

# Linden Primary School



## SEND Information Report

### Purpose

*We have a wide range of provision and work with many different professionals to make our school as inclusive as possible. This document details how we do this and how the SEND Policy is implemented at Linden Primary School.*

This Policy and Guidance takes into consideration DfE guidance:

*SEND Code of Practice*

*Equality Act*

### Consultation

*Staff, parents and governors, where appropriate.*

### Links with other policies

*Child Protection & Safeguarding Policy*

*Behaviour Policy*

*Special Needs Policy*

*Admissions Policy*

*Accessibility Policy*

*Local Offer*

### • Monitoring and Evaluation

Annually ☒ Every 3 years ☐ Other ☐ \_\_\_\_\_

Headteacher ☐ Governing Body ☒ Other ☐ \_\_\_\_\_

### Dates

Original Implementation      March 2013      Reviewed      September 2022      Next Review  
September 2023

Please read this report in conjunction with our SEND policy and Local Offer, available on our website:

[www.lindeprimary.co.uk](http://www.lindeprimary.co.uk) .

In addition to this, the Local Authority's Local Offer gives details on the provision that they can offer children with additional needs. This can be found on the Glos Families Directory site:

[www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page](http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page) .

**Head Teacher:** Lucy Collins

**Deputy Head Teacher:** Sasha Davidson

**Inclusion Lead and Special Educational Needs and Disabilities Co-ordinator (SENDCo):** Megan Jenkins

**Parent Support Adviser:** Rozina Begum

**SEND governor:** Eileen Pegram

#### **What sort of SEND needs does our school provide for?**

We put children at the heart of our school and treat all children as individuals. As a result, we educate children with a range of additional needs and disabilities, as long as our setting has the resources to provide them with an appropriate education. We deliver a stimulating and inclusive curriculum that values the differences between individual children and supports them to achieve their full potential.

As part of this, we support children across the four areas of SEND need:

- Communication and Interaction
- Physical and Sensory
- Social, Emotional and Mental Health
- Cognition and learning.

#### **How are needs identified?**

At Linden, we believe that early identification and intervention is important and endeavour to put provision in place as early as possible. Children with SEND are primarily identified through careful observations and through monitoring pupil progress. If teachers feel that pupils are having difficulties in class or at playtimes, or are not making the expected progress, they will raise this with the SENDCo (Megan Jenkins), who will support them with putting the appropriate level of provision in place. Staff have a flowchart of intervention to follow, to ensure that the correct level of support and intervention is put in place at each stage.

Our aim is for all children to achieve their full potential, regardless of what additional needs they have. Usually, this will be through additional resources and targeted work within the classroom, alongside quality first teaching and scaffolding. Occasionally, the class teacher and SENDCo might deem it necessary for a child to participate in evidence based interventions, outside of the classroom, to ensure that they have the best possible chance

of achieving their targets.

If your child has been identified as having SEND, the class teacher will ask to meet, in order to set targets for the child. It is important to note that, even if your child is identified as needing additional support, it does not mean that they will always be on the SEND register. Some children only need additional support for a limited period of time. The class teacher and SENDCo will review children's progress and needs at regular intervals, depending on the level of support they are on.

Some children who join our school have already been identified as having SEND. We work closely with our feeder nurseries to ensure that these children transition smoothly into school. We will meet with the parents and the nursery, to ensure that we are well prepared for the child's entry to school. Likewise, if a child enters from another school, with previously identified SEND, we will set up a transition programme for your child and attend relevant Team Around the Child (TAC) meetings, to ensure we are aware of your child's individual needs.

Parents can also raise concerns about their children having SEND. If you have concerns about your child's progress or their social, emotional and mental health needs, you should first share this concern with your child's teacher. The class teacher will then alert the SENDCo and any other relevant members of the Inclusion Team and will put the necessary support in place. If you are still concerned or would like additional support, you can contact the office to arrange a meeting with the SENDCo or Family Support Advisor. A meeting will be arranged to discuss your concerns and appropriate actions will be taken.

### **What levels of support are available for children with SEND?**

At Linden, we follow the Graduated Pathway of support.

#### Quality First Teaching/Additional Support Register

We ensure that all children are given access to quality first teaching that is adapted to suit their needs. Alongside this, we provide carefully planned scaffolding, to allow pupils to achieve the same objectives as their peers. Where pupils are requiring more support than this, they are placed on an Additional Support Register, so that the class teacher and SENDCo can monitor their needs and progress and identify if they need to be put onto a My Plan. Parents will be informed of this and will be consulted throughout this process.

#### My Plan

If children are not making expected progress through quality first teaching and scaffolding, and evidence based interventions have not been effective, a My Plan may be put in place. This will give the child specific targets to work on, within an 8 week timeframe. It will outline any additional support and resources that will be put in place to support that child in achieving the desired outcome. My Plans are reviewed every 8 weeks by the class teacher and are monitored closely by the SENDCo.

#### My Plan +

After 3 reviewed My Plans, if the child is still not making the desired progress against their targets, it may be necessary to put a My Plan + in place. A My Plan + is the same as a My Plan, however it follows a My Assessment being carried out and usually involves outside agencies. This will be reviewed three times a year in a Team Around the Child (TAC) meeting. This is where outside agencies, along with the parents, class teacher and SENDCo, meet to discuss the child's progress and what support and intervention will support the child further.

#### EHCP

If the child's additional needs are more complex and require specialist intervention and

support, the SENDCo, in consultation with parents and other relevant agencies, will apply for an Education, Health and Care Plan (EHCP), from the local authority. This will ensure that funding and resources will be allocated to support the school in providing an appropriate and effective provision, to meet the child's needs. This funding and provision will be reviewed annually, at the Annual Review, in consultation with all agencies involved, the child, the parents, the class teacher and the SENDCo. This will be assessed by the local authority, using the Resources Allocation System (RAS). A copy of this can be found on the Glos Families Directory website.

Before completing all three levels of support, the child will complete a My Profile, gathering their thoughts and feelings on school, home, the things that help them and the things that do not.

### **What interventions does our school offer children with SEND?**

We have a range of interventions to offer our pupils with SEND, including:

- **Talk Boost-** communication intervention
- **Number Stacks-** maths intervention
- **Rising Stars On Track Reading-** reading intervention
- **Rising Stars On Track Writing-** writing intervention
- **Lego Therapy-** communication and interaction intervention
- **Drawing and Talking**
- **Bedrock**
- **Read, Write Inc**
- **Fizzy-** fine and gross motor intervention
- **ELSA Groups-** Twinkle and Shine, Self-Esteem and Friendship and Social Skills
- **Life Skills**
- **Barrier Games-** focus and listening intervention
- **Expressive Language Target Interventions-** advised by speech and language therapist
- **Play Therapy**
- **Pre-Teaching and Retrieval Practice**
- **Applied Therapy**
- **1:1 sessions**
- **Access to young Minds Matter and other resources through the Trail Blazer programme**
- **Medical assistance for children with ongoing health conditions**

The school will also work with outside agencies to tailor interventions where needed.

### **What agencies do we work with to support children with SEND?**

We work closely with a range of agencies, including:

- The Advisory Teaching Service
- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Consultant Paediatrics
- Health Services
- Social Services
- Specialist teachers for hearing or visual impairments
- Specialist teachers for physical disabilities

### **How are staff trained to support children with SEND?**

Our staff regularly take part in training related to children's additional needs. Recently the staff have taken part in Oracy training, to support with communication and interaction needs, and the school has been part of the Voice 21 Oracy project. In addition to this, the staff recently took part in a number of sessions of training around attachment and trauma and are having ongoing support around Emotion Coaching. The SENDCo will assess training needs and will arrange relevant training opportunities or staff meetings, to support staff so that they are equipped to support all pupils and remove barriers to learning.

Staff also attend staff meetings throughout the year, which are linked to areas of development that have been identified by the SENDCo and Inclusion Coordinator.

The SENDCo regularly attends SENDCo cluster meetings and other training opportunities to keep up to date with the latest developments in local and national policy and practice. In addition to this, the SENDCo is part of the GSP Best Practice Group for SENDCos.

The SENDCo has completed the National Award for Special Educational Needs Co-ordination and a Masters in Inclusive Education.

Training needs are also discussed during planning meetings with the advisory teaching service and educational psychologist and a plan is made for carrying out additional training. Where appropriate, external agencies will meet with teachers and learning partners to offer advice and guidance about specific children.

### **How is the curriculum and learning environment made accessible for children with SEND?**

At Linden Primary School, we strive to remove as many barriers to learning as possible from our curriculum, in order to make it accessible for the majority of pupils. The same goes for our learning environments, which are designed to engage pupils and support them with their learning, without being overwhelming. As far as possible, our teachers scaffold learning so that pupils with SEND are able to achieve the same objectives as their peers. Where this is not possible, an alternative curriculum is put in place, in discussion with external agencies and parents.

Our aim is to maintain high expectations for all pupils, whilst also providing reasonable adjustments and scaffolding, to allow them to reach their full potential. The school works from a detailed document, showing what scaffolding should look like in each subject. Where pupils require further adaptations or support, the SENDCo will work with class teachers to put this in place. Pupils with SEND, where appropriate, are given the option of working in different environments or are able to have their environment adapted, for

example through location in the classroom or type of seating. Teachers are also encouraged to be aware of the classroom environment as a whole, ensuring that it will not be overwhelming or in-accessible for pupils with SEND. Further information on creating an accessible learning environment is available in our Accessibility Policy.

Subject leaders work alongside the SENDCo and class teachers to monitor the provision and scaffolding within their subject. Where possible, subject leaders will identify the essential skills and knowledge that pupils need, so that those who struggle with recall can focus on key information. Knowledge organisers are used to show the essential learning/facts that must be retained, so that teachers know what to prioritise. Subject leads will use the scaffolding document to ensure that their subject is accessible and that pupils with SEND are supported to achieve the same objectives as their peers.

We ensure that children who may become more anxious about taking part in certain aspects of school life, are supported by additional adults or through the use of resources, such as social stories.

### **What provision and arrangements are made for children with physical disabilities?**

When children with physical disabilities join our school, we immediately seek support from the relevant advisory teacher to gain a better understanding of the needs and to ensure the correct provision is put in place. We also work alongside occupational therapists and physios to make sure that we have access to all of the necessary equipment to allow each child to access the curriculum. This equipment may include wheelchairs, equipment for toileting, equipment for exercises or resources to help them with reading and writing.

Learning partners who work alongside pupils with a physical disability receive regular training from relevant agencies to ensure that they are fully able to support the needs of the pupil. Examples include; moving and handling training and braille.

As a school, we ensure that our school environment is as accessible as possible. This includes a purpose-built hygiene suite, ramps and making sure that all pupils are able to navigate the school environment and access resources alongside their peers (*see the Accessibility Plan for more information*).

### **What provision is available for pupils with social, emotional and mental health needs?**

At Linden, we have a graduated approach to our nurture provision. Children are able to access 1:1 or small group sessions where they are able to discuss things or work on key skills. We also offer Applied Therapy for children who need more specialist support and have more complex SEMH needs. This is run by a member of our nurture team who has received full training. Our highest level of intervention is Play Therapy, which is offered to the pupils with the most complex SEMH needs. This provision is designed so that pupils can move up or down, depending on their current level of need.

Children with SEMH needs are invited to attend a lunchtime club, if they are finding it difficult to manage their emotions at playtimes. This allows them to work on key social skills or just access a calming environment, meaning that they can go back into class ready to learn.

All staff have received training in being attachment and trauma friendly and as a whole school we have adopted an emotion coaching approach, to support pupils with SEMH needs. Our behaviour policy (on website) has been designed to be suitable for pupils with SEMH or trauma and attachment needs and staff differentiate their approach, based on the child's needs and background. Our classrooms are set up so that children have a place to check-in and express how they are feeling that day and each classroom has a calm corner, for children who need some time away from the busy classroom environment.

## What other learning opportunities are there for children with SEND?

Where appropriate, pupils with SEND are given the opportunity to take part in outreach programmes run by specialist provision. This not only allows the pupils to access alternative provision once a week and engage in activities that are best suited to their needs, it also provides valuable CPD for the adults who attend with them. This provision is then used to inform practice, when the children are back at school.

Throughout the year, children with SEND are encouraged to take part in a range of sporting activities, tailored to their needs. This gives them the opportunity to interact with children from other schools and to develop sporting skills, as well as the social, emotional and mental health skills needed to take part in competitions. Children with SEND are also supported to take part in school sports teams and after school clubs and the staff work together to ensure that these are accessible.

We strive to ensure that all pupils have the same access to additional learning opportunities. To do this, we have a number of things in place:

- **All children to attend school trips, where possible:** individual risk assessments are put in place to ensure the safety of children with SEND, while on school trips. Where necessary, additional adult support is put in place and social stories are shared with children, prior to a trip taking place. Staff visit the site before the visit, to ensure that it is accessible and has all of the necessary toileting facilities.
- **All children participate in school experiences:** special provisions are put in place for children who may find it difficult to access experiences/special days at school. These include: ear defenders, social stories etc.
- **All children are invited to attend after school clubs:** specific provision is put in place to ensure that all children are able to attend the club of their choice.
- **Specific additional needs trips-** we endeavour to create as many opportunities as possible for our children with additional needs and try to arrange these regularly. As an inclusion team, we aim to find special needs and disability friendly locations to visit, which can then be shared with parents for further visits. We also aim to, where possible, link additional trips to common needs within our children with SEND, to help them try and make progress on some of their targets.

## How is the SEND provision monitored and evaluated?

The SEND provision and the progress of the children with SEND needs, is monitored by the SENDCo in the following ways:

- **Analysis of data-** the data uploaded onto Insight (our data tracking system), along with assessment results, is analysed by the SENDCo on a termly basis. Any children who are not making progress against the age related expectations or the pre-key stage standards are identified and targeted for additional intervention in the upcoming term. Provision for these children is monitored and evaluated by the SENDCo and class teacher, to ensure that barriers to learning are removed and progress is accelerated.
- **My Plans are monitored-** the SENDCo sets review dates for My Plans, every 8 weeks, and monitors these. This allows the SENDCo to check that the targets set are SMART and that children are making progress against these objectives. If needed, the SENDCo will go back to the class teacher and help them to adapt the targets or provide ideas of alternative provision that can be put in place.
- **Provision maps are monitored-** provision maps are written termly and monitored by the SENDCo. During this monitoring process, the SENDCo will check that children



are not attending more than 2 interventions in a term and that the same children are not attending interventions all the time. Furthermore, the SENDCo will check that the targets are SMART and that children are making progress against these targets. Any children who are not making the desired level of progress with this level of support, will be escalated up the Graduated Pathway.

- **Performance management of learning partners-** the SENDCo undertakes regular learning walks to ensure that SEN learning partners are effectively supporting children with SEND and will provide additional support and guidance, where needed.
- **Annual and interim reviews of EHCP targets-** the SENDCo will carry out annual reviews for all children on EHCPs, where their progress will be monitored and discussed with the parents and other professionals, and the provision adjusted accordingly. These reviews are timetabled across the year, to make sure that none are missed. Class teachers will write 6 weekly My Plans, based on these EHCP targets, which will help the SENDCo decide if an interim review needs to be held.
- **SEND book looks and monitoring visits:** the SENDCo will look at a selection of books from the children with SEND to assess which strategies are being used and to ensure that appropriate provision is being put in place. This will also allow the SENDCo to ensure that all SEND children are receiving the same quality of provision, across the school. The SENDCo will regularly spend time in classes and will also take part in as many monitoring visits across the curriculum as possible.

#### How are parents and pupils included in the reviewing process?

At Linden Primary School, we work hard to ensure that pupils and their families are kept at the centre of all provision. As part of this, we make sure that both pupils and their parents/carers are involved in the reviewing process, at all levels of SEND provision.

Team around the child meetings are held to inform annual reviews or EHCPs or termly reviews of My Plan + targets. Parents are invited to these meetings to contribute and to discuss their child's needs and progress with other professionals. As a school, we work hard to make this as comfortable and unthreatening as possible, so that parents feel values and comfortable to express themselves. The school holds regular coffee mornings for parents of children with SEND, so that they can get to know the inclusion staff and become familiar with the school, so that it is less intimidating.

If appropriate, children are invited to attend meetings where their provision is being discussed, however if children are not able to or unwilling to contribute in this environment, their views are gained using an appropriate method, prior to the meeting. Each meeting begins by listening to and discussing the child's views, so that this can be kept at the centre throughout the process.

#### How are transitions between phases managed?

##### Transitions Within School

Pupils have the opportunity to meet their new teacher, along with any other adults who may support them, prior to starting in their new class. Additional visits to their new class will be offered if the child is more anxious or needs additional time to become familiar with things and adjust to change. The child will also be given a transition booklet, which uses images to prepare the child for their new classroom. Each transition is planned on an individual basis and is shared with parents and given to the child take home over the summer holidays.

Teachers hold handover meetings, so that the previous class teacher has the opportunity to discuss My Plan, My Plan + and EHCP targets and pass on any other important information to the new class teacher. New teachers are also invited to attend review



meetings, so that can be involved in collaborative discussions about the child's needs and desired outcomes. The SENDCo will attend handover meetings for pupils with particularly complex or high levels of need.

### **In Year Admissions/New Pupils**

When a new pupil starts at Linden, we contact the child's previous school to request copies of any SEN paperwork and discuss their needs with their previous teacher or SENDCo. Parents are invited to have a tour of the school and a plan is devised for the child to start, which may include settling in sessions.

### **How do we, at Linden, prepare pupils for their next stage of education (secondary) and for adult life?**

A transition plan is put in place for some children to ensure they are supported during the next stage of their education. Linden and the local secondary schools work closely with children, school staff and parents to share information and arrange additional visits for the children. Parents will be involved during this on-going process.

Where required, suitable activities are planned to support the learning of key life skills that children will need in later adult life, for example trips to Skill Zone or lessons on reading bus timetables.

Transition needs are represented on My Plan, My Plan + and EHCP documents.

New teachers/ SENDCos of transitioning pupils are invited to attend annual review meetings so that they can be involved in collaborative discussions about a child's needs and desired outcomes.

### **Who do I contact for advice and support?**

If you have any questions regarding our provision for children with special educational needs and/or disabilities, please do not hesitate to contact:

Meg Jenkins (SENDCo) [senco@linden.gloucs.sch.uk](mailto:senco@linden.gloucs.sch.uk)

Rozina Begum (Parent Support Advisor) through the school office.

School office: [admin@linden.gloucs.sch.uk](mailto:admin@linden.gloucs.sch.uk)

01452 527 020

The Gloucestershire County Council Local Offer is available on their website: <http://www.gloucestershire.gov.uk/> - it tells parents how to access services in their area and what to expect from these services.