

Lingfield Primary School – Local Offer

Identification of needs

How does the school identify children with special educational needs?

The classroom teacher identifies the child's difficulties through classroom observations, past and present records, National Curriculum attainment and information from parents. They will then be able to identify the immediate educational concerns, which will be monitored closely.

At pupil progress meetings, the classroom teacher, SENCo and SLT will discuss pupils who are falling behind or making inadequate progress. At this stage appropriate intervention will be planned for and recorded on the class provision map. The parents will be informed of the concerns and whether any further movement through the code of practice is necessary. If the child is not placed on the register, no further actions are necessary.

How do we involve parents in planning for those needs?

SEN Co-ordinator (Mrs Jones) and class teacher will inform the parents of any concerns and if their child needs to be placed on the SEN register. A parent's views will be gathered through discussion and the use of a parent's view questionnaire.

SEN Co-ordinator then organises any special educational provision necessary and ensures that an Individual Educational plan (IEP) is drawn up which is shared with parents.

Parents who have children with EHC plans (statements) are invited to annual review meetings.

Support

Who in the school will support my child and how will this be monitored and evaluated?

The class teacher has the overall responsibility for the welfare of the children in their class. They are supported in this role by the senior leadership team and health and social care professionals. Class teachers are supported in the classroom by teaching assistants.

Intervention groups and individual support is mapped across the school and appropriate resources are used. The SENCo is responsible for mapping the provision of support with the School Leadership Team.

Decisions are based on both data evidence and from talking to everyone involved in teaching a pupil.

Decisions will also be based on the advice from any other professionals (outside agencies) who have been working with or assessing a student. The amount of provision is decided in line with the needs of the pupil.

Effectiveness of any intervention will be monitored throughout with a full evaluation at the end to ascertain progress towards objectives.

Curriculum

How will the curriculum be matched to the needs of the young person?

All the children with SEN will have access to a broad and balanced education, which includes the National Curriculum. Children with SEN have a variety of different needs and there are a variety of different ways to meet these needs.

Differentiation is the responsibility of all teachers. Informed by the data and information on each pupil, teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies.

All teachers are responsible to plan, prepare and deliver lessons which are differentiated to the levels pupils are working at using quality first teaching and ensuring that targets are stretching and attainable. Children benefit from the support of Teaching Assistants if they need specific support to access the curriculum.

Accessibility

- Lingfield Primary School is a single storey building with good access for all. There is disabled parking at the front of school and all visitors are able to access the main reception via an accessible entrance.
- Apart from one, all classrooms are wheelchair friendly.
- There is a disabled toilet and changing room.

Parental Involvement

How will both the school/college and the parent know how the young person is doing and how will the school support the young person's learning?

Parents are encouraged to support their child's learning at home. Homework is provided by class teachers.

Formal parent's meetings take place regularly throughout the school year. Parents are welcome to meet with their child class teacher when required at a time that is mutually convenient.

Parents are invited to an annual meeting to review their child's statement/EHC plan and contribute their child's target setting.

Parents are invited into school regularly to share in a range of activities which include; class assemblies, performances and school fairs.

Overall Well Being

What support will there be for the young person's well-being?

Six members of staff have first aid qualifications. Members of staff are trained annually on administering of epipens and have received asthma training. Epipens and inhalers are kept in the children's classrooms so that they are easily accessible. The school nurse will work with parents and staff to draw up a care plan for children who have epipens.

Medicines prescribed by doctors will need to be administered by parents. However, older children can self-administer if parents fill in a consent form. All medication needs to be handed into the administrative staff (Mrs Reed & Mrs Mrs Laverick)

Specialist Services

What specialist services and expertise are available at or are accessed by the school/college?

School has access to the following services:

- *Speech therapy*
- *Occupational therapy*
- *Educational psychologist*
- *Learning support*
- *School Nurse*
- *Visually impaired teacher*
- *CAHMS*
- *Social Care & Outreach*
- *Rainbows- bereavement support*
- *Attendance and Welfare service*
- *Banardos -Therapeutic support*
- *The Bungalow Project- support with play therapists, psychologists, mental well being*

Staff Training

What training are the staff supporting children and young people with SEND had or are having?
All teachers have qualified teacher status and teaching assistants have a minimum of a Level 2 qualification. There is an ongoing programme of professional development to ensure teachers and teaching assistants meet the special educational needs of our pupils and stay up to date with current research into teaching and learning.

Staff have a range of specialist qualifications either in a curriculum subject area such as art or in an area of special educational needs e.g. dyspraxia, dyslexia and autism.

Activities outside of school

Our school is committed to providing all pupils with equal access to an enriched and extended curriculum. Residential holidays are organised to centres that all pupils have an opportunity to take part. Visits to local theatres, art galleries, historic sites etc. are used to enhance and enrich the curriculum. Visiting artists and theatre companies allow all students access to cultural experiences. A variety of after school clubs cater for a range of interests and abilities and include: street dance, performing arts, wheelchair basketball, and football.

Transition

How will the school prepare and support the young person to join that particular school and how will it support the transition to the next stage of education and life?

Parents are invited to look around the school and to attend a new parents meeting so we can introduce the team of people who will be working with their child and gather vital information.

Children joining our school in the middle of an academic year do so by arrangement with the head teacher. Our website provides lots of useful information.

When pupils move onto secondary school, teachers liaise with secondary school staff to ensure all vital information is passed on. The Year 6 pupils take part in induction days at their new secondary school at the end of the summer term. Pupils who need extra support with the transition to secondary school will have additional induction days arranged at the convenience of both schools as well as a key member of staff to support them.

SEND Resources

How are the school/college's resources allocated and matched to the young person's special educational needs?

Every child receives base funding and a 'top up' based on their level of need. There are four levels of need and resources are allocated according to assessed need.

Further information

Please click on the link to find out further useful information
[Middlesbrough Council](#)
[Government SEND reforms](#)

Middlesbrough – Paul_mitchell@middlesbrough.gov.uk

[Lingfield Primary offer for children and young people with SEND](#)

Identification of need

How does the school/college know if I need extra help?

Your teacher will know you very well and they will make sure that they will plan lessons that help you to learn.

Support

What should I do if I think I need extra help?

We want you to talk to the teachers and teaching assistants if you need help.

Curriculum

How will my school work be organised to meet my individual needs?

You will usually work in class with the teacher. Sometimes another teacher or teaching assistant may give you support so that you make good progress. If you need any specialist equipment, the school will provide them.

My Involvement

How will I be involved in planning for my needs?

Your teacher will discuss your targets with you and explain what you need to progress. Children are asked about their views of their learning and how they think they are doing. The children are also asked about what resources and help they might need to improve their learning.

Learning

a) Who will tell me what I can do to help myself and be more independent?

b) How will I know if I am doing as well as I should be?

The staff at Lingfield will help you and they will do this by helping you to become as independent as possible. Teachers will talk to you about what they want you to do and about your next steps in your learning. You will be expected to talk about how you think you can improve. We have lots of rewards and certificates which are presented in our weekly celebration assembly. You will be given a merit card which you will work towards completing by gaining merits which are given for lots of different reasons.

Well being

What should I do if I am worried about my school work?

If you are worried about anything in school, you need to talk to a member of staff. All members of staff are friendly and will listen to you and try to help you in any way we can.

Involvement in activities outside of the classroom

How will I know who can help me?

If you have a disability or additional need you can join in school activities, we will do our very best to support you and make sure that you can join in the clubs you would like to.

Transition

What help is there to get ready to start college/school?

We will meet with you and your family to talk about how we can make sure we can help you to settle into our school quickly. We might write a plan to make sure other people know how to help you in school. You can come and look around the school and meet your teacher and new friends. Our website has lots of information about the school which you may find useful.

How will I be prepared to move onto the next stage of my school life?

When you are getting ready to go to secondary school we will make sure that your new school knows about your needs and how they can best help you. You will have visits to the school and will also get to meet the key people.