



*Children and adults are at the heart of our school;
our school is at the heart of our community.*

Lakeview Primary School

Local Offer

September 2023

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	<p>We recognise that pupils may need extra help if:</p> <ul style="list-style-type: none"> • Teachers identify a specific issue or barrier to learning • Concerns are raised by parents/carers or the child • Concerns are raised by other professionals • Information received when pupils join from another school • There is a change in the pupil's behaviour • The child's rate of progress slows down
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Name of Education Setting	Lakeview Primary School
Description	<p>Local Authority Maintained Primary (with nursery).</p> <p>At Lakeview we aim for all children to achieve their potential by removing barriers to learning through a creative, inclusive curriculum delivered in a safe, stimulating environment. As a primary school, we believe we have a key role in society in combating discrimination and promoting fairness, justice and equality through our teaching and in the role models that we offer. Our successful ethos is based on mutual respect and positive attitudes to learning and a school where everyone is valued.</p>
Age Range	3 – 11

Address	Lakeview School
	1 School Lane
	Off Brooklands Avenue
	Wixams
	Bedfordshire
Post code	MK42 6BH
School Day	8.40 – 3.20pm
Ofsted Registration	URN: 135374

Breakfast and After School Club Opening Available?	<i>Dawn Until Dusk, neighbouring Lakeview School</i>
Cost?	Yes
Cost Description	https://kidsdawntildusk.co.uk/

	<p>If you have any concerns about your child's progress you should speak to the class teacher initially. The class teacher will monitor your child's learning closely and make adjustments that may help. If further support is needed, or you think your child may have a special educational need, a meeting with the SENDCo can be arranged. The school SEND Governor can also be contacted for support.</p>
<p>How will school staff support my child?</p>	<p>All staff are dedicated to providing an inclusive environment for all. We have a named SENDCO who leads on aspects of SEND and a designated Governor to support and monitor this work.</p> <p>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 receive additional group support in class, or spend time, daily or over the course of a week, working individually or within a small group, 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 reasonable adjustments with parents and external professionals.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>At Lakeview, we follow the National Curriculum. We aim to deliver an exciting, varied curriculum that sparks the interest of curious minds. We believe all pupils should have the opportunity to develop a wide range of skills. This includes those that promote academic excellence, but also skills that contribute to good mental health and wellbeing, such as resilience and self-confidence. We also teach values, such as responsibility, kindness and humility, which encourage children to grow as positive members of society.</p> <p>Staff at Lakeview are trained to adapt their teaching to meet the needs and learning styles of the children, whilst always setting high expectations. The class teacher will develop the 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 specialist equipment and staff deployment. The school environment is regularly monitored to ensure accessibility for all.</p> <p>The teaching is based on the abilities of the children, starting from what they are capable of doing and then moving this forward. We build in to our planning a range of differentiation techniques, to ensure that all children are able to access the learning. Some children may be accessing the National Curriculum at a level below that expected for their chronological age. The teachers work hard to ensure that the child is included with their peers as much as is practicable, as we firmly believe that this is the best outcome for all pupils. At Lakeview we deploy a large number of support staff. Their role is to support the learning of all pupils. Educational visits are part of the learning for every year-group.</p>

How will both you and I know how my child is doing and how will you help me to support my child's learning?

During every lesson the teachers check the children's understanding. They plan work to take this into account, as well as considering pupil's learning styles.

The progress of all children is closely monitored by the class teacher and the SENDCO. In addition, the Head Teacher and SENDCO meet with class teachers each term to review children's progress. The SENDCO may also observe or assess individual children to gain more information.

Teachers will make reasonable adjustments to their teaching and specific resources may be used. Individual or small group activities may be introduced, to help the children. These are timetabled, planned for and assessed carefully. If a child requires further support, we may involve more intense interventions and the request of advice from external professionals.

Governors monitor pupil progress. They also receive regular reports on how we support our children with SEND.

What support will there be for my child's/young person's overall wellbeing?

Our school takes the personal development and well-being of children very seriously. We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles.

At Lakeview we work hard to ensure that the staff have the necessary skills and resources to ensure that the children's well-being is paramount. Staff training includes a focus on safeguarding, medical emergencies (such as asthma, allergic reactions and epilepsy), special educational needs and disabilities (Autistic spectrum condition and ADHD) and emotional wellbeing (Self-esteem, Anxiety, Loss and grief).

In addition to this, as a school we implement a variety of strategies and initiatives to support wellbeing, such as;

Use of the school behaviour policy; nurture groups; school values rewards.

We also know that some children with SEND are particularly vulnerable when it comes to making and keeping friendships. We address many of these issues in the Personal, Social, Citizenship and Health Education part of our curriculum.

If staff recognise that there has been a change in a child's behaviour or social and emotional wellbeing, we will discuss this with parents and plan the next steps to support the child.

Pupil voice - children are encouraged to express their views so that they feel that their opinions are valued. This is done through the school council, eco-warriors, pupil surveys, during class assembly time and individually through the learning mentor or class teacher.

We have zero tolerance of bullying and talk about all aspects of bullying in assemblies and lessons: we have very little bullying in our school but when it does occur we work with the children involved to make sure that it does not become a long-term problem.

If a child has additional needs or is in the care of the Local Authority, detailed plans are compiled. These are created in consultation with parents/carers and other professionals, such as educational psychologists, school nurses, and speech and language therapists. These plans are discussed with all staff who are involved with the pupil. Examples of plans in place are:

- Individual Education Plan (IEP)
- Education, Health and Care Plan (EHCP)
- Individual Behaviour Plan (IBP)
- Medical Care Plan (MCP)
- Personal Education Plan (PEP)

<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Within our school, staff have qualifications and expertise in the following areas:</p> <ul style="list-style-type: none"> - National Award for Special Educational Needs Coordination (NASENDCo) - Master’s degree in ‘Special and Inclusive Education’ - Play Therapy - Advanced Diploma in Special Educational Needs - Mental Health First Aid - Primary Maths Specialist Teacher <p>In agreement with parents, the school can also access to support through the Local Authority. This includes:</p> <ul style="list-style-type: none"> - Educational psychologists - Sensory and Visual Impairment Advisory Team - Early Years Advisory Team - CAMHS (Child & Adolescent Mental Health Service) - CHUMS (Child Bereavement, Trauma & Emotional Wellbeing Service) - Educational Welfare Officer - Social Care - Speech and Language Therapy Team - Occupational Therapy - School Nurse - Early Help Team - Physiotherapy - Behaviour experts - Counsellors and mentors - Play therapists - Family support workers
<p>What training are the staff supporting children and young people with SEND have had or are having?</p>	<p>We are committed to creating an inclusive school. Teachers receive regular training to develop their knowledge and understanding of special educational needs and disabilities in order to meet the individual needs of all pupils. This year, staff have received training to support children with Attention Deficit and Hyperactivity Disorder (ADHD), anxiety and Autistic Spectrum Condition (ASC).</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. For example, sensory processing training.</p> <p>All of our Teaching Assistants hold a Level 3 NVQ or are expected undertake training to gain this qualification. Our TAs are supported through training to develop their knowledge of SEND, and strategies for inclusive practice.</p>

How will my child be included in activities outside the classroom including school trips?

At Lakeview, we are committed to ensuring safe, high quality experiences for all our pupils. This includes events within the classroom, within the wider school environment or beyond, such as residential visits. This requires extensive planning and detailed risk assessments. It may also need the following reasonable adjustments to enable all children to participate safely:

- Additional staff
- Specific resources
- Adapted tasks
- Individual risk assessments and procedures
- Confidential sharing of information

How will the school prepare and support my child to join the school or the next stage of education and life?

We understand the importance of supporting our children to manage important transitions, such as moving class, or starting a brand new school.

Children joining Lakeview from another school:

- Home-visits for children before starting at Lakeview's Cygnets nursery (on site) or Reception, if joining from a different nursery.
- The SENDCo may visit a child in their current setting before starting at Lakeview.
- Meetings with other schools to establish the needs of pupils and the individual support that is required, such as accompanied visits or photo books.
- The SENDCo is always willing to meet parents/carers prior to their child joining the school.
- Parents and children are encouraged to attend a tour of Lakeview, prior to joining the school.

Children moving classes each year within school:

- Pupils attend a transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new class.
- Teachers complete a transition plan for pupils, including those with SEND, who find transition challenging or require the sharing of extra information. There are dedicated staff meetings to share information with relevant members of staff at each transition point.
- Additional support including meetings with new class teachers and parent/child, and photobooks created to help with familiarisation.
- Pupils with SEND complete a pupil passport/one page profile each year to share their current interests and needs with their new class teacher.
- All pupils complete an evaluation form to share their thoughts and feelings about transition day.
- Following the first week in September, children complete a questionnaire about their wellbeing (friends, worries, any questions) in their new class.
- Teachers talk to children who express any worries in their first week.

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 that need to be made for a child.
- Where possible, a planning meeting will take place with the SENDCO from the new school.

	<ul style="list-style-type: none"> • 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. • Mentoring sessions for those requiring support to develop resilience surrounding change.
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The school budget includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, on the basis of needs in the school.</p> <p>The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including the children receiving extra support, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources, training and support is needed.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>All of the support that we offer is based on the individual needs of the child. Through assessment, pupils identified as showing a need have adjustments made for them. These are led by the class teachers and support staff. If this does not have the desired impact, further support will be sought from the SENDCO. Provision is discussed and put in place, again with close monitoring. Parents are involved throughout the process. If it is felt that the child requires support or assessment that is beyond the expertise of the school, this will be sought from outside agencies, including the Local Authority.</p>

<p>How are parents involved in the school? How can I be involved?</p>	<p>At Lakeview we believe that success is achieved through close working relationships with parents and carers. We recognise the positive contributions parents and carers make, and we welcome them to participate in school life, through:</p> <ul style="list-style-type: none"> - Regular liaison with class teachers - Signing up to receive emails and newsletters - Attending parents' consultation evenings - Responding to questionnaires and feedback forms - Using the Facebook page and school website - Attending 'Open classroom' sessions - Attending class assemblies - Attending events on the Lakeview calendar, such as Sports Day, Christmas Performances, Proms in the Playground) - Attending parents' information evenings/workshops - Volunteering within school (listening to readers etc.) - Attending or supporting PTA activities <p>We share information regarding each individual child's learning throughout the school year. Each year, parents and carers receive a report outlining their child's attainment and progress. There is the opportunity to discuss this with the class teacher and share their thoughts. Parents and carers are</p>
	<p>encouraged to support their child to continue the learning journey at home. Weekly homework tasks are set in all year groups, and daily activities such as reading, multiplication tables and spelling practice help parents and carers to be involved in their child's education. We also promote extracurricular learning through our #Lakeview50 project – children are encouraged to complete 50 active and creative activities before leaving Lakeview!</p> <p>If a child is not making the expected progress or there are concerns, parents will be involved in discussions and actions will be agreed, including suggestions for activities that can be carried out at home. If a child has an IEP or EHCP, parents will be invited to the review meetings. If a parent or carer wishes to speak with a particular member of staff, appointments can be arranged through the school office.</p>

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Site Accessibility	Wheelchair accessible?	Y
	Changing facilities for children & Young People?	Y
	Adapted toilet?	Y
	Hearing Loop?	Y (in the school hall)
	Hoist?	N
	Minicom?	N