

**SEN Policy and Information Report**

Lakeview School 2022-2023



<b>Approved by:</b>	Megan Holmes	<b>Date:</b> 27.09.22
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### 1. Aims

Lakeview School is committed to the aspirations within the Green Paper (March 2022) and the SEND Code of Practice (revised 2015) which states that:

All children are entitled to an education that enables them to make progress so that they;

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

It is our responsibility to offer a broad, balanced and relevant curriculum which will meet the needs of all children within our school. Scaffolding must be used so that all children, including those identified with special educational needs, have equal value in teacher planning. The school has high expectations of all pupils, including those with Special Educational Needs and Disabilities, and believes that with the correct support they can become self-confident and independent learners.

Our SEN policy and information report aims to:

- Identify children in our school who have special needs and will require support (educational, emotional, behavioural, medical etc.)
- Assess these needs and provide suitable work that will match the child's abilities and give access to the National Curriculum or Early Years Curriculum at the relevant level.
- Ensure early intervention.
- Monitor, evaluate and record children's progress at regular intervals.
- Establish close contact with parents, through both formal and informal meetings, to ensure they are fully informed in consultation processes and to encourage their involvement and support.
- Enable pupils a voice regarding their SEND provision and progress, involving them in target setting and reviewing.
- Create a positive working environment, where pupils can increase in confidence and independence.
- Create individualised transition programmes into school and onto the next stage of the pupil's education.

- Establish close liaison with outside agencies and professionals such as: Education Welfare Officer, School Nurse and Educational Psychologist in order to seek further advice and support for the child.
- Implement and review administrative procedures where appropriate, i.e. Education, Health and Care Plans.
- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

At different times in their school career, a child or young person may have a special educational need. The **Code of Practice 2014** defines SEN as follows:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:*

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for children of the same age in mainstream schools.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition stated above when they reach compulsory school age or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014).

Difficulties related solely to limitations in English as an additional language are not SEN. (SEND Code of Practice 2014) Children who have a disability as defined in the Equality Act 2010 and require special educational provision will also be covered by the SEN definition. The Code of practice defines four broad areas of SEN. These are:

**Communication and interaction** – Children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

**Cognition and learning** – Children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

**Social, emotional and mental health difficulties** – Children and young people have difficulty in managing their relationships with other people, are withdrawn, or they behave in ways that may hinder their and other children's learning or have an impact on their health and wellbeing.

**Sensory and/or physical needs** – Children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEN that covers more than one of these areas. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a people in a category.

At Lakeview Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

At Lakeview, the term SEN applies to pupils who continue to make inadequate progress, despite high quality teaching targeted at their area of weakness. What is NOT SEN but may have impact on progress and attainment:

- Disability (the code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

#### **4. Roles and responsibilities**

Provision for children with special educational needs is a matter for the whole school.

##### **4.1 The SENCO**

The SENCO is Megan Holmes and can be contact via the main office.

The SENDCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority (LA) and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The SEN governor**

The SEN governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The headteacher**

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEN policy

#### **4.5 Parent/s and Carers**

Parents play a vital role in the education of their children and are welcomed into the school where their advice and support is welcomed. The school aims to work in partnership with parents and carers of pupils with SEND by:

- Operating an open-door policy and actively encouraging parents to talk to the class teacher or other members of staff before school, after school or at another mutually convenient time.
- Acknowledging the insight that parents have into the needs and strengths of their children.

- Recognising the personal and emotional investment of parents and being aware of their feelings.
- Respecting the validity of differing viewpoints and seeking constructive ways of reconciling them.
- Keeping them informed and updating them regularly about their child's progress.
- Involving them in reviewing targets and agreeing on new ones for the next steps in learning.
- Ensuring that parents understand procedures and giving them the necessary support to prepare their contributions i.e. provide an interpreter.
- Discussing how school and home can work together to achieve the best possible outcome for the child.

#### **4.6 Involving pupils with SEND in their education**

- We respect the ability of all children to become independent learners.
- Whenever possible, pupils are involved in creating their learning targets.
- Children are encouraged to express their views in the way that is most comfortable for them. This may be verbally, by writing them down or by choosing from a selection of pictures.
- If a child has a specific plan, these views are included on the plan.

### **5. SEN information report**

The SENDCO is Megan Holmes.

Tel - 01234 741653

Email - [school.office@lakeviewschool.co.uk](mailto:school.office@lakeviewschool.co.uk)

#### **5.1 The kinds of SEN that are provided for**

At Lakeview we provide support for children with a range of moderate special educational needs. As a mainstream school we will endeavor 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.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## 5.2 Identifying pupils with SEN and assessing their needs

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.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We consider the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **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.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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 centered 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.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

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.

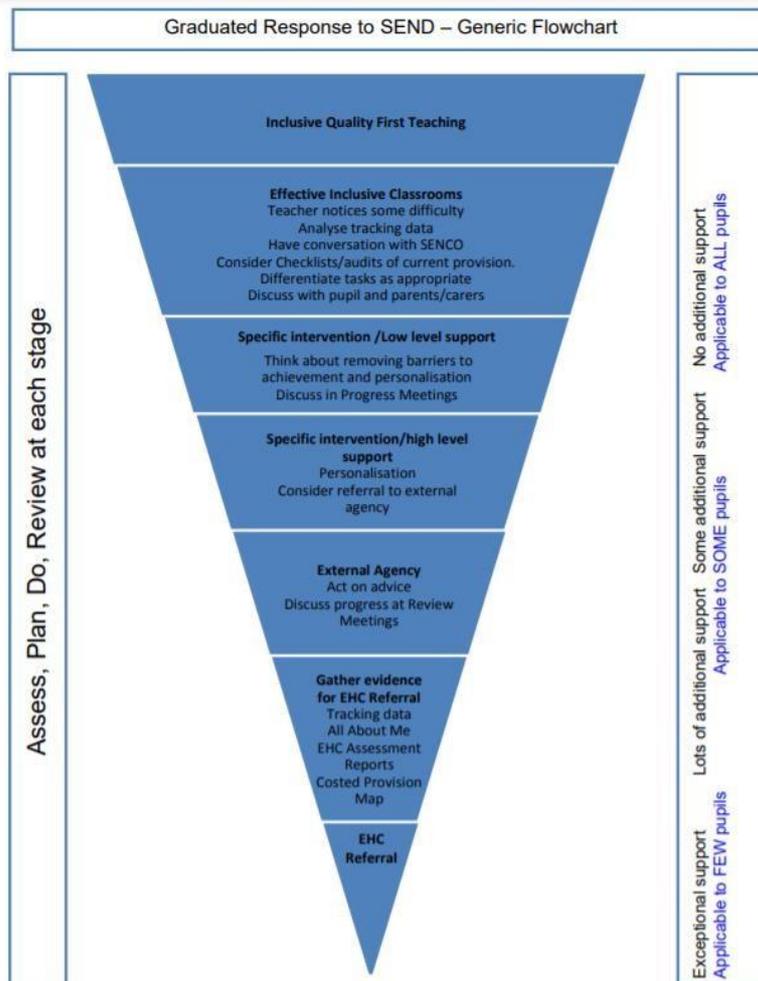
### **5.6 Our approach to teaching pupils with SEN**

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 an inclusive way. 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.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be scaffolded for individual pupils.

We have Teaching Assistants who are trained to deliver interventions such as BLANKS, Lego Therapy and ELSA. Teaching assistants will support pupils on a 1:1 basis and will support pupils in small groups in the classroom and outside of the classroom

### **5.9 Expertise and training of staff**

Miss Holmes has the NASENCO award and has been a SENCO for a number of years.

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.

### **5.10 Securing equipment and facilities**

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.

### **5.11 Evaluating the effectiveness of 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 math. 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.

We also evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions after 6 weeks
- › Using pupil questionnaires
- › Monitoring by the SENCO
- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans
- › Reading research

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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. Please refer to the School's Accessibility plan for further information.

### **5.13 Support for improving 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).

The school recognises that 'Social, emotional and mental health' is now one of the four areas of special educational needs. The procedures outlined in the policy above for children with special educational needs or a disability also apply to children who are experiencing psychological stress or mental health issues.

In addition, the staff are committed to promoting wellbeing throughout the school. They recognise the role that the school plays in promoting the resilience of all our pupils. We work to ensure that our school is a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

Difficult events that may have an effect on pupils

- Loss of separation – death, parental separation, divorce, hospitalisation, loss of friendships, family conflict which results in child having to live elsewhere, being taken into care or adopted.
- Life changes – birth of a sibling, moving house, changing schools.
- Traumatic events – abuse, domestic violence, bullying, accidents, injuries or natural disaster.

Class teachers are well placed to spot changes in behaviour that might indicate a problem.

Lakeview School aims to support children experiencing any of these events and intervene well before mental health problems develop.

The SENDCO and learning mentor take a very joint approach to the welfare of children and their families, and are therefore able to identify in a timely manner pupil who may benefit from Early Help. In particular, identifying the potential need pupils with disabilities or SEND may have in accessing the service.

We have a zero-tolerance approach to bullying.

#### **5.14 Working with other agencies**

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.

### **5.15 Complaints about SEN provision**

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.

Complaints about SEN provision in our school should be made to the Class Teacher and/or SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

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](mailto: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.

### **5.17 Contact details for raising concerns**

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

### **5.18 The local authority local offer**

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>

## 6. Monitoring arrangements

This policy and information report will be reviewed by Megan Holmes **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to the following documents

- Behaviour policy
- Accessibility plan
- Equality information and objectives
- Supporting pupils with medical conditions policy