

Lionwood Infant and Nursery School SEND Information Report for 2022-23



Lionwood Infant & Nursery School

The Lionwood
Schools Federation

Mrs. Selene Sawyer, Executive Headteacher/CEO

Part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND)



Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND).

At the Lionwood Schools we value all members of our school community and inclusion is at the heart of all we do. This is a working document and we value input and contributions from pupils, parents and carers, Trustees, and members of staff. We welcome your comments on our offer, so please do contact us. The best way to do this is via the school office – officelians@istnorfolk.co.uk

Executive Headteacher and CEO of Inclusive Schools Trust – Mrs Selene Sawyer

Head of School LIANS – Ms Hannah Kingsley

Special Educational Needs and Disabilities Coordinator (SENDCO) – Ms Lucy Finnie

SEN Trustee – Ms Eileen Hansell



Who can I talk to about Special Educational Needs and Disabilities?

If you have a concern about your child or a question about our offer for children with SEND, we encourage parents/carers to speak to the class teacher in the first instance. However, the SENDCO is available to be contacted by phone or email throughout the week. There is also information available on our offer and the Norfolk Local Offer on our school website. We can also signpost to external services and support where requested.



Ms Lucy Finnie
Special Educational Needs and Disabilities Coordinator (SENDCO)

I am an experienced SENDCO, Assistant Head Teacher and a member of the Senior Leadership Team. I am

also the Inclusion Champion, EAL Lead, Medical Needs Coordinator and Mental Health Champion. I am also a Designated Safeguarding Lead (DSL).

Email: astlians@istnorfolk.co.uk

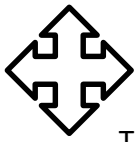


Mrs Beverley Cullum
Pastoral Support and SEN Lead Teacher

I am an experienced pastoral support worker and I lead the team of additional

support assistants. I do 1:1 pastoral work and run nurture provision. I also support with behaviour management in school and at home.

Email: officelians@istnorfolk.co.uk



What are Special Educational Needs and Disabilities?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2015 defines SEND as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or 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”.

The SEN Code of Practice (2015) recognises that there are 4 broad areas of need:

<i>Communication and Interaction</i>	This includes children with Speech, Language and Communication needs such as those who have difficulty saying or understanding words or sounds and those who find social communication difficult. Children with ASD (Autism Spectrum Disorder), including those with Asperger’s Syndrome, are also likely to have particular difficulties with social interaction. This does not mean that all children with SLCN have ASD.
<i>Cognition and Learning</i>	Support for children with learning difficulties may be necessary when children are learning at a slower pace than their peers, even with appropriate differentiation. Also included in this category are children with specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
<i>Social, Emotional and Mental Health</i>	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. They may become withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. Some children and young people may have disorders such as ADD, ADHD or attachment disorder.
<i>Physical and Sensory</i>	Many children and young people with vision impairment, hearing impairment or multi-sensory impairment will require specialist support and/or equipment to help them access their learning. Some children with a physical disability (PD) require additional and ongoing support in school.



What is our approach to teaching learners with SEND?

At the Lionwood Schools we ensure that all pupils in our schools are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures for SEN, taking into account the current Code of Practice (2015).
- We have successful communication between teachers, children with SEND, parents of children with SEND, intervention group leaders and outside agencies.
- We acknowledge and draw on parents’ knowledge and expertise in relation to their own child.

- We work closely with the schools in the Inclusive Schools Trust to develop provision and practice.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We have an effective review cycle that allows us to monitor, review and plan for next steps of development.
- We ensure that consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.



How do we identify Special Educational Needs?

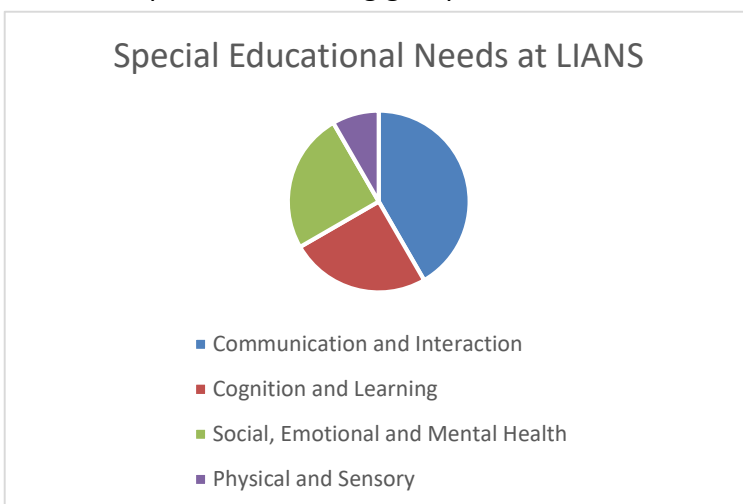
At the Lionwood Schools, children are identified as having SEN through a number of ways including the following:

- Teacher assessment and monitoring which identifies pupils’ progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching.
- Concerns raised by school staff around the child’s ability to access learning due to behavioural or emotional issues
- Concerns raised by a parent, either at admission or at any stage of the child’s education.
- Concerns raised by the child that they are struggling with learning or another aspect of school life
- Information passed on from a previous setting.
- Information or health diagnosis from external agencies including GP, Health Visitor or Speech and Language Therapist.

There can be a many reasons for learners ‘falling behind.’ These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The schools understand that children who experience these barriers to learning are vulnerable. This does *not* mean that *all* vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Lionwood Infant and Nursery School

In 2022-23, our SEND profile shows that we have **19% of children identified as having SEND**. This percentage is made up of the following groups:



25% are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.)

42% are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)

8% are identified as having SEN are linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)

25% are identified as having SEN linked to SEMH (including such as ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety and depression)

Lionwood Junior School

In 2022-23, our SEND profile shows that we have 28% of children identified as having SEN. This percentage is made up of the following groups:

67% are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling etc.)

14% are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)

4% are identified as having SEN are linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)

15% are identified as having SEN linked to SEMH (including such as ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety and depression)



What does support look like for children with Special Educational Needs and Disabilities?

If a learner is identified as having SEN, we will provide support that is ‘**additional to**’ or ‘**different from**’ the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching’ intended to overcome the barrier to their learning. This support is set out in the individual school’s whole school Provision Map.

Quality First Teaching is essential to ensuring all children make progress, including those with Special Educational Needs. Every teacher is required to make “reasonable adjustments” to ensure all children in their class are able to access the curriculum.

Our staff will use various strategies to adapt access to the curriculum. These may include:

Visual timetables	Ipads – use of Clicker and other learning apps	Sticker charts / positive behaviour reward systems
Voice recorders	Writing frames, word banks	Fiddle toys e.g. blu tac, tangles, stretchy toys
Adult support and intervention (including 1-1 support, small group work with teacher or teaching assistant)	Visual or pictorial reminders	Child may be moved to a more appropriate location in class e.g. closer to the board for those who are visually impaired
Pencil grips	Coloured overlays	Nurture Groups
Sensory breaks / Sensory circuits	Regular check-ins with a trusted adult	Use of Personal Learning Plans (PLPs)
1-1 work with an ELSA trained member of staff*	Speech and Language sessions	Alternative play (lunch time club)

When providing support that is ‘additional to’ or ‘different from’ we engage in a four-stage process: Assess, Plan, Do and Review.

Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments. The second round of this cycle may include support from outside agencies such as Educational Psychologists, Occupational Therapists or Special Support Teachers.

Plan – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Intervention Plan and will form the basis for termly review meetings with, held as part of Parent/Teacher Consultations and Children/Staff Conferences.

Do – providing the support – extra assistance for learning or learning aids – as set out in the plan.

Review – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher and SENCO - contribute to this review. This stage then informs the next cycle, if necessary. Meetings with Teachers and Teaching Assistants (TA's) to discuss progress of learners are held weekly, as well as termly Pupil Progress Meetings with the Senior Leadership Team (SLT).

This additional support, 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.



How will I know what support my child is getting?

The best way to find out about your child's learning and progress is to talk to their class teacher.

Many of the children receiving 'additional to' or 'different from' provision will have this recorded on a 'Personal Learning Plan'. PLPs are produced by the class teacher, with support from the SENCO and in collaboration with parents and carers. They detail barriers to learning, learners' strengths and strategies to support in the classroom and around school. These documents seek to collate all advice from professionals, including strategies tried and tested by school staff who have worked with the child. It is important to us that the voice of the child is heard and this will be included in the Learning Plan. Personal Learning Plans will be shared with parents termly. All staff who work with the child will be aware of the plan.

Children will also have targets to work on that will be reviewed regularly. This is monitored termly by the SENDCO.



How do we assess the impact of intervention and support?

The interventions used will be those that are proven to make a difference for most learners.

A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent.



Which agencies does the school work with to support children with Special Educational Needs and Disabilities?

There are a number of professional services who can provide support for SEND children in our school.

These include:

CEPP – Child Educational Psychology and Specialist Support Services Speech and Language Therapy (Trust SALT - S Hinchliffe) Speech and Language Therapist (NHS) CAHMS/Point 1 Family Support Process School 2 School Support (outreach service) Sensory support Dyslexia Outreach EHCP co-ordinator The Inclusion Team	Parent Support Advisor (Mrs Prior) Early Help School Nursing Service Occupational Therapy SEND Partnership GP/ Paediatrician Autism Outreach Short Breaks service Physiotherapy Norfolk STEPS Access Through Technology
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What are Education Health and Care Plans (EHCP)?

While the majority of learners with SEN will have their needs met in this way, some may require an EHC needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan. Parents and carers will always be consulted prior to the application of the assessment and family views will be included as part of the process. You can find further information on the EHCP process on the Norfolk Local Offer website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans>

Where a child has an Education, Health and Care plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.



Can my child with Special Educational Needs access the full curriculum offer?

At Lionwood Infant and Nursery School we believe that all teachers are teachers of SEND and all leaders are leaders of SEND. We foster and promote a culture of inclusion where every child is championed; has an equal opportunity to succeed and be the best that they can be. We have high expectations of all children and support all children to make excellent progress. Children with SEND are fully integrated into the mainstream curriculum using high quality differentiated teaching and learning strategies. Those with more significant needs may benefit from individual timetables but will always remain a full part of their class. Withdrawal from lesson time is avoided; we prefer to use our teaching assistants to support in the classroom in order to ensure ALL children are received our whole curriculum offer. In some circumstances, children may benefit from small group teaching or intervention that supplements the main curriculum. Our

aim is that any skills learned outside of the classroom will be transferrable to any context, therefore much of the 'out of class' group work will link directly to the learning happening inside the classroom.

At the Lionwood Schools we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Children with SEND are represented on the School Council and Green Team. Please contact us if your child has any specific requirements for extra-curricular activities.



How do we support learners to prepare for next steps?

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the schools will take place in the Summer Term; arrangements for transition to Junior School and Secondary School for pupils with SEND will be planned according to individual need.

During Year 2 and Year 6, information – previously agreed with parents – will be shared with the SENCO at their next school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit him or her at Lionwood or staff from Lionwood will accompany the child on visits to their next school.



How do I share my views?

The Lionwood Schools are community schools. This report details our annual offer to learners with SEND. To be effective it needs the views of all: Parents/carers, learners, Trustees and staff.

Please engage fully with our annual process to 'assess, plan, do and review' provision for SEND.

If you have any comments, please contact Miss Finnie at astlians@istnorfolk.co.uk



How do I make a complaint?

At the Lionwood Schools we want all children to succeed and reach their full potential. If you have any concerns regarding the SEND provision we offer, please speak to your child's class teacher or alternatively the school SENDCO, Lucy Finnie. If you feel your concerns have not been resolved, please follow the Trust complaints procedure. The school's concerns and complaints policy is available on the Inclusive Schools Trust website (see link below). Alternatively, you can request a paper copy from the office at either school.

<https://www.inclusiveschoolstrust.co.uk/key-documents-and-policies/>