



'Where every child will shine.'

SEND Information Report and Policy 2022/2023

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on 20th September 22

It is due for review on 21st September 2023 (up to 12 months from the above date).

Signature _____

Date _____

Headteacher

Signature _____

Date _____

1. POLICY INTRODUCTION

At Lantern Academy we endeavour to help everyone achieve their potential. We work together as a team to ensure that every child shines. By following our graduated response, listening to each other, thinking about what we do, checking our outcomes and always striving to improve, we will ensure that everyone can be safe, happy and successful.

We are committed to meeting the needs of all pupils including those with Special Educational Needs and Disabilities (SEND). We will use our best endeavours to make sure that a pupil with SEND gets the support they need to enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Definition

The SEND Code of Practice (DfE, 2014) states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational 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:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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

For children aged two or more, special educational provision is educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age by mainstream schools and settings.

Purpose

The purpose of the SEND Policy and Information Report is to establish procedures for identifying and supporting pupils with SEND and how we implement them at the Academy.

Our Aims at Lantern Academy

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion Statement (2000) which requires teachers to set suitable learning challenges, respond to pupil's diverse needs and overcome potential barriers to learning and assessment.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond the needs of pupils.

- To support and include pupils with medical conditions in school activities by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with a range of outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

1. What kinds of Special Educational Needs and Disabilities (SEND) does the school cater for?

We utilise the expertise and experience of our staff and other professionals to secure special educational provision for pupils who require support that is 'additional to and different from' that provided within our 'quality first' differentiated curriculum. Lantern Academy welcomes children and young people with SEND in one or more of the four areas of need identified in the Code of Practice 2014:

- **Communication and interaction**

e.g. Speech, Language and Communication Needs (SLCN), Autistic Spectrum Disorder (ASD), Asperger's Syndrome.

- **Cognition and Learning**

e.g. Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Global Development Delay, Dyslexia, Dyscalculia and Dyspraxia, Profound and Multiple Learning Difficulties (PMLD)

- **Social, Emotional and Mental Health Difficulties (SEMH)**

e.g. Attention Deficit Hyperactivity Disorder (ADHD), depression, eating disorders, Attachment Disorder.

- **SENDSory and/or Physical Needs**

e.g. Vision Impairment (VI), Hearing Impairment (HI), Multi-SENDSory Impairment (MSI)

2. How do we identify and assess pupils with SEND?

At Lantern Academy children are identified as having SEND through a variety of ways. We know when pupils may have a SEND if:

- a concern is raised by parents/carers, teachers, other school practitioners, other settings or the child
- school assessment/data and pupil progress meetings identify that progress is significantly slower than those of their peers
- attainment is below age-related expectations
- a pupil's progress fails to close the attainment gap between them and their peers
- there is a change in pupil's behaviour, attainment and/or progress
- a concern is raised from other agencies
- a health diagnosis is received from a paediatrician
- observations indicate a difficulty in one or more of the four areas of need
- diagnostic tests that can be done by the Special Educational Needs Co-ordinator (SENDCo) give indicators of possible difficulties.

All of our teachers teach children with SEND. All of our staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils as well as following the graduated response process (see appendices).

The Code of Practice 2014 emphasises an increased responsibility on class teachers of pupils with SEND. They should deliver 'quality first' teaching (QFT) to meet the needs of individual SEND pupils they teach. Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support. The SEND Toolkit (which can be found at <https://www.sensibleenco.org.uk/shared-files/1903/send-quality-first-teaching-toolkit.pdf>) and the strategy banks (see appendix A for an example of these) are supportive documents for practitioners to refer to in order to support and ensure the implementation of Quality First Teaching (QFT) strategies.

If their progress continues to be slower than expected, then the teacher can then complete a 'record of concern' which will lead to the pupil being 'monitored' more closely and further support for the child as described in the graduated response documentation (see appendix B and C) will be implemented.

If the above measures do not lead to improvement in pupil progress and attainment and enables the pupil to close the gap between them and their peers, then the teacher can complete a 'SENDCo referral form' to the school's SENDCo, who will work with both the teacher and the family to analyse and identify the child's needs and whether they need additional support and individual targets to be put in place.

If necessary, referrals to external agencies/professionals may be made to support the identification and assessment of a pupil's needs and to provide the setting with recommendations to support their individual targets.

There can be many reasons why a child does not make the progress expected of them, for instance there may have been a significant change in family circumstances such as a new baby, move of home or death of a relative. However, it may be due to the pupil having a special educational need.

What if my child has medical needs?

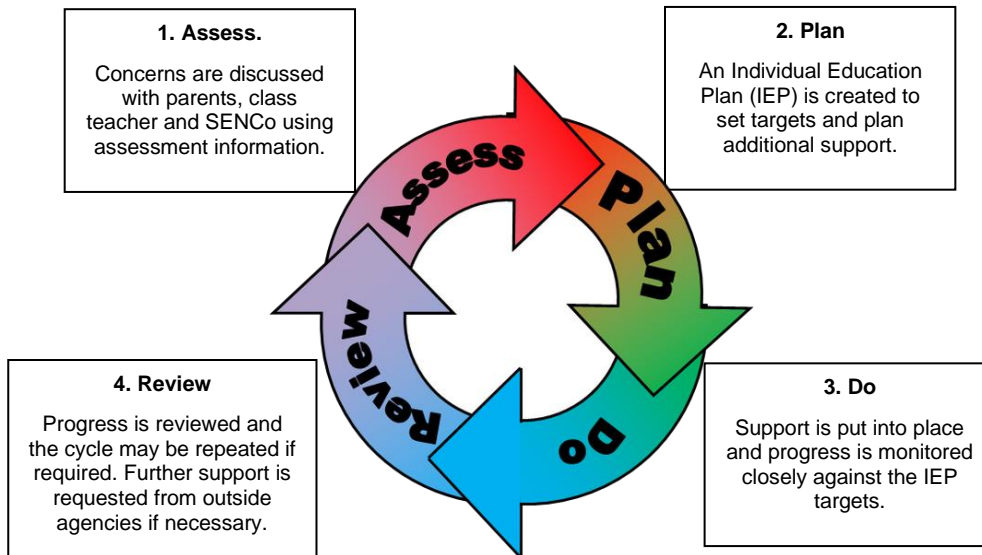
If your child has any medical needs please inform the school immediately. The school will arrange a meeting to discuss your child's needs with the school nurse and a Medical Care Plan will be implemented, indicating any special requirements, whom to contact in case of emergencies, etc. The Care Plans are kept securely in school. The school nurse will provide any training required for relevant staff, for example use of an EpiPen for severe allergies or how to manage a child with diabetes in the classroom and the school will provide information to all staff regarding the child's condition and arrangements for care, including a list of staff trained to administer medicine. The Care Plan will be reviewed regularly and you will be asked to check the details, but please inform school if any changes in your child's condition occur at any time between reviews.

3. What are the school's policies for making provision for pupils with SEND

We fully comply with the requirements outlined in the Special Needs Code of Practice (2014) and staff have the necessary skills and support in order to meet the needs of all learners. We meet the needs of all pupils through Quality First Teaching, but if a child requires further support we utilise small

group/individual targeted interventions to address areas of difficulty. We will always make reasonable adjustments to our practices in order to fully comply with the Equality Act (2010), so that learners are not at a disadvantage due to their particular needs.

If a SEND is identified, discussion with parents will then be initiated and a four-part cycle, known as the graduated approach, begins – Assess, Plan, Do, Review.



The graduated support cycle enables us to develop our understanding of the pupil's needs and what supports them in making good progress. Throughout each cycle, there is a more detailed approach and more specialist expertise can be accessed if required.

Most of our pupils with SEND have their needs met as part of high-quality teaching, also known as QFT. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified as having special educational needs, through the assessment process discussed in section 2, their teacher and SENDCO will consider everything we know about the pupil to determine the support that they need and what provision is required.

Where provision for SEND is needed (see provision map in appendix D), we work with pupils and their families to plan what to do. This usually includes writing an individual education plan (IEP) (see example in appendix E) which includes targets, support and provision details.

For some children with more complex needs, or when the graduated approach has identified that the provision that school has provided has not been effective, then we would consider involving other agencies, such as the Inclusion Advisory Unit or the Educational Psychology service and/or requesting the local authority to issue an Education, Health, Care Plan (EHCP), previously known as Statements.

An **EHCP** is issued by the Local Authority where necessary and is used by the school to plan SEND provision for pupils with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have

- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year or key stage, and the activities that everyone supporting the child will put in place to support them.

The process for requesting an EHCP assessment and the templates/forms can be found on <https://www.telfordsend.org.uk/site/index.php>

a) How does the school evaluate the effectiveness of its provision for SEND?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We evaluate the effectiveness of our SEND provision by following the graduated approach and using the 'review' and 'assess' parts to check pupil progress and to see if the agreed targets and outcomes for a pupil are being met. Where professionals from other agencies are involved with the child, we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

If assessments and reviews identify that provision is not being effective then the teachers work with the SENDCo, the parents and the child to make sure any SEND support is adapted or replaced by another approach, which would be reviewed again following the graduated response.

The SENDCo and Headteacher report at least termly to Governing Body on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. Governing Bodies also consider the attainment data for pupils with SEND and compare it with the progress of other pupils. This helps to ensure that the approaches used to meet SEND are based on the best possible evidence and are having the required impact on progress.

b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

Every pupil in the school is assessed and has their progress reviewed on a termly basis and this information will be shared with both parents and pupils. Assessments are recorded on a whole school assessment system and analysis is done. Teachers then have pupil progress meetings with the senior leadership team to discuss attainment and progress of all children, including those with SEND.

We provide an annual report to parents on their child's progress, normally at the end of the school year and parents are invited to attend parents' evenings termly. We are always willing to meet or discuss progress with parents to discuss and review children's progress and attainment.

Where a pupil is receiving SEND support, we provide feedback to parents more regularly by following the graduated response of 'assess, plan, do review' and parents are informed and involved with changes to targets and provision as a result of this process. This cycle is repeated every term to ensure that progress is constantly reflected on, reviewed and adapted. As part of this approach, we may also use more specific assessments to identify more precise progress in key areas of learning that is related to the child's SEND. For children on Individual Education plans (IEPs), the targets are reviewed termly and parents and children are involved with this process. Education Health and Care plans (EHCPs) are reviewed at least annually.

Some pupils with SEND may have more frequent reviews if they are required. Reviews are usually led by a teacher with good knowledge and understanding of the pupil's needs and attainment, usually the class teacher or SENDCo. Reviews involve the pupil, the family and other professionals where this is appropriate.

PLEASE NOTE:

We will endeavour to keep all appointments fact to face, however, if there is an outbreak of Covid within the school community it may be necessary to change the appointment to either a telephone or video call. This is to protect the safety of all individuals and to prevent disruption to the academy.

Reviews are used to:

- discuss what is working well and not working well
- find out if the SEND provision has been delivered as planned
- review the pupil's progress towards their targets and longer-term outcomes
- discuss and agree clear outcomes/targets for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

c) What is the school's approach to teaching pupils with SEND?

All pupils, including those with SEND, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and pupil progress meetings to set targets to encourage pupils to aim high and achieve. This may be done through Individual Education Plans (IEPs) or class/group targets.

Teachers plan their lessons with the SEND of pupils in mind, which means that most pupils with SEND and disabilities will be able to study the full national curriculum along with their peers. Teaching staff always aim to match the work given to pupils with their ability.

School support staff such as Learning Support Mentors or key workers may be directed to work with pupils in pairs or small groups and sometimes individually.

The type of SEND support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them becoming independent learners.

The SENDCo and Senior leadership team ensures that staff have sufficient skills and knowledge to deliver the interventions that pupils need. The quality of the class teaching is monitored by senior leaders and external professionals through lesson observations and learning walks.

d) How does the school adapt the curriculum and learning environment for pupils with SEND?

We are committed to meeting the needs of all pupils including those with SEND. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We

make all reasonable adjustments to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared to their peers.

We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments might need to be made. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, as well as gaining additional resources and support.

Teachers will plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. Through quality first class teaching and effective assessment, pupils will be provided with additional support, alternative resources such as visual aids or writing equipment, strategies and tasks to increase progress and inclusion that may include specialised equipment or resources, ICT, additional adult help or involving other agencies. The layout of a classroom may need to be rearranged and, for certain pupils, a quiet area in school will be created for pupils to go to in order to calm down.

When considering what adaptations need to be made, the SENDCO will work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

e) What additional support for learning is available to pupils with SEND?

The school organises the additional support for learning into 3 different levels or 'waves'.

wave 1 (Universal): describes quality first teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Class teachers are responsible for the learning of all children in their class including those with SEND.

wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.

Wave 2 interventions are often targeted at a small group of pupils with similar needs.

wave 3 (Specialist): describes targeted provision for a minority of children with more complex needs where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions. Often, outside agencies have become involved if a child requires wave 3 interventions.

Appendix C shows a 'provision map' for the different types of provision, intervention and/or support available at Lantern Academy for each 'wave' and how they support the 4 areas of need and we are constantly seeking good, evidence-based interventions to develop our provision further.

The aim of interventions is to remove barriers to learning and work towards closing the gap between pupils and their peers if they are falling behind.

We also provide additional support for pupils with SEND to be able to access exams, when needed, such as additional time, scribes, readers.

f) How does the school enable pupils with SEND to engage in activities?

We are committed to giving all of our pupils every opportunity to reach their potential and try to ensure that there are no barriers to prevent this from happening. Before trips or residential visits,

risk assessments are carried out and procedures/support are put in place to enable all children to participate in all activities. For instance, it can be arranged that pupils with SEND can visit residential settings prior to their stay. However, if it is deemed that an intensive level of 1:1 support is required, a meeting will be held to discuss how best to ensure the welfare of your child. Further advice may have to be sought to accommodate pupils on visits where pupils are accommodated overnight.

The school offers extra-curricular activities during lunchtimes and afterschool including a range of sports. We try to make sure that all pupils with SEND can engage in these activities alongside pupils who do not have SEND.

The school also provides access to wrap around childcare, from 7:45am before school. If there are barriers to children with SEND accessing this childcare, the school will work with the family, the provider and other partners to identify any appropriate actions and resources to address these barriers. If you want more information, please contact someone in the office on 01952 386961.

g) What support is available for improving the emotional and social development of pupils with SEND?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEND. We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way.

Our PSHE curriculum aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social well-being. It also gives pupils the opportunity to discuss and share issues and concerns, through circle time activities and during assemblies.

Small group nurture provision for targeted pupils is provided to support children with more complex needs. This is timetabled to suit the needs of both individual and small groups of pupils. These are identified on our provision map and aim to support improved interaction skills, confidence, emotional resilience and well-being. Nurture games and resources are available to support these sessions. This includes breakfast club which aims to provide a positive start to the day for pupils. Nurture and social activities are included to get the children 'socially and emotionally ready to learn'.

We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to behaviour issues and concerns.

Specialist counselling support from agencies such as Telford and Wrekin bereavement support service and CAMHS (children and adolescents mental health service) are available for specific pupils with additional needs.

4. ROLES AND RESPONSIBILITIES

4a. Class Teacher

The class teacher is responsible for:

- Planning, preparing and delivering lessons which ensure quality first teaching and high-quality differentiation to support the needs of all learners, including those with SEND.
- Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary of any concerns by following the graduated response process.

- Writing targets and Individual Education Plans (IEPs) and sharing and reviewing these with pupils and parents at least once each half term and planning for the next term.
- Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the 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, as well as differentiated quality first teaching.
- Communicating effectively with parents and/or carers about any concerns they may have regarding a pupil's potential or identified SEND and gaining their views throughout.

4b. SENDCo

Our Special Education Needs Coordinator (SENDCo) is a qualified teacher who has responsibility for SEND. They work closely with the Headteacher, Learning Community Trust and Governing Body as well as all class teachers and learning support mentors. If you have concerns about your child you should speak to your child's teacher before you speak to the SENDCo.

The SENDCo is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policies and procedures to make sure all children get a consistent, high quality response to meeting their needs in school. This includes developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring the changes under the new SEND Code of Practice 2014 are implemented appropriately.
- Ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is getting and involved in reviewing how they are progressing
- Liaising with other professionals and external agencies who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, 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 excellent 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.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision and report as necessary.

4c. Headteacher

The Headteacher is responsible for:

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

- Support the school SENDCo in terms of budgeting the SEND provisions.

4d. SEND Local Academy Committee link member

The SEND Governor is Mark Austin and can be contacted via email mark.austin@lct.education

The SEND Governing Body link member is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND. Challenging the schools SEND department to ensure ALL children are reaching their full potential.

5. What expertise and training do the school staff have in relation to SEND and how will specialist expertise be secured?

The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEND training is shared between the Headteacher, SENDCo, Learning Community Trust and Governing Body. We closely monitor the training and development needs of our staff through annual performance management reviews.

Training is ongoing and we often have support services providing training as and when required for pupils, such as speech and language therapy, occupational therapist and physiotherapists.

6. What equipment and facilities are available to support pupils with SEND and how are they secured?

Lantern Academy is spread over two floors; there are ramps to main doors. There is a disabled toilet in the office area and disabled parking space marked and located in the car park. An Evacchair is located on the upper floor. Staff have been trained in the use of this.

Lantern Academy receives funding to respond to the needs of pupils with SEND from a number of sources. There is an allocation of school budget for SEND, Pupil Premium funding for pupils who meet certain criteria and, for those pupils with the most complex needs, the school may be given additional funding through Education, Health Care Plans (EHCPs). This funding is then used to provide the equipment, facilities and support to pupils with special educational needs and disabilities through:

- Class support from learning support mentors
- Small group support from learning support mentors
- Special support from teachers, e.g. 1-1 tuition
- Bought in support from agencies, e.g. access arrangement assessment, speech and language support
- Parent workshops
- Provision of specialist resources, e.g. assessment software
- CPD relating to SEND for staff

Examples of equipment that is available in our school to all children at any time needed are listed below:

- Sensory equipment including pencil grips, sloping desk boards, sensory fiddle toys, ear defenders
- Aids to help children with specific learning difficulties e.g. coloured overlays, coloured papers, books and card, picture cards, number cards, sound cards etc
- Devices for additional recording e.g. Cameras and voice recorders e.g. talking tins
- SEND software - Communication in Print to produce printed matter with visual prompts

The school will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review

7. What are the arrangements for consulting and involving parents of children with SEND in their child's education?

If we think your child needs significant amounts of extra support then we will always discuss this with you and, where appropriate, meetings with the parents and the people supporting your child can be arranged.

Lantern Academy values the contributions given by parents towards their child's progress and encourages them to support and praise their efforts. Teaching staff and parents working together enhances the progress of children.

It is part of the school's graduated response to consult and seek parental views and, at certain stages, gain parental consent.

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets e.g. for individual education plans (IEPs) and EHCPs
- parents' evenings/meetings
- discussions/meetings with the SENDCo or other professionals
- commenting and contributing to assessment, planning and reviews

We are also keen for parents to support their children at home. Specific support to help you support your child at home includes:

- providing information to parents on the school's website.
- providing information by way of the Academy Newsletter.
- advising on local learning opportunities, e.g. places to visit, libraries, clubs, etc and resources that we have found useful in supporting parents to help their child learn
- the class/subject teacher suggesting additional ways of supporting your child's progress
- parent workshops and activities with the children on different topics to inform and increase participation. These are advertised in the school newsletter and provide useful opportunities for parents to learn more about the curriculum that is being offered to the children
- involving external agencies including health and social services, local authority support services and voluntary organisations in supporting the needs of pupils and their families

- Support from interpreters will also be sought for parents where English is not their first language. Interpreters will be used, where necessary, during IEP meetings, EHCP review meetings and/or meeting with external agencies

If your child has an Education, Health and Care plan (EHCP) we will discuss their progress with you every term and have a formal review with you and your child at least annually (every 6 months if your child is below the age of 5 years old).

Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

8. What are the arrangements for consulting and involving pupils with SEND in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority at Lantern Academy. All children are consulted about their learning on a regular basis.

Where pupils have SEND, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- involving them in target setting
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- pupils will feedback their opinions on what is working well and what could be better so their voice is heard at all aspects of the process
- where pupils find it difficult to write resources such as talking tins maybe used to record conversations

We ensure that pupils with SEND are included and represented in the school council and any other groups which we may set up to listen to the views of pupils and involve them in decision-making.

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, involving them in child friendly IEPs (individual education plans) or other means to suit their needs.

9. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns as soon as possible and operate an 'open door' policy. Class teachers are available on the playground or at the gates before and after school and you can contact the school office to speak to or arrange a meeting with the class teacher, SENDCo, or Headteacher.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order;

- Class teacher
- SENDCo
- The Headteacher, Mrs M Skidmore on 01952 386961 or e-mail michelle.skidmore@lct.education
- The Chair of Governors (a letter can be submitted through school office or use the contact details provided in section 4) who will conduct an enquiring under the Learning Community Trust complaints procedure to try and address the issue.

We realise that parents can sometimes find schools a bit daunting and may need someone to help them approach us if things aren't going well. If you need support to raise a concern or make a complaint then you may wish to contact Telford and Wrekin Information, Advice and Support Service <https://www.telfordsendiass.org.uk/>. To find out more please. If you require any information regarding Special Educational Needs /Disability please contact the service on 01952 457176 or by email at ifo@iass.org.uk

10. What specialist services and expertise are available at or accessed by school?

We have established relationships with a range of professionals in health and social care, as well as specialist support services who may be involved in your child's education. You will always be consulted before specialist support is provided for your child. Some of the agencies we work with are listed below:

- SALT – Speech and Language Therapist
- HI – Hearing Impairment team
- VI – Visual Impairment team
- EP – Educational Psychologist
- Family support workers
- School Nurse
- CAMHS – Child & Adolescent Mental Health Service
- OT – Occupational Therapist
- Early Help Team
- Social Services
- Members of the medical team e.g. paediatricians, GPs
- Outreach teams from specialised schools
- EWO - Educational Welfare Officer
- Younger Minds
- Telford and Wrekin Bereavement Support Service

The above agencies may provide additional assessments, advice or support to school, parents and pupils.

We also have a particular duty in ensuring that Looked After Children (LAC) are given the appropriate support and care to help secure their progress and engagement with learning. When Looked After Children attend our school, we do our utmost to ensure that they are successful and fulfil their potential. We work alongside the virtual school for Looked After Children, including those from different authorities, Social Workers and Carers, attending review meetings with social services, attending PEP (Personal Education Plan) or LAC review meetings and maintaining a PEP for each child, including reviewing progress and tracking our expenditure.

11. What happens if it is believed that an application for an Education Health Plan is needed?

If a child has received additional support both within school and through external agencies and it is believed that the child would benefit from an EHC plan then this process will begin. An application will be pulled together using evidence uploaded from everyone working with the child. For pupils living in the Telford and Wrekin Local Authority staff will access the Telford EHC Hub/ Telford Family Information Service and complete the relevant paperwork using this electronic method. Parents are able to access the hub to view progress of the application, once it has been submitted to the local authority. If a pupil lives outside the Telford and Wrekin LA then the school will need to access the hub for that authority. Staff will need to check the requirements needed for different local authorities when completing an EHC application.

12. What local support services are available for the parents of pupils with SEND?

Information, Advice and Support Service offer information, advice and support about education, health and social care issues.

Tel: 01952 457176

Website: <https://www.telfordsendiass.org.uk/>

Telford and Wrekin School Nurse Team. Offers appointments, advice and sign posts parents to other services.

Tel: 0333 358 3328

Website: <https://www.shropscommunityhealth.nhs.uk/school-nurses-telford>

13. What are the school's arrangements for supporting pupils with SEND when they join the school, and supporting them to move to secondary school / further education, training or employment/ adulthood and independent living?

All children and young people with SEND and their families may be particularly anxious about changing classes or "moving on" from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Entry to Foundation Stage

- Prior to children entering the Early Years Foundation Stage (in the Summer Term) the Early Years Coordinator will visit all nursery children in their home to check whether any of the pupils coming in have identified SEND and to meet those children. If necessary a further meeting will be held involving the SENDCo

- Parent/carers and pupils are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- The Early Years Coordinator and the staff in Foundation meet with all new parents of pupils to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- Information to introduce a child to Foundation will be provided and 'play and stay' visits are arranged in the Summer term to help children to have a smooth entry to their new class and to settle into school routines.
- Strategies to familiarise children with their new situation will be in place and may include, for example, providing photographs of key staff and the environment to take home for those with autistic tendencies to enable them to more readily accept change.
- The SENDCO will be available to attend meetings (possibly virtually) concerning children identified by EYF (Early Years Forum)

Transferring Mid-Year

- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns if there are SENDD issues.
- Children transferring to another school will have their records sent on. The school will be telephoned if necessary to alert the school of any SENDD issues.

Children who are transferring to the next school (Secondary)

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new schools.
- High Schools offer open days and parent and pupil tours by appointment*.
- Pupils spend 'transition days' at their high school and additional sessions can be arranged if necessary*.
- All records of interventions and support, including reports from outside agencies will be passed on to the new school to ensure a smooth transition of care.

14. Where is the local authority's local offer published?

Telford and Wrekin Council provides a Special Educational Needs and Disabilities (SEND) Local Offer that offers information to children and young people, and their families, about issues that may affect them and services that they may find use. To find out more please visit the SEND Local Offer. It is available at: <https://www.telfordsend.org.uk/site/index.php>

15. How do we at Lantern Academy support the Local Authority?

The Early Years Foundation Stage Team are working with Dianne Charnock, a Speech and Language Therapist from Soundswell. Staff across the academy have been trained to deliver specific speech and language interventions using Welcomm and Talk Boost.

The SENDCO also provides the Governing Body with a banding document which details the pupils on our SEND support register and identifies the level of support/need they are at. The bandings have been linked to our setting and level of need of our pupils to match our graduated response. This will

help support the process and aid a more consistent assessment of the bandings provided by the Local Authority. Please refer to appendix G.

Appendix A – Example of Strategy Bank (Cognition and Learning)



LanternAcademy – Additional to and/or different from Strategy bank

In line with the SEND Code of Practice 2014 the pupil should receive support that is additional to and/or different from what their peers receive. In effect this is more than your usual classroom provision/differentiation.

Resources highlighted in green are available in school

Resources highlighted – additional guidance and explanation is saved - P drive, SEND and Inclusion, SEND resource bank

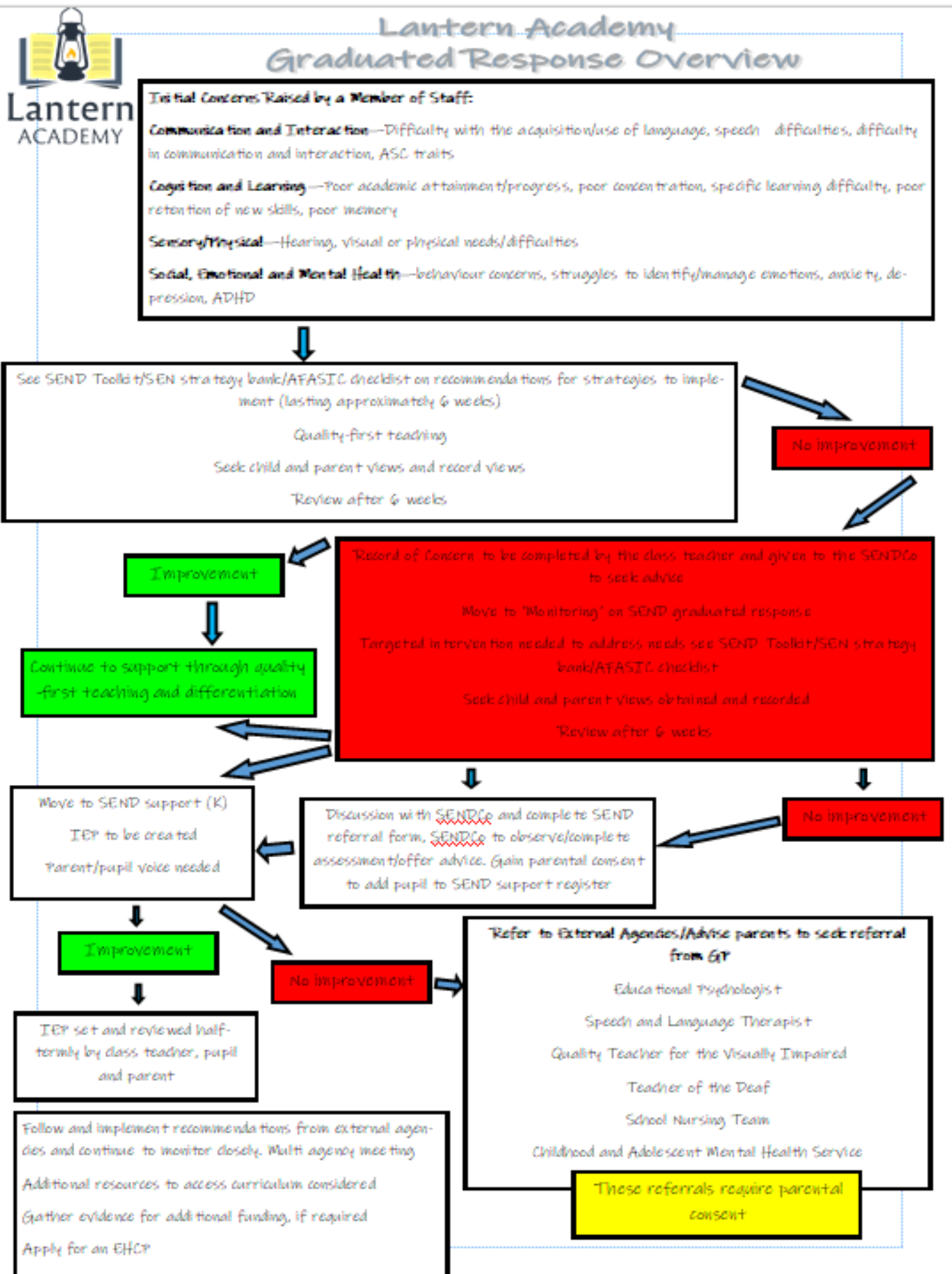
	Typical aspect – things that you might see	Suggested Strategies – <u>Additional to and or different from</u> 'and' 'or' resources
Cognition and Learning	<p>Concentration –</p> <ul style="list-style-type: none"> • High level of task abandonment • Off task behaviours; such as fiddling with equipment, moving around the room etc. • Work is completed in very short bursts • Failure to follow instructions completely • Very fidgety 	<ul style="list-style-type: none"> • Workstation approach • Short, varied activities with refocus breaks set out on a visual timeline • Use of a table top timer to show how long to work for • Use of a privacy board/screen • Scheduled , frequent movement breaks • Personalised reward system aimed at increasing child's participation • 'Key facts' to listen out for during input/lesson • Ask the child to explain in their own words what they are learning/their task • 'Private refocus signal' – child recognising the prompt (rather than over using child's name and focusing the attention of the class) • Offer a sensory diet • Move it/Wobble cushion • Fiddle and think objects
	<p>Memory –</p> <ul style="list-style-type: none"> • High level of task abandonment • Instructions are partially completed • Beginning/ending may be very good with a dip in the middle of the lesson ('Saggy middle') • Reluctant to start tasks • Work produced is often unrelated to teacher input • Child can 'blurt' things out – in an attempt to try and say it while they remember • Children look generally disorganised 	<ul style="list-style-type: none"> • Black Sheep Press Auditory Memory Pack • Black Sheep Press Working Memory Pack • Auditory memory skills LDA (ensure metacognition work so intervention skills are transferred in the classroom and 'normal' everyday practice) • Visual memory skills LDA • Memory fix resource pack • Pre-teaching programme • Revision programme • Creation of visual cues to support recall • Daily practice pack (series of key fact cards that pupils can 'blast' through every day) • Precision teaching (spelling/times tables) • Talking tins and talking tin book for guidance • Use of diary/planner • Note taking and jotting – with explicit teaching of how and when to use • Mind mapping / 'thought showers' • Reduce language levels – focus on key words and points needed for delivery • Personalise instructions (Name first to focus attention then instruction)

	<ul style="list-style-type: none"> • ensure that instructions are correctly sequenced • 'PHJA learning folders'
<p>Reading accuracy –</p> <ul style="list-style-type: none"> • Confusing similar looking words • Reading sounds slow • Reliance on only one strategy (for example; Sounding out words Meaning – prediction based only on the grammar of the sentence • Poor comprehension • Pupils look uncomfortable while they are reading – lots of moving, complaining of headaches, feeling sick etc. 	<ul style="list-style-type: none"> • Precision teaching – focused on building a reliable sight vocabulary (starting with high frequency words and then moving to Year group focus words) • Speed reads – using a familiar text containing words that pupil can read to build speed over time • Reading strategy prompt card with reward system for independent deployment of a strategy • Specific prompts to play attention to the visual information on the page – Read to the end of the word / can you think of a word that looks like that • Create 'Tricky word cards' for words which pupil is finding difficult (An island is... land/ bed) • Explore the word 3 dimensionally – explore the words using magnetic letters. Children can feel the word and feel with their fingers • Direct instruction – flash card of the word 'my turn and then your turn and then together' repeating words • Eye level reading ruler • Trugs – games (Teach reading using games) • 'PHJA learning folders'
<p>Reading comprehension –</p> <ul style="list-style-type: none"> • Relies on memory of what has been read without returning to the text • Unable to answer questions about what has been read – often guess to give you an answer • Pupils who can only give factual or literal information – cannot infer, deduce or predict • Unable to locate information • Pupils always select on 'easy' read • Pupils that rely on the phonic strategies • Poor general vocabulary 	<ul style="list-style-type: none"> • Highlight key information – colour code according to who, what, where, when etc • Who, what, where, why and when card tins • Picture based comprehension work then transference of skills back to the text • 'Forced' processing tasks: recreate the text in another format • Work on question types – for example: what sort of answer do you give for a 'who' question • Text marking to support efficient location of information • Word web for developing language • Reading comprehension cards – Smart kids
<p>Punctuation –</p> <ul style="list-style-type: none"> • Punctuation missing and/or incorrectly used • Pupil does not necessarily speak in full sentences or observe punctuation in reading • EAL learner? 	<ul style="list-style-type: none"> • Rainbow sentences • Use post it notes – one idea per post it note then write each one as a discrete sentence • Editing search cards – post it marked at the end of work for example post it note full stop x4 Pupil revisits work to find missing bits (guided editing) • Talking tin (pupil records one idea/sentence at a time) • Colourful semantics

<p>Number facts –</p> <ul style="list-style-type: none"> • Incorrect recall • Difficulty with remembering overtime • <u>Over reliance</u> on concrete materials such as fingers/cubes/100 square etc. • Written methods are incorrectly calculated 	<ul style="list-style-type: none"> • Precision teaching • Speed challenges • Daily practice packs • Written method procedures – modelled to refer and check against • Allowing the use of concrete materials (such as cubes, counters, number lines etc) with the abstract to relate to (using number line to count and showing the related calculation together) • 'PHJA learning folders' • Timetable games • Timetable websites
<p>Spelling –</p> <ul style="list-style-type: none"> • Incorrect spellings • Inconsistent spelling of the word • Children who can get the words correctly in test situation but not apply independently • Confusion with homophones – where/were 	<ul style="list-style-type: none"> • Precision teaching • Multi-sensory rehearsal opportunities • Analogy – developing word families and creating a personal spelling dictionary • Phonics intervention programme • Trugs – games (Teach reading using games) • Spelling games • 'PHJA learning folders' • Practice packs – Tricky words cards • Mnemonics • SOS – simultaneous oral spelling • Look, say, cover, write and check • Alphabet arch activities • Magnetic spelling board • Hangman
<p>Handwriting –</p> <ul style="list-style-type: none"> • Uncomfortable pencil grip • General fine motor difficulties • Lack of automaticity (writing does not flow) • Incorrect entry and exit points for formation of letters and joins • Poor posture and book placement • Poor special awareness 	<ul style="list-style-type: none"> • Multi-sensory fine motor rehearsal (tracing in shaving foam, writing in sand) • Writing slope, non-slip matting and additional guide lines • Various Pen/pencil grips • Different shaped pens/pencils • Easy use crocodile rulers • Fine motor fastening cubes • Finger gym • Fine motor fun deck • 'Speed up' book kinaesthetic programme to develop fluent handwriting • Masking task on the table for back placement • Photograph of correct posture to match self against • Visual perception skills LDA • Prompt cards for correct orientation • Pre handwriting shapes guidance from OT • Whiteboards different guidelines and different colours • Trace and write dry wipe boards • Use of coloured paper • Cutting skills LDA book • Long loop scissors
<p>Letter/number recognition –</p> <ul style="list-style-type: none"> • Unable to recognise and recall letters and numbers consistently over time 	<ul style="list-style-type: none"> • Precision teaching • Multi-sensory rehearsal • Alphabet/number arc activities • 'PHJA learning folders'

	<ul style="list-style-type: none"> • Direct instruction • Explore letters and numbers using 3D representations (magnetic letters/.wooden letters) • 1-10 and 11-20 bean bag buckets • Alphabet soup sorting box • Alphabet wooden puzzle
<p style="text-align: center;">Organisation –</p> <ul style="list-style-type: none"> • Frequently losing things • Child has the wrong equipment on the wrong day/wrong lesson • Look disorganised • Untidy • Pupils who struggle to change task • Difficulties with time management • Always appear to be one step behind – trying to catch up • Difficulty in selecting the correct materials 	<ul style="list-style-type: none"> • ‘Survival’ kits equipment – one for each subject *ensure that pupils know how and when to use each item of equipment • Photo check lists – what pupils need for the lesson/subject • Workstation approach • Task slicing • Reminder mat • Resource menu for a task- with limited choices (rehearse selecting correct equipment and justifying choices) • Use of diary and planner • Visual timeline – class and individual • Time tracker/timer • Allowing extra time for pupil to think through the steps in a task and what they will need • Use of a digital watch or timer • Advance notice of changing of task – pre warning / time reminders • Teaching to project plan (good idea for homework to ensure that pupils are working through tasks systematically) • Group role cards
<p style="text-align: center;">Seeking help –</p> <ul style="list-style-type: none"> • Learned helplessness – pupil seeks help as default all of the time or does not seek help appropriately • Reluctant to seek help 	<ul style="list-style-type: none"> • Personal private help signal agreed with adults • Asking for help prompt card • Coloured wedges (Red, Yellow and green – signal for help if needed) • Strategies reminder card – before I ask for help I MUST... • 3B4ME
<p style="text-align: center;">Self-assessment skills –</p> <ul style="list-style-type: none"> • Pupils who cannot recognise when they have done a good job • Pupils who cannot spot their own errors • Pupils who do not pick up implicit improvement points (for example recognising that the rest of the group has gone quiet) 	<ul style="list-style-type: none"> • Self-marking against pre-agreed criteria • Have a best copy of the pupil’s own work always available for them to compare their work too – does it match? Agreed standard • Develop a personalised achievement collection book • Narrate the behaviours of others (I can see that everyone is sitting down – what does this mean for you?) • Use of search cards

Appendix B – Graduated Response Overview





Lantern Academy

Graduated Response (SEND)

The following pathways set out our approach to identifying children with Special Educational Needs.

'Every teacher is responsible for the teaching and learning of children with Special Educational Needs.'

Definitions:

Special Educational Needs – A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability – Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition includes sensory impairments such as those affecting sight, hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer

Level of Need	Action to be Taken	Paperwork to Complete
<p>Initial Concern</p> <p>A concern is raised by a member of staff/parent/carer</p> <p>Concerns over progress and attainment from assessment process</p> <p>A child who is working below expectations in relation to year group expectations</p>	<p>Provide differentiated learning opportunities and quality first teaching (QFT) strategies to target areas of need on a daily basis and ensure that all staff are aware of specific needs and approaches – See SEND Toolkit/SEND Strategy Banks/AFASIC Checklist</p> <p>Provide additional targeted group work support in addition to curriculum lessons.</p> <p>Monitor and review progress over a 6-week period and plan next steps</p> <p>Assess if the attainment gap between the child and their peers is widening or narrowing</p> <p>Gather parent views and pupil views</p> <p style="text-align: center;">Class Teacher leads</p>	<p>Lesson plans show appropriate differentiation strategies</p> <p>Target group support record – intervention log.</p> <p>SEND Toolkit/SEND Strategy Banks for AFASIC Checklist if SCLN for recommendations</p> <p>Link tasks communicated teacher</p> <p>Record of conversations with parents and pupils</p>
<p><i>Adequate progress made – continue QFT. Move to next stage if little or no progress is made in the short term (4-6 weeks)</i></p>		

<p>Record of Concern</p> <p>Lack of progress despite support and the attainment gap between peers is widening</p>	<p>Continue with the above to support learning.</p> <p>Refer back to the SEND Toolkit/SEND Strategy Banks/AFASIC Checklist to implement alternative strategies.</p> <p>Formulate individualised targets and interventions, to support identified needs, and accelerate progress. Inform the <u>SENDCo</u> of your concerns</p> <p>Class teacher leads – <u>SENDCo</u> supports</p> <p>Ensure parents are fully informed of your concerns and the action that you are taking.</p> <p>Monitor and review progress over a 6-week period and plan next steps. Consider if further assessment or advice from additional agencies is required.</p>	<p>Lesson plans show appropriate differentiation strategies</p> <p>Record of conversations with parents and pupils. Complete a Record of Concern</p> <p>Review 'Record of Concern'</p> <p>Complete 'Intervention Log' to show interventions (include baseline and progress)</p>
<p>Adequate progress made – continue QFT. Move to next stage if little or no progress is made despite targeted intervention (6 weeks)</p>		
<p>SEND Support School Based Support</p> <p>Little or no progress despite targeted support and attainment gap between peers is significant</p>	<p>Continue with the above to support learning.</p> <p>Formulate individualised targets and interventions, to support identified needs, and accelerate progress.</p> <p>Identify activities that are additional to and different from those provided above.</p> <p>Class teacher leads, <u>SENDCo</u> supports, outside agency support if appropriate</p> <p><u>SENDCo</u> completes initial observation</p> <p>Parents/carers kept informed and views gathered</p> <p>Pupil views gathered</p>	<p>Link tasks from intervention communicated to CT if LSM taking group</p> <p>Lesson plans show appropriate differentiation strategies</p> <p>Record of conversations with parents and pupil.</p> <p>Complete and Individual Education Plan</p> <p>Review Individual Support Plan</p> <p>Complete 'Intervention Logs' to show interventions</p>
<p>Adequate progress made – continue. Move to next stage if little or no progress is made despite two assess, plan, do, review cycles at SEN School Support</p>		

<p>Enhanced SEND Support School Based Support</p>	<p><u>SENDCo</u> leads supports, outside agency support sought</p> <p>Implement recommendations from professionals/external agencies. Repeat APDR cycle.</p> <p>Parents/carers and pupils involved at all stages.</p> <p>Additional funding to be considered and applied for if necessary</p> <p>Purchase additional equipment as necessary</p> <p>Consider need to implement additional adult support to meet higher levels of provision/intensive intervention/smaller group and individualised learning.</p>	<p>Link tasks from intervention communicated to class teacher</p> <p>Lesson plans show appropriate differentiation strategies</p> <p>Record of conversations with parents and pupil.</p> <p>Review and complete Individual Education Plan</p> <p>Complete 'Intervention Logs' to show interventions</p> <p>Complete referrals to appropriate professional/external agency.</p> <p>Complete application for additional funding</p>
<p>Adequate progress made – continue. Concerns remain – is it appropriate to request EHCP assessment?</p>		

Appendix D - Provision Map

Lantern Academy				
Wave/ Category of Need	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	SENdsory and/or physical
Wave 1	Quality first teaching			
	Differentiated curriculum planning and work			
	Differentiated delivery e.g. teaching/learning styles, use of language			
	Differentiated outcomes e.g. use of ICT, cartoon strip instead of written prose			
	Increased use of aids and resources e.g. 'enable table' word banks, number lines/squares, picture dictionaries, overlays, timers, PE equipment etc			
	Baseline Assessments in EYFS			
	Data collection and pupil progress meetings half termly			
	Teacher awareness of difficulty/disability/impairment/diagnosis – information in SEND office			
	Visual timetable			
	Implementation of strategies from the SEND Toolkit for Quality First Teaching			
	Increased visual aids		Whole school/Class Behaviour and Reward system	Use of pencil grips
	Use of writing frames	School structure and class routines		Whole school Twinkl handwriting scheme
	Illustrated dictionaries	Colourful Semantics	Whole School/Class Rules	Access to and around building
	Zones of regulation		PHSE/BE curriculum/Circle time	
Wave 2	Access arrangements for assessments and tests			
	Year 6 booster sessions			
	Group Educational Support Plans			
	Further implantation of the SENDD Toolkit Strategies			
	Precision teaching	WellComm	Nurture Group	Reasonable adjustments and adaptations made where required
	Race to English	KS2 Talk Boost	Breakfast Club	Access Plan as required
		Colourful Semantics	After school clubs	
Wave 3	Individual Support Plans with targets for all children on SEND School Support Register			
	Educational Health Care Plans (if appropriate)			
	Personal Education Plans for all Looked After children.			
	1:1 Adult support			
	N.B. Many wave 2 provisions can be done on a 1:1 basis for more intensive support as Wave 3			
	Toe-by-toe	SALT targets	Nurture	write from the start
	SPRINT programme (ASD)	Social Stories	Comic strip conversations	Touch typing

Appendix E - Example of a child's Individual Education Plan (IEP)

(Please Note: We have a variety of themes to suit the pupil's age and interests however the overall format and content are the same.)