils are equipped with the knowledge, skills and real life experiences they need to succeed academically, socially and emotionally.

Lammack Primary School is committed to an inclusive education for all pupils and aims to provide a learning environment which is flexible enough to meet the needs of all members of our school community. The types of special needs range from ASD, Speech and Language Delay, Downs Syndrome and physical disabilities.

2. How does our school know if your child needs extra help?

The class teacher informs the parents at the earliest opportunity to alert them to concerns. The parents are invited to school for a meeting to discuss concerns and they are actively engaged in their child's learning to help address some of the areas of concerns.

The class teacher and SENCo assess and monitor the children's progress in line with existing school practices.

The SENCo seeks advice from outside agencies where necessary. This could be contacting the Educational Psychologist for

assessments of individual pupils, the Inclusion Support Service for advice on ASD, Speech and Language, Physical disabilities, etc. The School Nurse is also involved for advice on health care plans, Epipen/Epilepsy/Diabetic training, etc.

The SENCo works closely with parents, teachers and teaching assistants to plan an appropriate programme of intervention and support. All classes have full time support in the mornings and some support in the afternoons. The TAs all receive regular training on delivering high impact intervention programmes across the school.

The class teacher and SENCO can break down assessment into smaller steps in order to aid progress and help plan next steps in learning. Additional interventions, which are timed and measured, are delivered in Reading, Writing and Maths.

Special provision is made for target SEND pupils when sitting exams/completing assessments. Children with SEND can be supported 1:1 (if they have an IPRA/EHCP), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

We have an effective tracking system in operation across the school which enables us to monitor the progress of all individuals, including our SEND pupils and pupils receiving the Pupil Premium funding.

3. Who can you speak to at our school if you think your child may have special educational needs?

We have an 'open door' policy at Lammack and we would encourage parents to come in and speak to the class teacher/SENCO as soon as they have any concerns about their child.

Class teachers are available to speak to parents at the end of each day.

The SENCo/Deputy Headteacher (Mrs Majid) or Headteacher (Mrs Duckworth) are also available to speak to parents on a daily basis. Please contact the Main Reception on 01254 698584.

The school has three parent evenings a year to provide opportunities for parents to discuss the progress of their child. They also receive a mid-year and end of year report outlining progress and next steps in learning. Annual review meetings are held for

children with IPRA's/EHCP's. In addition, half termly meetings are arranged with the parents of children who have IPRA's/EHCP's.

4. How do we know what progress your child is making and how will we keep you informed?

Regular review meetings take place between the SENCO, teacher, parents and pupils. Outside agencies that have been involved are also invited to the review meetings. Provision being made for pupils is discussed, progress is reviewed and next steps are planned as part of the review process.

The pupils are assessed on a regular basis and progress is also monitored by the SENCO/Assessment Coordinator through the school tracking system. Book studies take place every term to monitor progress and highlight further areas for development.

Parents are sent a mid-year and end of year report – keeping them informed about progress and next steps. They are also regularly invited into school to discuss target setting and they are involved in Parent Conferencing sessions.

Three parent evenings take place over the course of the year, giving parents further opportunities to discuss concerns/progress etc.

Parents also receive copies of evaluated IEPs and new IEPs – keeping them informed about the target setting process

5. How will our school support your child and how will the teaching be adapted to meet their needs?

Teaching addresses different learning styles: auditory, visual, and kinesthetic. Depending on the needs of the pupils, teaching approaches are adapted.

Teachers are equipped with a range of strategies to meet the needs of pupils with SEND. The use of scaffolding, use of visual aids, etc are used to help pupils who may need additional support.

Teachers also use a range of speaking and listening activities and opportunities for oral rehearsal to help pupils who need more time to generate their ideas before writing them down.

As a school, we use Kagan Structures – which encourages active participation from all pupils to help them in every step of their learning.

Lammack Primary works very closely with Advisory teachers and other agencies to ensure teaching meets the needs of all of our pupils.

We deliver a highly differentiated curriculum to meet the needs of all our pupils.

Class teachers plan on a weekly basis but the pupils are assessed formally and informally throughout all lessons. Plans are adapted accordingly to ensure all pupils can reach their full potential.

Pupils are provided with real life experiences to enrich their understanding of different aspects of the curriculum and we try to inspire pupils with wonderful topic launch days across the school. They also have lots of opportunities to participate in educational visits to further broaden their understanding, enrich their language and develop their confidence.

Accurate assessment of pupils enables teachers to plan next steps for all pupils.

Pupils with complex needs are supported by the Inclusion Support Service. Advisory teachers from the service help school staff in planning and delivering a highly differentiated curriculum to meet their individual learning needs.

6. How are decisions made about the type and how much support my child will receive?

Parents are invited to additional meetings where key professionals outline what level of support a child needs.

All agencies involved work closely together to agree the level and type of support needed.

The school SEND officer is also invited to meetings to help plan next steps.

Once panel submissions take place, parents are kept informed about developments by the SENCO and all professionals involved.

7. How will our school help you to support your child's learning?

Parent Workshops for all parents take place every term – where parents are given valuable information about how they can support learning at home. Parents are also given a valuable resource pack after each workshop – which includes activities that parents can complete at home with their children. We deliver workshops on reading, writing, maths, phonics, ICT, etc.

Class teachers set up meeting with parents if they have concerns or if they feel parents can further support learning at home.

The SENCO arranges 'Parent Conferencing' sessions with target parents and helps them to support learning at home by providing high quality resources, workbooks, etc.

8. What specialist services and expertise are available or accessible through our school?

We access a range of different services to ensure that we are effectively meeting the needs of our pupils. These include:

- Inclusion Support Service – who provide advisory teachers for ASD/ADHD/Speech and Language/Physical Disabilities/Visual Impairment, etc.
- Speech and Language Therapists – who provide updated programmes for our TAs to deliver in school for target pupils.
- Education Psychologist – we have a link Psychologist who works very closely with the SENCo to carry out observations/assessments, etc with target pupils.
- Occupational Therapy/Physiotherapy Services – we have an excellent partnership with these services to meet the needs of our pupils.

9. How are the staff in school supported to work with children with special educational needs and what training do they have?

Our teaching and support staff have regular training to meet the needs of SEN pupils/pupils with physical disabilities. This includes:

- Training delivered by the SENCo through staff meetings/department meetings/support staff meetings – with a focus on how to differentiate to meet the needs of SEN pupils, effective questioning and adapting resources, assessment and planning next steps, etc.
- Our Educational Pyschologist has delivered sessions on setting IEP targets, planning for different groups within a classroom, meeting the needs of pupils with behaviour issues, etc
- The Inclusion Support Team – deliver regular sessions on assessing pupils using PIVATs. Advisory teachers have also delivered training on meeting the needs of pupils with Autism, VI and HI needs.
- All our support staff have had Moving and Handling training – to meet the needs of our pupils with physical disabilities.

10. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

All pupils participate in PE lessons twice every week.

We have a range of extra curricular activities which take place after school. These include cookery, art, film, dance, badminton, tennis, drama and many more clubs! We also have structured 'Life Skills' sessions for our pupils with complex needs, which take place on a weekly basis.

Every child in the school is guaranteed at least one club during each academic year.
We also have a Breakfast Club and an After School Club.

Activities and educational visits are available to all children in our school. A risk assessment will be carried out and procedures put in place to ensure that your child can participate.

11. How will our school support your child's overall wellbeing?

We have themed weeks throughout the year – looking at anti-bullying, staying healthy, safe internet use, etc.

The SENCO is available most lunch times to see pupils with SEND and addresses any concerns/issues that they may have.

The Educational Psychologist meets with target pupils to support them emotionally, socially, etc.

The School Nurse provides 'drop in' sessions to support pupils who may need additional support.

The SENCO is available at lunchtimes – where pupils have an opportunity to discuss any concerns they may have.

Every class has a 'Worry Box' to highlight anything that may be bothering them and teachers address issues through Circle Time activities.

The school nurse, SENCO or class teacher help to formulate care plans for target pupils. All staff are made aware of children with

specific medical or physical needs through meetings and documentation. All staff are kept regularly up to date with First Aid training to ensure staff are familiar with what action to take in the event of an emergency.

If your child has a medical need then a Health Care Plan will be drawn up in consultation with you and the appropriate medical practitioners.

12. How accessible is our school both indoors and outdoors for children with special educational needs?

- The school uses ICT programmes for pupils with SEND and we have touchscreen computers for pupils who struggle to use a mouse, etc. Computers and interactive whiteboards are installed in every classroom. Visual timetables are used for some SEND pupils.
- Special slanted boards are used for pupils with visual impairments and tables are raised for pupils with physical disabilities.
- To ensure all access for pupils and parents with disabilities, the school has ensured that all doorways and entrances to the school are wide enough to accommodate a wheelchair if necessary.
- There are accessible parking spaces available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise.

13. How will our school prepare and support your child when joining our school and when transferring to a new school? (Regulation 12)

We have a very lengthy induction programme for pupils who join us in the Reception Year. The parents are invited to an induction evening and this is followed by a four week Toy and Book programme, where parents and pupils are invited into school each week. The teachers also do home visits and the new pupils spend a lunchtime and afternoon in school before they officially start in September. This ensures we have happy, content and confident children who are not worried about starting school as they have already developed a bond with the school and the staff. Transition meetings take place between the SENCo/class teachers and the different nursery settings.

Each year pupils visit their forthcoming Secondary School for taster sessions to help ease the transition from Year 6 to Year 7. The tutors from the secondary schools also visit the pupils in school.

The SENCO and Year 6 teachers provide feeder schools with key information through transition meetings.

Additional visits are arranged for pupils with SEND in order to further ease the transition process.

14. Who can you contact for further information? (Regulations 9 and 13)

Name: Nosheen Majid (SENCo/Deputy Headteacher) or Mrs Duckworth (Headteacher).

Phone: 01254 698584

Email: lammack.primary@office.blackburn.sch.uk

Website: <http://www.thelifeccloud.net/schools/LammackPrimarySchool/>