

SEND / Local Offer information from Lavendon School

At Lavendon School we aim to offer all children access to a full, broad and balanced curriculum that offers the appropriate level of challenge. All children should also be given the opportunity to access and experience a full range of extra-curricular activities to further enhance their learning and understanding.

Where children are identified as having Special Educational Needs or disability (SEND), the school is committed to ensuring that all the children, regardless of their specific needs, make the best possible progress in school through special educational provision.

How does Lavendon School identify children who need extra help?

- Liaison with the child's previous school /pre-school/nursery setting
- Concerns raised by parents/carers
- Concerns raised by your child's class teacher or school SENCO
 - child performing below age expected levels
 - behavioural difficulties or poor self- esteem which is affecting performance
- Liaison with external professionals (e.g. speech and language therapist)
- A medical diagnosis through a paediatrician

What should a parent/carers do if they think their child may have special educational needs (SEND)?

- Raise your concerns with the child's class teacher initially. They have the most knowledge of your child in the school setting
- Raise your concerns with the SENCo who is responsible for:
 - Coordinating the support for children with SEND to make sure all children get a consistent, high quality response to meeting their needs in school
 - Ensuring that you are
 - Involved in supporting your child's learning
 - Kept informed about the support your child is receiving
 - Involved in reviewing how your child is progressing
 - Liaising with other professionals who come into school to help support your child's learning (e.g. Speech and Language Therapy, Educational Psychology etc)
 - Updating the schools SEND register and making sure there are records of your child's progress and needs
 - Providing specialist support for teachers and support staff in school so that they can help children with SEND achieve the best possible progress

- The SEND Governor can be contacted if you feel the school are not responding appropriately

How will the teacher support the child who has been identified as having SEND?

Excellent targeted classroom teaching known as Quality First Teaching, which for your child means:

- The teacher has the highest possible expectations for your child and all the pupils in their class
- All teaching is based on what your child already knows, can do and can understand
- Different ways of learning are in place so that your child is fully involved in learning in class. This may involve using more practical learning
- Specific strategies (which may have been suggested by the SENCo or outside agencies) are in place to support your child to learn
- Your child's teacher will have checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress
- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met with appropriate differentiation

In addition your child may participate in interventions that take place outside of the classroom. These target specific gaps to enable your child to make progress.

How will the curriculum be matched to the child who needs extra support or SEND?

- All work within the classroom is differentiated to an appropriate level so that all children are able to access the lesson and learn at their level
- Practical apparatus is available to support the learning
- Additional adult support may be used to meet specific needs

How will the school know that the support has had an impact?

- Individual targets on a child's Support Plan will be being met
- The child is making progress against attainment targets for their age group and they are catching up to their peers or age expected levels
- Children may move off of the SEND register when they have made sufficient progress

How the school helps the parents to monitor progress and support their child?

- We offer an open door policy. The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used
- The SENCo is available to meet with you to discuss your child's progress and any concerns you may have
- All information/reports from outside professionals will be shared with you
- If your child is on the SEND register they will have a Support Plan which will have individual targets. This is written in conjunction with the parents and the child, where appropriate, on a termly basis and all involved are given a copy of the Support Plan. The targets set are SMART (Specific, Measureable, Achievable, Realistic, Time scaled) targets with the expectation that your child will achieve the target by the time it is reviewed.
- Homework will be adjusted to your child's individual needs
- A home/school contact book may be used to support communication with you when it is agreed this will be useful to you and your child
- School will inform the parents of any courses they are aware of that may help them support their child

What support is offered from the school to ensure the well-being of the child who requires extra help or SEND?

- We are an inclusive school which welcomes and celebrates diversity. All staff believe that children having high self-esteem is crucial to their well-being. We pride ourselves on having a caring, understanding team looking after your children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Therefore they should be the first point of contact.
- If further support is required the class teacher confers with the SENCo for further advice and support.

The management and administration of medicines

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the class teacher if medication is recommended by a health professional to be taken during the day
- On a day to day basis the class teacher generally oversees the administration of any medicines
- For on-going conditions a Care Plan is drawn up by the school nurse
- Children with medical conditions are identified to all staff and their details are displayed in the staffroom.

What specialist services and expertise are available or accessed by the school?

- We work closely with external agencies to access specialist support for the children and support staff.
 - Educational Psychology Service.
 - Inclusion and Intervention Team give support in the areas of learning and cognition, communication and interaction, sensory development and physical difficulties
 - Primary Behaviour Support - support in the area of emotional, behavioural and social development

- Speech and Language Therapy. The school has an attached speech therapist who provides advice to staff following an assessment of a child's speech and language
- Physiotherapy and Occupational Therapy. Parents can make the referral in the first instance and take their child to the Child Development Centre for an assessment or SENDIS can refer a child
- School Nurse. Referrals can be made to community paediatricians through the school nurse for assessments, treatments, advice and support on health conditions that may impact on the child's ability to access the curriculum
- Social Services. The school works with social services when appropriate
- Links with other schools. The school is part of the IFtL Mult Academy Trust and fully participates in the working group. This enables shared discussions on special educational needs and decision making around such issues as Support Plan writing, common formats for record keeping and transfer issues as well as the establishment and embedding of the Trust SEND one page profile. This helps to ensure continuity of provision.

What training are the staff having or going to have to support a child with SEND?

Lavendon School have received training in the following areas:

- Dyslexia friendly schools
- Comic strips and Social Stories to support children with ASD and Social Communication Difficulties
- Practical Understanding of the process and school's role within the Education, Health and Care (EHC) Plans
- Implementation of the SEND reforms
- ASD strategies and approaches to use in the classroom
- ACES and Trauma approaches

How will the child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will ensure the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety is not compromised.
- In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which cover the same curriculum areas will be provided.
- Parents are involved in discussions to ensure all issues regarding their child's participation are shared.

How accessible is the school environment?

- The school is on two levels with wheelchair access through all external doors and a lift from the library to the hall.
- A large disabled toilet is available with enough room to accommodate changing.
- There have been improvements to the hall with sound dampening boards to help children with hearing impairments.
- We liaise with the Ethnic Minority Achievement Support Service (EMASS) who assist us with supporting our families with English as an additional language.
- When children with specific needs of specialist equipment join the school there is a multi-agency meeting to discuss their requirements and the relevant changes to the school building are carried out and equipment installed.

How will the school prepare and support the child who needs extra help or SEND when joining the school or transferring to a new setting?

Transferring to a new setting

- Additional transfer arrangements are made for all SEND children transferring to Olney Ousedale Campus at the end of KS2. We work together to ensure the children acclimatise to their new surroundings with a number of short visits to experience different times of the school day.
- The children also receive a booklet of pictures of their new school, when appropriate, to share with their parents and prompt discussion.
- Social stories are written for children where necessary, create their own Passport and access extra transition lessons.
- The SENCo liaises with her counterpart at Olney Ousedale Campus to ensure the relevant paperwork is passed on and all needs are discussed and understood.
- The Year 6 and Head of Year 7 teachers also meet to discuss the needs of the children in detail.
- When transferring to other settings we are happy to accommodate their transfer arrangements.

Transferring into Lavendon School

- The Foundation Stage leader advises the SENCo of SEND children transferring from the pre-school or nursery setting into school. They visit and observe the children in their Early Years setting and discuss the needs being met by their current provider.
- Transfer meetings organised by the Early Years SENCo are attended by the Headteacher/SENCo and class teacher to ensure a detailed exchange of information for a smooth transition. The parents have an opportunity to voice their feelings at this meeting.
- Provision to meet the needs of any SEND child is discussed and where additional adult support is required this is put in place before transfer visits take place. The support staff are available to meet the children on all of their transfer visits.

How are the schools resources allocated and matched to a child's SEND?

- We ensure that the needs of children who have SEND are met to the best of the school's ability with the funds available

- There are dedicated teaching assistants who provide individual support to children where the needs are most complex
- Each class has a dedicated teaching assistant who delivers programmes designed to meet the needs of groups of children
- The SENCo meets with individual teachers each half term to discuss the progress of individual children and how we can support them to ensure they make progress

How is the decision made about what type and how much support a CYP with SEND will receive?

- The class teacher will meet with the SENCO to discuss any concerns they may have.
- The class teacher and SENCO will discuss strategies to support the child in school.
- The class teacher will meet with the parents/carers of the child to discuss their concerns and the suggested strategies to support. The interventions will be recorded on a Support Plan.
- Parents/carers are asked to make suggestions for how best to support their child and are also asked how they will support their child at home. This will also be recorded on the Support Plan.
- The Support Plan will be reviewed with parents/carers every term at an extended parents meeting.
- Teachers will keep a record of any interventions which take place for a child and this is used alongside assessment data to establish if a child has made progress.
- If a child has not made progress against a target, discussions will take place with the class teacher, SENCO and parents/carers to establish why. If it is deemed appropriate, a child may be referred to an outside agency if it is unclear why a child is not progressing.
- If a child does make progress against their targets, it may be necessary to write a new target on a new Support Plan or it may be appropriate to remove the Support Plan completely.
- Parents are welcome to make appointments to meet the class teacher and/or SENCO to discuss their concerns and we welcome and encourage parental involvement to ensure children in Lavendon School make the best progress possible.

Who can a parent/carer contact for further information?

- The first point of contact is the child's teacher
- You can arrange to meet Mrs Crook, the school's SENCO. She can be contacted by email at ccrook@lavendonschool.co.uk
- The Milton Keynes Local Authority offer: <https://www.mksendlocaloffer.co.uk>
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk

Who should I contact if I am considering whether my child should join the school?

Contact the school office on 01234 712680 to arrange to meet the Headteacher Mrs Watson, who will happily discuss how the school could meet your child's needs.

