

SEND Information Report
2021-2022

Review date: September 2022

The guide to our provision for children with Special Educational Needs and Disability at Lime Academy Larkwood

What are the kinds of special educational needs for which provision is made at Lime Academy Larkwood?

Lime Academy Larkwood is a mainstream primary school with approximately 700 children on roll. We cater for children aged 2 - 11 years. The National Curriculum is followed and appropriately paced and differentiated.

Lime Academy Larkwood is a member of the Lime Trust.

The 2020-2021 cohort of students at Lime Academy Larkwood had the following categories of needs as outlined on the SEND Code of Practice:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health needs
- Physical and/or sensory

6% of pupils on roll in 2020-2021 were identified as SEND.

Admissions to the school are managed by the school.

Identification of SEND at our School

How do we identify that a child has a special educational need?

- Information from your child's pre-school or present school.
- Reports from professionals.
- Parent/carer concerns.
- Assessments carried out within the school setting.
- Observations of the children within school.
- A graduated approach to identifying and assessing additional needs.

If my child is struggling with an area of learning, how will staff deal with this issue?

- If you have a concern about your child's development or an area of learning, you can discuss this with your class teacher and/or Ms Want who is the Special Educational Needs Coordinator (SENCO).
- Where a member of staff has a concern about a child's development or a difficulty, they will discuss the concern with you the parent/carer first. The teacher will have a discussion with the SENCO or complete an initial concern form and share this with the SENCO to help identify what the specific difficulty is. The SENCO will help support the class teacher to adapt what they do in class to help your child overcome the difficulty. The initial concerns form is that start of the process to support your child if they are underachieving and identify the support they might need in order to get where they should be for their age or that they may have a Special Educational Need.
- The class teacher and SENCO will meet with you the parent/carer, to discuss the issue and tell you what the barrier to learning is and what they are going to try with your child to help overcome the barrier.
- The process can be summed up by – Assess, Plan, Do, Review. You will be part of this process so you can see your child is doing and what the staff who work with your child are doing to help close the gap where your child is and where they should be for their age.
- If after one or two cycles of Assess, Plan, Do, Review we all agree that there is a Special Educational Need, we will discuss this with you and add your child to the SEN register which means we recognise that your child has a global difficulty (across all areas of learning) or a

	<p>specific difficulty with learning and that we are addressing this through targeted provision from the class teacher and additional teaching support. Where necessary, external agencies will be used to ensure that the provision is appropriate for your child's needs and will help them make progress. The class teacher and the SENCO will monitor your child's progress.</p>
<p>How do we encourage you to raise your concerns?</p>	<ul style="list-style-type: none"> • You can raise concerns at any time about your child by discussing concerns with the class teacher and/or the Special Educational Needs Coordinator (SENCO). • During the Autumn and Summer terms, Parents' Evening takes place, where your child's progress and attainment are discussed along with any difficulties they may be having and what we are doing to support your child meet their needs.

Support for your child	
<p>Who will oversee the education plan for my child and explain it to me and my child?</p>	<ul style="list-style-type: none"> • All children on the SEND have targets that are agreed and discussed with the class teacher and SENCO. These are regularly reviewed and shared with parents/carers. • Children with an Education Health and Care Plan will have an individual provision plan to ensure that all the outcomes on the EHC plan are being worked towards. The class teacher ensures the plan is being carried out and the SENCO will oversee and monitor that this is effective and is having the desired outcome.
<p>Who will be working with my child?</p>	<ul style="list-style-type: none"> • Class teacher is responsible for ensuring your child's needs are met. • Additional teaching staff within the school. • The SENCO will be monitoring that your child's needs are being met in class and supporting the teacher and the child to achieve their goals. This will be carried out through meetings with you the parent/carer, the child and the teacher. • If your child has a speech or language difficulty the Speech and Language therapist will support your child with specific programmes based on your child's needs. • Outside agencies who may be offering support to your child may visit to give advice, feedback to the child and teacher to ensure your child's needs are being met. All outside agencies are accessed through a referral process, which requires your consent. • SEND success offer support to individual teachers based on the needs of the children in their class.

	<ul style="list-style-type: none"> • Waltham Forest SEND support the school. • Whitefields work alongside the school with children who have hearing impairments. • We have support from an Educational Psychologist who works with the SENCO, teachers and parents to unpick the needs in order to help improve your child's attainment and well-being.
How does my child know how they are getting on with their learning?	<ul style="list-style-type: none"> • Every day your child will receive written and/or verbal feedback on their learning. Feedback will help to move their learning forward and help demonstrate their understanding further. The marking and feedback is a crucial part for each individual child. Some children may receive oral feedback as well, depending on what suits the child.
How will the school monitor the effectiveness of its SEND arrangements and provision?	<ul style="list-style-type: none"> • Regular review of the progress the children have made at half termly Pupil Progress Meetings. • Regular learning walks and observations by the Senior Leadership Team. • The school carries out quality assurance in the form of a detailed Audit of Provision, training and staffing. This ensures that our SEND practice develops and strives to do the best for all our children to ensure all children make progress from their starting points and their needs and known, met and understood.
What are the roles and responsibilities of the governors?	<p>The governors fulfil their statutory duties by:</p> <ul style="list-style-type: none"> • Ensuring a SEND policy reflects the current Code of Practice. • Supporting and challenging the school to ensure the school has an effective provision for pupils with SEND needs. • Ensuring the school reports to parents annually, securing appropriate, targeted resources that have impact on learners which is evidenced. • Oversee the school's funding to ensure the SEN provision meets requirements including the deployment and organisation of personnel and resources.

Curriculum Concerns	
What is Lime Academy Larkwood's approach to differentiation?	<ul style="list-style-type: none"> • Quality First Teaching will be the main focus and from this effective differentiation will enable your child to participate fully in all aspects of learning to make the best possible progress. • Staff plan according to children's needs and requirements in the classroom. • All staff who work with your child in school are aware of your child's requirements.

	<ul style="list-style-type: none"> • Staff are able to meet the needs of the children by applying the strategies suggested within the plans.
How is extra support allocated to meet children's needs and requirements?	<p>These needs may be met through:</p> <ul style="list-style-type: none"> • Class teacher planning carefully to meet your child's needs. This may be breaking the learning into smaller chunks or steps, giving your child resources that help explain the task better or make it easier to answer the questions asked. • In class support with short targeted support from the Teacher or Teaching Assistant. • Pupil progress meetings – interventions are identified each half term to ensure progress is carefully monitored and accelerated where possible to help narrow the gap.

Partnership: Planning, Monitoring and Review	
What do we offer at Lime Academy Larkwood to parents and carers to discuss progress, plan and review support and share specific approaches and programmes, in addition to normal reporting arrangements?	<ul style="list-style-type: none"> • You will meet with the class teacher to discuss your child's progress, review their achievements and targets during the Autumn and Summer terms. The class teacher will write a plan based on their assessments for the child's needs, review this and share with you. Your views and your child's views will be part of this process. • If your child has an Education Health Care plan we will meet formally each year to review the plan, celebrate success and adapt the plan to continually reflect the needs of your child as they grow and change. • Face to face meetings, telephone conversations and informal discussions will ensure a good partnership between home and school. The class teacher is your first point of contact. The SENCO is available to meet with at any time should you have any concerns about your child.

General Support for Wellbeing	
How do we offer pastoral, medical and social support to the children at Lime Academy Larkwood?	<ul style="list-style-type: none"> • Children are supported by the class teacher within the classroom. • The SENCO oversees the pastoral, medical and social support of all pupils.

	<ul style="list-style-type: none"> • We liaise with Health professionals to ensure care plans are in place for the children with medical needs. • Individual Health Care Plans: Plans are written in collaboration with parents/carers for pupils with disabilities or ongoing medical conditions which require medication or reasonable adjustments and reviewed/updated as appropriate • All staff have basic first aid training and all EYFS staff have specific Paediatric First aid and these members of staff are called upon to support children when necessary. <p>Other support and intervention:</p> <ul style="list-style-type: none"> • Lunchtime and after school clubs • Assemblies • PSHE lessons • RSE lessons
How do we encourage our children to contribute to their views?	<ul style="list-style-type: none"> • Before or during Parents evening we review the Assess, Plan, Do and Review targets with your child so that we understand that our provision is right and working for each child. • Class teacher discussions. • Termly discussions with the SENCO. • Children can attend Nurture Club.

Specialist Services/ Expertise Available	
Our school accesses the following services.	<ul style="list-style-type: none"> • Educational Psychologist. • SEND Success • Waltham Forest SEND support. • School nurse • Speech and Language Therapist. • Child & Adolescent Mental Health Services • Whitefields

Training

Staff Qualifications

- Teachers hold QTS with Honours degrees.
- The Assistant Headteacher for Inclusion, Ms Want holds the National Award for SENCOs qualification.

What training have staff received recently?

- Autism Awareness
- Sensory support
- Hearing Champion – Whitefields Training
- Read Write Inc Phonics Training
- Destination Reader
- Primary Advantage Maths Training
- Makaton Training

We plan to undertake the following training/disability awareness sessions.

- Training is organised and linked to the needs within the school.
- Teachers have weekly staff training linked to the curriculum and other educational concerns.

Accessibility

We provide the following to ensure that all children/young people in our school can access all of the activities offered.

- The school is a wheelchair friendly and ensures that children are able to move around the school.
- Within the school building we have a large disabled toilet which has a shower and changing facilities.
- Teachers take account of a child's individual needs and may support with specific resources e.g visual aids.

We enable children to access all activities by

- Ensuring all of the building and classrooms are accessible to all children.
- Using visuals to support with communication and understanding.
- Adults are supportive of the needs of the children.
- Pre-planning for trips and visits to ensure children can access learning beyond the classroom.
- Where needed, we will devise a risk assessment/ safety plan for a child to ensure they are safe and have full access to the curriculum.

We involve parents and carers in the planning by	<ul style="list-style-type: none"> • Transition meetings are held between parents, the current setting, professionals and the school. • Annual reviews ensure parents/ carers are involved in the child's education. • Meeting in person or communicating by phone. • Parents evenings.
Parents and carers can give their feedback by	<ul style="list-style-type: none"> • Attending parents/carers evening each term • Parent Questionnaires are given out at least annually • Annual reviews include parent/ carer views • Teachers are available each day to speak to parents at the beginning and end of the school day.
Parents/ carers can make a complaint by	<ul style="list-style-type: none"> • On the website there is a 'Complaints Policy' which informs the parents/carers what to do if they have a complaint. They can also request a copy from the school office.

Transitions	
What arrangements help children and their parents to make a successful transfer to Lime Academy Larkswood?	<ul style="list-style-type: none"> • Parents of the children coming into Reception are invited to meetings within the school. • Transition meetings are held between pre-school staff, professionals who work with the family, the SENCO and staff from the school. The children and invited to visits at the school before the term begins. • With transition into secondary school parents/carers are invited to meeting at the secondary school and transition meetings are organised between the staff from the secondary school, other professionals and the SENCO at Lime Academy Larkswood.
How do we prepare children to make their next move?	<ul style="list-style-type: none"> • 'Meet the teacher days' where children visit their new classroom and meet their new teacher. • Using social stories to support transition where required. • Provide children with a picture of their teacher, other important adults to them and their new classroom to talk about over the holiday period. • With Year 6 a visit to the new school happens in July and staff from the secondary school come and meet the children and informally talk to the staff at Lime Academy Larkswood. • Discussion between current and next teacher ensures good transition – strategies that help your child overcome barriers to learning are discussed.

Resource Allocation

Our SEND budget is allocated according to	The needs of the children
Funding is matched to SEND by	The Trust oversee budget decisions and these are shared with governors for their information and comments as part of their monitoring.
Our decision making process when matching support to need	Decided by the Senior Leadership Team
Parents/carers are involved	The Annual Reviews, Parent's evenings

Contact Details

Who should I contact if I want to discuss my child's progress or difficulties?	<ul style="list-style-type: none">• Your child's class teacher is always your first point of contact. They are always available to speak to each morning in the playground when the children arrive at school and you can arrange an appointment to see them after school.• Head of Year of your child's year group• Assistant Headteacher for SEND is available to discuss any issues or concerns about your child's welfare, their learning needs or medical needs.
Who is the SENCO?	<ul style="list-style-type: none">• Our Special Educational Needs Coordinator is Jodie Want who is Assistant Headteacher for SEND, Safeguarding and Inclusion.• Email: Jodie.want@limetrust.org• Telephone: 02085294979