

Levendale SEND Information Report and School Offer



Most recent review and update: January 2020

- How does our school know/identify that children have special educational needs and/or disabilities? (SEND)
- What are the first steps school will take if SEND are identified?
- What should parents/carers do if they think their child has SEND? How can they raise concerns? (This should include contact details including name of SENCO)
- What intervention is available to all children? (this is the school's CORE offer)
- How will our school involve children in the assessment process?

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- How will our school teach and support children with SEND?
- Who will be working with your child?
 - What expertise does the school and our staff have in relation to SEND?
- How does our school ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?
- How will our school include parents and the child in planning support?
 - How will our school teach and support children with SEND?
 - What access do our SEND children have to facilities and extra curricular activities?
 - How does our school plan for transition for children with SEND?

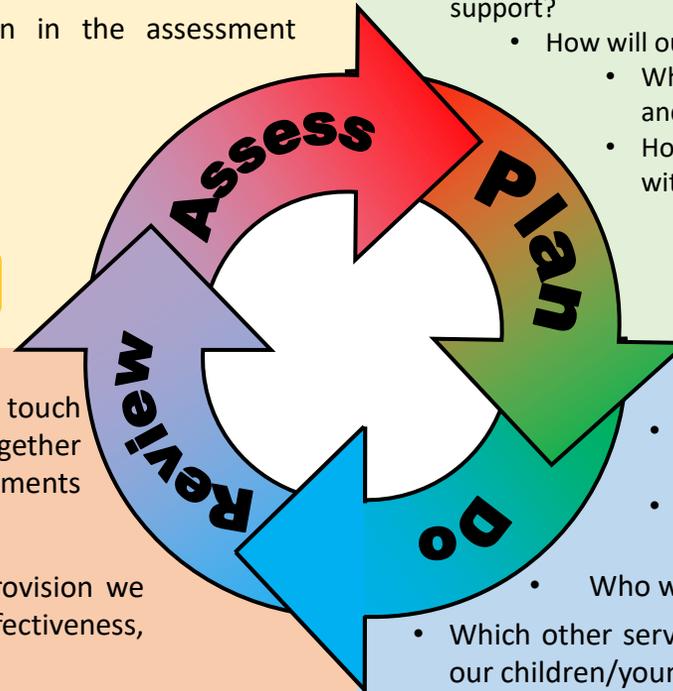
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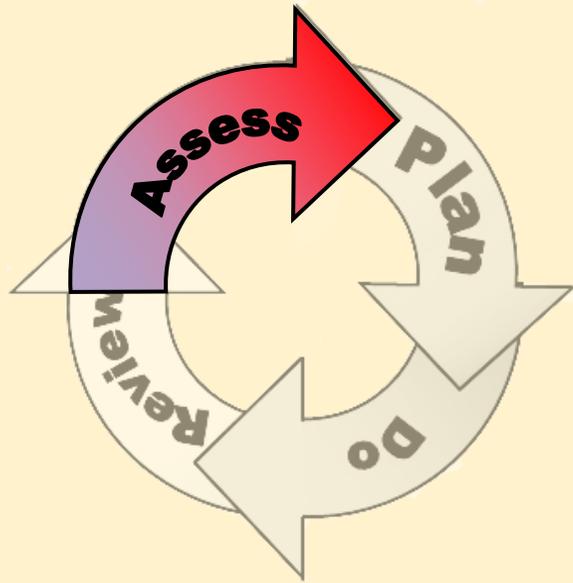
- Who will be talking with and keeping in touch with the parent/carer? (working together towards outcomes, reviewing arrangements etc.) and how often?
- How do we assess and evaluate the provision we have arranged for your child? (effectiveness, outcomes, progress)
- Where can parents/carers find additional information e.g. SEND policy, LA Local Offer?

[More information](#)

- How is the different provision delivered in our school?
- What role will the child's teacher play in the additional provision?
- Who will be working with your child?
- Which other services do we use to provide for and support our children/young people?
- How will parents/carers be kept informed of engagement in additional provision whilst it is ongoing?
- How does our school encourage parent/carers to become involved in the additional provision?

[More information](#)





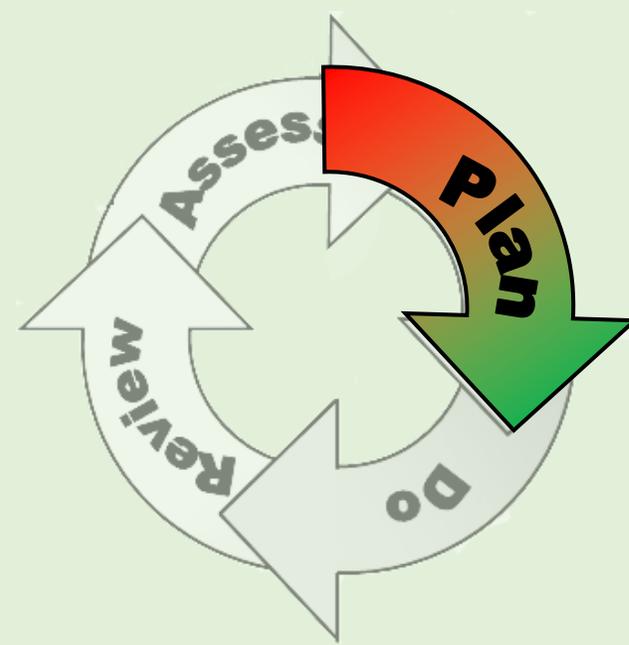
- **As a school we all share the common ethos of “Achievement For All” whereby any child, irrespective of physical, emotional, social or learning difficulty can thrive in an atmosphere of mutual respect and care, enjoying access to targeted support as and when necessary.**
- We strongly believe that we are an inclusive school and we provide (or have provided in the past) for a wide range of SEND, including (but not restricted to) cerebral palsy, Asperger’s Syndrome, ADHD (ADD), attachment disorders, Autism Spectrum Disorders and speech/language difficulties.
- Our SENCo is Mrs Carnelly. She completed her NASC qualification in
- Dr Beadnall, our Headteacher and previous SENCo, has held the NASC qualification since 2017.
- Mrs Carnelly is available to discuss SEN issues and can be contacted at school on 01642 783684.
- Our school governor for Special Educational Needs is Mr David Turner.
- Where a class teacher or other adult working in school has concerns over a child, they may be logged initially as ‘Cause for Concern’ – this is an informal in-house system and will involve class teachers liaising with parents to discuss concerns around the child and look at how they can best be addressed in school.
- There are occasions where children obviously need additional support within school and they would be put on to our SEN register after consultation with parents – this may be after a period at ‘Cause for Concern’ but could jump this stage if the need is sufficient.
- Children often need a settling in period at school, but if children are still struggling and not making progress they could be identified as having SEN still within our EY setting.
- Where necessary, school will involve other outside agencies such as Educational Psychology Service, Speech & Language Therapy, Autism Outreach, CAMHS (Child & Adolescent Mental Health Service), Education Improvement Team and many others.
- Children complete termly assessments to ensure that they are making the required progress. These assessments can sometimes indicate that children are struggling and need further intervention work.
- The SENCo completes a provision map for children on the SEN register which shows how the children will be supported in their need.
- Link to the SEN Code of Practice: www.gov.uk/childrens-services/special-educational-needs
- Link to the Stockton Local Offer: <http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>

[Communication and interaction](#)

[Cognition and learning](#)

[Social, emotional and mental health](#)

[Sensory and/or physical](#)

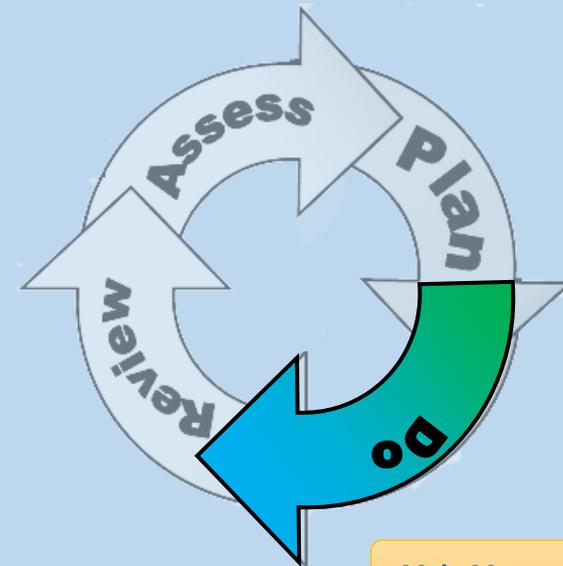


At Levendale, our ethos of “Achievement For All” pervades all aspects of our work within school. We believe that all children have the right to an inclusive education in order to reach their full potential, regardless of any barriers to learning that may exist.

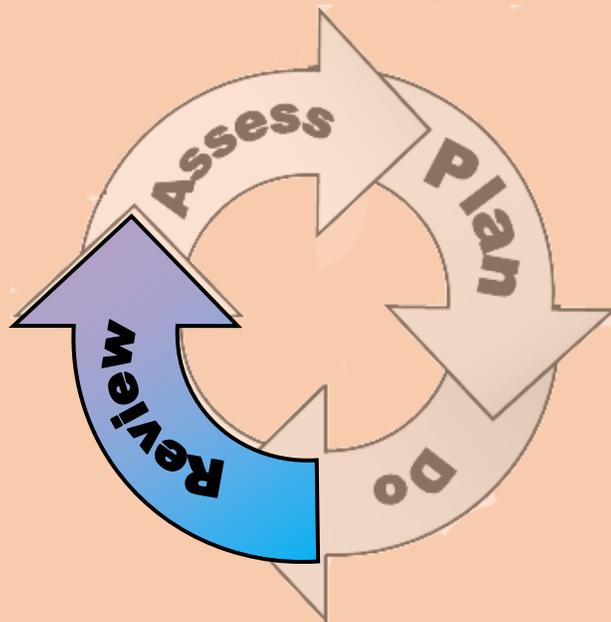
- Lessons are carefully differentiated to cater for all levels of cognitive ability within a class and on an individual level where appropriate. Teachers match resources (including ICT) to the needs of their pupils and adapt the curriculum as necessary to ensure children are supported yet challenged by the work they are faced with, working at a level appropriate to them.
- Teaching assistants and class teachers work together to support children of all levels of ability, including SEND: small-group support, 1:1 support or pair support is used at the discretion of the class teacher.
- Where SEND is not primarily focused on a specific learning issue but encompasses Social, Emotional or Mental Health difficulties, we offer pastoral care and support for these children to ensure they feel happy and safe whilst at school.
- All children should have equal opportunities in terms of curriculum entitlement, extra-curricular activities and school trips and/or residential.

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- All children are unique individuals and we foster that individuality at Levendale. Where we believe that a child is best supported by specific resources, we purchase these to help support the child, regardless of whether or not the child has SEND: these might include smaller items such as coloured overlays for reading, pen/pencil grips up to larger items such as writing slopes, special chairs and ICT equipment.
- Class teachers carry the primary responsibility for the learning and progress of children with SEND and are accountable for these areas: they have the day-to-day responsibility in terms of planning for and assessing SEND children. Our talented team of TAs often run specific withdrawal groups in the afternoons to further support children who would benefit from additional help in certain areas.
- Class teachers are also be the first point of contact for parents who have concerns over their child's learning.
- Additional staffing can be deployed where necessary, e.g. to offer support over lunchtimes for potentially vulnerable children or to allow for full participation in a school educational visit.
- Individual Health Care Plans are used for children with specific medical needs: these are discussed with relevant health care professionals and parents (and the child, where appropriate): all staff who work with a child with an IHCP receive appropriate training based around the child's needs.
- Governors are updated regularly as to the provision for SEND children at Levendale.



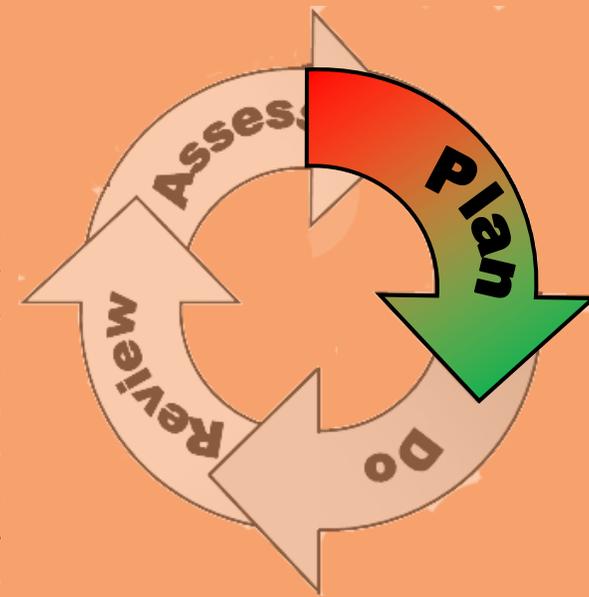
- The progress of SEND children is reviewed and monitored on a regular basis: termly formal assessments are used alongside good classroom practice of formative assessment as a topic or unit of work progresses. The school keeps records of assessments to track children's progress across a term, year and entire school career.
- Where progress appears to be stalling, appropriate interventions are employed to help boost progress and overall achievement.
- Regular Parent Consultation meetings are held across the academic year where parents can discuss their child's progress: we also have an open-door policy where parents can make appointments with class teachers and/or the SENCo/Headteacher to discuss specific issues.



- Where outside agencies are involved with a child or family (CAMHS, Educational Psychology Service, TaMHS, Speech & Language Therapy etc), regular consultation/review meetings are held to discuss the procedures that are taking place.
- Children are involved as appropriate in the setting of their own targets (whether academic, emotional, social etc) and also in the review of these targets. Pupil voice is a very useful tool when considering support and intervention, especially for SEND children.

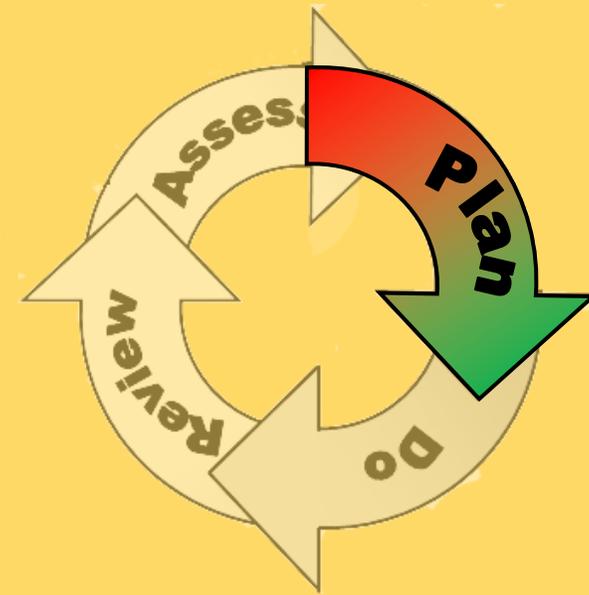
Communication and interaction

- Children with communication and interaction difficulties (which often encompass social difficulties by their very nature) are supported in a number of different ways: support from additional adults can be helpful to allow children to access a fully inclusive curriculum or to enable them to play with peers at break or lunchtimes; small group social activities often prove to be very beneficial in terms of socialisation and the building of effective friendships; some children who present well at home sometimes struggle in the relatively noisy environment of a working classroom and therefore may benefit from individual workstations and/or a quiet place to go to should they feel distressed.
- We take a flexible approach to less-structured times such as break or lunch: where a child may benefit from going in to lunch earlier to enjoy a quieter environment, we facilitate this. Children sometimes need additional support over these less-structured parts of the school day so this is arranged on a needs basis.
- Where children might struggle to control their own behaviour as a result of a communication/interaction issue, the priority is supporting these children to understand and control their own emotions better as well as understanding the impact their presenting behaviours might have on others. Key factors here are enabling children to be able to better deal with circumstances that they perceive as difficult or challenging.
- Transition periods can also be difficult for children with communication/interaction difficulties: moving to a different classroom at the start of a new academic year can be very stressful for a child and we manage such transitions carefully: children can visit their new classroom at various stages in the preceding academic year, take photos and build up a personal image library of who the important people will be and where things such as cloakrooms and toilets can be found. This is very much individualised according to the needs of the child.
- Transitions between primary and secondary (or between primaries if the child transfers to/from Levendale) are also crucial: these are managed by close liaison between schools and parents.

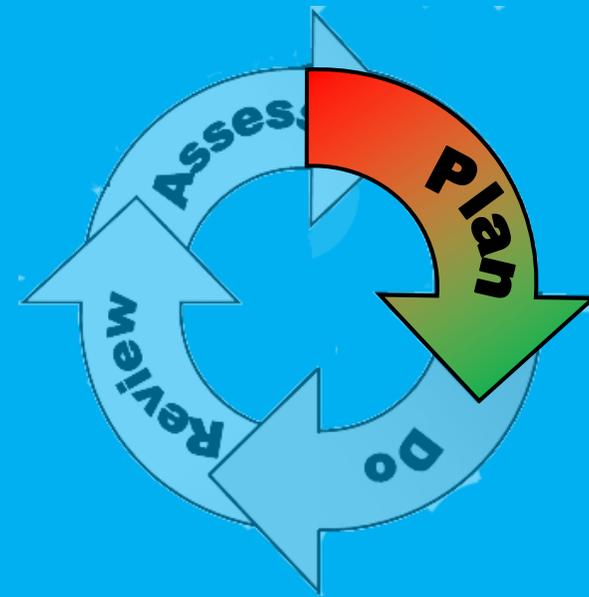


Cognition and learning

- Children with difficulties in areas of cognition and learning are given appropriate, regular, focused intervention, often on in very small groups or on a 1:1 basis in school. We also work in partnership with external providers to ensure continuity of provision for children in school.
- Children with cognitive and learning difficulties have increased access to small group support working on specific areas of difficulty.
- Children are given practical aids for learning where appropriate e.g. table squares, time/number lines, word mats, pencil grips, pictures, photos, accessible reading material suited to age alongside a raft of other resources that can be used in the classroom to support learning.
- Lessons are planned and differentiated so that all children are given the chance to be successful.
- Children are given additional support in only the areas in which it is needed. Children should be encouraged to be as independent as possible however and adults are not in the classroom to do children's work for them!
- ICT is sometimes used to support children with learning difficulties as this can often be a great motivator as well as in supporting children who find recording their work difficult,
- Adaptations to assessments are made to enable full access for all children , e.g. readers, scribe, use of ICT.
- Teachers ensure that all children are involved and learning in class through differentiated questioning and activities in teaching sessions.
- Although work is differentiated , we believe that we should not categorise children by saying that they cannot do something. We have high expectations of all children at Levendale and relative underachievement should not be accepted from any child, irrespective of learning difficulty. The children are all challenged, regardless of ability.

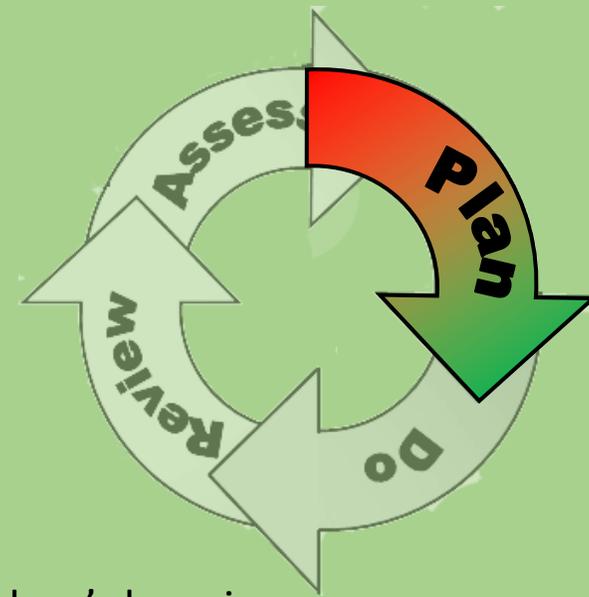


- At Levendale, we have successfully supported a number of children with social, emotional and mental health issues and are well-versed in their particular needs.
- Key aspects for working with children who encounter these difficulties are:
 - Spotting potential triggers
 - De-escalation strategies
 - Providing space to calm down where necessary and appropriate
- Additional staffing is often required in order to allow a child with social, emotional and/or mental health issues to access a mainstream curriculum: this allows for much faster spotting of potential triggers and removal from the situation or stimulus as needed.
- We liaise closely with a number of outside agencies including Educational Psychology, CAMHS, TaMHS (play-based counselling and therapy) and Behaviour Support. Their expertise is often invaluable in looking at different ways to address a specific need that arises in school.
- Well-structured and organised pastoral care is often needed with such children and we work closely with parents and other agencies to ensure this is facilitated.



Sensory and/or physical

- As a school we know that we can cater for all children with specific needs as we have wheelchair access throughout, disabled toilets and a shower room.
- Modifications to resources can be made, such as copying materials in larger print, using coloured paper overlays etc. Hearing loops can be worn to support children with a hearing difficulty.
- Concrete practical apparatus is available to support the children's learning.
- Therapy programmes can be delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists, Speech & Language Therapists etc. Individual programmes can be tailored to address gross/fine motor control, posture and speech for example.
- The curriculum can be adapted to enable full access e.g. alternative recording devices, modified PE curriculum.
- If necessary, school will apply to High Needs Panel for additional funding for specialist equipment i.e. laptops with voice recognition software, OT-recommended furniture etc.





Our SENCo is Mrs BJ Carnelly

- 01642 783684
- levendale@levendale.org.uk

The SEN Governor is Mr. David Turner.

For further details of our admission policy, please refer to our website: www.levendaleprimary.org.uk

Our current SEN Policy, Single Equality Policy, Behaviour Policy, Complaints Procedure, Health & Safety Policy, Supporting Children with Medical Conditions Policy, Child Protection Policy, Intimate Care Policy and Anti-Bullying Policy all have some potential reference to SEND children and are also available on our website:

<http://www.levendaleprimary.org.uk/policies/>

Complaints from parents of SEN children concerning the provision made at school should follow the published Complaints procedure:

<https://www.levendaleprimary.org.uk/wp-content/uploads/2020/01/Complaints-Procedure-NOV19.pdf>

