

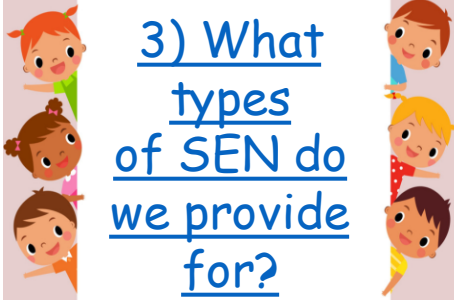
1) SEN Team



2) Identifying children with SEN



3) What types of SEN do we provide for?



4) Parent involvement



5) Arrangements for education



14) Working with other support agencies



6) How we assess and review progress



Our School Offer

Lyons Hall Primary School



13) SEN training for staff



7) Support for transitions between key-stage phases and schools



12) Adapting the Curriculum to support children's additional needs



11) Additional support for children with SEN Part 1



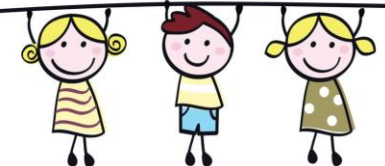
10) Additional support for children with SEN Part 2






9) How are children included in all the school has to offer?



8) Approach to teaching children with SEN



Who is responsible for the SEN provision in school?

| Mrs Hunter-Driver | Mrs Cowland | Mrs McCormick |
|---|---|---|
|  |  |  |
| SENCO | SENCo Assistant | Family Liaison Worker |



Lyons Hall Primary School

How will children with Special Educational Needs be identified and what sorts of assessments will be completed?



- Baseline tests - reading ages / spelling ages
- Teacher / LSA / SENCO identification through observation / marking / book sampling
- Admission meetings
- Parent information concerns
- Tracking progress through interventions
- Target Tracker analysis
- Phonics screening
- Speech and language screening
- Early Years baseline
- Literacy assessments
- Maths assessments
- Provision guidance banding descriptors (when available)
- Pre-school assessments and liaisons between settings
- Therapist assessments e.g. speech and language, occupational therapy
- If children come into school with an Education Health and Care Plan or medical diagnosis already in place



What kind of SEN does the school provide for?

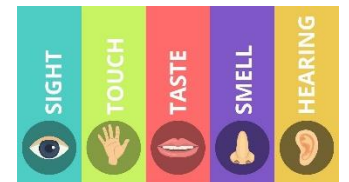


A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.



Special educational needs and provision can be considered as falling under four broad areas:

- o Communication and interaction
- o Cognition and learning
- o Social, mental and emotional health
- o Sensory and / or physical



How do we talk to you and involve you in your child's education?

Formal - these may include:

- Parent consultation meetings
- Termly review meetings
- Your views
- Inviting you in to meet with professionals
- Annual reviews for children with an Educational Health and Care Plan



Informal - these may include:

- Informal discussion with staff
- Home - school books
- E-mails
- Phone calls
- Weekly online Newsletter
- Parent workshops



What arrangements are there for involving your child in their education?



Formal - These may include:

- Pupil passport
- One page profile
- My views document
- One plans



Informal - These may include:

- Conversation with staff
- Progress reviews
- School Council
- Discussion with professionals working with the child



What arrangements are there for assessing and reviewing children's progress?

These may include:

- Progress reviews



- Range of assessments in school and by outside agencies



- Pupil views



- Parent views



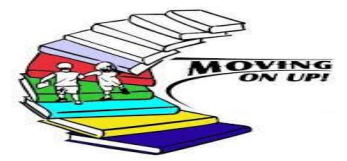
- School tracking systems



- Observations



What arrangements are there for supporting children and young people in moving between schools?



| Pre-school to Foundation | Foundation to Key Stage 1 | Key Stage 1 - Key Stage 2 | Key Stage 2 - Key Stage 3 | Moving between schools |
|--|--|--|--|---|
| <ul style="list-style-type: none"> • Home visits Nursery/Child-minder visits • Welcome meetings and booklet • Tea and chat • School tours • Transition visits • Transition programme • Photo books • Liaison with preschool staff • Move round days | <ul style="list-style-type: none"> • Transition programme • Welcome meetings to set out expectations (Meet the Teacher) • Teacher hand over meeting • Liaison with SENCO | <ul style="list-style-type: none"> • Transition programme • Welcome meetings to set out expectations (Meet the Teacher) • Teacher hand over meeting • Liaison with SENCO | <ul style="list-style-type: none"> • Teacher hand over meeting • Transition programme • Welcome meetings to set out expectations (Meet the Teacher) • Liaison with SENCO • Extra visits to secondary schools • Parents encouraged to visit a range of secondary schools to ascertain appropriate secondary provision for their child • Staff supported visits if needed • Support for parents when visiting secondary schools if needed • Open Days and Taster Days • Year 6 annual reviews • Transition Books if needed • Additional transition meetings as necessary | <ul style="list-style-type: none"> • Liaison between SENCOs • Paperwork to be forwarded as soon as possible • If children are from out of county, EHCP to be re-written into the Essex Format • Admissions meeting with pastoral members, you the parents and your child • Visit to school |



What is the approach to teaching children and young people with SEN?



Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'

[Code of Practice; June 2014: 6.36]




- Graduated approach linked to assess, plan, do, review
- Quality First Teaching / SEN Support / Education, Health and Care Plan
- Provision which is 'additional to and different from'
- Taking account of recommendations from specialist outside agencies
- Relevant research based intervention programmes linked with provision guidance





What additional support does Lyons Hall School offer children with SEN?


Family Fischer Trust Reading Intervention



EPS Maths Intervention



Paired Reading




Gym Trail Club



Fine Motor Skills Programme




Clicker Reading and Writing Support and Interventions



Once long ago, there lived a greedy princess. She lived in a palace with

| Characters | Settings | Nouns | Adjectives | Connectives |
|------------|----------|----------|------------|-------------|
| boy | dragon | fairy | giant | |
| girl | king | man | monster | |
| ogre | prince | princess | queen | |
| witch | wizard | wolf | woman | |

Talk Boost




1 to 1 Speech and Language Sessions



Code Reading



Precision Teaching For Key Facts





What additional support does Lyons Hall School offer children with SEN?

Play Therapy



Life Skills Curriculum



Sensory Room



Zones of Regulation



Nurture Lunchtime Club



ELSA Support & Wellbeing Hub



Therapy Dog Hub



Working with Lego



Football For All



Forest Schools



How are adaptations made to the curriculum and the learning environment?

- Changes and adaptations to the physical environment
- Use of assistive technology
- Visual timetables
- Advice taken from professionals
- Specialist resources
- Playtime provision
- Parental and pupil suggestions



- Please see the following documents:
- [Inclusion Policy](#)
- [Equality Policy](#)
- [Intimate Care Policy](#)
- [Supporting Children with Medical Conditions Policy](#)
- [Managing Medicine Policy](#)



What expertise and training do staff supporting SEN have?

- All our SEND and Pastoral Support staff hold qualifications in a variety of SEND issues and national qualifications, including National Award for SEN Coordination.
- All school staff have received training relating to SEN
- All staff will receive specialist training when required and available
- Our staff attend various training programmes organised by the local authority or relevant other professionals



In addition staff may have access to the following:

- Specialist Teacher advice
- Educational Psychologist advice
- Speech and Language Therapist advice
- Occupational Therapist advice
- Physiotherapist advice
- Advice from Emotional and Well-being Mental Health Service
- Play Therapist support
- Home / school liaison worker
- Outreach support
- Support workers
- Counsellor
- SENCO update meetings and specific training
- School Nurse



How does the school involve other professionals and support services?

- Invite to EHCP/Annual Review meetings



- Invite to Team Around the Child / Team Around the Family meetings



- Open door policy



Referrals as appropriate to:

- Paediatrician
- Emotional Wellbeing and Mental Health Service [EWMHS]
- Speech And Language Therapist [SALT]
- Social Care
- Educational Psychologist [EP]
- Specialist Teacher Team [STT]
- Occupational Therapist [OT]
- Family Liaison Worker
- Counsellor



Family Support to include signposting to:

- Family Support Worker
- Family Solutions



- Kids Inspire



- ARK
- Parent Partnership Essex Dyslexia Support
- ADHD Chelmsford Group
- And various other local support groups



How are children included in all that our school has to offer?

- Quality First Teaching
- Appropriate differentiation
- Inclusion in activities / curriculum
- Appropriate resources
- Bespoke equipment as advised by professionals
- Access to before and after school clubs
- Social skills groups
- Nurture groups
- Support for school residential and trips as needed
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum under the advice of professionals
- Life skills
- Enrichment activities
- School council
- SEN 1 to 1 music lessons
- Lunchtime Club

