

Lyng Primary School SEN Information Report

(Reviewed June 2024)



Lyng Primary School is a fully inclusive school, which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils. Children are identified as having SEN when their progress has slowed or stopped and the interventions, resources etc. put in place do not enable improvement.

Universal Offer – What Lyng Primary School provides for all children:

This is what our school offers to all children including those who may have difficulties in learning, communication and language, social, emotional and mental health needs and also physical disabilities.

As a parent/carer or young person you can expect that:

- We encourage you to familiarise yourself with our policies and approaches to learning which can be found on our school website.
- We welcome you and your child to our school and we invite you to discuss your child's needs before they start school with the SENCO and pastoral team.
- The teachers and support staff who teach your child have continual professional development and training so that they know about how children learn including those children who have difficulty in learning.
- Our school provides a variety of teaching and learning programmes to meet the individual learning needs of each child. (See Whole School Provision Map – Appendix 1)
- We accurately assess the level at which your child is learning, this informs what and how we teach. Our teachers adapt teaching so that your child's needs are fully met holistically. If further adaptation needs to be made e.g. the physical features of our school environment, we will endeavour for this to be completed promptly. We also have full use of a disabled parking space and changing and toileting facilities located at the front of our school.
- We use a range of resources, strategies and teaching methods to take account of any barriers to learning, this may include offsite educational visits and spontaneous trips. The resources are matched carefully to suit your child and their abilities.
- We will keep you informed about how your child is progressing at least twice yearly and through a written annual report detailing progress. Additionally, we will invite you in to school if we feel new issues present themselves. If you or your child has any concerns we encourage you to make an appointment. As we feel that a partnership between school and home is essential in supporting you and your child.

- The school will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up'.

Identification of SEN

When your child receives intervention to allow them to 'catch up', we monitor these small group sessions very closely through our monitoring procedures. Sometimes even though a child receives intervention, they may not always make progress. The class teacher will then organise a meeting with you to discuss any concerns. If your child does not make progress within an intervention and the class teacher has tried lots of different approaches, it could be possible that they have a special educational need. This is the time when the class teacher and the Special Educational Needs Co-ordinator Mrs Laura Deeley (SENCo) will request a discussion with you to reassure you of our procedures for supporting your child within school and at home. We may discuss a more intensive or individualised level of intervention which will help them make progress in their learning. We may also signpost you to support, advice and any extracurricular activities that may be available. However, if you feel that your child is experiencing difficulties, please book an appointment with Mrs Deeley to discuss any worries that you have.

Effectiveness of Provision

At Lyng Primary School we have a robust and rigorous system for ensuring our provision is effective. We do this through the following:

- Monitoring – The SENCo and other members of the Senior Leadership Team will observe small groups, observe whole class inclusive practice, monitor the children's work and talk to the children about their progress.

- Governing Body – Our chair of Governors and also the SEN Governor, Mrs Lynn Howard organises regular meetings with the SENCo to discuss developments and how we are meeting the needs of SEN children.
- Evaluation – At Lyng we evaluate and adapt our practice to meet the needs of our children. We celebrate what works well and are flexible to change provision when we need to.

Additional SEN Support Offer – What Lyng Primary School provides for those children not making expected progress.

If your child has a special need or a disability we will:

- Talk to you about your child's difficulties so we can understand their needs.
- Make an assessment of your child's learning so we know which skills they need to learn next.
- The Special Educational Needs Coordinator (SENCo) will support and advise teachers so that your child can learn in the best way that is suited to them.
- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their social, emotional and mental health needs. (See Provision Map)
- Check on progress at least once a term.
- Work with and seek advice from an educational psychologist, SEN advisory teachers, speech and language therapists and health colleagues to support your child's progress.
- Tell you how to get in touch with Parent Partnership Services who can offer advice and support.
- Talk to you if we think we need to consider asking the local authority for an Education Care and Health Plan to assess your child's needs because more advice/resources are needed to help your child to make progress.

The Local Offer

Sandwell Local Authority is required by law to produce a 'Local Offer' for parents and families with children and young people with SEND. The Local Offer clearly sets out what support families should expect to be available. To find out more please click the link below.

[Sandwell Local Offer | Family Information Service Hub](#)

Education Health and Care Plan - The school may apply for an Education Care and Health Plan (EHCP) in order to provide additional support for children with complex needs.

These needs can be in 1 area (Cognition and Learning, Speech, Language and Communication, Physical and Sensory needs and Social, Emotional and Mental Health) or more.

If the LA agrees to begin the process; an Education Health and Care Plan takes up to 26 weeks to complete. Your child will continue to be supported from the school's SEN resources while the Education Health and Care Plan is completed.

- The Education Health and Care Plan will specify what sort of provision your child will need in order to access the curriculum and make progress.
- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child
- Many children who require an Education Health and Care Plan will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the plan is developed.
- The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the Care Plan.

Additional activities which are available for pupils with SEN

Lyng Primary School is a fully inclusive school, which ensures that all pupils achieve their potential. We believe that additional experiences, provided by offsite educational visits, spontaneous trips and learning outside the classroom, enhances the learning and social experiences of the child. We endeavour to ensure that all children regardless of their SEN need are able to participate, this includes residential visits.

Further Information

You may already be a parent of a child at our school or even a prospective parent, we strongly encourage you to come in and see us. We are a warm and welcoming school that always seeks the best for all our children regardless of their abilities or disabilities. We understand the importance of developing strong and healthy relationships with our parents as this forms the basis of a strong network of adults around the child/ren.

Our Successes

At Lyng Primary School we always celebrate our successes. During the 2017-2018 academic year, we worked really hard to achieve the Wellbeing Charter Mark. We were issued with our certificate during the summer term and we were delighted to receive the award for all the hard work that we do for our children. Inclusion Support who awarded us the Charter Mark stated that the data that they collected shows that we have some of the happiest children in Sandwell.

Our in school data also shows that many of our SEN children make expected progress. This is because of the hard work that our children and staff put in to ensure that the curriculum is well planned, exciting and meets their needs.

During the school year we also entered our pupils with SEN into PE competitions. The children really enjoyed the competitions and the children were a credit to our school. They worked well as team, showed resilience and enjoyed learning outside of the classroom.

The Hive/Blossoms Overview

At Lyng Primary we pride ourselves on being an inclusive and welcoming school where children mix happily and all children are fully accepted into school life by staff and their peers.

The Hive is a purpose built space that our children with individual support can access during the morning session. Typically, these children are in Year 1 to Year 6.

Blossoms is a space where our youngest children from Early Years can access throughout the day to work on their targets in a distraction free and calm environment.

During this morning session, children will have access to specialist equipment and spaces to meet their needs and have time to focus on important life skills, problem solving and communication as well as English and Maths skills if appropriate. At Lyng Primary, we celebrate all children's differences and abilities and we understand that all children have individual needs and talents. The Hive gives us scope to develop a curriculum that is based around the 7 principles of the Rochford Review (2016) and also the Engagement Scales. The curriculum will have deep roots in discovery, responsiveness, curiosity, anticipation, persistence, initiation and investigation. Work and activities in the afternoons is adapted to meet the children's needs. For some children, overlearning and generalisation of skills is an important part of the children's learning experiences and provision and sometimes skills that are learnt throughout the morning are practiced again during the afternoon. This is to ensure the children are making progress and learning translates into long term memory.

Our staff are all suitably trained and are passionate about supporting our children with SEN. The staff also have a deep knowledge of how visual resources such as visual timetables, now and next boards, choice boards and communication aids can have a positive effect on children with SEN.

In The Hive, the children will work with a range of different adults to ensure different relationships are being formed and the children do not get reliant upon one member of staff.

The Role of the SENCO

The SENCO for Lyng Primary is Laura Deeley. It is the SENCO's role to ensure that the provision we provide for our children with SEN is the very best. It is the SENCO's role to ensure that children with SEN are making progress in school, The Hive and Blossoms and that they are meeting their individual targets set in outside agency reports and EHCP's. It is also the SENCO's role to monitor The Hive's and Blossom's provision. This will be done through observations, drop in sessions, data analysis and pupil conferencing. The SENCO will also routinely organise EHCP Progress Reviews with school staff. Every child with an EHCP has a half termly progress review where targets are reviewed and evidence towards them is monitored. These meetings also take place with the children in Early Years, where progress, provision and wellbeing of the children is discussed.

The Hive Curriculum

For English, The Chris Quigley Curriculum is followed and White Rose schemes are used for Maths. This is to ensure consistency across school.

We also use the Towards Independency Hierarchy to ensure that the children's self-help skills, life skills and independence are of top priority. The children's individual EHCP's and outside agency reports will also guide the provision where individual target work will take place to ensure that the children are achieving their full potential. The Hive changes throughout the year to ensure that we adapt to meet the children's needs. We are proud to celebrate that most children who attend The Hive, make enough progress to be able to be taught in whole class situations with their peer group. With sound adaptations and good quality teaching, we are proud that most of our children can be taught within the main classroom. This is organised and discussed with the children, parents and staff and Hive Exit Criteria is discussed between all involved to ensure that it is the correct decision. If the decision is made that the children are going back to class full time, a transition period will be well

planned and managed to ensure that children are able to cope with the change in routine. Detailed conversations are also had between the SENCO, Hive Lead, Support Staff, Class Teachers and also Parents to ensure everyone agrees and their opinions heard.

Children in Blossom will still follow the Early Years Curriculum.

Assessment

All children in school Years 1-6 are assessed using SIMS tracker. The children who are working below their age related expectation may also utilise the Sandwell Skills Ladders for English and Maths. BSquared is also used to track the children who are pre-curriculum. Currently, Hive staff will complete this tracker and share the data with the class teachers. It is the teacher's responsibility to then complete the main tracker for all children in collaboration with staff who work in The Hive and Blossoms. Discussions occur between all teachers and support staff who know the child well to form a detailed and accurate picture of the child.

How are the children included in school life?

The children who have access to The Hive every morning will be taught in our main school every afternoon to ensure that the children still have access to a broad and balanced curriculum. The children who are supported in Blossoms will use the space for targeted work throughout the whole day and during child initiated times in the main classroom, the children will join.

The children's learning will be carefully planned and the children will all receive support during the afternoon session from the class teacher and support staff. First wave quality teaching is our priority for the children who attend the Hive and Blossoms. Most children with EHCP's will be able to sit with their peers in flexible seating arrangements. However, there are some children who need distraction free spaces in order to learn and practice skills.

The children are also included in any special celebrations days, school trips, spontaneous walks, learning outside the classroom or special visitors and will have PE with their class.

The Role of the SEN Governor

The SEN Governor will form a link between the governing body and The Hive and Blossoms. Working alongside the SENCO and all staff, the SEN Governor will offer support and challenge to ensure the needs of The Hive's and Blossoms pupils remains an essential part of what the governing body wants within school.

Nurture

During the afternoon session The Hive space is used for our Nurture group. At Lyng Primary we understand that children's learning should be understood developmentally and through this way of thinking we can support learning and progress. The Hive will offer a safe base for the children to learn in a nurture rich environment that will develop the children's awareness of themselves and others and develop their self-esteem. At Lyng Primary we understand that all behaviour is communication and we support the children through challenging times with care and understanding. In Nurture the children learn social rules and how to work as a team.

Comments by parents

"The Hive is outside the box thinking".

"The Hive will put Lyng on the map".

Lyng Primary School – Whole School Provision Map

Area of Need	Wave 1 (What the teacher will do)	Wave 2 (What intervention we have in small groups)	Wave 3 (What intervention we have in small groups and 1:1)
	Provision	Provision	Provision
Cognition & Learning	<ul style="list-style-type: none"> • Adaptive teaching • Provide visual support through Widgets if necessary • Increased Visual Aids • Visual Timetables • Number Fun/Number songs • Little Wandle (Phonics) • Working Walls • Thematic Curriculum/Cross Curricula learning • Learning Outside the Classroom • Spontaneous trips • Visitors • Flexible teaching arrangements • Taking the temperature - self assessing and metacognition support throughout the lesson • Range of questioning techniques 	<ul style="list-style-type: none"> • Booster groups • Group support in Reading • Group support in Maths • Grammar for Writing • Little Wandle 'Keep Up' Sessions 	<ul style="list-style-type: none"> • Five Minute Box • Five Minute Number Box • 1:1 withdrawal • 1:1 in class support • Speech and Language Intervention • Wellcomm • Phonics withdrawal • SENAT-L • Stareway to Spelling • Plus 1 maths intervention • Toe by Toe

<p>Communication & Interaction</p>	<ul style="list-style-type: none"> • Flexible Teaching Arrangements • Adaptive teaching • Increased Visual Aids • Visual Timetables/Visual resources • Use of symbols and pictures • Number Fun • Working Walls 	<ul style="list-style-type: none"> • Booster groups • Phonics catch up • Group support in English • Group support in Maths • Talk Boost 	<ul style="list-style-type: none"> • Five Minute Box • 1:1 Withdrawal • 1:1 In-class support • Speech and Language Intervention/Reviews • Wellcomm • Phonics withdrawal • SULP • Talk Boost • Towards Independency Hierarchy • PECS • Intensive Interaction • Widgets for objects and emotions
<p>Social/Emotional and Mental Health</p>	<ul style="list-style-type: none"> • Whole School and class reward system - Class Dojo • Whole school and class rules • Whole school policy for behaviour/relational policy • Circle Time • Reflections Zones • Emotion Coaching • Seating plans • Chico time • ACE's/trauma awareness 	<ul style="list-style-type: none"> • Circle Time • Therapeutic Mentoring • Nurture • Emotion Coaching • Friendship groups • Peer mentors • Conflict/resolution intervention 	<ul style="list-style-type: none"> • 1:1 Learning Mentor - anger management/conduct management/boxing/resilience • Family Intervention (TAF/CAF) • 1:1 Withdrawal • 1:1 In class support • 1:1 Behaviour Program/charts • SULP • Volcano in my tummy workshop • Beany tree work - recognising emotions in others • SENCo 1:1 • Resilience and self-esteem session 1:1 • Lego Therapy • Peer mentors • Playground leaders

			<ul style="list-style-type: none"> • Draw and talk • 3 houses • Teamworx (outside agency) • 1:1 Play Therapy • Emotion Coaching • SENAT-SEMH • EP • Kooth
Sensory and/or Physical	<ul style="list-style-type: none"> • Flexible Teaching Arrangements • Availability of resources • Teaching awareness of sensory and physical impairment 	<ul style="list-style-type: none"> • Sensory Room/Resources 	<ul style="list-style-type: none"> • Use of specific resources or equipment • 1:1 withdrawal • OT program/targets • Sensory Room/Resources