



SEND Information Report 2021-2022

What types of SEN do we provide for?

At Lakeview we provide support for children with a range of moderate special educational needs. As a mainstream school we will endeavour to provide access to the National Curriculum appropriate to the age of the child. If this is not possible, we work in conjunction with the Local Authority to ensure that the provision at Lakeview is the most appropriate and effective for the child.

How do we identify and assess pupils with SEN?

Our staff receive training to ensure that they are able to effectively assess the ability of their children. Pupil data is monitored by the Assessment Lead, Special Educational Needs & Disabilities Coordinator (SENDCO) and class teachers. Parents may also raise their concerns with the school. If a child is identified as not making progress, or that there appears to be a specific difficulty, further investigation is undertaken.

The class teacher will make reasonable adjustments to the content and delivery of the teaching, whilst monitoring the impact of this to the child's learning. They will raise their concerns with the parents, at this stage. All actions are documented using an 'Initial Concern Form'.

Following an agreed period of adjusted teaching the class teacher will review progress. If the impact of the adjustments has not been significant enough, the class teacher will discuss the case with the SENDCO, whilst also keeping the parents informed.

The SENDCO will review the progress and support and may choose to carry out further assessments. These will have a specific focus, such as working memory, and the results used to identify the type of support best suited. The child may then be placed onto the Special Educational Needs Register and an Individual Education Plan (IEP) generated. This will again be done in collaboration with the parents.

Who is our special educational needs co-ordinator (SENDCO) and how can they be contacted?

The SENDCO is Tara Oliver.

Tel - 01234 741653

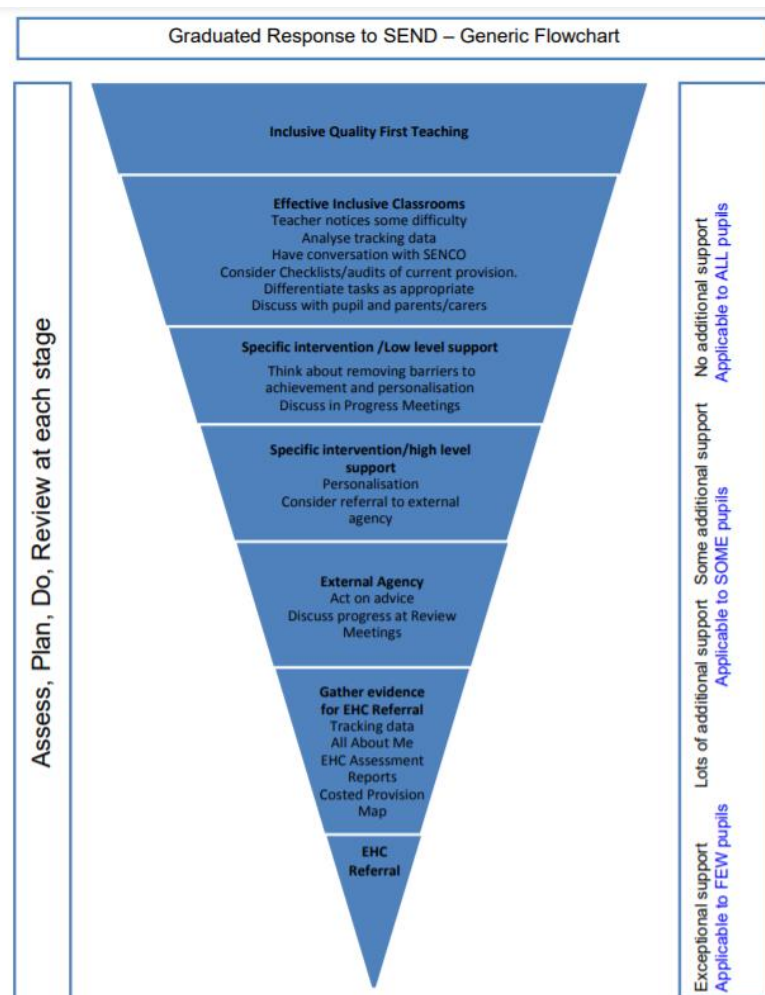
Email - school.office@lakeviewschool.co.uk

What is our approach to teaching pupils with SEN?

We believe that all pupils should enjoy a broad and balanced curriculum. We strive for academic excellence and believe all pupils should have the opportunity to develop life skills that will raise self-confidence and self-esteem and contribute to their role as responsible citizens.

We have a named SENDCO who leads on aspects of SEND and a designated Governor to support and monitor this work.

The learning needs of children are supported within the week's plans of the class teacher. If the child has more specific needs, they may spend a short amount of time, daily or over the course of a week, working within a small group. The group is organised by the class teacher. If a pupil is working outside the expected range of their peers, we will seek external advice. We will discuss adaptations that we can reasonably apply with parents and external professionals, in order to adapt the curriculum further. We use a Graduated Response to SEND which details provision at each level.



How do we adapt the curriculum and learning environment?

At Lakeview we make sure that the children are taught according to the National Curriculum and that they receive teaching of the highest standard through quality first teaching.

We always try to ensure that the curriculum is taught in an engaging and motivating manner. We strive to ensure that children enjoy their learning and develop a sense of curiosity and interest.

Teaching will always be based on what the children are already capable of doing. This must therefore be clearly established through close assessment and monitoring.

Adjustments may be made to the format of teaching and the environment, depending upon the needs and learning styles of the children within the class. The class teacher will develop their environment to best meet the needs of the pupils. This may include consideration being given to furniture arrangements, the range and nature of stimuli, allocation of appropriate resourcing and staff deployment. At Lakeview we deploy a large number of support staff. Their role is to support the learning of all pupils.

Some children may be accessing the National Curriculum at a level below that expected for their chronological age. The teachers therefore work hard to ensure that this is done effectively and in as inclusive a way as possible. The child should be included with their peers as much as is practicable, as we firmly believe that this is the best outcome for all pupils.

The school environment is regularly monitored to ensure accessibility for all. All staff work hard to make the learning environment engaging and effective. All pupils, irrespective of their personal needs are able to contribute to creating an enriching learning atmosphere.

Educational visits are part of the learning for every year-group. These are carefully considered to make sure that all pupils can benefit from them, with risk assessments being implemented, based on the specific needs of the children involved. Additional staff or resources may be deployed to assist the child, if required.

How do we consult parents of pupils with SEN and involve them in their child's education?

We aim to keep parents informed of their child's progress, irrespective of any special educational needs. This is done through termly consultations, which include written reports and a more comprehensive mid-year report. Parents are welcome to meet with staff at other times, with the first link being the class teacher. We also hold a variety of parent training and learning events, throughout the year. These are publicised in our newsletters.

If it is deemed necessary, the child will be placed onto the Special Needs Register. This will be done following further discussion with the parents, who will be involved in writing the IEP. By doing this they are able to not only see what actions the school is taking to accelerate progress, but also their role in the provision. These IEPs are continually monitored and formally reviewed termly.

If it is felt that additional support or advice is required, the SENDCO will meet with the parents to discuss the possible involvement of the Early Help Team. If agreed, an Early Help Assessment form will be completed by the SENDCO, with the parents. This will then be submitted and the outcome shared with parents.

Those children who have an Educational, Health and Care Plan (EHCP) are required to have a review annually. Parents are involved in this, and will be included in progress discussions throughout the year.

How do we consult pupils with SEN and involve them in their education?

Wherever possible we aim to fully include children in their education. Those children who have an IEP will be included in the production of the document, to ensure that they are aware of the targets that have been set and what they can do to achieve them. The pupil will also be involved in reviewing IEPs, so that they can see the progress they have made and be included in identifying the next steps in their learning.

All pupils have equal opportunity to be involved in all aspects of school life, including such things as the School Council and the Eco-Warriors. The views of the pupils may be verbal or written.

How do we assess and review pupils' progress towards their outcomes?

Every child's progress is continually monitored by their class teacher. Each child placed on the Special Needs Register will have an IEP. This sets out their specific learning foci and the strategies being implemented to help achieve them. These are 'working documents' which are continually reviewed, however a formal review takes place each term.

The children are assessed against their own targets, as well as the National Curriculum. Assessment data for all children is collected and monitored by the Senior Leadership Team. All concerns are responded to swiftly to ensure that each pupil is able to make the maximum amount of progress.

Following rigorous assessment the teachers plan the work, matching it to the pupil's abilities and needs. This is then carried out before a review takes place. This cycle (Assess, Plan, Do, Review) repeats.



Assess - clear analysis is made of needs based on:

- views of the child/young person and their parents / carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

Plan - following assessment, the teacher, SENDCO, parent / carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place
- a date for review

All planning must be pupil centred and outcomes focused and recorded.

Do - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEND
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching

The SENDCO supports teachers in the effective implementation of provision.

Review - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

How do we support pupils moving between different phases of education?

We recognise that transitions can be particularly difficult for a child with SEN, and therefore take steps to ensure that any transition is as smooth as possible.

Children joining Lakeview from another school:

- The SENDCO will visit pre-schools with the Foundation Stage Leader when appropriate.
- Visits to Lakeview and 'taster sessions' may be arranged.
- Discussions will be held between schools and home, to share vital information regarding the most effective learning practices that have been implemented.

Children leaving Lakeview and moving to another school:

- Our SENDCO will contact the receiving school's SENDCO and ensure they are aware of any special arrangements or support that need to be made for a child. Where possible, a planning meeting will take place with the SENDCO from the new school.
- All pupil records are passed on as soon as possible, using a secure delivery system.
- Additional visits to the new school may be arranged, if this is thought to be beneficial.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place. IEPs will be shared with the new teacher.
- Additional support will be provided, as required such as; extra visits to the new classroom, extra meetings between pupil and new teacher and photobooks created for the pupil (to help with familiarisation). Transition plans and one page profiles are sometimes completed by the pupil and class teacher, if this is deemed beneficial.
 - Pupils will complete a short questionnaire after they have been in their new class for a week. The questionnaire focuses on how the pupil feels they have settled in.

How do we support pupils with SEN to improve their emotional and social development?

Throughout the school we implement the JIGSAW programme for PSHE. This is adapted within each class to specifically suit the needs of the children. We recognise that children with SEND may well have an emotional or social development need, which will require support in school.

At Lakeview the school implements a series of reward systems, which are consistently applied. All pupils, irrespective of any specific needs are able to achieve such rewards. In the same way, procedures are consistently applied regarding managing behaviour. Should there be a need to amend this, based on a pupil's special needs, this can be managed.

All staff and pupils are expected to demonstrate a respectful attitude towards themselves and others.

Staff on duty at play-times are vigilant. Advice may be given to children and strategies modelled for managing particular social situations.

Interventions may be implemented to support the JIGSAW programme, which may involve individual or small groups of children. These are led by members of staff, with the purpose of providing the children with the skills and attitudes necessary to manage their emotions and develop their social skills.

We have a fulltime learning mentor who works in small groups or 1:1 with pupils who may need support with their SEMH needs. Lakeview School is currently a host school for 2 Education Mental Health Practitioners (EMHP) who work with pupils and their families on low level anxiety and other SEMH needs.

If the need is such that it is felt necessary to seek the support of outside agencies, the SENDCO may refer the child. This will be done through discussion with parents, the class teacher and (when appropriate) the child. This can be done through either a direct referral to a specific agency or through the completion of an Early Help Assessment (EHA).

What expertise and training do our staff have to support pupils with SEN?

Both Assistant Headteachers have the National Award for Special Needs Coordinators. One of these oversees the work of the current SENDCO.

All staff are involved in continued professional development. This includes both general practices and training regarding specific needs, such as autism, epilepsy, asthma and other medical conditions. There is also a programme of professional development regarding high quality provision across the curriculum.

How will we secure equipment and facilities to support pupils with SEN?

The SENDCO works closely with external professionals to ensure that the provision for each child is appropriate. This may at times require specialist resources. In these cases advice is taken on how the school can access such equipment.

As a school we liaise with our local providers of special education. This allows us to access both human and physical resources, in order to support all special needs pupils. This close working relationship is vital in ensuring that the children receive the most effective provision.

Professionals' meetings are held for some of our children with more profound needs. These provide opportunities for progress to be discussed, future provision agreed and any required resources to be identified and secured.

How accessible is the school?

Lakeview School is a modern and purpose built school that is fully accessible. Although the main building is on two levels, we have a lift to the second floor. There are disabled toilet facilities in each building and equipment to support access. We also have a loop system in our main hall.

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

The process for accessing much of the specialist support, within Bedford Borough is to apply to the Early Help Team. This is done through the completion of an Early Help Assessment (EHA), involving contributions from the pupil, their parents, the class teacher and the SENDCO (who manages the referral). The completed form is submitted and assessed by a panel of professionals, who decide whether further support is required. If it is deemed necessary, they pass the referral on to the most appropriate agency. These have previously included: Autism Advisory Team, Early Years Advisory Team, Behaviour Support Team, CAMHS (Child & Adolescent Mental Health Service), CHUMS (Bereavement, Trauma and Emotional Well-Being Service), Educational Psychology, Educational Welfare, Occupational Therapy, Physiotherapy, Social Care and the School Nursing Team.

Some services, such as Speech & Language and play therapy are accessed directly, through their own referral forms, which are also managed by the SENDCO.

The school works closely with the external agency to ensure that all information regarding the child is available. Assessments are likely to be carried out before a series of recommendations are produced. These are then used to develop the provision best suited to the individual child.

Multi-Agency meetings will be held for those children who are receiving support from several different organisations. Parents are included in these, as are the children, if appropriate.

How do we evaluate the effectiveness of our SEN provision?

Your child's progress will be continually monitored by their class teacher and reviewed formally with the Assessment Lead every term in reading, writing and maths. Lakeview uses an ICT assessment tool to help monitor and track progress.

At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

The progress of children with an Educational Health and Care Plan (EHCP) will be formally reviewed annually, with all adults involved with the child's education.

Regular book scrutiny and lesson observations will be carried out by the Head Teacher and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

A report is written annually by the SENDCO for the Head teacher and Governing Body, outlining the effectiveness of SEN provision within the school. As a school we work closely with the Local Authority, to ensure that the provision we provide is as effective as possible. This liaison allows the school to utilise the knowledge and skills of Bedford Borough advisers.

How do we handle complaints from parents of children with SEN about provision made at the school?

We take all concerns seriously and feel that it is in everyone's interest to resolve concerns quickly. We are always keen to work collaboratively with parents, to ensure that best possible provision for all of our pupils.

If a parent is not happy about the provision for their child, they are asked to immediately contact the class teacher or SENDCO. If it is felt that the issue has not been fully resolved, there is a complaints procedure, which is published on the website. This clarifies the procedures for involving the Governing Body.

Who can young people and parents contact if they have concerns?

The class teacher is the first point of contact for all parents. Beyond this parents are able to contact Team Leaders and the SENDCO, all of which can be done through the school office.

What support services are available to parents?

Further support can be obtained from the Bedford Borough SEND Advice Service, at Borough Hall, Cauldwell Street, Bedford, MK42 9AP. Tel: 01234 276267. Email: sendadvice@bedford.gov.uk

Parents are also able to seek support from the school, via the school office. Class teachers, team leaders, Senior Managers and the SENDCO are available to provide information to parents, as well as hearing any concerns.

Where can the Local Authority's local offer be found? How have we contributed to it?

We have completed our section of the Local Offer, regarding the provision that we are able to provide at Lakeview. The Local Offer for all primary schools can be found through the Bedford Borough website, at; <https://sendguide.bedford.gov.uk/results.aspx?PS=true>

Covid Addendum 2021-2022

During periods of isolation pupils, including those with SEN are provided with paper packs of differentiated work as well as online learning opportunities. Where pupils require specialised physical resources to support their learning these will be sent home by the school where appropriate.