

## SEND Information Report November 2019

Lapage Primary School is a fully inclusive school and we aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (regardless of gender, ethnicity, religion, sexual identity, economic, physical ability or educational needs). Lapage Primary school is a nurturing school with additional provision for children with additional social, emotional and mental health needs. We use 'best endeavours' to offer a rich variety of experiences which include clubs, educational and residential visits, for all children. We involve parents/carers at every range providing them with information and participating in decisions about their child's education.

### What is a Special Educational Need and/or Disability?

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them, namely provision different from or additional to that normally available to pupils of the same age.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions. A child under compulsory school age has special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them."

### SEND Code of Practice January 2015 Section 6.15

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities. A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments. If the impairment has a substantial and long term effect on a person's ability to carry out normal day-to-day activities, it may amount to a disability.

### Areas of Need

There are four broad areas of need:

**Cognition and Learning:** Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe (SLD), where children are likely to need

support in all areas of the curriculum. Specific Learning difficulties (SpLD) affect one or more specific aspects learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Communication and Interaction:** Children with speech, language and communication needs (SLCN) have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Disorder, including Asperger's.

**Social, Emotional and/or Mental Health:** Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn, isolated as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or Physical:** These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment or access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers. It also includes children with medical needs.

Children are identified through the use of assessment, speaking to parents, gathering information from professionals, all with consultation of the child's parents. A graduated approach is used to ensure that as the level of need increases, so does the support in school: through Quality First Teaching, additional provision and then personalised provision.

Parents of children with SEND meet with the teacher three times a year to discuss their child's progress, celebrate their achievements and to identify areas of action. Parents can request additional meetings at any time and will be seen in a timely manner. Children with complex needs have more frequent meetings with staff and this forms part of the process of an Individual Education Plan (IEP). If a child has an Education, Health and Care Plan, then we provide the support detailed in the plan and parents, as well as other professionals, the child and the necessary staff in school, are all involved in this process.

Class teachers review the progress of children with SEND 5 times a year with team leaders to find opportunities for improvement. The SENDCo will meet with year group leaders three times a year to look at Pupil Progress and to plan accordingly.

### Transitions

Children's transitions are carefully managed between years and phases. Teaching is differentiated and personalised to meet children's needs. Where needs are greater, input from external agencies is requested, and this includes but is not limited to the commissioned Speech and Language Therapist and Educational Psychologist. The school supports pupils as well as their parents and guardians throughout their stay in mainstream education, and during transition to a different setting to prepare them for adulthood.

In preparation for transition in school, the SENDCo/Class Teacher will:

- Ensure that information is shared with class teachers during transition meetings
- Ensure that children have additional visits to the new classroom and new teacher
- Prepare social stories for children in support of transition, where necessary

In preparation for transition to secondary school, the SENDCo will:

- Contact the SENDCo at the secondary school to make them aware of any special arrangements that need to be made prior to the arrival
- Ensure that all records are passed on to the school
- Arrange additional visits where necessary
- Arrange visits for parents where necessary

### Support for children at Lapage

Staff at Lapage have regular training to keep them up to date with policies, procedures and guidance to ensure that they are equipped to meet the needs of all children with SEND.

Children may have special educational needs that require additional support when progress has slowed or plateaued. In such an instance, the SENDCo will use the graduated approach based on the guidance from the Local Authority and this is based on an Assess-Plan-Do-Review structure.

### Discussing your child's difficulties with members of staff

Class teacher: In the first instance, you should ask to speak to your child's class teacher.

SENDCo: Miss M Mobeen is the SENDCo who works with class teachers to provide the support and provision necessary for children with SEND. You can call on 01274 669100 to discuss any concerns you may have.

SEND Governor: *Waiting to appoint*

### Specialist Support

The school will make a decision for children at School Support Plus to increase the level of support provided and to liaise with external agencies. This could include:

- Educational Psychology
- Speech and Language Therapy
- Children and Adult Mental Health Services

- Occupational Health/Physiotherapy/Physical and Medical Team
- Autism Team
- School Nursing Team/Health Visitors/Paediatricians

Information about the Educational Support Services for children with SEND can be found at: <https://bso.bradford.gov.uk/content/the-high-incidence-team>

This graduated support often means that your child makes expected levels of progress. We will then discuss with you whether to continue to monitor your child's progress or decide they no longer need additional support at this time.

### Evaluating the effectiveness of provision

The school will evaluate the effectiveness of the provision through a variety of ways:

- An action plan that links to the School Improvement Plan; this is monitored by the SENDCo and updates are provided to the Heads of School on a half-termly basis through Pupil Progress Meetings
- The provision is detailed on Inclusion Planning and progress is recorded on a half termly basis by the class teacher. Children with a My Support Plan or an Education, Health and Care Plan have a more detailed Individual Education Plan which is reviewed at the end of each term alongside parents and the child where possible
- Half-termly analysis of progress and attainment data using Arbor and B Squared. The whole-school analysis compares the progress of children without SEND against children with SEND.
- Annual Review meetings for children who have an Education, Health and Care Plan as well as those with a My Support Plan.
- A full review of provision and progress is compiled and evaluated by the SENDCo which is shared with all members of the Leadership Team in School as well as All Staff to celebrate the progress and identify areas for further development.

### Complaints Procedure

The school endeavours to meet the needs of every child in school so that it is fully inclusive. However, where there is a complaint or concern, this can be addressed through informal discussions with the class teacher and/or SENDCo in the first instance. If parents or carers are not satisfied with the response, a formal complaint in writing should be submitted to the Executive Headteacher or the Heads of School. If the complaint involves the Headteacher, a formal complaint in writing should be submitted to the Chair of Governors. Whilst parents are encouraged to address their complaints to the school, we recognise that parents may wish to bring their complaint to the attention of Education Bradford. An officer will then liaise with school staff and the parent or carer to address the complaint

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Our offer is available following the guidance provided by Bradford. This is available on the document entitled Matrix of Need, which is available on the Special Educational Needs and/or Disabilities page.