

Linchfield Academy



SEND Information Report

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Our school's approach to supporting pupils with SEND

At Linchfield Community Primary School we support pupils with SEND as outlined in the school's SEND Policy. We are committed to ensuring equality of opportunity in line with the Equality Act of October 2010. We seek to demonstrate this through all aspects of school life and in particular through our commitment to every child, fulfilling their potential. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community.

As a school we will ensure that all pupils have the opportunity to achieve the very best that they are capable of and will also guide parents on how they can support their child's achievement. Where pupils experience barriers to their success we will work with them to address these in a sensitive and sympathetic way.

Through our work in the classroom, we will ensure that pupils understand the importance of equality and what forms discrimination can take and the impact discrimination can have. We will also seek to foster within our pupils their own commitment to promoting equality.

Catering for different kinds of SEND

The four broad areas of SEND need are:

Communication and interaction.

Cognition and learning.

Social, emotional and mental health difficulties.

Sensory and/or physical needs.

- Specific learning difficulties (SpLD)
- Moderate learning difficulty (MLD)
- Severe learning difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)
- Speech, language and communication needs (SLCN)
- Social, emotional and mental health (SEMH)
- Autistic spectrum disorder (ASD)
- Visual impairment (VI); - Hearing impairment (HI)
- Multisensory impairment (MSI)
- Physical disability (PD)
- 'SEN support' but no specialist assessment of type of need

MLD – Moderate Learning difficulties

A child or young person will take longer to learn skills than the majority of their peers and will be functioning and achieving several years behind others of the same age. Difficulties may be apparent in the early years and general development may be delayed. Children are likely to require a higher level of additional support in school. Some children and young people with moderate learning difficulties will have an Education, Health and Care plan.

SLD – Severe Learning difficulties

Children and young people with SLD have significant learning impairments affecting their ability to participate in the school curriculum without high levels of support/ specialist support. They may also have difficulties with mobility and coordination, communication and completing self-help tasks, some may have additional medical needs. Most children and young people will have an Education, Health and Care plan.

PMLD – Profound and multiple learning difficulties

Children and young people with PMLD have complex learning needs. In addition to very severe learning difficulties, they will have physical difficulties, sensory impairment or a severe medical condition. They will generally communicate non-verbally but may use a few words. Some may use signs and symbols or look and point to what they want. A high level of adult support is needed at all times. Children and young

people are likely to need sensory stimulation and a curriculum broken down in to very small steps. Children and young people with PMLD will have an Education, Health and Care plan.

SPLD – Specific learning difficulties

SPLD affects the way information is learned and processed. Some people will have more than one SpLD and it is common for there to be an overlap. People with SpLDs may have a range of difficulties with specific aspects of learning such as word reading, writing, spelling and numeracy. Specific learning difficulties include:

- Dyslexia – Dyslexia involves difficulties in phonological awareness, verbal memory and processing verbal information at speed. Dyslexia affects the development of accurate and fluent word reading and spelling skills. *Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation*
- Dyspraxia or Developmental Coordination Disorder (DCD) - affects fine and/or gross motor coordination.
- Dyscalculia - affects understanding of maths concepts and symbols

Sometimes people are described as having Specific Learning Difficulties, rather than Dyslexia or Dyspraxia because the individual experiences a unique combination of difficulties which cannot be readily categorised but may include features of one or more recognised SpLDs. Children and young people with SpLDs may require some targeted support in school.

Hyposensitivity

Symptoms of hyposensitivity, or being less responsive to sensory information, may include:

Clumsiness.

Fidgeting.

Difficulty sensing personal boundaries.

Difficulty understanding strength (may cause unintentional harm to children or pets)

Indifference to pain and extreme temperatures.

Hypersensitivity

People with hypersensitivity are oversensitive to things in their environment. If you've ever been irritated by the sound of a dripping tap or a shirt that's too tight, or you flinch if someone touches your arm, you'll have some idea of what sensory hypersensitivity feels like.

While these things may make you feel annoyed or tetchy, it can be quite different to those who are experiencing it day to day.

For some people, they may also experience sensory overload which happens when the sensory experiences around a person are too great for their nervous system – and they are not able to process or make meaning of it. As you can imagine, this can be very stressful, uncomfortable, and at times intolerable.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Katie Brockington	Headteacher, Designated Safeguarding Lead	BA Hons QTS, NPQH
Linda Pilsworth	Assistant Headteacher, English, Reading, Assessment, Attendance	BEd Hons
Scott Reeve	Assistant Headteacher, Maths, Assessment, Attendance	LLB Hons
Susannah Millsom	SENDCo, Education Health Care Plans, Pastoral Support Plans, SEND Attendance, Wellbeing Team, Science Team, Deputy Designated Safeguarding Lead	BSc Hons, QTS, PGCE, NASENDCo MCCT
Susannah Millsom	Designated Teacher for Children in Care	NASENDCo
Rebecca Roberts	Inclusion Assistant, Health Care Plans, Deputy Designated Safeguarding Lead	ELSA

The SENCO

Name of SENCO	Email address	Phone number
Susannah Millsom	Susannah.Millsom@linchfield-cit.co.uk	01778 347450

Securing and deploying expertise

As part of Linchfield Community School's graduated approach the school will employ specialist agencies to support with pupils, staff and parents. This includes, Future's in Mind Education Psychology, Specialist Teacher's in Dyslexia and Dyscalculia, The Working Together Team Autism Outreach Service, Health Minds, The Pupil Re-intergration Team, The Behaviour Support Outreach Service, Community Paediatrician's, The Speech and Language Team and Child and Adolescent Mental Health Team. ESCO and BRICK can be involved with pupils. In school we will support pupils and families through an Early Help Assessment and the Early Help Team.

Equipment and facilities

Our school site is fully accessible to pupils with SEND. We follow the SEND Code of Practice following intimate care policies and procedures. Our school is wheelchair friendly and has easy access to each classroom. We have designated areas for disabled parking in our carpark. We have four disabled toilets and a medical room which has a shower and changing facilities. We use technology to support children's learning and use specific equipment and resources to support individual and specific needs, in the school's SEND Hub.

Identifying and assessing pupils with SEND

At Linchfield School we follow the graduated approach for SEND. Each term, the SENDCo updates the school's SEND register, to include any pupils 'on watch' for potential SEND. The school completes a Valuing SEND assessment to determine the provision needed to close the gap. This will then feed into the next review of the graduated approach. Through quality first teaching, teachers supported by the SENDCo will make provision for pupils. Should pupils be significantly below their peers in one of the areas of SEND need, teachers will complete a SENDCo Action request form for the SENDCo to assess and determine a program of provision. The pupil, parents/carers, SENDCo, and teachers will complete an Individual Learning Journey Plan which is an individual support plan for pupils, outlining provision and targets, this may include pupils forming an intervention group to target an area of need. Pupils and parents are invited to review provision once a term to discuss progress and next steps.

Consulting with pupils and parents

Parents

At Linchfield Community Primary School, we recognise the valuable role parents/carers play in supporting their child's learning. There are many different ways parent can support their children such as:

- Listening to them read or sharing a book.
- Attending meetings in school
- Ensure children complete homework/reading tasks to support their learning

- Keep us up to date of any changes or information you feel that is necessary to pass on to the Class Teacher/ SENCO
- Join us to celebrate our success, e.g open mornings, music events, special assemblies etc

Parents are informed and consulted when class teachers complete a SENDCo Action Request form. The outcome of this is reported to parents when the SENDCo has completed an assessment. Parents are invited to meet with the SENDCo three times during the school year, and when completing and Annual Review for EHCP, Pastoral Support Plans and meetings with any outside professional agencies.

Pupils

Pupils are fully involved in every step of their learning journey at Linchfield Community Primary School. Pupils receive daily feedback through the school's marking and feedback policy. We complete 'Voice of the Child' work regularly which is vital to completing assessments for pupils. Teachers and pupils completed their Individual Learning Journey Plans before they are shared with parents to ensure pupils are happy and able to access their targets whilst keeping them aspirational.

Involving key stakeholders

The school's Local School Board ensures they complete regular visits to meet with the school's SENDCo. The school may employ the following support services to help support pupils, teachers and families with SEND.

Educational Psychologist	<ul style="list-style-type: none"> · Supports the SENDCO and teaching staff by observing, assessing and setting targets. · Meets with SENDCO, class teacher and parents to discuss concern
Specialist Teacher	<ul style="list-style-type: none"> · Assesses children's learning needs in school · Supports SENDCO and class teacher with specific target setting (if necessary)
Speech and Language Therapist	<ul style="list-style-type: none"> · Assessment of children's speech difficulties and language acquisition · Support and advice for parents, class teacher and SENDCO
Working Together Team	<ul style="list-style-type: none"> · Observations to support children with social, communication difficulties including those with Autism Target setting
Counsellor	<ul style="list-style-type: none"> · Counselling for children experiencing difficulties inside or outside of school.
Behaviour outreach support service	<ul style="list-style-type: none"> · Providing support to children who may be at risk of exclusion
Paediatrician	<ul style="list-style-type: none"> · Paediatricians specialise in the care of babies and young children.

Nurse	<ul style="list-style-type: none"> · Nursing teams will be involved with children who have diabetes and epilepsy. They provide training and support for staff.
CAMHS	<ul style="list-style-type: none"> · CAMHS are based in community locations and is multi-disciplinary team · CAMHS support children with a range of complex health needs
ESCO	<ul style="list-style-type: none"> □ Early Support Care and Coordination works alongside children and young people with disabilities and their families

Progressing towards outcomes

The school SENDCo carefully tracks all children's progress across each term through the use of assessment data and observations.

If your child is not meeting their ag-related expectations we may use a range of assessment tools to help us find out how best to support your child. We use different assessment tools to measure children against age related expectations.

- Assessment related to the curriculum delivered
 - Intervention in class
 - Intervention groups outside of class
 - Individual support and personalised curriculum
- Early learning goals— for children working within the Early Years Foundation Stage
- Standardised assessment completed by the Specialist teacher or Educational Psychologist. These give us areas of strength and development compared to children nationally
- Using standardised scores in Maths and Reading to determine age related expectations
- Assessment for learning - within the classroom using self-assessment targets within the lesson
- Individual targets through the Individual Learning Journey Plan.
- Observation and professional judgement

At the end of each half term or the end of support plans for pupils, the SENDCo will assess the progress and effectiveness towards outcomes and adjust provision if needed.

Transition support

We work hard to ensure transition to a new year or school is as seamless as possible and is an exciting experience for the children. Transition to a new school is often a worrying time and even more so if your child has SEN. We will do our best to ensure:

- Your child is offered extra transition opportunities (should this be required)
- Meet with the SENCO of the secondary school to share information
- Provide information about the needs of your child to their transferring school through face to face meetings, paperwork and emails
- Complete transition books to support your child with any new routines
- Contact agency support (if necessary) to become involved with the transition
- Meet with parents and the SENCO of the secondary school (if necessary) to discuss issues surrounding
- Invite the SENCO from the secondary schools to come to the last review meeting of Year 6.

Teaching approach

We support pupils with SEND through the graduated approach. Essentially this means we provide additional support for pupils and add to this gradually to ensure that pupils have what they need to learn. This can range from resources needed in class, support from adults in class, visual aids and different guides and work scaffolded and modelled. This can include intervention programs which include, Alert, Lego Therapy, Numicon, LAMP, Phonics Tutoring, Colour Semantics, Fizzy Hands to Safe hands and ELSA. The school ensures we provide opportunity for real life learning through regular visits to the community to shop and visit the library.

Following a process of planning work, the children completing the work, then teachers assess the work and review what needs to happen next. This applies with lessons, intervention for pupils with SEND and when we have further advice from specialist teachers. This happens in a continuous cycle:



Adaptations to the curriculum and learning environment

The school provides a number of resources and adaptations for pupils with SEND. These include visual timetables, personal timetables, trusted staff to greet pupils at key times of the school day, physical aids including wobble seats, fiddle aids, ear defenders and coloured filters and paper. Pupils can access the sensory area in the School Hub as well as resources to support hyper and hyposensitivity.

Teachers provide for pupils with a differentiated curriculum inclusive of SEND pupils in every subject ensuring that the curriculum is accessible for all.

Inclusivity in activities

The school ensures that all pupils can access the curriculum and are fully included in all lessons. Teachers plan lessons to provide support for pupils in all areas of SEND need.

The school ensures that SEND pupils have the same opportunity to attend after school clubs and sporting activities.

At Linchfield School we have a Designated Teacher for Children in Care (CiC) who is fully trained. This teacher speaks to the SENDCo regularly to ensure CiC receive the best provision which is personalised and ensures the best outcomes for them, while they are at our school.

This includes pastoral care, time with staff to help them as an individual and calm spaces. We hold regular progress meetings to ensure that their voice is heard and they are fully involved in their education. We have clear expectations and targets for them to achieve. The children thrive at our school. For further information please read the information on <https://www.lincolnshire.gov.uk/school-pupil-support/virtual-school>

Supporting emotional and social development

The school has a teaching assistant who is trained in ELSA (our Emotional Literacy Support Assistant) who supports pupils identified by the SENDCo and DSL's. The school has a clear and well-structured PSHE curriculum which is threaded throughout the school, in lessons, ethos and values. The school's Wellbeing team reviews the social, emotional and mental health of pupils and staff to ensure support is timely and appropriate and through Inspire+ we are able to access a number of different sports and leisure opportunities.

Evaluating effectiveness

The school's SENDCo monitors the provision for SEND throughout the whole school. This includes in classrooms, intervention programmes and pastoral support. The school leadership team will look at the data provided from more formal assessments to measure the impact of provision. As the school is part of the Community Inclusion Trust (CIT) the trust will complete cycles of monitoring with the SENDCo to explore and evaluate all provision for pupils with SEND. School leaders will participate in learning walks, conversations with pupils and parents and observations of SEND provision.

Handling complaints

The school's complaints policy can be found on the school's website. Parents may contact the SENDCo to discuss any concerns with the provision of SEND in school.

Local Offer

Lincolnshire Local Offer:

Through the local authority you can access support for your children and there a number of parent groups who can support you too! Have a good look at the website for help, advice, clubs and resources...

[SEND Local Offer – Lincolnshire County Council](#)

The Lincolnshire Parents and Carers Forum is a fantastic resource to give you advice

Click the link for information:

[LPCF Home \(lincspcf.org.uk\)](http://lincspcf.org.uk)

Named contacts

Name of individual	Email address	Phone number
Susannah Millsom	Susannah.Millsom@linchfield-cit.co.uk	01778347450
Katie Brockington	Katie.Brockington@linchfield-cit.co.uk	01778347450
Linda Pilsworth	Linda.Pilsworth@linchfield-cit.co.uk	01778347450
Scott Reeve	Scott.Reeve@linchfield-cit.co.uk	01778347450
Becky Roberts	Becky.Roberts@linchfield-cit.co.uk	01778347450

Additional support

Information on all services for children and young people aged 0-25 with special educational needs and disabilities can be found at www.lincolnshire.gov.uk/sendlocaloffer

This contains information regarding the SEN provision across the County

[From here you can locate the Family Service Directory \(FSD\)](#) - Your online guide to services and information on local organisations for parents, practitioners, children, young people, partners & providers

The school can provide parents with any additional information on Parent Groups and classes to support their children.

The school now has a full provision map including all pupils with SEND which has been designed to give each child the opportunity to have additional support for the area of need. These provision maps will be included in reviews of Individual Learning Journey Plans.

The provision maps are review each term by the SENDCo to target the most effective provision and the most pupils, staff training will be tailored to this. Teaching assistants and the SENDCo deliver these interventions throughout the school day. For further information please contact the SENDCo