

Lime Tree Primary Academy

Special Educational Needs and Disability SEN Information Report



The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

1. What kinds of special educational needs does the school provide for?

At Lime Tree Primary Academy we provide for children who have a range of educational, emotional, physical, social, behavioural and medical needs. All of our school has wheelchair access. Please see our accessibility policy for more details.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

At Lime Tree Primary Academy children are identified as having SEND through a variety of ways, usually a combination of some of the following:

- Liaison with previous school
- Child performing below age expected levels
- Concerns raised by parent

- Concerns raised by teacher, for example behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. physical/ sensory issue

If you feel that your child may have special educational needs it is best to talk to us. Your child's class teacher would be the first port of call, followed by the school's Special Educational Needs Coordinator (SENCo).

3. How will both you and I know how my child/young person is doing?

In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?

- The class teacher will meet with you at least on a termly basis (this could be part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SENCo is available to discuss support in more detail.
- You are welcome to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- Your child may have a provision map/child on a page document that will have individual/group outcomes. These are discussed with you on a regular basis.
- When the child's 'child on a page' is reviewed, comments are made against each outcome to show what progress the child has made. This forms part of our graduated approach.
- If your child has complex SEND they may have an Education, Health and Care Plan (EHCP). This means that a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

How does the school know how well my child/young person is doing?

- As a school we measure children's progress in learning against national expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Nursery/Tree tots through to Year 6, using a variety of different methods.

How will I know what progress my child/young person should be making?

- Through meeting with the class teacher to discuss progress that your child is making.
- Through evaluation of your child's outcomes on a 'child on a page'.
- Through formative and summative assessment which informs tracking – this includes statutory assessment taking place at the end of each key stage.
- Children with SEND have their own personal pathways encapsulating each child's own learning journey that ensures progress at their own entry point of learning.

How do you evaluate the effectiveness of provision for children/young people with special educational needs?

- By reviewing children's outcomes and ensuring that they are being met;
- By ensuring the child is making progress in the four areas of SEND;
- Ensuring children are effectively engaged in their learning;
- By verbal feedback from the child, the parent and teacher;
- By evaluation of interventions to look at children's progress with specific outcomes. This is done each half-term;
- Through children moving off the SEND Register when they have made sufficient progress

4. How will the curriculum be matched to my child/young person's needs?

What are the school's approaches to differentiation? How will that help my child/young person?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- Children with SEND will have access to the appropriate resources needed to help them make progress, these will be detailed in the child's 'child on a page' document.
- The class teacher, alongside the SENCo, will discuss the child's needs and what support will be appropriate.
- Currently in Key Stage Two, we have a differentiated intervention for English and Maths. This intervention focuses on the basic skills that children require to build up their learning and confidence as a learner. This is led by an experienced teacher.
- Here at Lime Tree Primary Academy, we make learning as exciting as possible through being creative. Typically, this results in children being actively involved in their learning. This, coupled with a personalized approach to learning, ensures that all children, whatever their need, are given the tools to succeed.

How will you adapt the curriculum and learning environment for my child/young person's needs?

- As mentioned previously, our school adopts a creative, active learning style that is personalised to each child. In addition to this, if a child requires certain resources to assist with their learning, this will be detailed in their child on a page document.
- At Lime Tree, we will always endeavour to adapt the curriculum and environment in order to meet a child's needs. We strive to ensure any barriers to learning are overcome so that children are able to reach their potential.
- Lime Tree Primary Academy is an accessible school. For children with physical needs reasonable adjustments can be made if required. On a daily basis, adjustments are made to include children in their learning, this may be through resources, the environment or how a particular aspect of learning is presented. For more information on accessibility, please see our Accessibility Policy.

5. How will school staff support my child/young person?

Who will oversee and plan the education programme and who will be working with my child/young person and how often?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made
- Our SENCo oversees the progress of any child requiring additional support across the school
- There may be a learning support assistant (LSA) or teaching assistant (TA) working with your child either individually or as part of a group. These sessions will be explained to parents when support starts.

Who will explain this to me?

- The class teacher will meet with you at least on a termly basis (this could be part of Parent's evening) to discuss your child's needs, support and progress. Mainly, these are informal meetings to discuss support and any queries that you may have.
- For further information the SENCo is available to discuss support in more detail.

What additional support for learning is available for my child/young person?

- Each child with SEND has a child on a page document. These detail the amount of provision that your child is currently receiving. At Lime Tree Primary Academy, we have a range of additional support for learning available, including access to a range of outside professional agencies such as an Educational Psychologist, Speech and Language Therapy, Occupational Therapy, Special Educational Needs Advisory Service, Healthy Young Mind Service and Sensory Impairment Support Service. As well as these outside agencies, in-school support ranges from:
 - Hands-on resources
 - TA/LSA support on 1:1 or in a small group
 - Pastoral support for social and emotional needs

- Teaching supported by sign, if required
- Outstanding, quality first teaching
- Opportunities to broaden the curriculum through, forest schools, cooking, outdoor learning
- Personalised learning, suited to each child's needs and interests
- Speech and language therapist commissioned by school and works within school weekly

How are the school governors or trustees involved and what are their responsibilities?

There is a Nominated Governor who is assigned to oversee the SEN Practice in our school. They;

- work closely with the Head of School and the SENCO;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
 - report to the Governing Body termly
 - annually report to the Governing Body on the success and development of this policy

6. How is the decision made about what type and how much support my child/young person will receive?

Who will make the decision and on what basis?

- The decision about what type and how much support a child receives is initiated by the class teacher in conjunction with the SENCo. Once a child has been identified as requiring additional support, a meeting with parents will be had to talk about your child's need. It is at this point that a plan of action will be made, in partnership with parents, to ensure that all needs are covered. If your child has any outside agency

involvement, they will also be involved in this meeting as far as possible.

Who else will be involved?

- Any specialist support agencies that are currently involved with your child.
- If there are no other agencies involved, it may be that this is the stage that they become involved if required.

How will I be involved?

- As a parent, you will be involved in every stage of your child's SEND plan. This is to ensure that your child's needs are most effectively met.

How does the school judge whether the support has had an impact?

- By reviewing children's outcomes and ensuring that they are being met
- Ensuring the child is making progress academically against national/ age expected levels
- By verbal feedback from the child, the parent and teacher
- Through children moving off the SEN Register when they have made sufficient progress

What is the complaint procedure concerning provision made at the school?

If you have any concerns about provision in school, we urge you to come and talk to us about this. This would be either the Head of School or the SENCo.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Will my child or young person be able to access all of the activities of the school and how will you assist him or her to do so?

- All children are included in all parts of the school curriculum and we aim for all children to be included on

school trips. We will provide the necessary support to ensure that this is successful.

- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How do you involve parent carers in planning activities and trips?

- When we are planning activities and trips, parents of children who have SEND will be notified. Parents will be invited in to school to discuss details of the trip and any support that is being put in to place. Parents may also contribute to the risk assessment if necessary, particularly if the child has a physical or medical need.

8. What support will there be for my child/young person's overall wellbeing?

What pastoral and social support is available in the school for children/young people with SEND?

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as health and social services, and/or other external agencies such as Specialist Advisory Teachers, an Educational Psychologist or Healthy Young Mind Service.
- Our school also has a Pastoral team who work with children and families.

How does the school manage the administration of medicines and providing personal care?

- The school has a policy regarding the administration and managing of medicines on the school site. This is available to parents.
- Parents need to contact the school if medication is recommended by health professionals to be taken during the school day and complete the appropriate paperwork.

- On a day to day basis the administrative staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.
- Children who are on long-term medication, or who have specific conditions, have to have a Healthcare Plan. This can be written in partnership by the school and parents, in conjunction with any relevant health services.
- We have annual training in personal care to ensure that we can meet children's needs appropriately.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- If a child has significant behaviour difficulties an Individual Behaviour Plan (IBP) is written to identify the specific issues, put relevant support in place and set targets.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Head of school. Our school works closely with the Education Welfare Officer (EWO) to promote attendance.

9. What specialist services and expertise are available at or accessed by the school?

Are there specialist staff working at the school and what are their qualifications?

- Our SENCo is fully qualified and accredited.
- We have a Higher Level Teaching Assistant who has many years experience in specialist education.
- The teachers and TA's working within the Foundation Stage have been trained in British Sign Language (BSL) or

The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk

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- We have a speech and language therapist who is commissioned from the Local Authority to work with us for one day a week.

What other services does the school access including health, therapy and social care services?

- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Health services such as: GPs, school nurse, health visitors, clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Social Services including social workers; Educational psychologists. Sensory impairment service and specialist advisory teachers.

10. What training have the staff supporting children/young people with SEND had?

Training received by staff include;

- Sign language training
- Picture Exchange Communication System (PECS) training
- Speech and language training – for children with speech sound difficulties as well as language difficulties
- Intimate Care Training
- De-escalation training
- Administering Medicines training
- Manual Handling Training
- Positive handling training
- Dyslexia awareness training
- Attachment disorder training
- First aid training
- Safeguarding training
- Precision Teach training
- Colourful Semantics training
- Narrative Therapy training
- Autism awareness training
- ADHD training

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- Emotional and mental wellbeing training

11. How accessible is the school environment?

What are the arrangements for the admission of disabled pupils?

- Our school site is fully accessible to all individuals. At Lime Tree Primary Academy we encourage all children and their parents or carers to visit the school and meet the staff. Once admission to our school has been accepted, parents/carers can meet with our Head of School or the SENCo to discuss transition arrangements.

What steps are taken to prevent disabled pupils from being treated less favourably than other pupils?

- At Lime Tree Primary Academy, all children are treated equally and fairly.

How will equipment and facilities to support children/young people with special educational needs be secured?

Mrs Lloyd, the SENCo, oversees securing equipment and facilities to support students. Through the planning process of provision for individual students, any additional equipment/facilities will be identified and appropriate methods to secure these undertaken.

Is the building fully wheelchair accessible?

- Our building is fully wheelchair accessible. All of our school is on the ground floor and has a very open plan sense to it. Please see our accessibility plan for more information.

Have there been improvements in the auditory and visual environment?

- There have been improvements in the auditory environment. This is in the form of acoustic panels being placed in all classrooms. Moreover, all classrooms are separated by doors to ensure that the acoustics remain in fact.

Are there accessible changing and toilet facilities?

- We have accessible changing facilities in the Foundation Stage pavilion. This consists of a toilet, changing bed and

also a shower. There is also a toilet and shower in the main building.

How does the school communicate with parent/carers whose first language is not English?

- We currently have parents whose first language is not English and to communicate with them we endeavour to translate information wherever possible.
- We have recently begun holding Coffee Mornings for parents whose first language is not English, in order for community links to be made.

12. How are parents and young people themselves involved in the school?

Describe the school's approach to involving parents in decision making and day to day school life

What opportunities will there be for regular contact about things that have happened at school, e.g. a home school book?

- At Lime Tree, we value our partnership with parents and encourage regular contact. We have an 'open door' policy where parents can come and talk to staff without having to make an appointment. This is encouraged before and after school. Moreover, we pride ourselves on having good communication with parents and as such will set up home-school communication books for children where required.
- All classes have a twitter feed and a blog – daily activities are posted on these pages so that parents are kept up to date.

How will you explain to me how my child/young person's learning is planned and how I can help support this outside of the school? How and when will I be involved in planning my child/young person's education?

- Your child's class teacher will be the main point of contact about your child's learning. They will explain how you can help to support their learning outside of school. In addition to this, if your child has SEN, they will have a child on a page document with appropriate outcomes. These outcomes are changed at least every term, and it is in discussion with you that these are updated and further targets are set. This is when provision that is in place will be discussed also.
- If your child has an Education Health and Care Plan, you will also have the opportunity to discuss outcomes, progress and provision at their annual review. This is with all of the professionals that are involved with your child.

Do you offer any parent training or learning events?

We do offer parent training and learning events. These typically centre around;

- Early reading and phonics
- Maths development
- The importance of play
- Cooking with your child and healthy eating
- Forest school activity
- Play and Stay activities in Nursery

We also signpost to other training events, such as First Aid, further learning in Literacy and Numeracy for adults, and the Incredible Years course.

How do you consult with children/young people with special educational needs and involve them in decisions about their education?

- Children are spoken to daily about their learning and any concerns that they may have. Children with SEND are involved in decisions about their education where appropriate.
- Through the process of annual reviews, children's views on all aspects of life and education are gained in order to maximize the outcomes for them.

How will the school support my child/young person to do this?

- Children's views are gained sensitively and also in a range of ways appropriate to the child. It may be they record their views, they are written or they are drawn. It all depends on the child's strengths how these are gathered. An adult who has a good relationship with your child will gather their views. This ensures that the child is comfortable.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

Describe involvement of health, social care, LA support services and any voluntary organisations.

There are many agencies involved with our school at many different levels. These are;

- School Nurse
- Health visitors
- Healthy Young Mind Services
- Special Needs Advisory Service
- Specialist speech and language service
- Speech and language service
- Community Paediatrician
- Occupational Therapy
- Trafford Engage service
- Social services
- Education Welfare Officer
- Language Outreach service
- Educational Psychology service
- MARAT
- Specialist nursing team
- Trafford Sensory Impairment Service
- Trafford Family Information Service
- Trafford Parent and Young Peoples' Partnership Service

14. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child/young person?

- Your first point of contact would be your child's class teacher.

Who else has a role in my child/young person's education?

- Additional adults in the classroom will have a role in your child's education, as well as the school SENCo. Any outside professionals that are involved with your child, such as speech and language therapists.

Who can I talk to if I am worried?

- If you are concerned about anything, the first point of contact would be your child's class teacher. If it is not appropriate to do this, the Key Stage Lead would be the next person to contact. If you are concerned from an SEND point of view, you would contact the SENCo.

Who should I contact if I am considering whether my child/young person should join the school?

- Initially you would contact the school office to arrange a visit to our school. It is at this point that you could mention any additional need that your child may have and we can arrange a meeting with the Head of School or the SENCo.

Who is the SEN Coordinator (SENCO) and how can I contact them?

- The SENCo is Mrs Lloyd. You can contact her via the school's telephone number on; **0161 905 0790** or via email on; ***danielle.lloyd@limetree.trafford.sch.uk***

What other support services are there who might help me and provide me with information and advice?

There are many support services that can assist you and provide you with information and advice. These are;

- Trafford Educational Psychology Service – **0161 912 3191**
- Trafford Parent and Young People Partnership Service (PYPPS)– **0161 912 3150/1050/1091** website: **<http://www.traffordpypps.co.uk/Welcome.aspx>**
- Advisor for Inclusion – **Sally Smith – 0161 911 8679**
- For general information, please see **Trafford's Local Offer** as well as information about other services at the Trafford Children's Service Directory website:

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- We encourage all new children to visit the school prior to starting.
- We can write social stories with children if transition is likely to prove difficult
- When children with SEND are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. All our 'feeder' secondary schools run programmes specifically tailored to aid transition for the more vulnerable pupils
- We liaise closely with the staff when receiving and transferring children to and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then a statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.

□□□ What preparation will there be for both the school and my child/young person before he or she joins the school?

- We will meet you and your child before they begin the school.
- We will liaise with previous education establishments as well as all professionals working with your child to ensure that we have all of the relevant information about your child
- We will implement any necessary strategies to ensure a smooth transition for both you and your child. This could be;

1. Visits over a period of time to our school;
2. Visits to see your child in their previous school;
3. Photographs of our school and staff in a book for your child;
4. Social stories if relevant.

How will he or she be prepared to move onto the next stage?

- Transition arrangements will be made to suit your child's needs. If they require a longer transition process, this will be catered for. This will all be done in collaboration with you.
- When your child leaves our school to go to a new school, there will be meetings with the new school, parents and our school. The new school will be invited to come and meet your child in their current learning environment. Our staff can accompany your child to their new school. Again, this will all be implemented in partnership with parents.

What information will be provided to his or her new school?

- All educational, social care and health records that we have will be transferred to your child's new school. This is so that they have all of the necessary information to provide the best support and education for your child.

How will you support a new school to prepare for my child/young person?

- A meeting with the new school will be arranged. Parents will also be invited to this meeting. This will be to discuss your child's needs, targets, current level of learning and any strategies and interventions in place.
- The new school will be offered support to set initially set these strategies up, if required.

16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who

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