



Lindale CE Primary School – Special Educational Needs and Disability information			
Approval responsibility	Headteacher	Date of review:	Sep 2022
Review period:	Annual	Next review date:	Sep 2023

## Special educational needs and disability (SEND) information

### How does the school know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?

We have close relationships with parents and our on-site Pre-School. Class teachers are encouraged to raise concerns and have discussions with parents and relevant colleagues. All staff are aware of expected development at different ages and have expertise in identifying additional / special educational needs (SEN).

If you have a concern about your child's development please raise this with the class teacher in the first instance.

### How will school staff support my child/young person?

Class teachers are responsible for the education of all the children in their class. They plan the education programme for children who have or may have SEN with support from the school's Special Educational Needs Coordinator (SENCO), Mrs Curwen. Where appropriate, children may be supported by an additional adult. For example, this support could be in class; in a small group outside the class or one-to-one.

The school has a nominated governor for Special Educational Needs, Jane Thedham (*who reports directly to the governing body*).

### How will the curriculum be matched to my child's/young person's needs?

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support may be appropriate in some cases.

This will enable your child to access the full curriculum.

### How will I know how my child/young person is doing and how will you help me to support my child's learning?

In addition to the school's normal reporting arrangements, we also have an "open door" policy to enable more informal and frequent conversations with you and your child.

The progress of each child is carefully monitored and tracked on a regular basis. This, along with other information gathered informs staff on the next steps for your child.

Progress and targets are discussed as part of the school's normal reporting arrangements.

In some cases, your child may require an individual support plan or behaviour management plan which will be drawn up in consultation with you and your child and reviewed regularly. For some children with profound and lifelong needs an Education Health and Care Assessment may be requested with advice and support from external agencies.



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Where appropriate, we signpost parents to relevant agencies within the communities who can offer further support to you and your child.

### **What support will there be for my child's overall well-being?**

Pastoral care is the class teacher's responsibility. With small classes, staff get to know children very well. Sometimes additional small group or individual support is needed to meet specific needs and support the wellbeing of children with SEN and to promote positive behaviour. For example, nurture groups, circle time and Talkabout/Time to Talk.

The school follows statutory guidance in the administration of medicines and provision of personal care.

Further information can be found in the relevant policies on our website.

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

There is a wealth of experience and expertise in the school staff including those trained in Reading Intervention and Dyslexia. Staff members are Team Teach trained and have paediatric first aid qualifications.

There is access to family support services for any child within the school.

Referrals can also be made to other agencies including the school nurse, Child and Adolescent Mental Health Service, Barnardo's, Action for Children, educational psychologists and specialist advisory teachers.

### **What training are the staff receiving or have completed to support children and young people with SEN?**

Staff share expertise through collaborative training opportunities within SLRP and CASL as well as accessing local and national training. Individual staff development needs are identified and met as part of the formal appraisal process.

### **How accessible is the school environment?**

Please refer to the school's Single Equality Plan.

### **How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?**

We have strong links with our on-site Pre-school and secondary schools and with other local primary schools.

All transitions within school are carefully managed to support children's wellbeing.

A range of transition strategies are put in place to support children at the end of key phases – e.g. transition plans and extra visits.

The receiving schools are invited to attend transition meetings to share information about your child and to ensure a positive transition. Paperwork will be passed on as required. In all cases there will be liaison and communication between the schools.

### **How are the school's resources allocated and matched to children's special educational needs?**



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We aim to allocate resources appropriately to meet the needs of all children with special educational needs.

#### **How is the decision made about what type and how much support my child will receive?**

The decisions about the type of support your child needs will be based on discussions between all interested parties including you as a parent and following statutory guidance and best practice. The amount and type of support will be reviewed on a regular basis against the progress your child has made.