

## Ling Moor Primary Academy SEND Information Report 2021 – 2022

*“sic itur ad astra”*

‘by the good deeds you do, you will be remembered in the stars for eternity’  
Aeneid, Virgil

At Ling Moor Primary Academy we pride ourselves on the quality of education and care that we provide for all our pupils, including those with special educational needs and disabilities. The Ling Moor family is a strong and supportive environment in which children can thrive and become Ling Moor learners for life.

The curriculum at Ling Moor Primary Academy is aligned to the vision of the Priory Federation of Academies and driven by our passion to empower potential, in order to improve the life chances of pupils so they become citizens of the world. It is designed to encourage the development of the Priory’s values: wisdom, curiosity, generosity, courage and passion alongside meeting the specific needs of our community. This is as true for those members of our community who have SEND as it is for those who do not.

This SEN Information report sets out the provision of support we are able to offer youngsters who have SEND. It also contains information about the assessment of learning difficulties, what parents should do if they are concerned about their child’s learning or well-being and the processes the Academy engages in regarding the SEND assess, plan, do and review cycle.

Ling Moor Primary Academy is an inclusive academy and we endeavour to work in partnership with parents and pupils in all aspects of academy life. Parents and pupils (where appropriate) will be involved in assessment and decision making from the very beginning of the process. In the spirit of ‘co-production’ encouraged by the SEND Code of Practice 2014, we will work together to ensure, to the best of our ability, that a child’s needs are met.

### **SEND Code of Practice (0-25) 2014**

In June 2014, as part of the new Children and Families Bill the Government passed a new SEND Code of Practice into law. The new legislation came into practise in educational establishments in September 2014. The code identifies 4 broad areas of need: cognition and learning, communication and interaction, social, emotional and mental health and Sensory or physical disabilities. There are also two levels of support identified; academy support or an Education Health and Care Plan (EHCP) current 2014 Code of Practice.

#### Key staff



Shamaine Elms - SENCo, Jill Goddard - SEND TA, John Sisman – Headteacher, Matt Clayton – SEND Governor

## **Identifying children who may have SEND.**

There are number of ways that children will automatically be identified and needing further investigation into their learning:

- Children often join us from nursery where concerns have already been raised as passed on to us during the transition process.
- Children may join us from other primary schools where SEND has already been identified.
- Children may join us who already have an EHC plan.
- Children who do not make a good level of development at the end of EYFS are monitored by the SENCo when they go into year 1 and beyond.
- Children who require SALT assessment or provision in EYFS.
- Children who do not meet age related expectations on the end of year 1 phonics assessment are also monitored by the SENCo going into year 2 and beyond.
- Those children who continue to have difficulties developing phonics and reading fluency during year 2 and the start of year 3 are automatically referred to the SENCo for further assessment.
- Any child assessed as emerging for any area of the foundation curriculum is monitored and assessed by the SENCo at each assessment point.

### **What should I do if I am worried about my child's progress, learning or well being?**

You should always speak to your child's class teacher if you have any concerns about their learning, progress or well-being. Together with you they can initially plan and implement strategies to support your child. The class teacher will continue to keep you updated on your child's progress, with these additional strategies in place, and you can also contact them to discuss how you see your child's progress.

### **What will the class teacher do if they are concerned about my child's progress, learning or well-being?**

In the first instance the class teacher will discuss their concerns with you. They may have tried alternative strategies within their teaching to support your child but they remain concerned about your child's progress. At this point the class teacher will refer your child to the SENCo using the SEND initial concern form.

### **What will happen if there are still concerns about my child's progress, learning or well being?**

If your concerns or those of the class teacher continue, despite extra strategies from the class teacher being implemented, either you or the class teacher can refer to the SENCo.

Both the class teacher and parents complete an initial SEND concern form. This gives the SENCo detailed information outlining what is going well, their worries, what has already been tried and what the intended outcomes are.

### **How will the Academy decide if my child needs extra support?**

#### **Assess**

The SENCo will review the initial information provided and contact you to explain the next steps. At this stage the SENCo will carry out a series of internal assessments, possibly including observational assessment, work analysis and standardised assessments. The SENCo will review previous academic and behavioural information from your child's academy record. The SENCo will also seek your child's

views in an age-appropriate manner. This is done in a variety of ways, often involving play or art activities. A matrix of initial concerns is produced.

### **Plan**

Once the initial assessment phase is complete the SENCo will meet with you and the class teacher (where possible) to discuss the outcome. There are several possible outcomes:

1. There is no evidence of SEND but the child's details are added to the closed concerns register which can always be referred to should there be further concerns.
2. There are further strategies that the class teacher could try within their teaching and your child will be placed on the monitoring list, for 6-8 weeks, while these are tried.
3. There is a need for intervention at SEND academy support – meaning your child will be placed on the SEND register and an individual pupil profile will be developed which will include intervention provision and intended outcomes.
4. There is a need for intervention at SEND academy support and evidence that a referral should be made to a partner agency such as specialist teacher or paediatricians for further assessment. An individual pupil profile is developed and referral made. However, a referral usually requires two terms worth of the assess, plan, do, review cycle to have been implemented.
5. There may additional family support needs identified which may require a child and family assessment to be completed to plan and access further support. Where SEND is also identified the SENCo will be involved in this process.
6. Children with an EHCP will have provision planned in line with the EHC plan.

### **Do**

1. Monitoring list - A child remains on the monitoring list for 6 – 8 weeks while further strategies are tried by the class teacher and/or the family.
2. SEND Academy Support – a child is placed on the SEND register and the interventions and strategies detailed in their pupil profile are carried out by the appropriate adults.
3. SEND academy support with further specialist assessment – a child is placed on the SEND register, interventions and strategies detailed in the pupil profile are carried out by the appropriate adults and relevant referrals including further information gathering required takes place.
4. Any actions from a child and family assessment will be carried out and monitored by the Lead professional. The SENCo will ensure any academy-based interventions suggested in the TAC are implemented.
5. Children with an EHCP will have their support implemented as outlined in their EHCP.

### **Review**

1. Those children on the monitoring list will be reviewed after 6 – 8 weeks through logged discussions with parents and relevant staff. A decision will be made to either continue with support and move the child on to the SEND register at SEND Academy Support or that support is no longer required, the child is making sufficient progress and the child will be moved from the monitoring list but information retained on the closed concerns list.
2. Children requiring SEND Academy support will have their pupil profile reviewed with their parents, class teachers and other relevant adults on a termly basis. The child's views will also be taken into account at this stage.

3. As with all children on the SEND register at Academy Support, their pupil profile and progress will be reviewed. Updates will be sought from specialists involved.
4. The SENCo will contribute to the TAC meetings for children with SEND either by attending or offering written feedback to be used in the meeting.

Following the review stage the process returns to the assessment phase. The process is a cycle but also ongoing assessment will inform the process at all stages.

### **Medical needs**

- If your child has specific medical needs, then please contact either your class teacher or the SENCO so appropriate plans can be put into place
- If needed, a 'care plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child – these may be produced by the SENCO in collaboration with parents or provided by health professionals.
- If your child requires ongoing medication, please contact the school office and complete a medicine administration form. All medicines will be stored in a locked storage box within the medical cupboard.

### **What support can the Academy offer my child?**

Provision maps for each area of need identified in the SEND code of Practice are provided as an amendment to this document. They outline the provision available dependent on assessed needs.

### **Who will support my child in the Academy?**

Who	How and Why
Class Teacher	Works collaboratively with the parents and child to set appropriate targets and intervention to meet the needs of the child and ensure progress is made.  Liaises with the SENCO for advice on strategy and resources.
Teaching Assistant in class.	Generally supports within the classroom to foster learning by following the planning and direction of the class teacher.  Gives feedback to inform future planning.  Will work one to one or with small groups as directed by the class teacher.
Midday supervisor.	Monitors and supports personal, social and emotional needs of children through playground games, initiating play or monitoring progress in a specific area, such as forming friendships.  Directed by the teacher to support the targets set.
Reading intervention Teaching Assistant	Works with those children who need intervention to boost their reading skills. These children will be working below age related expectations and be identified by their class teachers.
SEND Teaching Assistant (Jill Goddard)	Delivers additional support for literacy, numeracy and memory through structured programmes. Coordinates the Catch Up intervention.

	Works collaboratively with the SENCO and class teacher to inform and support the targets set.
Nichola Malia	Supports children with developing confidence and language to talk about their feelings through the ELSA programmes. Offers family support through the early help assessment process.
SENCO (Shamaine Elms)	Supports parents and class teacher to identify targets and next steps. Monitors provision effectiveness through assessment and progress tracking, using data systems and intervention timetables. May complete referrals for outside agency support or paediatric appointments. Organises and leads review meetings and completing all relevant paperwork.
Donna Woodcock	Assistant headteacher with responsibility for phonics and designated safeguarding officer.
John Sisman	Headteacher and designated safeguarding lead.
Specialist outside agency.	See section 7 for detailed list May complete assessments or observations to determine further details regarding the child's level of need. Involved with target setting, the review process and deciding next steps.

### **Who else might be involved in supporting or assessing my child?**

<b>Agency</b>	<b>Support available</b>	<b>Age of children</b>
Educational Psychology	Assessment for learning, personal, social and emotional needs. Observations and advice.	All ages
Specialist Teaching Team	Assessment for learning difficulties including the identification of dyslexia. Advice on strategies to address the identified need.	Year 3+  All ages
Behaviour Outreach Support Service.	Observations to support with understanding personal, social and emotional difficulties.	All ages
Speech and Language Therapy	Assessments of speech difficulties and language acquisition. Specialist programmes.	

Working Together Team. Social communication outreach	Observations to support children with social, communication difficulties including those with Autism  Target setting	All ages
Counselling	6 week blocks of 1:1 or small group counselling for children experiencing difficulties inside or outside of school.  Confidence building groups.	All ages

We can also make referrals to:

- Paediatricians
- Early help workers through the early help assessment process
- Child and Adult Mental Health Service (CAMHs) and Healthy Minds
- Education Welfare Service
- Visual Processing Clinic.

#### **How will my child be involved in the process and contribute their views?**

Review meetings.	Your child will be asked for their thoughts regarding their progress towards their targets, what strategies have worked well and what they think they may need support with next.
Ongoing recording of views.	Your child's view will be recorded throughout the interventions to judge their engagement and progress. This will inform future planning.
Discussion/play activities with the SENCo	Your child will have opportunity to spend time one to one with the SENCo across the course of the term so that their views can be gathered in an age appropriate way.
Use of social stories, comic strip conversations to support views.	These are written for individual children to help them understand how to manage their emotions or behaviours in a certain situation, for example, anxieties about coming to school, acceptable behaviour on the playground.

#### **How will the curriculum be matched to my child's needs?**

All teachers are teachers of children with SEND and as such they provide high quality teaching for all individuals. For many children with SEND their needs can be met through this high quality first teaching approach. However, some children with SEND may require support that is 'additional to and different from' the rest of the class. This does not mean that they need to be taught outside of the classroom, it simply means that teachers need to ensure we use a range of different strategies to support the child's learning.

Our provision maps outline the vast range of quality first teaching strategies that are intrinsic in our teaching at Ling Moor. They also provide information about how the curriculum can be adapted to support children's needs.

**What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?**

We pride ourselves on our positive relationship with our parents as we understand that you know your child best. Opportunities for formal discussion and feedback include:

Opportunity	Details	Frequency
Review meetings	As previously stated.	Every term.
Assessment or observation feedback.	A meeting to discuss feedback from an assessment report or observation, undertaken by the agency or SENCO.  Feedback may be given during an extended review meeting.	Dependent on the need.
Parent consultations	If your child's targets directly relate to the classroom, (For example, behaviour, attention, organisation) then these may be discussed during parent consultations.	Every 4 months.
General teacher feedback	If your child's teacher has a specific feedback, e.g. to celebrate success or to discuss any concerns, this will happen in between the above meetings.	Dependent on the needs of your child.
Home-school communication	It may be required to set up a manageable home-school book or chart which may form part of your child's behaviour plan.	Dependent on the needs of your child.
Parent surveys and forums	Parental surveys are sent out for parents to complete online and offer their views.  Parent forums are an area we wish to develop so that parents can support us in reviewing our practise.	Termly surveys at review times.

Your child's teacher will always be available to discuss any specific issues at an appropriate time. Please contact them to arrange a mutually convenient time. The best way to contact the teachers is through email. Please send emails for the class teacher's attention to:

Lingmooreenquiries@prioryacademies.co.uk

### **How does the school know how well my child is doing?**

We carefully track all children's progress across each term through the use of assessment data and observations. If your child is not meeting their age-related expectations, we may use a range of assessment tools to help us pinpoint how best to support them.

- Assessment related to the curriculum delivered.
- Phonics screening and Read Write Inc assessments.
- Early Learning Goals – for children working within the Early Years Foundation Stage.
- Standardised assessments completed by the Specialist Teacher or Educational Psychologist. These give us areas of strength and development compared to children nationally.
- Formative assessments such as PIRA, PUMA, Gaps.
- Assessment for learning – within the classroom, using thumbs up/down, self-assessment against targets, use of talking partners to share ideas.
- Individual targets – through a personalised pupil profile.
- Observation and professional judgement.

These help to identify areas to target and support with advice on how to move the child forward.

### **How will my child be included in activities outside the classroom including a school trip?**

We frequently use educational visits and residential trips (In Years 2 and Year 6) to enhance the learning in the classroom and make it 'come to life'. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment. If you wish to support your child during a visit, please contact your class teacher.

The Academy offers a wide range of after school clubs which are available and open to all children in the appropriate year group or key stage. If a child is in receipt of pupil premium financial support can be offered for those clubs which carry a charge. Many of our clubs are free and run by our own staff who know the children well.

Our breakfast club and after school care is provided by Bubbles Day Nursery, please contact them with any specific issues on 01522 692000 or at [www.bubblesdaynursery.com](http://www.bubblesdaynursery.com)

### **How accessible is the school environment?**

To support your child in accessing the school facilities we have:

- Ramp access to one classroom and via the main entrances
- A hygiene suite with toilet and physiotherapy bed
- Access to a range of ICT equipment (including Ipads)

### **How will the school prepare and support my child to join the school?**

We have strong links with our feeder nurseries and to ensure a smooth transition we:

- Visit the nurseries to meet you and your child.

- Receive and use relevant paperwork from the nursery, for example, your child’s learning journey and any SEN or medical information.
- Arrange 2 visits before your child starts school, including opportunities for your child to meet some of the children currently in Reception.
- Short visit days.
- Parents meet with the class teacher before their child starts school.
- Meet with key workers at nursery to discuss your child’s individual needs.
- Hold a ‘welcome evening’ in the summer term before they start, where you will meet your child’s class teacher (and others in the Key Stage 1 department), providing information about how the school runs and a chance to visit your child’s classroom.
- Meet with agencies already involved with your child, for example Speech and Language therapist to discuss current targets.

Transition between year groups also involves:

- Sharing of information between class teachers. (Including paperwork and advice.)
- Class swap days where your child will meet with their new teacher.
- Parent drop in sessions in the autumn term to meet your child’s new teacher.

**How will school prepare and support my child to transfer to secondary school?**

We understand the transfer to secondary school can be a daunting time for everyone and in particular if your child has SEND. We will support you and your child by:

- Organising agency support for transition such as Dyslexia Outreach, Working Together Team.
- Provide information about the needs of your child to their transferring school through face to face meetings, paperwork and emails.
- Complete transition booklets to support your child in becoming familiar with the new routines of the school, for example maps, timetables and photos of key members of staff.
- Organise additional visits to the school.
- Invite the SENCOs from the secondary schools to come to the last review meeting of Year 6.

**How will I be involved in supporting my child?**

Parents are given practical ways to support their child’s development in school and at home. We often give parents:

- Games for developing memory, spellings or maths.
- Useful websites and apps.
- Strategies for reading, for example reading to your child and then with your child, before they read to you.
- Specific agency advice, such as games and activities, organisational strategies (visual timetables or checklists) and behaviour management strategies to try at home and in the classroom.

**How can I access support for myself and my family?**

Information on **all services** in Lincolnshire for children and young people aged 0-25 with special educational needs and disabilities can be found at [www.lincolnshire.gov.uk/sendlocaloffer](http://www.lincolnshire.gov.uk/sendlocaloffer)

Organisation	Telephone	Website/Email
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Lincolnshire County Council SEND Team		<a href="mailto:SENDenquiries@lincolnshire.gov.uk">SENDenquiries@lincolnshire.gov.uk</a>
Lincolnshire Children's Services	01522 782 111	
Liaise Information, Advice and Support Service.	0800 195 1635	<a href="http://www.liaise@lincolnshire.gov.uk">www.liaise@lincolnshire.gov.uk</a>
Lincolnshire Parent carer Forum.		<a href="http://www.lincspgf.org.uk">www.lincspgf.org.uk</a>
Independent Parental Special education Advice (IPSEA)		<a href="http://www.ipsea.org.uk">www.ipsea.org.uk</a>
PAACT (Autism Support)		<a href="mailto:paactsupport@hotmail.co.uk">paactsupport@hotmail.co.uk</a>
Lincolnshire ADHD Support Group	01522 539939	<a href="mailto:lincoln.adhd@btconnect.com">lincoln.adhd@btconnect.com</a>
EMC Services Equality for Minority Communities	01427 787190	<a href="mailto:emclincs@lincolnshire.gov.uk">emclincs@lincolnshire.gov.uk</a>
Family Action	01522 69010	<a href="mailto:lincoln@family-action.org.uk">lincoln@family-action.org.uk</a>
School Nurse, Fen House, Fen Lane, North Hykeham.	01522 843000	
Lincolnshire Centre Grief & Loss	01522 546168	
Educational Psychologist helpline for parents	01522 554 673 (Tuesdays 1.30-4.00)	
The Working Together Team. Outreach for ASD.	Helpline Friday morning.  07881 646 220  07881 628 446	<a href="http://website.twtt.org.uk/">http://website.twtt.org.uk/</a>
North Hykeham Children's Centre	01522 694093	<a href="http://www.lincolnshire.gov.uk/OrganisationDetails.aspx?orgcode=1009368">www.lincolnshire.gov.uk/OrganisationDetails.aspx?orgcode=1009368</a>  <a href="mailto:lynda.whitton@lincolnshire.gov.uk">lynda.whitton@lincolnshire.gov.uk</a>

The Lincolnshire County Council Local Offer can be found at:

[www.lincolnshire.gov.uk/sendlocaloffer](http://www.lincolnshire.gov.uk/sendlocaloffer)

This contains information regarding the SEN provision across the county.

**Who can I contact for further information?**

If you require any further help or support, please contact:

- Your child's class teacher as first point of contact
- Shamaine Elms (SENCo)

[selms@prioryacademies.co.uk](mailto:selms@prioryacademies.co.uk)

Any member of our staff team will be happy to guide you to the appropriate colleague if you need help and support.