

# Lyncrest Primary School SEN Information

Report for 2015-2016



Part of the Northamptonshire Local Offer for Learners  
with Special Educational Needs (SEN)



Welcome to our SEN information report which is part of the Northamptonshire Local Offer for learners with special educational needs (SEN). All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website for pupils with SEN. This information is updated annually.

At Lyncrest Primary School we are fully committed to all members of the school family. We welcome your comments on our offer so please do not hesitate to contact us. The best people to contact are:

Mrs Sally O'Neill – Headteacher

Mrs Rebecca Robinson – Special Educational Needs Co-ordinator (SENCO)

TBC – SEN governor

### Our approach to teaching learners with SEN:

At Lyncrest we ensure that all pupils are equally valued by have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

⚙️ We have successful communication between teachers, support staff, children with SEN, parents and external agencies

⚙️ We work successfully within the Duston Cluster, sharing ideas and expertise in relation to SEN

⚙️ We are committed to developing the skills and expertise of the staff working with children who have SEN

### Identifying the Special Educational Needs of pupils:

Children may have special educational needs at different times in their school life. The Code of practise 2014 defines SEN as follows:

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

- a.) Has a significantly greater difficulty in learning that the majority of others the same age, or**
- b.) Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others the same age in mainstream schools or mainstream post-16 institutions”**

Where pupils’ progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEN. Information will be gathered, including seeking the views of the parents and the pupil (where possible), as well as from teachers and assessments.

There can be many reasons for learners ‘falling behind’. These may include absences, attending lots of different school, difficulties with speaking English, or other worries that distract them from learning. At Lyncrest we understand that these barriers make the children vulnerable. This does not mean that *all* vulnerable learners have SEN.

### **Lyncrest Primary School**

In 2015-2016 our SEN profile shows that we have 9% of our pupils with special educational needs. This can be broken down into the following groups:

41% are identified as having SEN linked to Cognition and Learning (including maths, reading, writing, spelling etc)

13% are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)

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

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

13% - additional medical needs (including diabetes and severe allergies)

### What should I do if I think my child may have SEN?

If you have any concerns regarding your child's progress or well-being, then please either speak to their class teacher or Mrs Rebecca Robinson (SENCO) to discuss your concerns.

### Support for children with SEN

If a learner is identified as having SEN, we will provide support that is **'additional to'** or **'different from'** the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. This support is recorded on the provision map.

When providing support we assess, plan, do and then review the support to assess the impact.

This individual support will be tailored to meet the individual needs of the child. This support may take place in the classroom or in another part of the school, on a 1:1 basis or as part of a small group. These interventions may be run by a teacher, or a trained teaching assistant. We also liaise with professionals who may, at times, come and provide support in school (for example teacher of the deaf, or occupational therapist)

For a small number of learners this may require access to specific items of technology.

While the majority of learners with SEN will have their needs met in this way, some may require an EHC needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

### Assessing the impact of intervention

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

A baseline assessment will take place at the beginning of an intervention (where possible). This will provide a point of reference for measuring progress. Regular reviews will take place to ensure that the intervention is having the intended effect.

Where difficulties persist despite high quality interventions, advice and support may be requested from other professionals, with the parent's consent. This might include: speech and language, occupational therapist, physiotherapist, educational psychologist or health services such as a paediatrician.

Where a child has an EHC plan, (Education and Health Care Plan), there will be an annual review to discuss progress, taking into account the views of the child (where possible), parents and other external agencies who may be involved.

#### Preparing for the next steps

Transition is a part of life for all learners, whether this is moving to a new class or a new school. We recognise that children with SEN may require additional support during periods of transition and therefore during this time we work closely with parents to ensure that these transitions run as smoothly as possible.

Planning for transition takes place during the summer term, and information will be shared with all stakeholders to increase the likelihood of a successful transition.

Where children are moving to a new school, they will, if possible, visit their new school on several occasions with a known member of staff from Lyncrest.

#### Northamptonshire Local Offer

As a mainstream local authority school we have access to the Northamptonshire Local Offer and the services available there. Information can be found at:

<http://www3.northamptonshire.gov.uk/councilservices/educationandlearning/send/local-offer/Pages/default.aspx>

#### Have your say

If you have any comments, please contact Mrs Rebecca Robinson (SENCO) at [senco@lyncrest.northants-ecl.gov.uk](mailto:senco@lyncrest.northants-ecl.gov.uk)