

Lavant C.E. Primary School

SEND Special Educational Needs and Disability Information Report



Learning together in faith – always aiming for the best

The following information is for parents and carers about the support and provision for children with special educational needs or disabilities (SEND) at Lavant CE Primary School. If there is a question you would like answered that is not included below, or you would like additional information, please do contact us.

1. How do we know if children need extra help and what should I do if I think my child has special educational needs?

We are committed to early identification of special educational needs and adopt a graduated response to meeting them in line with the SEND Code of Practice 2015. A range of evidence is collected through school observation and assessment. If there is any indication that your child is not making expected progress, or if significant changes in behaviour, self-esteem or confidence are observed, the class teacher will consult both you and the school SENCO (Special Educational Needs Coordinator) in order to decide whether additional or adapted provision would be beneficial. In addition to usual assessments, there are specialist assessment tools which we use to explore the reasons for any difficulties. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Until then we meet a child's needs through quality first teaching and inclusive practice in the classroom.



If you have a concern about your child's progress, or believe they have a special educational need, this should be first discussed with the class teacher. Additional assessment or support can then be discussed with the SENCO: Mrs Jane Everard (jeverard@lavant.w-sussex.sch.uk).

2. How will I know Lavant C.E. Primary School supports my child?

Our Governing Body ensure that, as a school, we make appropriate provision for all pupils identified as having special educational needs. The named SENDCO for the school is **Mrs Jane Everard**. A member of the Governing body, **Mrs Georgina Blair**, is our link SEND

governor, although the Governing Body as a whole is responsible for ensuring high quality provision for pupils with special educational needs.

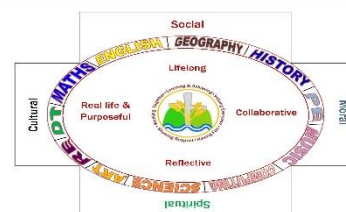
We will support your child in a variety of ways depending on their individual needs. The first way is within the class, where learning tasks will be matched to your child's needs and will be overseen by the class teacher. Additional provision may be provided through targeted small group work or one to one support. This may take place within the classroom, or in an alternative space if more appropriate. Further provision may involve your child working individually with a member of staff, or other specialist, to meet specific targets. These targets are set out in an ILP (Individual Learning Plan) or an IBP (Individual Behaviour Plan). Targets are regularly reviewed through an 'Assess, Plan, and Do, Review' cycle at regular intervals with you and your child. Throughout each cycle, progress is continually assessed and monitored. Children with an Individual Learning Plan (ILP) are recorded on the school's Special Educational Needs and Disability register.

If your child needs further support we will request parent permission to seek external advice and guidance from outside agencies (for example, Educational Psychologist, Speech and Language Therapists, Learning and Behaviour team), ensuring you are informed and involved at every stage of the process. Reports will be shared with you, either directly, by the outside agency or through a meeting with the SENDCO.

In some cases, there may be the need apply for an 'Education, Health and Care Needs Assessment' (EHCNA) which could lead to an 'Education, Health and Care Plan' (EHCP). You will be invited by the SENDCO to look at all the criteria and eligibility for a statutory application. An EHCP sets out specific outcomes and higher levels of support required for a child and identifies the services or agencies who will support the plan. If your child has an EHCP, the plan, and its impact, is reviewed regularly including a formal annual review.

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

Our curriculum is designed to be flexible and responsive, allowing our staff team freedom of delivery to engage individual pupils and cohorts. We ensure coverage of curriculum content, through thoughtful, engaging Learning Journeys, which allow teachers, and teaching assistants to create purposeful learning for all children, linking areas of the curriculum in a natural, meaningful way. Your child's class teacher will plan for the variety of needs in the classroom by providing appropriate tasks that challenge children and enable them to consolidate and extend their learning - please see our Teaching and Learning Policy for more details. For children with special educational needs, the curriculum is adapted to ensure all children can access their learning. In addition, an adult may be allocated to work with the child 1:1, or in a small focussed group to target more specific needs. Children may also follow programmes devised by specialist external agencies such as the Education Psychologist, Speech and Language Therapist or Occupational Therapist. If appropriate, specialist equipment may be provided for the child e.g. move and sit cushions, voice recorders, or a reading pen.



4. How will I know how my child is doing and how will you help me to support my child's learning?



We have an open door policy for parents to regularly drop in and chat with staff members about their child's learning and progress. More formal parent consultation meetings are held with class teachers termly and appointments with the SENDCO are also offered to share and agree your child's targets. Other means of regular contact include a home/school link book, emails, telephone calls or additional meetings as appropriate.

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

The safety and well-being of our children is vital. We strive to create an environment where children know they are safe, valued and respected and in which they feel confident to take risks. The school offers a wide variety of pastoral support for children who are encountering emotional difficulties. Our staff receive regular training and updates on Safeguarding issues (for more details please see our Child Protection and Safeguarding Policy).

We are keen to develop children's emotional and social well-being in partnership with parents and carers. In some cases, this may be provided by specialist support from our **Emotional Learning Support Mentors (ELSAs)** who offer in-school support, or signposts to external support, for both children and their wider families. Through tailored programs, our ELSAs lead and help children to tackle individual challenges to enable them to achieve their full potential. Where appropriate, Healthcare plans and pastoral support plans can be used to meet specific needs. These plans are created in collaboration with school, parents and pupils, and other agencies as appropriate, and they are monitored and reviewed at agreed intervals.

We openly discuss the importance of communication and ensure that all children can name at least one adult in school they feel confident to discuss personal worries with should they arise.

6. What specialist services and expertise are available at the school?

External support services play an important part in helping the school identify, assess and make provision for children with SEN. These include:

- Consultations with Educational Psychologist for the school and EP services.
- Seeking advice from specialist advisory teaching services for children with sensory impairment or physical difficulties or from services like Occupational Therapy Service.
- Advice and support from the Speech and Language Therapist and contributions to the reviews of pupils with significant speech and language difficulties.
- Advice and support from the Community Mental Liaison Service and local Child and Adolescent Mental Health Service (CAMHS) for children with emotional and behavioural needs and Early Help Plans for family support.
- Advice and support from the school nurse and community paediatrician (Child Development Centre or CDC).
- Targeted support for families on a variety of issues through the Family Link Worker service.
- Referral to the Education Welfare Officer Service.
- External Specialist Support Services e.g. Play-therapists, etc.
- Advice and support from Learning and Behaviour Advisory Team (LBAT), Social Communication Team (SOCCOM)
- Advice and support from Ethnic Minority Access Team (EMAT)

In addition, if required, a referral can be made or advice sought from a variety of other agencies. Before the school make any referrals, we will always gain your permission first.

7. What training are the staff supporting children with special educational needs having?

All staff are on a journey of continuing professional development aimed at improving the teaching and learning of children, including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, Dyslexia.

- Training may be 'in-house' or from outside agency personnel such as Speech and Language, Learning and Behaviour Support Team.

- We assess the training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses the specific needs of children in any particular cohort.
- Whole staff training takes place to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- The SENCOs from each school within the Chichester Locality meet together each term to share good practice.
- Staff training includes Autism awareness, Speech and Language Therapy, PDA, specific literacy difficulties including Dyslexia friendly classrooms. We are currently working towards gaining the Dyslexia and Dyscalculia Inclusive Practice Aware.

The school website has a link to the NOVIO website where there is information on training and support groups for parents.

8. How will my child be included in activities outside the classroom including school trips?

It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum. We ensure that all children attend school trips and residential visits with support as appropriate. Where necessary, the school will meet with parents and carers and outside agencies to discuss individual needs prior to any visit or activity. Risk assessments are carried out prior to the visit to ensure the safety of all children on school trips and parents are kept fully informed and involved in arrangements. Parents may be asked to accompany their child on a trip or on an activity to provide 1:1 support.



9. How accessible is the setting?

We are committed to equal opportunities under the Equality Act 2010 and in ensuring equal treatment of all pupils, employees, and any others involved in the school community. The school has a designated parking bay and is accessible to wheelchair users. An accessible toilet facility is available for staff, children and visitors. Our school site is all on one level and ramps are in place to ensure every area is accessible to all. Our outside area has an accessible all-weather track around the field and large tarmac playground. A range of playground equipment is accessible to all children. We work closely with Social Communication and sensory support teams for children with particular needs to ensure appropriate accessibility for all. For further information, please refer to our Accessibility Plan.

10. How will the school prepare and support my child to join the school and transfer to the next stage of education or life?



All families are invited to the school for a tour with the Head teacher. In the summer term, before the children join the school, Early Years Foundation Stage class teacher and the Headteacher visit the child at home and if appropriate, or requested, the SENDCO and teacher will visit the child in their preschool setting.

Prior to starting school, a transition meeting will be held with the parents of a child with SEND including staff of the previous and the new setting. If appropriate, a representative from relevant outside agencies will also attend to ensure appropriate adaptations/planning are made for the individual child. All information and documents are passed to the school. If

required, additional visits are arranged for children with special needs and a child friendly transition book is prepared with photos and key information.

When children leave our school at Year 6, additional transition visits are arranged with the next school, which may involve a member of staff accompanying the child to their new school for extra visits and take photos for their transition booklet. Visits from staff in the new school will also take place. Children move onto their new school with a current One Page Profile/ Individual Learning Plan (ILP) to ensure continuity of learning. Sometimes the school involves agencies such as the Social Communication team, who will provide advice about helping children with their anxieties about transition.

11. How are the school's resources allocated and matched to children's individual special educational needs?

The resources for all pupils are administered by the school Bursar, in line with the budget set by Head Teacher & Governing body. Targeted allocation of additional provision and resources for children with additional needs is allocated according to need. The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

12. How is the decision made about the support my child will receive?

When they start school, every child's needs are carefully assessed, following discussion with the feeder nurseries / schools, and made based on the ability of a child to access the curriculum and make progress.

- Within the school, after identifying strengths and gaps in learning through observations and assessments, the desired outcomes for the child is the starting point for making decisions about the types of support they will receive.
- The SENDCo will work closely with you and all staff to discuss relevant interventions and an appropriate time scale in which to review their impact.
- We regularly assess the impact of any additional support and resources and report pupil's progress to parents.

13. How are parents involved in the school? How can I be involved?

Parents are involved right from the beginning of any discussions about their child. Your views and knowledge of your child are crucial to us and we welcome the opportunity to work closely with you.

Each class teacher holds a curriculum overview meeting at the start of each term. At each meeting, information is shared about the learning planned for the term ahead. We also regularly invite parents to come to class celebrations throughout the academic year. The school website, and class emails are additional ways to be in contact with, and be informed about your child's learning at our school.

We greatly appreciate our parent body who play a vital role in the life of our school as voluntary helpers, involvement in 'The Friends of Lavant CE Primary School', or by serving on our governing body. Parents volunteer on educational visits and many come into school regularly to hear children read.

14. Who can I contact for further information?

The first point of contact will always be your child's **class teacher**.



The **SENDCo** at Lavant CE Primary School is: **Mrs Jane Everard**. You can contact Mrs Everard at: jeverard@lavant.w-sussex.sch.uk

The **Headteacher** at Lavant CE Primary School is: **Mr Adrian King**. You can contact Mr King at: head@lavant.w-sussex.sch.uk

The school address is:

Lavant CE Primary School, West Stoke Road, Lavant, Chichester, PO18 0BW.

Tel: 01243527382.

Email address: office@lavant.w-sussex.sch.uk

This report was written in consultation with parents, pupils, staff and governors. It is written with reference to the following documents SEND Code of Practice 0-25 (2015) Equality Act 2010: Advice for Schools D.F.E (2013) Schools SEND information report regulations (2014). It has links to other school policies and legislation such as: Behaviour, Accessibility Plan, Assessment, Teaching and learning, Equal Opportunities, Managing Medicines, Working Together to Safeguard Children (2026); Keeping Children Safe in Education (September 2026).