



# SEND Information Report

## Spring 2021

**Inclusion Leader:** Mrs Sandie Gordon

**Contact:** [senco@lakeside.kite.academy](mailto:senco@lakeside.kite.academy)

**Working days:** Monday to Friday

**Local Offer Contribution (Provision Map):** Available on our academy's website or via our office.

**SEN Policy:** Available on our academy's website or via our office.

**Surrey Local Offer:** <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

### The kinds of special educational needs for which provision is made at the school

We are a mainstream, inclusive Nursery and Primary School that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff receive training in order to cater for learners who may have difficulties with:

- Cognition and learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

We continuously ensure that we make reasonable adjustments where necessary to our practices to best meet the needs of our children and comply with the Equality Act (2010).

Once a need has been identified, we seek to identify the most appropriate support to enable that child to make or exceed expected progress as quickly as possible. Information about concerns and the need for support are shared with parents/carers via the class teacher and/or Inclusion Leader and a plan is agreed. This individual Send Support Arrangements Plan (SAP) will detail what support is being provided, what outcomes are expected, who will provide it and for how long.

Our whole school provision map, available on our website, shows examples of the range of provisions and interventions that are available in our school. This is used to help us identify which provisions are most beneficial for which children. Provisions may include individual timetables, task boards, specific writing tools, additional time to complete tasks etc. All of the intervention programmes that we use are tried and tested and are known to support children to make increased progress. Interventions currently being used successfully within the academy include the Lexia reading programme, 1<sup>st</sup> Class@Maths and Success@Arithmetic, Toe by Toe, Precision teach, Clicker 7, 5 minute number box and 5 minute phonic box, ELSA (Emotional Literacy Support Assistant), FAST group (Family and School Together), Sensory Circuits, Forest School sessions and Sunrise Club.

We carefully monitor the progress of all children in the school receiving additional support throughout the intervention to ensure it is having the expected impact. If this is not the case, it is stopped and alternative support is established. Regular reports about the progress and attainment of children on

the academy SEND register and those who have taken part in interventions are provided by the Inclusion Leader to the Governing Body.

Further information regarding any aspect of this report can be found on the school website under SEND policy, SEND provision map or by contacting the Inclusion Leader.

### **Policies for identifying children with SEND and assessing their needs**

All teachers are teachers of special educational needs and quality first teaching is key. The progress of all children, including those with special educational needs and disabilities, is continuously monitored by class teachers. As part of our assessment cycle, regular pupil progress meetings are held throughout the year between school leaders and class teachers. During these meetings the progress of individual children is discussed and any concerns we have regarding this is quickly identified and appropriate additional support is planned and agreed.

Progress is also carefully and regularly monitored by the Inclusion Leader, Achievement Leader and Senior Leadership Team.

When a concern is raised, we follow the cycle of:

- **Assess** the difficulties/barriers to learning
- **Plan** how to support
- **Implement** the programme of agreed support
- **Review** the effectiveness of the support

Clear systems are in place throughout the academy, including the nursery, to enable us to use data to track the progress of children. We also ensure that we celebrate individual and group achievements. Weekly events such as our Celebration Assembly, separate KS assemblies and Always Club are used to support this and help raise self-esteem.

We have an open-door policy and good relationships with parents are important. If parents/carers do have concerns about the progress or attainment of their child they should, in the first instance, speak to the class teacher to discuss their concerns. In addition to this, parents are also able to speak to the Inclusion Leader about any concerns they have. There are good communication systems within the academy to ensure that information is shared with appropriate staff swiftly. Staff attend regular internal and external training to ensure they are best equipped to meet the needs of our children.

### **Arrangements for consulting with parents of children with SEND and involving them in their children's education**

At Lakeside Nursery and Primary Academy, we have an open-door policy where parents are welcome to come in and speak to the class teacher or Inclusion Leader should they have any concerns regarding the overall progress of their child. Staff are very keen to work alongside parents/carers to maximise each individual child's potential across the whole curriculum.

Where appropriate, parents/carers are encouraged to make an appointment to speak to the class teacher so that adequate time and/or privacy can be given to discuss a concern. These appointments can be made via the office or directly with the member of staff. In the first instance, this is usually the class teacher but can also be done in conjunction with the Inclusion Leader.

We also encourage parents/carers to alert the class teacher about any events, concerns or needs outside of school which may impact on their child's wellbeing and focus at school.

We regularly share feedback about progress with our children and their parents/carers. Teachers meet with parents/carers at least termly through parent/teacher consultations and more frequently when there is a cause for concern or closer monitoring is taking place. At these meetings we discuss the progress their child is making, next steps/targets and how they can support their child at home (including termly reports). If appropriate, this will also include a discussion about additional support being provided to enable their child to make progress and we clearly share what can be done by

families to support their children with their learning. We welcome input from parents/carers about difficulties they may be experiencing at home too.

If a teacher becomes concerned about a child part way through the term, they will contact parents/carers to discuss this. Careful records of progress are kept for all children. For those accessing interventions additional records are also kept by the member of staff delivering it. These are monitored by the Inclusion Leader as well as the class teacher. To support parents with what their child will be learning each half term, each year group publish a topic/curriculum guide. Regular updates are made to the curriculum and these are shared via our school website.

Each child has a 'contact' book that goes between home and school each day to support communication, usually in the form of a reading record. For some children who require more detailed/specific information to be shared a separate home-school link book may be set up.

We believe in supporting the development of everyone's understanding of child development and as such, we work in collaboration with our Kite Family Support Worker team and other agencies. We can signpost parents/carers through parent-mail, newsletters and the website and where possible, to relevant training opportunities. We also have an active parent teacher association, FLOPs (**F**riends **O**f **L**akeside **P**imary **S**chool) and our governing body includes parent governors. Parents are encouraged to become involved in the school by hearing children read, supporting on educational visits, monthly chit chat sessions and sharing time in other ways appropriate to the year group. Regular invitations go out to parents to support at specific school events and they are invited to watch class assemblies. Communication about ways to be involved in school life is made through the school newsletter and are published on the school website.

#### **Arrangements for consulting children with SEND and involving them in their education**

The Inclusion Leader liaises with key staff in the academy where there are concerns about progress or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to be put in place for the child. Children are spoken to regarding their progress and their views are sought about their difficulties and what they would find helpful in order to overcome these difficulties. It is often through conversation with a child that specific interventions are found to be beneficial.

A One Page Profile captures all the important information about a child on a single sheet of paper under four simple headings; what people like about me/what I like about myself; what's important to me; how best to support me; what I am working towards. They enable anyone supporting the child to quickly ascertain an accurate and holistic picture of the child. For some children, a Pupil Passport highlights children's individual needs to a greater extent and is there to support other members of the school team, such as the support teachers and lunch time staff understand how that child responds and learns best.

#### **Arrangements for assessing and reviewing children and young people's progress towards outcomes**

During our 'assess, plan, do and review' cycle we will look at the actions needed to support a child towards their outcomes and highlight what each person involved can do in order to make a positive contribution.

We adopt a graduated response to our 'assess, plan, do and review' cycle. This is in line with Surrey's graduated response and Profile of Need. Initially this will primarily be led by the class teacher and parents. If at any point during the cycle it is felt the needs of the child are not able to be met with the current level of support the Inclusion Leader becomes involved. The needs of the child are reassessed and new cycle is started. Similarly, if during this cycle it is felt the needs of the child are still not able to be met a decision may be made to seek support from outside agencies (which include Kite Inclusion Team, Specialist Teacher Service, Educational Psychologists, Speech and Language Therapists, Occupational Therapists etc).

This information is recorded on the child's individual one page SEND Support Arrangements plan. Whilst they are reviewed on an ongoing basis in school, they are formally review every term (usually around the half term break) and shared with parents/carers.

### **Arrangements for supporting children in moving between phases of education**

Induction of new children into our academy is very important to us. As a result, we invest a significant amount of time in welcoming our learners in a way that makes them feel a part of our setting. All children entering or leaving our school are discussed in a transition meeting. We have established clear information sharing systems with partner schools with an aim to create a smooth a transition as possible.

The Early Years Leader/Reception class teachers, alongside the Inclusion Leader where appropriate, will visit nurseries to liaise with staff there about any needs a new pupil may have. Observations and meetings with parents/carers will take place during the summer term and children may also attend additional visits to our academy prior to starting in our Reception class. We also offer transition books and stories read by the class teacher, on Tapestry, for children who may require additional support at this time so that children can share these during the summer holidays with their parents/ carers.

The Inclusion Leader and Year 6 teachers work closely with local secondary schools to keep staff informed of any vulnerable children. Good practice is shared so that transition to the next phase is made easier. In some cases, staff from the secondary school come to meet children to give them a familiar face for when they transfer. Visits to the local secondary schools are also organised and we fully encourage our children to attend the induction days. Where we know there is likely to be a high level of anxiety we may arrange additional visits or send staff along for all or parts of the induction day. Parents/carers are invited to discuss the next stage of their child's education with their child's class teacher or the Inclusion Leader, particularly if there are concerns about the transition.

Where appropriate, individualised transition programmes are planned. This may include attending additional transition sessions as a group or 1:1, social stories or a visit at the child's current setting.

To support parents with transition, they are invited to induction meetings where key members of staff are present.

Children within our setting are also supported as they transition between year groups. For some children this may involve spending additional time getting to know the new adults they will be working with and/or the new classroom their learning will be based in. Opportunities to enable this are planned well in advance. We also create social story booklets for individual children. These are made with the child and include lots of pictures and details of the child in their new setting. These are shared with parents prior to the summer holidays and are very positively received. Lakeside postcards are sent home to identified children over the summer holidays to maintain contact between school and home which help to reduce anxiety. For children who are transitioning between KS1 and KS2 we have a Forest School programme that all Year 2 children access. For identified individual children, we put extra Forest School sessions in place over and above what they will already access. This helps them to get used to key areas in the school and develop positive relationships with key adults within KS2.

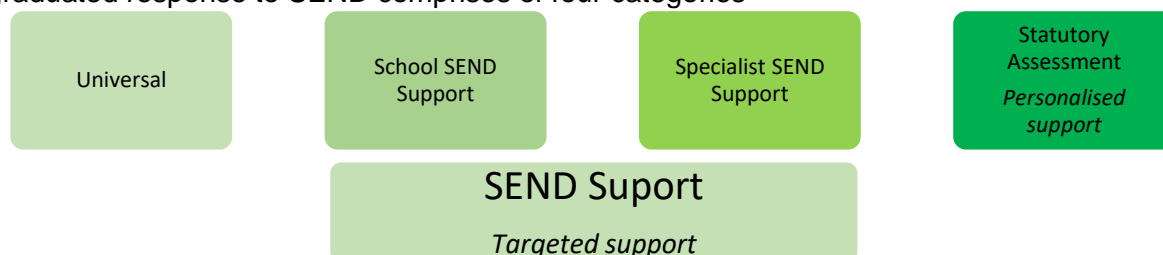
### **Our school approach to teaching children with SEND**

We adopt a graduated approach to meeting needs through quality first teaching which is available to all children, regardless of need. Our graduated response is in line with that of Surrey's and their Profile of Need. Our teaching staff make reasonable adjustments to help include all children. We are concerned with the whole child, we see that achievement and mental health and wellbeing go hand in hand. We are conscious that support for emotional health is equally important when enabling children to achieve well and become confident children.

Quality first inclusive teaching (Universal on our school provision map) is clearly demonstrated in our school and there are high expectations that all staff will deliver this. All teachers have a clear understanding about what they are expected to provide for all children. Each class teacher has the

responsibility for the wellbeing and progress of the children within their class. Regular assessments form the backbone of decisions made.

Our graduated response to SEND comprises of four categories



### **Adaptations made to the curriculum and the learning environment of children with SEN**

All staff have a clear understanding of the needs of the individual children within their class and around the school. They make a conscious decision to make reasonable adjustments to include and support all learners. Differentiation is embedded in our curriculum and daily teaching practice. This may take the form of different learning/tasks being set, additional resources being provided or specific training being given to staff. Where appropriate, we tailor learning to topics of specific interest to children. For example, a child with a particular interest in animals may be encouraged to use this knowledge in a non-fiction piece of writing.

Regular pupil progress meetings are held between teachers and members of the leadership team. During these meetings the progress and needs of both individuals and groups of children are discussed, including how to ensure our curriculum is meeting their needs. The curriculum is designed to ensure that is accessible to all children.

Our Accessibility Plan is robust and we continually ensure staff and children know about the Equality Act 2010, as appropriate and we are fully aware of our obligations to support adults and children with disabilities. We value and respect diversity in our school and do our very best to meet the needs of all of our learners. We are committed to making reasonable adjustments where possible.

Our main building is wheelchair accessible and there is a disabled access toilet. Where parents/carers do not speak English as a first language or have their own learning needs, advice and support/expertise is sought. We value and respect diversity in our setting and do our very best to meet the needs of all involved in our school. Carefully evaluated equipment is purchased with additional funding to support the specific needs of all children.

### **Expertise and training of staff to support children and young people with SEN**

All of our teaching staff hold qualified teacher status and we have staff within the school who have been trained in a number of different strategies and interventions to support children's needs. These include ELSA (Emotional Literacy Support Assistant), FAST (Family and School Together) a family systemic therapy group, WELCOMM, Talkboost and ELKLAN (speech and language support), Lexia reading programme, 1stclass@number and success@arithmetic (numeracy support), Sensory Circuits (for identified OT and sensory needs), Sunrise Club (nurture style group), Clicker 7 (to support writing), Positive Behaviour Management (Team Teach), Forest School (personal and social awareness), Precision Teaching, Toe by Toe, Makaton, Dyslexia, ADHD and ASD support strategies. We have a comprehensive staff development plan that ensures all of our staff receive regular and appropriate training to ensure it is in line with the current/projected needs of the children in our school and our school development plan. Staff are also encouraged to undertake their own learning and training.

We aim to ensure that all staff working with learners who have SEND possess a working knowledge of the need to help them in supporting access to the curriculum. Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral. Over the last academic year, we have worked closely with

Specialist Teacher for Inclusive Practice Service (STIPs), the Educational Psychology Service (EP), Speech and Language Therapists (SALT), Child and Adult Mental Health (CAMHS), Occupational Therapists (OT), Hearing Impairment service (HI), Local Early Autism Programme (LEAP), Portage and outreach support (through local specialist provisions such as Freemantles and Carwarden).

### **Evaluating the effectiveness of the provision made for children and young people with SEN**

We review the needs of the children within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs, this is carefully planned for alongside our Improvement Plan. The Inclusion Leader regularly carries out monitoring which includes reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.

Our provision management tool, Bluehills, also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions or support needs to be put in place.

### **How children and young people with SEN are enabled to engage in activities available with children in the school who do not have SEN**

We have a whole school approach to inclusion which supports all learners engaging in activities together. This considers all aspects of the curriculum both inside and outside of the classroom, including Forest School sessions and further nurture style provision if identified. Any barriers to learning or engagement (including concerns of safety and access) are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. This is supported by full risk assessments which are carefully planned and then implemented. During the last academic year additional staff accompanied the school trips (both day and residential) so that learners with SEND could attend. Registers are taken for all school activities and we actively monitor the engagement of learners across the school.

### **Support for improving emotional and social development**

Every child is well supported both in the classroom and on the playground to ensure that their social and emotional development needs are being met. All children have members of staff s/he can talk to, should the need arise, and feel safe that this is done in a secure and non-judgemental environment (these include class teachers; support staff; Emotional Literacy Support Assistant – ELSA; members of the senior leadership team). In some circumstances, where a child of family requires regular social and/or emotional support, planned sessions with the ELSA may be arranged. All staff have access to Targeted Mental Health in Schools (TaMHS) training through CAMHS and support staff and the Inclusion Leader have had additional TaMHS training in Attachment Theory. The Inclusion Leader also meets at least termly with a Primary Mental Health Nurse from CAMHS to discuss possible support strategies to meet the needs of children in school. We use the Boxal Profile assessment tool to help identify social, emotional and behavioural development so that targeted support can be in place for individuals and progress monitored clearly.

We have a zero-tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our PSHCE programme, Jigsaw, also looks to support emotional and social development.

All staff have basic first aid training, with nominated members of staff receiving more advanced training. Where appropriate, specific training for staff is arranged to ensure we can meet individual children's medical needs through outside agencies.

Pupil and their family's voices are very important to our school and feedback from both parties is ascertained regularly. This includes our active school council, monthly chit chat groups, small group, voting systems, pupil discussions and questionnaires and is monitored by our Wellbeing Leader and Academy Head.

#### **Involvement of other bodies (including health, social care, LA support services, voluntary organisations) in supporting children's SEN and their families**

We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the academy is able to offer is necessary. In these cases, parents and children will be consulted and consent sought so that agencies are able to work together in supporting the overall development of the child.

During the last academic year, we worked with services including Children's Services, Surrey Family Support Service, primary care trust workers, Child and Adolescent Mental Health teams and young carers as well as SEND specific services. As part of the Kite Academy Trust, we also have access to the trust's Inclusion Team which includes Inclusion Advisors and Family Support Workers (FSW). Throughout the year FSWs run a variety of workshops and events to support our families, as well as working with some families on a one-to-one basis. Our academy also runs a family systemic group called FAST group (Family And School Together) which currently supports families and their children on individual personal targets both at school and home.

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. At times where we do have Looked After Children our designated teacher, Mrs Sandie Gordon, meets with social services and the virtual school to ensure the child's wider needs are being met. A Personal Education Plan (PEP) is produced termly to help support the child develop holistically.

#### **Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

The Inclusion Leader at the academy is Mrs Sandie Gordon (please see contact details on page 1). In the first instance, if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the Inclusion Leader may become involved and a meeting convened so as to discuss the nature of the concern and look for a resolution. If the concern has not been resolved, a copy of the academy's complaints procedure can be found on the school website. The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through Surrey SEND Information, Advice and Support Service.

Mrs Sandie Gordon  
Inclusion Leader  
Spring Term 2021