

Lyng Primary School SEN Information Report

(Reviewed June 2023)



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 or difficulties with behaviour or physical/medical needs.

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

- We encourage you to familiarise yourself with our policies and approaches to learning.
- We welcome you and your child to our school and we invite you to discuss your child's needs before they start school.
- 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 differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at an appropriate level. 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. 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 Miss Beresford 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 our practice constantly. 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 in learning or disability 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 behaviour. (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 or 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](#)

Therapeutic Mentoring

At Lyng Primary we also offer 'Therapeutic Mentoring'. Please read the quote below for more information.

"In therapeutic mentoring we are constantly striving to gain a deeper understanding of the troubled child. On occasions we become troubled by the children we are trying to help and it's necessary to understand our own emotional responses when supporting them."

The course supports the implementation of new legislation for Special Educational Needs (Code of Practice) whereby schools are required to consider children's 'Social, Mental and Emotional Health'. The SEN Code of Practice will be enacted in September 2014.

Our basic premise is that troubled children have been, or are being exposed to, prolonged negative life events that they are trying to deal with. Often their response is chaotic, difficult to comprehend and full of contradictions. The job is to find ways of helping the children to come to terms with their life events, solve the puzzles they are faced with, reframe their life events that create a safer more rationale understanding. We do this by providing the child with a solid and trustworthy relationship and then help the child, through a series of

activities (including conversations, games and expression arts, reflective activities) develop higher levels of self-worth.”

Dr. Kevin Rowland (Principle Educational Psychologist and Inclusion Support Manager) Therapeutic Mentoring, Helping troubled children and promoting Social, Mental and Emotional Health (2014) page 5.

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 severe and complex needs.

Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an Education Health and Care Plan.

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, enhances the learning and social experience 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, which ever, 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.

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 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. During this morning session, children will have access to specialist equipment to meet their needs and have time to focus on important life skills, problem solving and communication as well as English and Maths skills. 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) The curriculum will have deep roots in discovery, responsiveness, curiosity, anticipation, persistence, initiation and investigation. The children will then access the foundation subjects in class in the afternoon with their peers to ensure inclusivity.

The Hive staff are all suitably trained and are passionate about supporting our children with SEN. All staff have received training in Autism, Intensive Interaction, PECS and Social Stories. 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.

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 and in The Hive and that they are meeting their individual targets set in their ECHP's. It is also the SENCO's role to monitor The Hive'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.

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 and independence are of top priority. The children's individual EHCP's will also guide the provision where individual target work will take place to ensure that the children are achieving their full potential.

Assessment

All children in school are assessed using SIMS tracker. The children who are working below their age related expectations may also utilise the Sandwell Skills Ladders for English and Maths. It is the teacher's responsibility to complete the tracker for all children in collaboration with staff from The Hive. 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 the foundation subjects. The children's learning will be scaffolded and the children will all receive support during the afternoon session by the class teacher and a familiar adult. The children are also included in any school trips or special visitors and will often 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. Working alongside the SENCO and all staff, the SEN Governor will offer support and challenge to ensure the needs of The Hive's pupils remains an essential part of what the governing body wants within school.

Nurture

During the afternoon session The Hive will be 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 – Appendix 1

| Lyng Primary School – Whole School Provision Map | | | |
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| 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"> • Differentiated Curriculum • Differentiated Delivery • Differentiated Outcomes • Increased Visual Aids • Visual Timetables • Number Fun/Number songs • Letters and Sounds/Little Wandle (Phonics) • Working Walls • Thematic Curriculum/Cross Curricula learning • Learning Outside the Classroom | <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 |
| Communication & Interaction | <ul style="list-style-type: none"> • Flexible Teaching Arrangements • Structured School and Class Resources • Differentiated Curriculum Delivery | <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 |

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| | <ul style="list-style-type: none"> • Differentiated Outputs • Increased Visual Aids • Visual Timetables/Visual resources • Use of symbols and pictures • Number Fun • Working Walls | | <ul style="list-style-type: none"> • Wellcomm • Letters and Sounds withdrawal • SULP • Talk Boost • Towards Independency Hierarchy • PECS • Intensive Interaction |
| <p>Social/Emotional and Mental Health</p> | <ul style="list-style-type: none"> • Whole School and class reward system • Whole school and class rules • Whole school policy for behaviour • Circle Time • Reflections Zones • Emotion Coaching • Seating plans • Chico time (Monday am and Friday pm) | <ul style="list-style-type: none"> • Circle Time • Therapeutic Mentoring • Nurture • Emotion Coaching • Friendship groups • Peer mentors | <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 • Draw and talk • 3 houses • Teamworx (outside agency) • 1:1 Play Therapy • Emotion Coaching • SENAT-SEMH • EP |

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| 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• Sensory Room/Resources |
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