



SEND INFORMATION REPORT



What we do at Lipson Vale Primary School

What kind of Special Educational provision is made at Lipson Vale Primary School?

Lipson Vale Primary is a mainstream setting with 405 pupils from Foundation to Year 6. We provide the structure for a pupil-centred process that engages pupil, family, school, and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

The school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014:

- **Cognition and learning.** This covers learning difficulties both moderate (MLD) and severe (SLD) where support is likely to be needed across all areas of the curriculum. It also covers difficulties which affect one or more specific aspects of learning (SpLD). This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.
- **Communication and Interaction.** Children with Autistic Spectrum Disorder (ASD) including Asperger's and ADHD or speech difficulties.
- **Social, emotional and mental health difficulties.** At times children may suffer from anxiety, overwhelming feelings of anger or fear which affect their ability to learn.
- **Sensory and/or physical needs.** This covers Hearing Impairment (HI) Visual Impairment (VI) Multisensory Impairment (MSI) and Physical difficulties (PD)

We currently have 73 pupils on the SEND register and are supporting the following types of needs:

- 28.8% of **Cognition and Learning**
- 43.8% of **Communication and Interaction**
- 17.8% of **Social, Emotional and Mental Health Difficulties**
- 6.8% of **Sensory and/or Physical Needs.**

If you want to know more about SEND at Lipson Vale Primary School, please contact the SENDCo, Abbie Naylor.

How do we identify pupils with SEND?



Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made which is additional to or different from that normally available in a differentiated curriculum.

We regard pupils as having a Special Educational Need if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age.
- Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Children with SEN are identified by the following assessment routes all of which are part of the overall approach to

monitoring progress of all pupils:

- Child performing below age related expected levels and performance thresholds – this could be in any of the core subjects, or in social emotional development. We hold termly Pupil Progress Meetings where all children's progress is discussed.
- Assessments of children on entry to school e.g. Speech and Language assessments, Baseline assessments
- Ongoing tracking attainment of children through the year
- Internal assessments including working memory, dyslexia screening, language and vocabulary knowledge
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour needs or self-esteem affecting academic performance
- Clear systems to raise concerns in place, involving consultation with parents.
- Extensive Liaison with external agencies e.g. Behaviour Support, Communication and Interaction Team
- Regular meetings with our Educational Psychologist
- Health diagnosis through Paediatrician or advice from GP
- Liaison with previous school or setting, if applicable

How does the school approach teaching pupils with SEND?



We believe that all teachers are leaders of SEND and every teacher is responsible for meeting the needs of pupils with SEND in their classroom. As a school, we firmly believe in the need for high quality first teaching and adaptive practice to best meet the needs of pupils with SEND.

Provision for SEND pupils includes:

- Quality first teaching, with appropriate adjustments made for all pupils
- Extra adult support in classrooms where appropriate
- Inclusive approaches following adaptive practice are used across the school to enable all children to reach their full potential.
- Personalised provision through time-limited programmes
- Personalised provision through adapted resources and interventions
- The SENDCo makes regular classroom visits to check pupils with SEND are making progress in their learning

Some examples of the support we offer at Lipson Vale Primary School are listed below:

- READY behaviour reminders and a Trauma Enforced Approach.
- Window of Tolerance in all classrooms, regularly referred to.
- Interventions to support the SEMH and C&I needs of our children: ELSA, Lego Therapy, Counselling
- Flash Academy to support EAL children.
- Nurture groups to support wellbeing and SEMH needs.
- Read Write Inc Interventions to support reading development.
- Language and Speech Link Interventions to support speech and language development.

How do we evaluate the effectiveness of provision for pupils with SEND?



Teachers are continually monitoring the progress and outcomes for all in their class as part of their universal provision and will adapt provision as required.

- Progress of individual pupils with SEND and the impact of support given is completed at least termly through discussions with the pupil, parents and carers and adults working with the pupil.
- Impact of interventions and SEND provision is evaluated by teachers and school leaders at least termly in Pupil Progress Meetings and adapted as required.
- Progress of SEND is reported termly to the Board of Directors and our SEND information Report, posted on the Web site, is updated at least annually and when any significant changes are made to our provision.

What arrangements are in place to assess and review pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review?

These arrangements include:

- Graduated approach with cycles of Assess Plan Do Review
- Data tracking for pupil progress
- Individual Education Plans (IEPs) or Pupil Profiles
- Behaviour Care Plans
- EHCP reviews
- Observations and follow up parent meetings.
- Specialist support/assessments



How is the curriculum and the learning environment adapted for pupils with SEND?



At Lipson Vale Primary, we seek to make as many reasonable adaptations as we can to ensure that learning is maximised, and needs are met. The curriculum/learning environment may be adapted by:

- Groupings that target specific levels of progress.
- Adapted resources and teaching styles.
- Appropriate choices of texts and topics to suit the learner.
- Access arrangements for tests and or examinations
- Targeted use of additional adults as appropriate
- An extensive range of additional resources: e.g. talk tins, spell checkers, coloured overlays etc.

Our Accessibility Plan also provides further examples and can be found here:

[ef909_1ced383ba9d5471daf7523d6b3058fbc.pdf \(lvps.co.uk\)](https://www.lvps.co.uk/ef909_1ced383ba9d5471daf7523d6b3058fbc.pdf)

What support is available for improving the social emotional and mental health of pupils with special educational needs?



All pupils are encouraged to think and reflect on how they are feeling and are encouraged to communicate those feelings. They are supported in this by:

- High quality RSHE lessons
- Alternative lunch time provision
- Specialist support for individual pupils such as ELSA and Counselling.
- A mentoring system e.g. Peer Mediators
- School Council

Who should I contact if I am worried or if I would like to talk to someone about SEND?



Abbie Naylor is the Special Educational needs and Disabilities Co-ordinator and works closely with teachers and the Head of School to meet the needs of all SEND pupils.

Abbie Naylor can be contacted by telephoning the school directly:

01752 224801

Or by contacting the school office on the admin email address:

Lipson.vale.primary.school@plymouth.gov.uk

What training and expertise do staff have in relation to children and young people with SEND?



Our SENDCo holds the National Award for Special Educational Needs (NASENCO) qualification.

The SENDCo regularly provides input at SEND specific staff meetings.

During the last academic year specific staff have undertaken individual training in the following areas:

- Mental Health First Aiders.
- Trauma Informed Training.
- SALT based training including cued articulation.
- Adaptive Practice Training and support.

When required, specialist expertise from external services such as Communication and Interaction (CIT), Speech and Language Therapy (SALT), Child and Adult Mental Health Services (CAMHS), Educational Psychologist (EP) and other services are employed as appropriate to deliver training. We also work with the outreach teams from specialist provisions, such as Longcause.

During termly pupil progress meetings, staff are provided with the opportunity to discuss any concerns or observations of individual children. They are given immediate support and advice which is followed up by further professional discussions and monitoring as appropriate.

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



Where assessment has shown the need for a particular piece of equipment the school does not already have available this can be secured for the individual child through direct negotiation with:

- Other schools.
- Support services.
- Charities.
- Volunteers.

Further information can be seen on the school's Accessibility Plan.

What arrangements are made for involving and consulting parents of children with special educational needs?



Contacting/ meeting the class teacher in the first instance.

Contacting our Special Educational Needs Co-ordinator directly by telephoning or emailing the school office.

Regular Team Around Me (TAM) meetings where the relevant professionals working with your child can discuss progress and the next steps.

Termly Parent Meeting With class teacher to share IEPs or Pupil Profiles. The SENDCo may be present as required.

Contacting PIAS or the SEND Local Offer.

<https://www.plymouthias.org.uk/>

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer>

What arrangements are made for consulting young people with special educational needs and involving them in their education?



We greatly value the active participation of young people in their education. This is facilitated by:

- Active involvement in planning and evaluating targets set in IEPs, at least termly.
- Young people have an active involvement, and their views are an important part of the Annual Review process.
- Where appropriate, personal interviews are conducted.

In school pupil voice is also facilitated by:

- School council
- Other student leaders
- House Captains
- All About Me Sheets

How does the school ensure the continuity of support when children progress to the next phase of their education?



We have close links with colleagues at local pre-school and secondary schools in the area. A smooth transition

between phases of education is ensured by:

- Early communication with partners including attendance at TAM meetings.
- SENDCos of local Secondary schools invited to attend meetings involving young people expected to transition to their school.
- Where identified and as appropriate, pupils may be accompanied by school staff to help adjust to a new school ('Enhanced transition')
- Information, including high need profiles and any other written information that is helpful for their transition will be provided to the next teacher and to any new school.
- Transition meetings for children with complex needs.
- Transition booklets for children to have prior to moving on.

What arrangements are in place relating to the treatment of complaints about SEND provision?

If you have concerns about your child's SEND provision, you should initially raise these with the class teacher and/or Year lead/SENCo.

If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Parents and Carers can access further information, support and guidance from Plymouth Information Advice and Support for SEND.

<https://www.plymouthias.org.uk/>