

Lavender Primary School Special Educational Needs and Disabilities (SEND)

Information Report 2019-20

What is Lavender's Vision?

At Lavender primary school we believe that all children have the right to the very best education. Our core values of respect, care, honesty, responsibility, appreciation and determination underpin everything we do. As a community school, we continually strive for excellence in all areas; learning from and supporting other schools.

Lavender is an inclusive school and we are committed to raising the achievements, aspirations of and expectations for all pupils including those with SEN and/or Disabilities so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, Lavender Primary School has due regard to the SEND Code of Practice 2014 and the Disability Discrimination Act 2001.

How does this relate to children and young people with special educational needs and disabilities?

We believe that making provision for children with Special Educational Needs and Disabilities is a whole school matter and we aim to address children's needs and support their development in the most appropriate way. As a 'growth mindset' school we believe in celebrating effort and determination as well as achievement.

All school staff have a responsibility for maximising the achievement and opportunity of all learners including those with special educational needs and disabilities. Staff are aware of their responsibilities towards SEND learners and a positive and sensitive attitude is shown towards all pupils at all times. We work hard to support all of these children and we are fully committed to meeting the needs of this group as set out in the SEND Code of Practice.

What type of school is Lavender?

Lavender is a two form entry mainstream community primary school. Children join Reception at the age of 4, becoming 5yrs in that academic year.

We also have Primrose Pre-School which caters for children from 2 years old and Primrose Nursery which caters for children from the age of 3. At the school site there is also weekly access to the Enfield Children's Centre.

What is our current Ofsted rating?

Our last Ofsted was in January 2012 when we were graded overall as *Good*. Ofsted graded leadership and management and behaviour and safety as outstanding.

http://www.lavender.enfield.sch.uk/_files/76835DB3B260979FDD1C41FA5C044459.pdf?pid=2

How does Lavender ensure that children/young people who need extra help are identified early?

At Lavender we aim to identify children with special educational needs and/or disability as early as possible. The purpose of identification is to work out what action the school needs to take in

order to meet the needs of individual pupils, not to fit a pupil into a category.

Before children start Lavender Primary School in Nursery and Reception, parents are invited to stay and play sessions whereby children and parents have the opportunity to meet the teachers and support staff. The Parent Support Worker as well as a member of the class team also carry out a home visit to all pupils prior to them starting school. These visits provide an opportunity to discuss any concerns you as a parent may have about your child and if necessary begin the identification process. The school also has links with local playgroups and nurseries and we contact providers if further information about children is required.

Across the school, regular monitoring and assessment of children's learning takes place from which we are able to quickly identify pupils who may need additional help. This may be because a child is working at a level significantly behind their peers or because they are making much slower progress than pupils who started at the same baseline. We operate a "whole pupil, whole school" approach to the identification of special educational needs where we consider progress in all areas, not just the curriculum e.g. speech and language, social skills and behaviour.

Termly Pupil Progress meetings are held between class teachers and senior leaders to review the progress of all pupils. Within these meetings underachieving pupils are identified and supportive classroom strategies are agreed. Following these meetings, information is passed on to the Inclusion Team who may then carry out further investigations, or implement specific interventions, following discussion and agreement with parents.

Staff can also raise concerns about a pupil at any time by making a referral to the Inclusion Team. This team including the SENDCo, the Place2be manager, Parent Support Worker, Learning mentor, attendance and welfare officers as well as the Assistant Head for Inclusion meet weekly to discuss the needs of individual pupils. From this meeting actions are agreed which may mean further investigations or supportive interventions which will then be discussed with parents.

What are the common barriers to learning experienced by children at Lavender Primary School?

At Lavender School we have experience of supporting children across a wide spectrum of needs, encompassing all four areas of need as described in the Code of Practice. The majority of SEND need at Lavender falls under the Social, Emotional and Mental Health category. The second largest area of need is communication and interaction with most of these children having a primary need of speech, language and communication needs. We also have children in school with a diagnosis of Autistic Spectrum Disorder, Global Development Delay, Moderate Learning Difficulties, Dyslexia, as well as pupils with complex medical needs and/or a physical disability such as Cystic Fibrosis, Epilepsy, Cerebral Palsy and Diabetes.

What does Lavender do to help children/young people with special educational needs?

As an inclusive school we aim to unlock the potential of each child and remove barriers to learning. We work in partnership with parents, the child and, where appropriate, external agencies to make high aspirations a reality. There are many different staff involved in supporting pupils with additional needs across the school and these include; the Assistant Head for Inclusion, the SENDCo, Learning Mentor, /Parent Support Worker, Teaching Assistants, Specialist Teaching Assistants as well as the Place2be Manager and her team.

We strive to ensure that every child's needs are met by operating a graduated approach to SEND. We ensure that we provide support to pupils with SEND that is additional to and different from the provision made for other children.

At Lavender, we have a number of highly successful intervention programmes to meet the individual needs of children. These are outlined in the whole school and individual class provision maps which highlight the support and interventions that we as a school provide. These include:

- Daily Supported Reading
- Inference training
- Peer buddies
- Language and Social Skills
- Speech and Language programmes (Talk About, Teaching Talk)
- Nurture Group
- Jumps without bumps
- Place2be
- Social skills groups
- Lifeboat multisensory spelling programme
- Speed up handwriting intervention
- Phonics support
- Sensory work

We monitor the impact of these interventions both through more formal analysis using baseline, mid-point and final assessment procedures as well as through more softer approaches such as SDQs, teacher observations and talking mats

For those children who require higher levels of support we design and agree a programme of support that is carefully targeted to meet the area of need or difficulty. Working in co-production, staff, parents/carers and the inclusion team develop and set SMART (specific, measurable, attainable, and realistic and time specific) targets. These are recorded on a Learning Support Plan which describes what the school will do and how we will do it, in order to support a child to make progress. These plans are reviewed termly to ensure that they are effective.

Any additional support is recorded on the provision maps which are regularly evaluated to ensure that all planned provisions are having a positive impact upon the child's progress.

How do teachers match the curriculum to an individual child/young person's needs?

There are children with SEND throughout Lavender Primary School therefore every teacher is a teacher of children with SEND. All staff play a vital role in facilitating the full integration of pupils with SEND and ensuring that all children have full access to the broad and balanced

school curriculum. We take action to ensure we create effective learning environments, provide equality of opportunity, use appropriate assessments and set suitable learning targets. We focus on individual progress as the main indicator of success.

At Lavender we have developed a range of strategies to support children with special educational needs or disabilities. These may include:

- Quality first teaching strategies and resources for support in class
- Differentiated curriculum support strategies for SEND in class
- Access to additional interventions for SEND

We advocate quality first teaching for all children at Lavender where high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Working in partnership with pupils, parents and also with external experts (where appropriate) we ensure that we plan learning that meets the needs of the child with SEND.

Careful and regular assessment of SEND learners mean that teachers can pinpoint exactly where a child is on their learning journey and plan for appropriate next steps. Children with special educational needs are taught alongside other children but lessons are designed so that all the children in the class learn and make progress.

Teachers plan lessons according to the specific needs of the children in their class. This means that learning is scaffolded or differentiated to meet an individual learners needs. This may include; placing children in small groups or 1:1 working either inside or outside of the classroom with an adult, adjusting the lesson content, adjusting the teaching style or pace of learning, providing alternative recording methods, using practical apparatus or by expecting different outcomes.

All classrooms are supportive environments with adaptations made to support learners with additional needs. This includes; working walls, labelled resources, word mats, 100 squares, visual timetables, individual resources, number lines, coloured reading rulers, phonic prompts, now and next boards, personalised timetables, prompt cards, quiet work stations and the use of colourful semantics.

Children with disabilities may not have SEN but all teachers take action to ensure they are able to participate as fully as possible in all aspects of the curriculum.

How are Lavender's resources allocated and matched to children's/young people's special educational needs?

At Lavender Primary School part of the overall school budget is delegated to provide support for pupils with special educational needs and/or disabilities.

This is a fixed amount and we use the money as cost-effectively as possible to ensure we help all the children who need it.

The majority of the SEND budget is spent on resources for support and interventions which includes staff, equipment and staff training. The staff ratio in KS1 is higher with additional

teaching assistants allowing us to provide early intervention for pupils who may need support. In response to the needs identified in the school we have some of our teaching assistants trained to deliver specialised interventions such as ELKLAN speech and language programmes, specialist behaviour support and support for pupils with sensory needs.

Decisions about which support programme is best for a child are made in pupil progress meetings or as part of the Learning Support Plan process. This could reflect advice sought from other specialist professionals, in conjunction with the Inclusion Team, the class staff and parents /carers. All support is recorded on a provision map where we monitor progress and attainment of pupils alongside their intervention to ensure it is proving to have the maximum impact and be cost effective.

How do you monitor a child/young person's progress and how do you communicate with parents about their child's progress?

At Lavender school we work hard to develop effective partnerships between school and home in order to ensure the best possible outcomes for pupils.

Class teachers will liaise with parents informally through discussions, telephone conversations, newsletters and communication books and also more formally through structured conversations, parent consultation meetings and annual reports.

For some children, including those with special educational needs, we have a Learning Support Plan review each term with parents/carers. This review will be arranged as far as possible at a time that will allow them to attend. Sometimes the Educational Psychologist may attend these review meetings to offer further advice and strategies to support the child. As part of this process, school staff support parents by offering strategies that parents can do at home to further support the child to make progress.

We hold regular whole school parent training sessions about how to support your child's learning in basic skills and also when introducing any new school initiatives.

At Lavender we are fortunate to have a Parent Support Worker who is able to work with families and often act as the first point of contact when parents have a problem or concern. We also operate an open door policy and staff are always available to meet with families to discuss their concerns. We also have a learning mentor who works closely with some of our more vulnerable children, who often delivers lots of the social and emotional skills groups.

We have a weekly newsletter with general news about the school which, together with the school website, directs parents of children with SEND to local training events and support services.

What support does Lavender offer for young children and young peoples' overall health and well-being?

At Lavender primary school we are firmly committed to ensuring our children feel safe, confident and ready to learn and our core values, as well as the British Values are central to this ethos. The values underpin our positive behaviour expectations and support the development of effective and supportive relationships. All staff, including volunteers, are fully committed to helping safeguard children and play a full and active part in protecting all of our pupils from

harm.

Each foundation stage and KS1 classroom has a first aid trained teaching assistant who is also able to offer pastoral support to pupils. At playtime and lunchtime there are a number of first aid trained staff available and we also have a fully staffed medical room to support with the administration of medicines and support with personal care as required. There is a shower facility available in the nursery block and also in the Medical room.

Pupils with significant health/medical needs have a personal healthcare plan and/or individual risk assessments that are written in co-production with staff, parents and healthcare professionals where necessary. This outlines the support needed and necessary steps required should an emergency arise. This information is shared with staff on a need-to-know basis.

All pupils are encouraged to talk to any member of staff if something is troubling them and classes also have worry boxes if pupils do not feel confident at voicing their concerns. Place2be counselling service is available to all pupils who need a space to discuss issues which may be troubling them. This is available as a one off pupil self-referral, as a referral through the inclusion team or as a year-long intensive therapy intervention.

Lavender School has a pastoral team who are available to support pupils who may have social, emotional or behavioural difficulties. They provide a 'chill out' space at playtime and lunchtime and also run social skills and friendship groups.

The Inclusion Team meet weekly to discuss pupils who may require additional support because of pastoral, medical, behavioural, social and emotional and educational needs and following this meeting a decision is made as to how best to further support a child.

For pupils with significant behavioural difficulties the school works closely with the parents to draw up Individual Support Plans. This may also require the pupil to be referred to the Behaviour Support Service and/or Child and Adolescent Mental Health Service or the Child Development Team to seek further professional advice and guidance. Any recommendations are then incorporated into the individual plan and followed closely to avoid exclusions. Pupils at risk of exclusion will have a Pastoral Support Plan which is drawn up in a multi-agency meeting and regular Team around the Family meetings are then held to review progress.

The school's attendance officer monitors attendance daily and raises concerns about individual pupil absence or punctuality with the Leadership Team and at the Inclusion Team meeting.

If the school has concerns about attendance or punctuality parents are informed via a phone call in the first instance and then subsequently through letters and meetings. If attendance continues to be an issue a parenting contract is drawn up. However, following this, should attendance not improve, we may need to involve external services.

Pupils are actively encouraged to share their views and this can be done through their school council representative, regular class discussions and pupil questionnaires. Pupil voice is also gathered through topic choices, on Learning Support Plans, through fast feedback conferences and, if a pupil has an EHCP, through the annual review process. The school also uses talking mats as a tool to support children who may need a more visual and individual approaches to talking

about things are worrying them.

What arrangements are in place to support children/young people who are 'looked after' and SEND?

Miss Barclay is the designated Teacher for Looked After Children (LAC). If pupils are LAC and also have SEND we will use a multi-agency approach to link the Personal Education Plan (PEP) with the Learning Support Plan (LSP) to ensure that staff are all working together to support the SEND and pastoral needs of the pupil. Funding that arises from the PEP will be carefully targeted on identified areas of need to ensure the best possible outcomes for LAC pupils.

What specialist services and expertise are available at or accessed by Lavender?

Within Lavender Primary school we have a number of specialist services and staff working to support pupils:

- Nurture group with 2 fully trained full-time members of staff
- Place2be therapy service run by trained counsellors
- ELKLAN qualified specialist speech and language assistants
- Chatterboxes (language and social skills group)

We also have access to the following services from the Local Authority:

- Educational Psychology Services
- Speech and Language Support
- Behaviour Support Services
- Children and adolescent mental health service
- Occupational therapy
- Child development team (for pupils up to 6yrs)
- Physiotherapy services
- Russet House Outreach service
- Oaktree and West Lea Outreach services
- Early Years Social Inclusion Team
- Social Services
- Enfield SEND advisory service
- Hearing Impaired Team
- Visual impairment team
- Parent Support Service

For your child to be seen by any of the local authority services mentioned above, a referral must be made. The decision to make a referral is a team decision made in consultation with parents and key staff.

What training have the staff supporting children and young people with special educational needs and disabilities had?

At Lavender we have a firm belief in 'lifelong learning' and our wide-ranging professional development programme promotes this principle.

Staff training on SEND is delivered to the whole staff through staff meetings and INSET days. The school also buys back into the Local Authority's more specialist SEND training. The amount and type of training is linked to the targets as set out in the Raising Achievement Plan and also personalised to meet the needs of individual staff and the pupils in their classes. Staff are also able to request training to support their professional development needs.

Relevant staff have received training in the following areas

- Positive behaviour management-managing emotions
- Dyslexia
- Autistic Spectrum Disorder and strategies to support
- Sensory Processing
- ELKLAN speech and language
- Approach training
- Colourful semantics
- Doing SEND differently
- Structured Conversations
- Making Reasonable Adjustments
- The SEND Code of Practice
- Deaf awareness training

- Makaton
- Early writing skills
- ADHD awareness

How does Lavender include children in activities and educational visits?

At Lavender we are committed to meeting the needs of all pupils, including those with SEND and or disabilities so that they can access a full and varied curriculum.

This may mean that for some activities and trips additional support or travel arrangements may need to be made for some pupils and this will be arranged in consultation with staff, the SENDCO and parents.

A risk assessment may be required and will be carried out well in advance. This will be shared with parents and reasonable adjustments made to try and accommodate the needs of the child as well as ensure the safety of all those taking part.

How accessible is the school environment?

Our school is on a split level site. We have wheelchair access for the whole of the ground floor. Most KS2 classrooms are on the first floor, however we can move our classes if we need to in order to accommodate a child who joins the school.

There are disabled toilets available in the medical room and on the ground floor. There are changing facilities in the medical room.

We have a sound field system in three classrooms and sound dampeners in one of our halls. We also have a sound proof learning pod upstairs.

In school we have a range of equipment designed to support the development of children's coordination and motor skills but if any child needs additional equipment we will get this through specialist services for example Occupational Therapy.

How are children prepared for joining and leaving Lavender?

We understand that transitions are very important in children's lives.

We invite parents and children joining the school in Nursery and Reception to meet their child's class teacher during the Summer term before the child starts school. The children also attend story sessions and meet key staff where possible. In addition to this, key staff will visit the children at home to support transition into school. On some occasions, staff may also visit a child at nursery too.

We have close working relationships with other pre-school providers and services in the local area and we encourage them to visit to help prepare children who will be joining Lavender.

Pupils who arrive at Lavender at other points during the school year will have a welcome meeting with a Senior member of staff. This provides the pupils and families with the opportunity to

share information about their child. The children and families will also visit their new classrooms and tour the school. We also ask parents to let us know if their child has a disability or if they feel their child has any special educational needs so that we can make sure the right support is in place for their child.

At the end of the summer term teachers are given hand-over time to discuss their new class with the current class teacher. Children will have the opportunity to spend time with their new class teacher and in their new classroom where possible.

Pupils who may need more help with transition are identified early in the summer term and their transition is longer and more carefully managed. With the support of school staff they complete an individual 'moving on' booklet that will carry on over the summer holidays to help with a smooth transition back to school in September.

Sometimes pupils with SEND leave school before they reach Year 6, often to go to a school more suited to their individual needs. The SENDCo will liaise with the parents and all external agencies to find the most suitable placement and the transition will be carefully managed.

To help older children prepare for the transition into Year 7 we encourage families to visit local secondary schools to support their choice. In the summer term children explore ideas about moving on with the support of Place2be and the pastoral team. Teachers from local secondary schools visit the children and our Parent Support Worker and Learning Mentor provide additional support if and when appropriate. Lavender staff liaise with local secondary schools to ensure that important information is shared. This also happens when children leave Lavender at other points in their school career.

How parents are involved in school life?

At Lavender we understand that children learn best when home and school work together.

We work hard to build good relationships with families and have an 'open door' policy whereby parents are able to contact their child's class teacher, the SENDCO or a member of the Senior Leadership Team should they have any concerns about their child. There is an active Parent and Teacher Association and parents are represented on the school's Governing Body.

We hold a parents'/carers' evening twice a year and SEND all parents/carers a report about their child's progress once a year. For pupils with SEND we have regular LSP review meetings.

Across the course of the school year we host a number of events to involve parents and families in the life of school. Once a term we have a 'families in school' day where a family member is invited into school to work alongside their child. We also have class assemblies and concerts and often hold curriculum information evenings.

When we write to parents, we always try to write in plain English and will arrange for translators to attend any meetings if the parent's first language is not English.

Who to contact for more information or to discuss a concern.

Your child's class teacher is your first point of contact if you have any questions or concerns. Other people you could contact are:

- Sarah McCartney (SENDCo)
- Tracy Barclay the Assistant Head for Inclusion and Early Years
- Any member of the Senior Leadership Team (Mrs Dack, Mrs Finch and Mrs Pallikarous)
- Jodie Corbett the Head of School
- Matthew Kleiner-Mann the CEO

Who to contact to complain

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCO, then, if unresolved, by the Senior Leadership Team.

The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the Governors complaints procedure. Please refer to the web link below:

<https://lavenderprimary.org/statutory-information/#school-complaints-procedure>

Our offer to children with special educational needs and disabilities was prepared on:

October 21st 2016

It was reviewed in: November 2019

Next due for review: November 2020