

## **SEND Information Report**

**September 2023**

SENDCO: Mrs Karen Ready  
SEND Governor: Rev A Wood  
Contact Number: 01253 736900

### **Introduction**

Lytham CE Primary School currently provides for children with a variety of SEND. Please read below for how we provide for children under the four types of SEND:

- Cognition and Learning
- Sensory and Physical Needs
- Social, Emotional and Mental Health Difficulties
- Communication and Interaction.

According to the new Code of Practice for schools, all staff follow a graduated approach. This involves a constant cycle of

- Assessment
- Planning
- Completion
- Review of any provision supplied for children with SEND. Parents and pupils are also central to this and communication between school and home takes place frequently.

**Policies for the identification and assessment of children with SEND.**

The class teacher is constantly reviewing and assessing all children's learning through the use of professional judgement and a variety of tests.

Progress is rigorously monitored by the Class teacher, Head teacher and SENDCO.

Once a problem is identified, the class teacher will call a meeting with the child's parents to discuss any concerns they may have and any interventions they are putting in place to address them.

The class teacher may also speak to the SENDCO for guidance at this stage. If a child's progress continues to be of concern, a pupil passport will be written with S.M.A.R.T. (specific, measurable, achievable, relevant, time specific) targets for the child to work towards. The pupil will also have an Individual Educational Journal (IEJ). This is a working document which is reviewed regularly and updated as required.

Parents, class teachers and the pupil will be involved in the termly reviews of their pupil passport and IEJ.

For more specific needs, the school employs the use of specialist support from

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychologists
- Specialist teachers

For additional information on how the school identifies and assesses children with SEND please refer to the school's SEND and Inclusion Statement located on the school's website

**Evaluating the provision for SEND pupils** Provision for SEND pupils is constantly monitored by the class teacher, SENDCO and Head teacher. Children receiving targeted interventions are assessed at the beginning of the intervention and end to monitor the progress made towards specific and measurable targets. Intervention outcomes are monitored by the SENDCO. Teaching Assistants have frequent guidance from the class teacher and SENDCO and are kept up to date with training needs. Children with an EHC plan will also have annual meetings with any external agencies being involved. The targets from the previous year will be reviewed and new ones set. Parents are also involved to these meetings. If the child is due for a transition to another school, a transition meeting will take place with staff from the new school and any relevant professionals. All children at the school will have a termly report of progress as well as two parent's evenings. SEND children with a pupil passport and IEJ will have further termly meetings to discuss targets and progress of their child. This is also an opportunity for the pupil or parents to discuss any further problems. If you have any questions or complaints about the provision for your child, please see the school complaints policy (on policies page of school website).

#### **Support of SEND children**

The Headteacher deploys the budget for SEND accordingly throughout school by the placement of teaching assistants, external support required and extra resources needed.

The class teachers and teaching assistants work closely in class to ensure the needs of all the children are being met, particularly the SEND children. Teaching assistants carry out targeted, planned intervention work on a 1:1 or small group basis and feedback regularly to the class teacher and pupil. Pupils may also have a pupil passport and an Individual Educational Journal.

Work in class is differentiated and lessons adapted as necessary. This may include adjusting recording methods for the child, the location or placing of equipment and the use of extra support. The SENDCO and Headteacher monitor the provision for pupils with SEND.

There is a flexible approach for pupils with SEND who require support during playtimes and lunchtimes.

#### **Additional support available for SEND**

For specific SEND needs, the school will access services and support from specialist teachers, physiotherapists, occupational therapists, speech and language therapists, CAMHS, paediatricians, Stepping Stones Short Stay School and educational psychologists when required.

**Inclusion of children with SEND**

Lytham CE Primary School is a fully inclusive school. For more information, please see our SEND and Inclusion statement.

All school trips and extra-curricular activities are available to all pupils at the school and extra arrangements will be made if necessary. The class teacher and SENDCO can discuss this with the parent and child.

The school is fully compliant with Equality Act 2010 requirements. The school is on one level with easy access.