

**Questions you may be asking...**

1. What are the kinds of Special Educational Needs for which provision is made at Lyndon Green Junior School?
2. How does Lyndon Green Junior School know if pupils need extra help? How are pupils with Special Educational Needs identified and assessed?
3. What should I do if I think my child may have a Special Educational Need or Disability?
4. What are the different types of support available for pupils with SEND in Lyndon Green Junior School?
5. How are the school's resources allocated and matched to pupil's Special Educational Needs?
6. How is the decision made about how much support my child will receive?
7. How will the curriculum be matched to my child's needs?
8. How will the school monitor and evaluate SEND provisions?
9. How will I be involved in discussions about and planning for my child's education?
10. How will I know how my child is doing?
11. How will you help me support my child's learning?
12. What support will there be for my child's overall well-being?
13. How does the school cater for pupils medical needs?
14. What specialist services and expertise are available at or accessed by the school?
15. What training do staff supporting pupils with SEND have?
16. How will my child be included in activities outside the classroom, including school trips?
17. How accessible is the school environment?
18. How will the school prepare and support my child when joining Lyndon Green Junior School or when transferring between phases of education or in preparation for adulthood and independent living?

19. What arrangements are made by the Governing Body or the proprietor relating to the treatment of complaints from parents of pupils with Special Educational Needs concerning the provision made at the school?
20. How does the Governing Body involve other bodies, local authority support services and voluntary organisations in meeting the needs of pupils with Special Educational Needs and in supporting the families of such pupils?
21. What is the Resource Base that is part of your school and can my child go to it?
22. Who can I contact for further information about Special Educational Needs at Lyndon Green Junior School?
23. Where can I get further information about Special Educational Needs support services for my child?

### 1. What are the kinds of Special Educational Needs for which provision is made at Lyndon Green Junior School?

Special Educational Needs at Lyndon Green Junior School means that a pupil could have:

- Learning and Cognition Needs.
- Specific Learning Difficulties; such as Dyslexia and/or Dyspraxia.
- Communication and Interaction Needs; such as Autistic Spectrum Disorders.
- Behaviour, Emotional and/or Social Development Needs.
- Mental Health Needs.
- Sensory or Physical Needs; such as hearing or visual impairment.
- Speech and Language Difficulties.
- Medical or Health conditions which may slow down progress and /or involve treatment that effects education.

### 2. How does Lyndon Green Junior School know if pupils need extra help? How are pupils with Special Educational Needs identified and assessed?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the pupil.
- Pupils are making less than the expected progress given their age and individual circumstances.
- If there is a marked and noticeable change in the pupil's behaviour or progress.

The particular Special Educational Needs of a pupil in Lyndon Green Junior School are identified and assessed through:

- Thorough assessment of the pupil including observations, screening procedures and individual diagnostic testing.
- The involvement of outside agencies who assess individual pupils and recommend interventions for school to follow.
- A constant monitoring review cycle of progress during all interventions.

### 3. What should I do if I think my child may have a Special Educational Need or Disability?

The best placed staff to talk to about your concerns regarding SEND are:

**The Inclusion Manger:** Mrs Jo Green

Responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Communication and Autism Team, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. Class/subject teacher Responsible for:
  - Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the INCLUSION MANAGER know as necessary.
  - Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
  - Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**Headteacher:** Mr G Rothwell

Responsible for:

- The day to day management of all aspects of the school, this includes the support for pupils with SEND.
- He will give responsibility to the Inclusion Manager and class teachers but is still responsible for ensuring that your child's needs are met.
- He ensures that the Governing Body is kept up to date about any issues in the school relating to SEND.

**SEN Governor:** Mrs Sue Stanley

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

#### 4. **What are the different types of support available for pupils with SEND in Lyndon Green Junior School?**

Lyndon Green Junior School employs the terminology specified in the SEN and Disabilities Code of Practice 2014 to define Special Educational Needs provision within school:

*"Special Educational Provision.....provision different from or additional to that normally available to pupils of the same age."*

The SEND provision available to pupils covers the following areas:

- Class Teacher input via targeted classroom teaching as part of Quality First Teaching.
- Implementation of specifically tailored support strategies or programmes into classroom based teaching.
- Appropriate differentiation of classroom based tasks and activities.
- Specific group work with a small number of targeted pupils, supported by a Teaching Assistant.
- Specific group work with a small number of targeted pupils by a skilled specialist employed within school.
- Specialist groups run by, or in partnership with, specialist agencies such as the Communication and Autism Team, Educational Psychology Services etc.
- Specialised one-to-one support from specialised professionals who are skilled in specific areas of need, such as Dyslexia, Dyspraxia, Sensory Support, Counselling, EAL etc.
- Peer/teacher mentoring opportunities.
- Provision of specialist support equipment, IT or modified resources.
- Referral to external agencies such as Child and Adolescent Mental Health Services, School Nurse, Speech and Language Therapy etc.
- All pupils with sensory needs have access to a supportive school environment. Sensory audits of school site undertaken and recommendations implemented.

There will also be pupils who receive specified individual support funded by the Local Authority:

- This type of support is available for pupils whose learning needs are severe, complex and lifelong.
- This is provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).
- This type of support is available to pupils with specific barriers to learning that cannot be overcome through Quality First Teaching, intervention groups, regular Teaching Assistant support or specialist teacher/agency involvement/advice.
- The Statement/EHC Plan will outline the specific need of your child will receive and the provision required to meet these needs. It outlines funding provided from the Local Authority. Short-term and long-term outcomes will be specified.

### **5. How are the school's resources allocated and matched to pupil's Special Educational Needs?**

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent upon an individual's needs.
- Additional provision may be allocated after review meetings, or if a concern has been raised at another time during the academic year.
- Resources may include deployment of staff depending on funding allocation and individual circumstances.
- All resources/training and support are reviewed regularly and changes made as needed/recommended.

### 6. How is the decision made about how much support my child will receive?

These decisions are made in consultation with:

- Teachers.
- Year Leaders.
- Senior Management Team.
- Pastoral Support Team.
- Learning Support Staff.
- Pupil.
- Parent.
- Other support staff/agencies involved.

Decisions are based upon tracking of pupil progress and as a result of recommendations made by outside agencies.

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

- Differentiation of work by class teacher.
- Allocation of time with a Teaching Assistant where appropriate to support more specific needs.
- Provision of an Individual Target Plan which sets targets according to areas of need.
- Provision of specialist equipment, IT or modified resources.
- Differentiation of school curriculum under exceptional circumstances in accordance with need.

### 8. How will school monitor and evaluate SEND provision?

- We use appropriate intervention-specific tools when pupils have taken part in an evidence-based intervention.
- National Curriculum assessment levels and target data are tracked.
- Formal test results are monitored.
- Review meetings are held regularly.
- Learning Support staff regularly review progress with pupils and parents, and seek their views.
- Where necessary, pupils will have an Individual Target Plan (ITP) where progress against targets will be regularly reviewed and updated.
- The progress of pupils with a Statement of SEND/EHC Plan will be formally reviewed at an Annual Review Meeting.

### 9. How will I be involved in discussions about, and planning, for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Meetings/discussions with school teachers/support staff.
- Attendance at Parents' Evenings.
- Parental Information meetings.
- Review meetings with school and outside agencies involved.
- The INCLUSION MANAGER is available to meet with parents to discuss pupil progress and/or any concerns/worries parents may have. This contact can also be maintained via email.

### **10. How will I know how my child is doing?**

- You will be able to discuss your child's progress at Parents' Evening.
- School Report.
- Review/progress meetings with SEND Department also attended by class teachers.
- Review/progress meetings with specialist professionals and external agencies.
- Email communication access with all members of staff.

### **11. How will you help me to support my child's learning?**

- Relevant class teachers, Inclusion Manager and specialised professionals involved with your child can suggest ways in which you can support your child with their learning.
- Through the sharing of professional reports with parents.
- Referrals to external agencies for further advice/support can be made where appropriate.

### **12. What support will there be for my child's overall well-being?**

The school has a pastoral team who are able to offer a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff, such as class teacher, Year Leaders, Deputy Head Teacher, Inclusion Manager, and Learning Mentor all being readily available to pupils who wish to discuss issues or concerns, either in person or by email.
- One-to-one pupil or family support sessions with School Educational Psychologist either within school, or at home.
- Opportunities for peer/teacher mentoring.
- A Social club run at lunchtimes for those who struggle with non-contact time.
- Referrals to outside agencies can be made when needed eg Child and Mental Health Adolescent Services (CAMHS).
- Open-door policy by SEND Department for all pupils and parents during the school day.
- All staff have access to Autism Education Trust level 1 & Makaton training.

### **13. How does school cater for pupil's medical needs?**

Where pupils have a medical condition, their provision is planned and delivered in a coordinated way with a Health Care Plan. The school adheres to the procedures specified in the School Medical Policy as laid out in the "DFE Guidance for Supporting Pupils at School with Medical Conditions April 2014."

### **14. What specialist services and expertise are available at, or accessed by, the school?**

The school works alongside, and seeks support from other agencies where required, to maximise learning opportunities and potential. Directly funded by school are:

- Inclusion Manager

- Teaching Assistants, providing in-class, group and one-to-one support to pupils with Additional Needs.
- Learning mentors.
- Speech and Language Therapist.

At times it is necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- A Local Authority Educational Psychologist.
- Communication and Autism Team.
- Integrated Family Services.
- Child and Adolescent Mental Health Service.
- Sensory Support Service.
- School Nurse.
- Pupil and School Support Service.
- Social Services.
- Physiotherapy
- Physical Difficulties Support Service.

### **15. What training do the staff supporting pupils with SEND have?**

The staff have a variety of specialist qualifications and expertise pertaining to SEND within school.

This includes specialist qualifications and knowledge of:

- Specific Learning Difficulties, Dyslexia.
- Motor difficulties.
- Autistic Spectrum Disorders.
- Social, Emotional and Behavioural Needs.
- Bereavement.
- Anger Management.

Whole school training is provided on SEND issues. Individual teachers and support staff attend in-school and external training relevant to the needs of specific pupils in their class.

### **16. How will my child be included in activities outside the classroom, including school trips?**

As an inclusive school, we aim to ensure that activities and school trips are available to all:

- Risk assessments are carried out and procedures are put in place to enable all pupils to participate. This is done in liaison with the Learning Support Department.
- “Reasonable adjustments” are made for those pupils with additional, medical and/or physical needs.



- If it is deemed that an intensive level of one-to-one support is required then a Teaching Assistant will accompany the pupil during their activity or trip.
- Appropriate provision of specialist equipment is provided such as a laptop, magnifier etc.
- Advice and guidance from specialist agencies is sought and followed.
- Appropriate “buddy” systems put in place for support during activities/trips.

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

We endeavour to provide an appropriate, exciting and accessible learning environment within school. We are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps around entrances to school buildings where necessary for disabled person to gain access to facilities.
  - Visual Makaton labels identify key locations around the school building.
  - Toilet adapted for disabled users.
  - Yellow visibility stripes on steps.
  - Provision of a lift.
  - Sensory audit of school environment undertaken annually, and recommendations followed.
  - Provision of specialist equipment, equipment adapted to pupil need, equipment provided where appropriate such as specifically designed chairs, specialist IT equipment, specialist stationary.
- The School Disability Discrimination Policy implements its duties, with regard to providing reasonable access to the school and its’ facilities, for disabled person. Due to the widely differing circumstances of each disabled person, there can be no single set of provisions which will cater for all disabilities. The requirements of each disabled person for access to the school and its facilities will be assessed individually, and reasonable adjustments made to cater for them.

### **18. How will the school prepare and support my child when joining Lyndon Green Junior School, or when transferring between phases of education, or in preparation for adulthood and independent living?**

Many strategies are in place to enable pupil transition to be as smooth as possible. These include:

- Discussions and meetings between previous or receiving schools or other organisations, prior to the pupil joining/leaving. The school endeavours to pass on/receive all relevant information and records regarding pupils with Learning Support needs. Received information is disseminated throughout school, and appropriate recommendations/advice implemented.
- All new pupils attend an Induction Day in July. Parent/pupil information evenings and open days also facilitate transition.
- Additional visits are also arranged for pupils who need extra time in their new school
- The SEND Department are always happy to meet parents/carers prior to their child joining/leaving the school to discuss anticipated learning needs/support arrangements.
- Likewise, school staff can also make external visits to schools and organisations to plan transition arrangements in more detail.

- All pupils will participate in focused learning about aspects of transition to support their understanding and management of the changes ahead. All school SEND review meetings include transition discussions, and take advice from parents, teachers and other professionals involved.
- All pupils are given the opportunity to visit new establishments that they wish to attend, and awareness visits also take place within school, informing pupils of their future options

**19. What arrangements are made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?**

Lyndon Green Junior School takes its responsibilities towards pupils and parents of pupils with special educational needs very seriously. However, should parents ever feel that things are going wrong, then we recognise that it is very important to be able to use informal and formal complaint procedures to remedy the situation as soon as possible. In the first instance, parents should contact the school Inclusion Manager. A meeting will be arranged to discuss the complaint and to agree an acceptable resolution to the problem. The Head Teacher and other staff of the school can also assist at this stage in settling the complaint to the agreement of all involved. Should this not be the case, and the complaint cannot be resolved, the school Governing Body recognises its duty to comply with The Education Regulations 2010, and the procedures specified in the School Complaints Policy should now be followed.

**20. How does the Governing Body involve other bodies, local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?**

The school Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The SEN Governor monitors and reports on this provision, and works closely with the Inclusion Manager and senior management team to ensure that all relevant bodies, local authority support services and voluntary organisations are working effectively with school to assist in meeting the needs of pupils with special educational needs, and in supporting the families of such pupils.

**21. What is the Resource Base that is part of your school and can my child go to it?**

The Resource Base is an additional class which is part of the mainstream school but is specifically for children who have been assessed by the Local Education Authority as having significant *Learning and Cognition needs* and have an Education and Health Care Plan that outlines the extra support and provision they require in school. Children who are in this class have been directed here by the local Authority in consultation with us as a School, it is not a class that children within the mainstream school can dip in and out of.

**22. Who can I contact for further information about Special Education Needs at Lyndon Green Junior School?**

If you wish to discuss your child's Special Educational Needs, or find out more about the provision available, then please contact the school Inclusion Manager, Mrs Jo Green via the school office. You

may also wish to contact the School Governor with responsibility for Special Educational Needs, Mrs Sue Stanley. Please contact the school office to arrange a meeting. More detailed information regarding the specific arrangements for Special Educational Needs at Lyndon Green Junior School can also be found in the School's Policy for Special Education Needs.

### **23. Where can I get further information about Special Educational Needs support services for my child?**

The Inclusion Manager is happy to give parents contact details for organisations who can give you and your child advice and support.

The following useful websites may also be of help:

Autism West Midlands, Regent Court, Edgbaston, B15 1NU [www.autismwestmidlands.org.uk](http://www.autismwestmidlands.org.uk)

British Association for Counselling, 1 Regent Place, Rugby CV21 2PJ [www.bacp.co.uk](http://www.bacp.co.uk)

Dyslexia Action, Provincial House, Sutton Coldfield, B72 1QU [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

Dyspraxia Foundation, Hitchin, Herts SG5 1EG [www.dyspraxiafoundation.org.uk](http://www.dyspraxiafoundation.org.uk)

SENAR (Special Educational Needs Assessment and Review Service) [www.birmingham.gov.uk/senar](http://www.birmingham.gov.uk/senar)

Birmingham SEN Parent Partnership [www.birmingham.gov.uk/senparents](http://www.birmingham.gov.uk/senparents)

The information in this report forms part of Birmingham's Local Offer which contains further information and a directory for all support services in the area for parents of pupils with SEN.

This Local Offer is available to access, via [www.mycareinbirmingham.org.uk](http://www.mycareinbirmingham.org.uk)