



# Lent Rise School

## Special Educational Needs (Information) Regulation Annual Report

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Type of SEND (Special Educational Needs and Disabilities) provision:

Lent Rise School is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, emotional and mental health problems or sensory or physical needs.

The school's Equality (Accessibility) policy can be found in the policy section on the school's website ([www.lentrischool.co.uk](http://www.lentrischool.co.uk))

### The School's Policy

The school's policy (including pupils who do and do not have an EHC Plan) for:

- identifying and assessing pupils with SEND is:

The range of support employed is tailored to individual needs following thorough assessment by internal or external agencies with the SENDCO's involvement. It is designed to promote students working towards becoming independent and resilient learners and should not be seen in isolation.

- evaluating the effectiveness of its provision for pupils with SEND is:

On-going monitoring takes place by teachers to identify students who are not making progress or who have behaviour or physical needs that are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the student about their support will be given consideration at this stage.

This additional support is documented in a SEND Support Plan or pastoral support plan. In consultation with the SENDCO and parents, short term targets are agreed, which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each student's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

□ assessing & reviewing the progress of pupils with SEND is:

Formal review meetings are held as required. Parents, relevant external agencies and when appropriate, students are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria.

### **The School's approach to teaching**

The school's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan)

- by adapting the curriculum & learning environment:
- through activities that are available to pupils with SEND in addition to those available through the curriculum:

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning for curriculum and extra-curricular activities takes into account individual student's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual students with a long term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support.

- with additional support for learning is:

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements.

### **The School's facilities**

The school's facilities to include pupils with SEND and how you obtain new or specialist equipment & facilities is:

Use of ICT is used throughout the school as well as additional equipment to support the needs of the individual e.g. writing slopes/laptops.

Ramps have been contracted to enable external access to all areas of the school building. Adjustments for access around the school building internally form our accessibility plan with the main school's development plan.

### **The School's training**

- The school's arrangement for training staff in relation to pupils with SEND is:

An ongoing programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Recent training has covered :

### **Speech and Language, Safeguarding, and EAL**

Our SENDCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for students who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

- Accredited SENCO (National Award)
- Specialist Speech and Language Teaching Assistants
- First Aid Trained Teaching Assistants

Specialist expertise is obtained by the school by:

If there is any cause for concern regarding a child's progress, parents are informed immediately and invited to discuss their child's learning and possible needs. Following this, an internal referral form will be completed by the class teacher detailing the areas that are causing concern. This will then be discussed with the parent and passed to the SENDCO. The decision regarding the next course of action involves discussions between the SENDCO, class teacher, parent and pupil. Specialist advice and support would be sourced by the SENDCO.

### **The School's consultation**

The school's arrangements to consult with and involve:

- parents/cares of pupils with SEND about the education of their child/ young person is:

At Lent Rise we work closely with children, parents and outside agencies to ensure that every one of our pupils is helped to reach their full potential. The role of parents in this partnership is a crucial one. Parents are encouraged to discuss their child's progress with their class teacher at any time throughout the year. They are the first people to be informed if their child is experiencing any difficulties within school. Parents are kept fully informed of any special educational needs their child may have and any intervention that is taking place. Parents are invited to attend regular review meetings (at least once a term). The school responds to the views and concerns of the parent and gives support and guidance in order that they may help their child receive the best possible education.

The SENDCO co-ordinates any contact between parents, children and outside agencies.

The SENDCO is available to meet parents before school starts in the morning from Tuesday, Wednesday or Friday and after school on Tuesday or Friday.

- children/ young people about their education is:

Pupils are also a valued part of the partnership. They are involved in discussions about their progress and in the target setting process, to differing degrees (dependent on age). All of the children within the school are aware of their targets and have access to them.

### **The School's partnerships**

The school's governing body/ proprietor involve other bodies (incl health, social care, BCC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families by: The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

## Access to Medical Interventions

- Use of individual Medical Support Plans
- Referral to school nurse
- Referral to paediatrician
- Referral to CAMHS, MIND, MEND
- Access to whole staff training if required via SLT

## Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Regular meetings as required
- SENDCO available at all parents evenings □ Referrals to outside agencies as required
- Speech and language Therapist for specific individual students
- Sensory Support, Educational Psychologist, School Nurse, Social Communication Difficulties Team attend at regular intervals to see specific students

The named Governor with responsibility for SEND is Mrs Pauline Muldoon. Her specific responsibilities include:

1. Liaising with the school SENDCO.
2. Taking an active part in reviewing the SEND Policy.
3. Ensuring the provision is directly related to need.
4. Ensuring that there is sufficient finance and support to guarantee the effective operation of the Policy.

The school's arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living is:

Transition arrangements are very important. The SENDCO will visit pre-schools/nurseries with the Foundation Stage Leader when appropriate. During Year 6 there is liaison with the SENDCO of the local secondary schools to ensure all information is passed on and that the move can be as smooth as possible. Other support with transition has included producing photo books and arranging additional visits for vulnerable pupils.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Transition support, visits and events
- Regular contact and liaison with parents as necessary
- Open door policy

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition by:

**When moving to another school:** We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible.

**When moving groups/year groups in school:** Information shared with new teachers and TAs  
**In year 6 - 7 transition:** The SENDCO will attend the primary/Secondary Transition meetings to discuss specific need of your child and the nature and level of support which has had the most impact. In some cases additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school.

The school does collaborate between the following education providers and other settings:

|  |   |
|--|---|
| Inclusion Support Service<br>- Educational Psychology Service<br>- Social Communication Team | Planning Meeting, Assessment, Parent Liaison, Observations and Advice<br>Observation and Advice<br><br>Individual and group work as appropriate |
| - Pupil Referral Unit  | Advise, outreach and inreach support as appropriate   |
| - Speech and Language Therapy  |   |
| - School Nurse   |   |
| - Occupational / physiotherapy   | - weekly sessions with specified students, advice and observations  |
| - Paediatric Services  |   |
| - CAMHS (Child and Adolescent Mental Health Service)   | As indicated in Care Plans/School may refer as required and implement recommendations following specialist assessment                           |
| - Educational Professional responsible for children who are looked after.                    | This oversees and monitors provision for children who are in the care of the Local Authority.   |

All Parents and Carers are invited to be involved in regular reviews of their child's progress by attendance at Parent Consultation Evenings and Curriculum Evenings. For children with an EHCP there is also an Annual Review meeting.

Our website also contains videos and information about how parents can help their children with their learning, as well as links to other informative sites.

Main school policies are on the school website, including SEND and Behaviour and Discipline. We are happy to give parents a paper copy of these or any other policy on request.

The school communicates the contact details for the support listed above to pupils with SEND and their families through leaflets, letters, phone calls and in face to face meetings.

### The School's key contacts

The name and contact details of the school's SEND co-ordinator (SENDCO):

Name: Mr. R. Jenkins

Email: office@lrschool.co.uk

Tel: 01628 662913

The contact for compliments, concerns or complaints from parents of pupils with SEND:

Name: Mrs. J. Watson (Headteacher)

Email: office@lrschool.co.uk

Tel: 01628 662913

The school's Complaints policy can be in the policy section of the school's website.

www.lentrischool.co.uk

**The School's link to the Bucks Local Offer**

Information for the Local Offer for Buckinghamshire is available at  
[www.familyinfo.buckinghamshire.gov.uk/send](http://www.familyinfo.buckinghamshire.gov.uk/send)

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire Council about the Local Offer please call 01296 383 293                      familyinfo@buckinghamshire.gov.uk