



**Lubbins Park**  
*Primary Academy*

# **Special Educational Needs and Disabilities School Information Report**

September 2023

Lubbins Park Primary Academy

May Avenue

Canvey Island

Essex SS8 7HF

## School Ethos for SEND

At Lubbins Park Primary Academy our commitment is for all children to become responsible, independent learners who are actively engaged in the next steps of their learning and able to use their knowledge and skills in all areas of their life. We promote a safe, respectful and supportive environment to facilitate exciting, challenging learning. Everyone is encouraged to recognise and value their own achievements and those of others.

### 1. Arrangements for consulting parents of pupils with special educational needs

The broad areas of SEND need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

The SENDCo regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to see or talk with the SENDCo at any convenient time if they have a concern or need advice. Termly meetings are arranged with the class teacher to discuss outcomes and objectives, and any new strategies or interventions are discussed. Parents of children who have an Educational Health Care Plan (EHCP) are invited to discuss their child's progress at the annual review. In addition to additional transition meetings in Year 6. The Year 6 meeting will be held in the summer term and at this meeting, the SENDCo from the selected secondary school is invited, along with any staff or outside agencies working with the child.

### 2. Arrangements for consulting young people with special educational needs about, and involving them in, their education

Children on any stage of the SEND register are made aware of the targets and are informed about their progress on a regular basis. Pupils are invited to make a contribution during the discussion. Annual review meetings are held for children who have an EHC Plan to review past goals, set new targets and determine strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork with adult support if required. They are invited to discuss their achievements at the start of the Annual Review meeting. The Annual Review meeting follows a person centred approach. Pupils with SEND are given equal opportunities to participate in all school activities and roles of responsibility. SEND pupils are represented on the school council. If applicable, pupils with SEND have opportunities to work with outside agencies to support Social

interaction and self-esteem. All pupils with SEND are part of the school system of celebration assemblies and class reward systems.

### **3. The name and contact details of the SEND Co-ordinator**

The SENDCO at Lubbins Park Primary Academy is Ms Sharon Marable, Executive SENDCO for the Epsilon Star Trust. She can be contacted via the school office on 01268 697181. The SENDCO is a qualified teacher and regularly attends training courses. She is readily available for appointments to speak to parents. The Executive SENDCO has the accredited NASENDCO award.

### **4. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents or pupils with special educational needs concerning the provision made at the school**

All parents have access to the school handbook and SEND Policy through the school website. Appointments are readily available to discuss any SEND concerns with the Head of Academy, Deputy Head of Academy, SENDCO, Class Teacher or Chair of Governors

### **5. Information on where the local authority's local offer is published**

Parents can access information on the local offer for Essex at [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)  
Parents can contact the Special Educational Needs and Additional Educational Needs Provider Services at Ely House, Ely Way, Basildon, Essex, SS14 2BQ All parents have access to the school handbook and SEND Policy through the school website.

### **6. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs.**

The school recognises 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 them, and as defined in the Code of Practice 0 – 25 years 2014, the school accepts that a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The class teacher is usually the first person to identify a learning issue. Sometimes a parent may pass on a concern, which leads to further investigation. Should a specific diagnosis be required, the school will seek professional advice and specialist support. The school SENDCO will liaise with colleagues from Nursery/Pre-School or other schools to ensure a smooth transition for pupils with a special educational need.

The school uses both formal assessments and observation to identify children's needs and aims to address these with the 'Ordinarily Available' framework (Quality First Teaching) including learning styles, multi-sensory approaches and scaffolding, intervention strategies, individual and group support. Trained Learning Support Assistants (LSAs) work with children to enable them to access learning opportunities. The method of identification and provision follows the recommended graduated response: 'Assess, Plan, Do, Review.'

- Quality First Teaching (QFT), for all pupils, taking into account individual learning styles and personal preferences.
- QFT plus additional, time-limited intervention support programmes, either individually or in groups, designed to accelerate learning and enable a pupil to catch-up to expected levels.
- QFT plus increasing individualised programmes of intervention sometimes with recommendations from outside agencies (children working with SEND Support) If evidence shows that progress has not been made, despite provision of concentrated support, the school or parents may apply for statutory assessment which may lead to an EHC Plan. The school, child and family will be fully involved in this process.

#### **7. Information on the kinds of special educational provision made in the school**

The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher. Teacher planning includes differentiated work for SEND children. Additional groups are run for small numbers of pupils who need extra support. These include Talk Boost and Read, Write, Inc. In addition to this, some pupils are offered one to one or small group tuition with a qualified teacher. We have access to a local authority Educational Psychologist and Inclusion Partner who have experience and expertise in areas such as: Autistic Spectrum Disorder, learning and communication difficulties, physiological and neurological impairments, visual and auditory impairments. Training for staff, and provision for pupils, is implemented (from a range of resources within school and outside agencies) as and when individual needs arise and as part of Continuing Professional Development, to ensure positive outcomes for all.

#### **8. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured**

The Executive SENDCo has achieved the National SENDCO Award. The Executive SENDCo regularly attends training and meets with other SENDCOs in a local cluster group. She

keeps up to date with current documentation and initiatives. Learning Support Assistants (LSAs) are employed to support classes or individual pupils, delivering interventions and supporting learning. LSAs are employed and trained to support special needs children in all classes, and support during lunch and play times if needed. They also act as mentors for the support of children with social, communication, interaction, behavioural and emotional difficulties. All staff have attended First Aid training.

**9. Information about the schools policies for making provision for pupils with SEND including; evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.**

All teaching staff are trained to deliver Quality First Teaching to meet the needs of all pupils in their class. However, where a child's needs are significantly different from their peers, or if a pupil has a disability which impacts on their education, a variety of strategies and interventions may be used. This may also lead to involvement of external professionals or advice from outside agencies. Parents will be consulted at all stages of this process. The SENDCo attends termly progress meetings with year group teachers, the Head of Academy and Deputy Head of Academy using Target Tracker progress information and feedback on interventions to identify next steps. The SENDCo along with the class teacher completes any paperwork sent by paediatricians in order to assist the diagnosis. The SENDCo carries out in-class and school based observations. Annual review meetings are held for children with EHC plans to analyse existing goals, set new targets and determine strategies to improve attainment. The SENDCo arranges for the relevant specialist staff to be present at the relevant meetings.

Analysis of data takes place regularly by:

- Target Tracker data
- Individual assessments
- In class assessments
- Reading assessments
- QCA and SATs assessments (optional and end of year Key Stage assessments and mocks.)
- SEND assessments including Educational Psychologist reports

Pupil perceptions are gathered in the form of pupils completing their views on a one page profile and annual review paperwork. Parents and teaching staff complete their views on the annual review paperwork. Parent meetings are held twice yearly after reviewing a pupil's progress. Parents are also invited to Educational Psychologist meetings, multidisciplinary meetings and annual reviews. All parental views at these meetings are

documented. The SENDCo and teachers also have performance management with feedback by their line manager. LSAs have a performance management with feedback on their groups and teaching. Regular liaison between teachers and LSAs to evaluate strategies used for lesson planning ensures continuity and progression for all children as well as those with SEND.

**10. Information about how equipment and facilities to support children and young people with special educational needs will be secured**

The school liaises with the local paediatric outpatient centre and The Lighthouse Centre if equipment needs to be provided according to the needs of the children. Specialist resources are used to aid learning across the school. E.g. dyslexia friendly exercise books, lower ability reading books, voice recorders, reward charts, coloured overlays, visual timetables, easy grip rulers, pencil grips and writing slopes. There is also a disabled toilet and easy access at ground level. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise. All monies used for specialist equipment is utilised from the SEND budget, EHC plan budget or from the pupil premium funds of SEND children.

**11. How the governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEND.**

The Governing Body reviews and adapts the school's SEND policy on an annual basis. The designated governor for SEND meets with the school SENDCo and reports back to the Governing Body. The SENDCo reports regularly to the Head of Academy and Governing Body on SEND and inclusion. Arrangements are in place for those with and without EHC Plans to get additional support from outside the school, including relevant health and social care bodies.

**12. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements in accordance with clause 32.**

The SEND Policy is available to all parents through the School Website. Essex Local Offer- [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk) (SEND). Other information is readily available and the school ensures that there is a clear narrative about other support services available with or without an EHC Plan.

**13. School arrangements for supporting pupils transferring between stages of education and preparing for independent living.**

The Head of Academy and SENDCo liaise with other educational settings and arrange to visit in the summer term. Children are invited to transition sessions in the summer term and have a graduated transition. The SENDCo liaises with secondary schools to discuss pupil needs. Additional transitional visits are arranged for pupils with SEND if needed.

Copies of essential paperwork are transferred to the secondary schools in the summer term.