

Lyme Community Primary School

Our School's Local Offer

The Children and Families Bill which came into force in 2014 requires Local Authorities to publish and keep under review information from services that expect to be available for children and young people with SEND aged 0-25, this is known as "The Local Offer". The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to 25, across education, health and social care.



What is our local offer?

At Lyme Community Primary School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets. We are a fully inclusive school – having achieved '*IQM – Inclusive School Award*' in July 2019. The following is to inform you of the types of support available for your child at Lyme Community Primary School. It will help you understand who can help and how this support can be accessed.

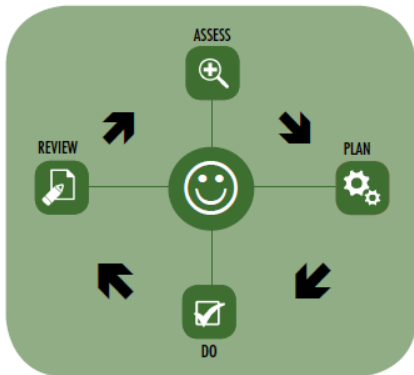
How are Special Educational Needs defined at Lyme?

Lyme Community Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children to ensure all pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. Our Universal Offer is Quality First Teaching for All. If additional support is needed to support a child we may use targeted interventions or commission specialist services. This is known as The Waves of Intervention Model.

How do we decide if a child needs extra help?

Teachers take account of all students' requirements and make provision, where necessary, to support individuals or groups of children to enable them to participate effectively in curriculum and assessment activities. At Lyme the class teachers and/ or our T.A.'s have termly meetings with our Special Needs Coordinator, Miss Burns, to review the needs and progress of all the children. Some children may need additional help or different help from that given to other children of the same age. The pupil will be placed in a small focus group, run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. If a child continues to have difficulty after intervention or has a high level of difficulty when they join us, they may be considered to have special educational needs (SEN) and placed on the SEN register. Parents will be informed of this. If you have any concerns about your child please contact the class teacher

in the first instance, you don't have to wait until a 'parents evening.' When children enter our Nursery and Reception Classes a baseline assessment is undertaken to ascertain any areas of difficulty. At this stage, interventions, such as **Early Talk Boost** and **NELI (Nuffield Early Language Intervention)** may be needed to support a child. We use '**The Graduated Approach**' of **Assess, Plan, Do and Review** – with the student at the heart of the process.



We have a range of discrete interventions, such as **Numbers Count (Maths), Early Talk Boost, NELI, Better Reading, FFT Lightning Squad and Lexplore Reading** where children are assessed before participating in the intervention and then they are assessed again at the end of the intervention (which is for a set period of time) – thereby following '**The Graduated Approach**' of **Assess, Plan, Do and Review**. This information gained is an important part of planning for meeting an individual child's needs.

Who is the best person to talk to about my child's difficulties with learning / SEN?

At Lyme your **first point of contact is always the class teacher**. If your child has an Education, Health and Care Plan the SENCo will oversee the implementation of the plan in school. If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with Mrs Cribb, the Headteacher, Mrs Roberts, the Deputy Headteacher, Miss Burns, the SENCo or Mrs Lammond, the Pastoral Manager. In addition, we have a named governor responsible for SEN – Mrs Brooks who can be contacted via the school office should you wish to do.

How will I know how the school will support my child?

The level of support your child receives will depend on their needs. If your child is Looked After (LAC) by the Local Authority or receives Additional Needs Top Up Funding from the Local Authority then further consideration will be given in to how the school uses the additional funding in order to support your child. The SENCo, Miss Burns, offers meetings to all parents of children receiving additional support. At this meeting we will discuss the support your child has received and whether they will need continued support. At Lyme, all our classes are supported by teaching assistants and pupils are also offered additional one to one tuition, small group work or catch up programmes where needed. We have teaching assistants working in every class to support children. We also have some specific 'SEN' (Special Educational Needs) Teaching Assistants who work 1-1 full time with students who receive extra funding from the Local Authority. We have a Pastoral Manager, Mrs. Jenny Lammond, and a Pastoral Teaching Assistant, Mrs Bradbury, who will support students and

their families who may need pastoral support so that your child can overcome any barriers to learning.

How will the curriculum be matched to my child's needs?

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs. If a child has been identified as having high special needs, they will be given an APDR (Assess, Plan, Do, Review). Targets will be set according to their area of need. These will be monitored by the class teacher regularly and by the SENCo termly. APDRs will be discussed with parents at Parents' Evenings and a copy given to them. Any child who receives additional support / intervention will be detailed on the Class Provision Map – which is reviewed termly. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, coloured overlays, pen/pencil grips or easy to use scissors etc.

How will I know how my child is doing?

At Lyme the progress and attainment of all pupils is reviewed termly by the Senior Leadership Team and SENCo at which time provision may be adjusted (by the Class Teacher) to meet identified needs. There are Parents' Evenings in the Autumn and Spring terms and a written report is provided in the Summer term. If your child is on the Special Educational Needs Register they may be given an ADPR (Assess, Plan, Do, Review) or the provision for your child will be detailed in the Class SEN Provision Map. These documents will be reviewed by the teacher, adults working with your child, and your child every term and new targets set.

How will we help you to support your child's learning?

At Lyme, a child's well-being is supported at different levels and in many ways. At a whole school level we have a school Charter of Behaviour, which looks at the Rights and Responsibilities of the children in our school. Each class has their class rules. Our school Mission Statement of: 'I CAN – Inspire / Challenge / Achieve / Nurture' underpins all that we plan and do at Lyme. We offer Parent Workshops and Family Learning courses to all parents/carers to give them a greater knowledge of how they can support their child at home.

Pupils with medical needs:

If a pupil has a medical need then a detailed Medical / Health Care Plan is compiled with support from the school nurse (where needed) in consultation with parents/carers. These are discussed with all staff involved with the pupil. Staff receive epipen and allergy training delivered by the school nurse. Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member. We have staff specifically trained in Paediatric First Aid Care. If a student has Intimate Care Needs then an Intimate Care Plan would be in place – this would be reviewed termly.

What support is available for my child's overall well-being?

At Lyme we greatly value the development of the whole child, both academically and

emotionally. We consider pupil voice in many decisions and annually train PATHS Pals, Prefects, Rights Respecting Ambassadors, a Student Council and Monitors. Any student who has Special Educational Needs completes a Pupil Passport and a Pupil Questionnaire annually. In addition, our students with SEN complete 'My Views' as part of any SEN Review Meeting to review their needs – using The Graduated Approach. Members of staff such as the class teacher, Pastoral Manager (Jenny Lammond), Pastoral TA (Mrs Bradbury) and Miss Burns, our SENCo, are readily available for pupils who wish to discuss issues and concerns. We provide a range of interventions that support the child's overall well-being. We annually update our Behaviour Policy and invite parental input for this. We have a number of policies that deal directly with our pupils' health and well-being at Lyme. Our Pastoral Manager (Jenny Lammond) closely monitors attendance and punctuality. She supports those families who may experience difficulties in getting their child to school.

What specialist services and expertise are available at Lyme?

We work in partnership with the Local Authority to provide a variety of support as we hold termly meetings (Planning and Consultancy) to discuss and plan support for those children who need a specialised approach. We can also refer to the Local Authority for further advice / support through TESSA (Triage, Education Support and Specialist Advice). We work with many outside agencies to commission the necessary specialist services including:

- *Speech and Language Therapist*
- *Occupational Therapist*
- *School Nurse*
- *Physiotherapist*
- *Play Therapist*
- *Family Link Worker*
- *Social Services*
- *First Response Team*
- *Inclusion Support Team*
- *Educational Psychologist*
- *Behaviour Improvement Team*
- *CAHMS – Child and Adolescent Mental Health Service*
- *Visual Impairment Service*
- *Children's Disability Service*
- *Language and Social Communication Team*
- *Hearing Impairment Service*
- *English as an Additional Language Team*
- *Traveller Service*
- *Learning Support Service*

These are the main specialist services we work with, but we are also sign posted to others by them.

Are the staff who support children with SEN in this school, provided with appropriate training?

Different members of staff have received training related to SEN.

These have included sessions on:

- *How to support pupils on the autistic spectrum*
- *How to support pupils with social and emotional needs*
- *How to support pupils with speech and language difficulties*
- *How to support pupils with physical and co-ordination needs*
- *How to support pupils with Dyslexia*
- *How to support pupils with communication needs e.g. Makaton*
- *Team Teach – a positive handling course*

Miss Burns has gained the 'National Award for Special Educational Needs Co-ordination' qualification and is trained as a 'Numbers Count Teacher'. We have a number of TAs who have been trained in particular aspects of SEN. These being our 'Autism Champion' – Mrs Bradbury - trained by our Language and Social Communication Team, 'ELKLAN' – Chelsea who works in Key Stage 2 has been trained by our Speech and Language Service and Gill in Foundation Stage has undertaken specialist training in delivering interventions – these being Early Talk Boost and NELI.

If any other specific need arose in the future, training would be provided for the relevant members of staff.

How will my child be included in activities outside of the classroom, including school trips?

All school trips require a Risk Assessment. For children with significant needs they may require an Individual Risk Assessment involving parents to ensure that they are able to take part in the trip successfully.

How accessible is the environment at Lyme?

Our building is completely wheelchair accessible with a disabled toilet and shower that can be accessed. Our hall has a hearing loop for hearing aid users. Corridors and doors are colour co-ordinated for sight impaired children. We have large print books and other resources to enable the full inclusion of pupils. We offer 'Wrap Around Care' in the Nursery allowing children to stay all day. We have a Breakfast and After School Club which helps working families.

Admission Arrangements The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

How will Lyme prepare and support my child when they are starting, leaving this school or moving to another year?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.

- All pupils attend transition sessions where they spend some time with their new class teacher / in their new class – getting to know their new class teacher and TAs.
- Additional visits are also arranged for pupils who need extra time in their new school or new class.
- Secondary school staff visit pupils prior to them joining their new school. Miss Burns and the Y6 teacher liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Miss Burns, Mrs Lammond and the secondary school SENCO or Pastoral Team, the parents/carers and where appropriate the pupil where information is passed on about your child. If an EHAT (Early Help Assessment Tool) is in place, staff from the new school will be invited to a meeting, so that the parents can have the opportunity to speak with them together with any other professionals involved.

How are the school's resources allocated and matched to the children's special educational needs?

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Resources may include deployment of staff depending on individual circumstances.

How is the decision made about how much support my child will receive?

If your child has an Education, Health and Care Plan it will specify how much support time your child will need. If not then the time and type of support given to your child will be reviewed at least termly, by the class teacher and SENCo and you will have the opportunity to discuss this at the termly meetings. If your child has an Education Health and Care Plan we will also arrange Annual Review meetings with you, to ensure that the plan is still appropriate for your child and make any changes.

How will I be involved in discussions about and planning for my child's education?

At Lyme, we understand that you have a valuable understanding of your child's needs and wishes. We aim to involve you in every decision making process. We encourage you to meet with us as often as you feel necessary. Parents and Carers are encouraged to be actively involved in the process of planning and reviewing the provision that is in place for their child at Lyme Community Primary School – this is through the parent meetings that take place termly and through an additional meeting with the SENCo (where necessary). We have an open door policy at Lyme and parents / carers are welcome at any time to discuss their child's SEN.

Who can I contact for further information?

At Lyme your ***first point of contact is always the class teacher***. They can be seen in the mornings, with an appointment, or any time after school. Additionally, you can speak with our Pastoral Manager. Mrs Lammond is always on the playground each morning before school or an appointment can be made. If you want to speak about anything else connected to your child's special needs, please contact Miss Burns in the first instance via the School Office. We are here to provide excellent educational provision for your child and strive to

maintain high quality provision for all children and their families.

Other points of contact:-

<https://www.sthelens.gov.uk/send> Information about SEND within St Helens

<https://cyp.iassnetwork.org.uk/service/st-helens-iass> Information Advice & Support Services Network for families 01744 673428

If you wish to speak to the Local Authority use the following point of contact:-

Achievement & Inclusion - Children & Young People's Service

Atlas House

Corporation Street

St Helens,

Merseyside

WA9 1LD

Telephone: 01744 671104

Email: Sendadmin@sthelens.gov.uk