

# **Lyme Community Primary School**

## **SEN – Curriculum Intent – Updated Autumn Term 2021**

### **Overview:**

*"Lyme Community Primary School is a vibrant, welcoming community with inclusive principles at the heart of all they do. Staff describe inclusion as the life-blood of the school which runs through everything; their values and ethos permeate all aspects of school life".*

### **Inclusion Quality Mark Assessment Report : July 2019**

In our school, the teaching and learning, achievements, attitudes and well-being of every pupil matter. Our school provides an inclusive curriculum, which is designed to meet the needs of all our pupils including those with special educational needs (including social, emotional and mental health needs), those with physical disabilities, those from all cultural backgrounds and pupils with English as an additional language.

All pupils may have an additional need at different times and therefore a wide variety of strategies are used to meet these needs as they arise. The Head Teacher, with support from the SENCo, ensures that there is sufficient funding for special educational provision including the necessary staffing. Where necessary, additional applications are made by the SENCo to the LA for Additional Top Up Funding to meet the needs of our pupils.

The SEN Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

*\* **achieve their best and***

*\* **become confident individuals living fulfilling lives***

With this in mind, our school believes that all children with a Special Educational Need (SEN) must have their needs recognised and assessed, with appropriate and timely intervention put in place.

We strive to deliver an appropriate curriculum that:

- ***provides suitable learning challenges***
- ***meets all students' learning needs***
- ***removes the barriers to learning and assessment***

At Lyme Community Primary School we follow **The Graduated Approach** as recognised by St Helens Local Authority.

### **A Graduated Approach at Lyme Community Primary School:**

#### **Quality First Teaching:**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) Parents / carers will be informed fully of every stage of their child's development. They are encouraged

to share information and knowledge with the school.

g) Parent's evenings are used to monitor and assess the progress being made by children.

### **SEN Support:**

Where it is determined that a pupil does have SEN, parents / carers will be formally advised of this and the child will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:-

- **Assess**
- **Plan**
- **Do**
- **Review**

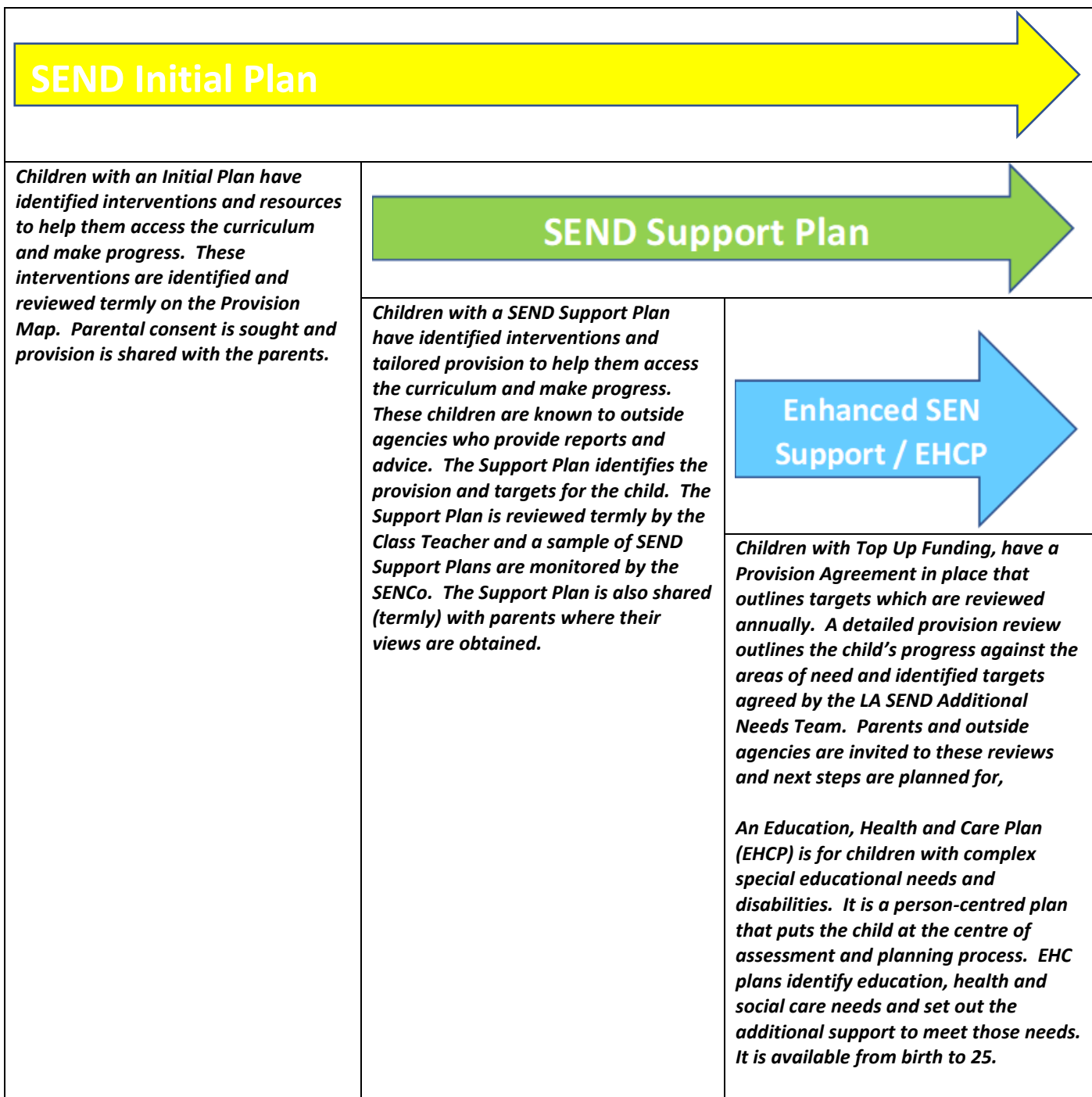
This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

**Assess:** This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents / carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents / carers.

**Plan:** Planning will involve consultation between the teacher, SENCO and parents / carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff / pastoral staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

**Do:** The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants or our pastoral team (pastoral manager / pastoral teaching assistant) to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

**Review:** Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents / carers. The class teacher, in conjunction with the SENCO or pastoral manager, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.



**Meeting Needs and Intervention at Lyme Community Primary:** When a pupil is identified as having SEN then support is put into place for them in order to meet their needs. At every stage in their education we offer a variety of interventions – from group based intervention to individual be-spoke intervention.

Early Years	Key Stage 1	Key Stage 2
NELI (Nuffield Early Language Intervention) Early Talk Boost SALT Therapy Sunflower Seedlings Guided Maths	NELI (Nuffield Early Language Intervention) SALT Therapy Sunflower Seedlings Additional Reading Support (either 1 to 1 or in a small group)	SALT Therapy Sunflower Seedlings Boosting Reading @ Primary Programme (1 to 1) Additional Reading Support (either 1 to 1 or in a small group) Beat Dyslexia

<p>Insync Individual Sensory Diet</p>	<p>Guided Write Guided Maths Memory Skills Insync Individual Sensory Diet</p>	<p>Guided Write Guided Maths Memory Skills Secrets of Words Insync Individual Sensory Diet</p>
<p>As early intervention is a key element to meeting children's needs every child who enters our school is benchmarked / assessed by the Foundation Stage Key Workers. In addition to this, we assess every child's early language skills (using the NELI programme and Early Talk Boost) – this allows us to put early intervention into place should it be needed. We also seek specialist Early Years advice from the Early Years Network, Early Years Outreach Service based at the Bridge Centre and where necessary our SENCo makes referrals to other outside agencies such as SALT, EP Service, OT, PT, School Nurse, ND Pathway etc.</p>	<p>As the children enter Key Stage 1 and move through our school we continue to build upon the good practice already developed in our Foundation Stage in respect of meeting the children's SEN.</p> <p>In addition to providing interventions Lyme Community Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEN. The SENCo is the designated person responsible for liaising with these agencies (as detailed in our SEN Policy). At any one time, we have a range of agencies supporting children within our school – including:-</p> <ul style="list-style-type: none"> <li>* Speech and Language Therapists</li> <li>* Educational Psychologist</li> <li>* Occupational Therapists</li> <li>* Physio Therapists</li> <li>* Traveller Education Services</li> <li>* Behaviour Improvement Team</li> <li>* EAL Team</li> <li>* Learning Support Services</li> <li>* Others (as needed – such as CAMHs, Barnardo's, School Nurse) etc.</li> </ul> <p>The SENCo ensures children's needs are being met through her monitoring (Learning Walks) and providing expert advice / guidance to all staff to ensure children's needs (communication and interaction / cognition and learning / social, emotional and mental health, physical and sensory) are met.</p> <p>The SENCo holds termly Planning and Consultancy Meetings with a representative from the LA and a range of outside agencies to discuss children who need additional support. The purpose of this meeting is to:</p> <ul style="list-style-type: none"> <li>• Identify new strategies, more effective interventions</li> <li>• Review progress / interventions</li> <li>• Identify further assessments required</li> <li>• Discuss referrals to support services so that we meet the needs of all our children at Lyme Community Primary School.</li> </ul>	

Document By:

**K Burns SENCo September 2021**