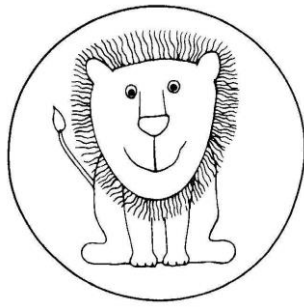




Linslade Lower School

Special Educational Needs
Information for Families

Mrs Hogg is our SEND
coordinator



Special Educational Needs
& Disabilities

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. At Linslade Lower School we believe that:

- Every child should be given the opportunity to develop to their full potential.
- Early identification of pupils with special educational needs will allow appropriate action to be taken before they experience a sense of failure.
- We should be identifying strengths, as well as difficulties in order that these strengths may be used to help each pupil develop a sense of their own worth and the ability to meet situations with confidence

What is SEND?

The Children and Families Act 2014 says that “a child of compulsory school age or a young person 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 them from making use facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

What kinds of need are there?

Children and young people will have different types of SEND. The type of support they might need will depend on their main area of need. These are generally talked about as four broad areas of need which are described in more detail in the SEND Code of Practice 2015

Communication and Interaction

How children communicate, understand, and play with others around them. This will also include children with speech, language, and communication needs.

Social, Emotional and Mental Health

Factors which impact a child’s overall wellbeing, such as: emotions, social interactions, and relationships with others which may result in behaviours of concern.

Cognition and Learning

This includes difficulty with learning or remembering basic skills. They may have difficulty with literacy or numeracy or learn at a slower pace than others.

Sensory and/or Physical Needs

This includes vision, hearing or multisensory impairments, physical disabilities, or sensitivities to aspects of the environment.

How do we meet the needs of all pupils at Linslade Lower School?

We use a graduated approach to identify and support children at our school. As part of a graduated approach, schools should ensure that ALL children and young people, whether they have a SEND or not, are receiving High Quality Teaching and that all teachers are in receipt of regular training around their SEND needs.

The Graduated Approach is a toolbox of ideas that we can dip into, and not all strategies we use will be listed. We first consider what a child or young person with SEND might need to support them, and be mindful that not all strategies within the Graduated Approach may be appropriate.

Schools are not expected to deliver all strategies at the same time. We discuss with each other and the family which of the strategies in the Graduated Approach would be most effective in supporting the child to make progress.

Most children can have their needs met through Ordinarily Available Provision (OAP) - provision and support that is accessible for all children, whether there is a SEND or not.

Ordinarily Available Provision is what we offer to all children in school. The teaching and support staff use their skills and knowledge to adjust the curriculum to meet the needs of the children. Some children with a diagnosed SEND will be supported through high quality ordinarily available provision.

Examples of ordinarily available provision could be:

- a time out card to manage situations
- a careful seating position in class
- noise cancelling headphones
- access to a safe space to regulate emotions

What happens if Ordinarily Available Provision does not meet a child's needs?

If a child's needs cannot be met through OAP, then they may be placed on to the school's SEND register and the process of Assess, Plan, Do, Review (APDR) would begin. This is where we consider their needs, implement a package of support, and review its impact.

If a child or young person requires APDR then they would be considered at SEND Support. Throughout this process, parents and families should be informed of what support is in place for their child and should be invited to review its impact with the school. We may also seek advice from other professionals or refer to gain more information about specific needs and how best to manage them.

What are SEND Support Plans?

SEND Support Plans are documents designed help us review the support in place for children and young people who are receiving SEND Support or have an EHCP. Teachers write the plan using their knowledge of the child and additional recommendations from other agencies.

Support plans are reviewed termly and the SMART Targets shared with families. Support in school is then put in place to allow the child to work towards the targets. Teaching assistants are often involved in delivering some support in small groups or individually.

What happens next?

Staff and families support the child with the APDR approach. If a child needs further support an Education Health Care Needs Assessment may be carried out. (EHCNA). This may result in an Education Health Care Plan being agreed by the Local Authority.

An EHCP is a legal document which details a child or young person's special educational need, what support they need, and what their aspirations are.

Information about what a needs assessment is and how to request one can be found on the Assessment of SEND and EHC Plans in Educational Settings and in the SEND Code of Practice 2015

Children and young people do not require a formal diagnosis of a SEND, they do not need to be working a specific number of years behind their peers. However, there is an expectation (in line with the SEND Code of Practice 2015) that to support making a robust decision, the request for an EHCNA would involve submitting evidence that shows:

- purposeful steps have been made to support a child at SEND Support
- **or** there is evidence that there has been a rapid decline in the child's presentation that will require a high level of ongoing support.

What families can do?

If you are concerned that your child has additional needs please speak to your child's class teacher. We can work together to discuss how to best support them. Most children's needs can be met through adaptations within ordinarily available provision. Parents will be informed of progress at parents' evenings and through annual reports.

Mrs Hogg, our SEND coordinator, is available for more help and information. She attends parent's evenings with teachers to discuss support plans and progress. She observes children in class, and provides advice on adaptive teacher to support needs. Mrs Hogg also makes referrals to other agencies and keeps on top of the paperwork.

There is information available on the Central Bedfordshire Council website. To find out more about the local offer please go to-

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

There is also more information and our SEND Policy on our website. The governors monitor the provision of SEND at Linslade Lower School and check we are doing our best to support the children in our care. The extra support children have is paid for out of our school budget. The school gets additional funding for children with an EHCP and in some exceptional circumstances. This money is used to provide staff, training and resources to meet the targets for each child.

