

Please see the below information regarding provision for SEND pupils, in line with the SEN Code of Practice.

A pupil is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group, requiring additional to and different from that of their peers. These difficulties may be sensory, cognitive, physical, social or emotional and some children may have complex needs, which cover a range of difficulties.



Question	Lindow Community Primary School Provision
<p>What are our aims for pupils with SEND?</p>	<p>Our curriculum aim states that</p> <p><i>"By the time the children transfer to their next stage of education, we intend to develop well-rounded, knowledgeable and confident individuals who have fulfilled their potential and can make a positive contribution to their local and global community."</i></p> <p>We want our pupils to feel included in the environment, while having a wide range of opportunities to explore their learning in a way that is individual to them and their individual needs.</p> <p>We want our pupils to feel like Lindow is a safe place for them to grow and develop into confident, resilient and independent individuals in a supportive environment.</p> <p>We want our pupils to fulfil their true potential though adapting the curriculum to meet their needs.</p> <p>We want our pupils with SEND to embody our Lindow values of <i>caring, learning and achieving</i>, to become the best versions of themselves.</p>
<p>What SEND do we provide for?</p>	<p>We are an inclusive mainstream provision that caters for a wide variety of need who are able to access the mainstream curriculum with high quality teaching, adaptive teaching strategies and adult support.</p> <p>Some children may require an individualised curriculum through an Education, Health Care Plan.</p> <p>We have provision for children who can be accommodated effectively within a mainstream primary school within the four areas of need identified in the code of practice;</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health difficulties • Sensory and/or Physical needs

	<p>We are lucky to have a Deaf Resource Base for children who are profoundly deaf/ Children who are part of the resource provision access mainstream classes, but are supported by a qualified Teacher of the Deaf and specialist teaching assistants for targeted support.</p>
<p>How do we identify pupils with SEND?</p>	<p>We aim to identify if a child has additional need as early as possible. Early identification is key to us being able to put strategies in place to best support the child's journey with us.</p> <p>Identification may come from parents and carers, early years providers, teachers working closely with the child, or any external bodies working with the child.</p> <p>The need may be identified based on the child's emotional wellbeing, social wellbeing, behavioural representation, progress in relation to their peers, or other indications of a particular area of SEND.</p> <p>Children's progress is monitored closely by class teachers, and in pupil progress meetings with SLT.</p> <p>The Cheshire East Toolkit will be used to identify the category of support a child may need.</p> <p>When a child has been identified as having an additional need, conversations are followed up with the SENDCo, parents and the child where appropriate. Following this, a decision will be made on the desired outcomes for the child and what next steps are necessary to support the child with the identified, which could be more than one area, and reach their outcomes.</p>
<p>What is our approach to teaching pupils with SEND?</p>	<p>We aim to understand individual pupil's needs by using a graduated approach of 'assess, plan, do, review':</p> <ul style="list-style-type: none"> • Universal – Ordinarily Available Inclusive Provision, which is available to all children with or without SEND. <p>Each class teacher knows their pupils well, and teaches with the needs of the children in mind. We believe that if an adaptation will benefit one child, it will benefit them all. A range of strategies are used within the classroom to support all children, including those with SEND. For example, visuals, word banks, practical resources, extended time ect.</p> <ul style="list-style-type: none"> • First Concerns – Children who have been identified as having emerging difficulties <p>At this level, a child may need something in addition to the above to support them. This may include a meet and greet, emotional support, restorative conversations, or an individual task list. Some interventions may be required for the child to make expected progress.</p> <ul style="list-style-type: none"> • SEN Support – Children who have been identified as having special educational needs requiring provision that is additional to or different from the mainstream curriculum. <p>Children may need further support if their needs have progressed in the time that they have been on First Concerns. This is where the child is receiving 12 or more hours of support across the week. In this case, SMART targets will be set and additional interventions and support in class will be put in place for the child to work on smaller steps based on their SMART targets.</p> <ul style="list-style-type: none"> • Complex – Children who have been identified as having significant and complex difficulties and may be in the process of an Education Health Care (EHC) needs assessment, or have an EHC plan in place. <p>Where a child is exceeding 12 hours of support and is presenting with complex difficulties needing significant support in the classroom, an EHC</p>

	<p>plan may be necessary, or already be in place. Children may need individualised support, or in some cases a curriculum. Children will have long term outcomes, that are broken into SMART targets.</p> <p>Depending on the child's need, we will provide support in class and additional interventions. If a child is presenting with complex needs, then an individualised curriculum may be necessary for the child to make progress.</p>
<p>How do we adapt the curriculum for pupils with SEND?</p>	<p>Class teachers have a responsibility over all pupils in their class, including those with SEND. Teachers use SEN Support plans to understand the needs of the child, their strengths and weaknesses and any gaps in learning. We endeavour to meet the need of all pupils by adapting the learning and provision provided in the classroom.</p> <p>Where learners have an attainment below their year group age, the curriculum is adapted to cover any gaps in learning, which may include using previous year group objectives, adapted resources and alternative ways of recording information.</p> <p>We want our learners to have a sense of independence with their learning and so any independent tasks given will be appropriate to the attainment of the child.</p> <p>For learners who have more complex needs, advice may be sought from outside agencies, including Speech and Language, Educational Psychology, Cheshire East Autism Team and other outreach services. This advice is then implemented via the SEN support plan and followed through with the child.</p>
<p>How do we evaluate the impact of the provision for SEND pupils?</p>	<p>Progress for pupils with SEND is monitored carefully by class teachers throughout the year, and termly via pupil progress meetings and updates to SEND paperwork.</p> <p>Targets and provision is reviewed in terms of what is working for the child and what needs to change to either; provide a further challenge for the child, or adapt further so it is achievable.</p>
<p>How do we assess the progress of pupils with SEND?</p>	<p>All pupils are assessed using the school's data tracking system. This is used for pupils with SEND, where appropriate, to track small steps of process across Reading, Writing and Maths.</p> <p>Where a pupil with SEND is working below age related expectations, a small steps tracker is used, in line with the school's assessment system, to identify previous year group objectives. This is also used to track the holistic progress of the child, including communication and interaction, emotional understanding, healthy living, independence, interests, routines and processing, learning and engagement, sensory processing and social understanding and relationships. This is used throughout the year where it is appropriate for the child.</p> <p>SEN Support plans are also reviewed termly, where specific SMART targets are set and reviewed for the child.</p>
<p>How do we engage pupils with SEND with school life?</p>	<p>We aim for our pupils with SEND to be part of the school community as much as possible, and as much as they would like to be. We make reasonable adjustments for children where necessary so that they can take part and enhance the wider life of school. We welcome our pupils with SEND to take part in clubs, school council and other roles around school. It is paramount to us that our pupils feel like they have a place at our school wherever they see fit and is appropriate to do so.</p> <p>We have a range of strategies, resources and interventions to ensure that they have the same opportunities as other learners in their peer group.</p>

	<p>We accommodate where we can to include children in school trips, including those that are residential. This may include staff, equipment or resources.</p> <p>If further specialist resources or equipment is required, additional agencies may be involved to ensure that this can be provided.</p> <p>Our classrooms are equipped with sound systems that link to the cochlear implants of our deaf children, so they are able to be in their mainstream classroom and access the sound as best they can.</p>
How do we support pupils who have a Social, emotional mental health need?	<p>The school has a number of systems in place to support children's social and emotional development. These include:</p> <ul style="list-style-type: none"> • School has a trained ELSA (Emotional Literacy Support Assistant) who see children across the school. Support is offered to those highlighted by class teachers, SENCO or the ELSA's themselves. • Our SENCO liaises with specialist support agencies to provide targeted support eg. CAMHS, autism team, behaviour consultants, educational psychologist, school health. • Each class receive curriculum time in PSHE, RSE, E- Safety and age appropriate advice on anti-bullying and healthy lifestyles. External groups may also come in to run workshops and assemblies for information. • Special events such as Anti-Bullying Week and Mental Health Awareness Week involve all pupils across the school. • Interventions to support different SEMH needs, such as: Socially Speaking, The Anxiety Gremlin ect <p>The SENDCo and ELSA are Designated Mental Health Lead and Senior Mental Health Lead, and are available in school for teachers or children alike to seek support for a pupil or themselves.</p>
How do we ensure pupils with SEND are safe (including online)?	<p>We recognise the increased vulnerability that may for a child with SEND, both in the community and online. We ensure that any learning around these issues are taught at a level of understanding the child with be able to manage, and is revisited regularly.</p>
What does our Hearing Impaired Resource Base look like?	<p>Please see Deaf Resource Base area of the school website for more information regarding the provision provided for those pupils who are profoundly deaf.</p> <p>The information page can be found on our website.</p>
How do we involve parents?	<p>Parents are welcomed to contact class teachers or the SENDCo if there are any concerns regarding an identified need or a child with SEND already identified. Phone calls and meetings can be offered at the request of the parents and we endeavour to create a positive line of communication while the child is with us at Lindow.</p> <p>If a child has an SEN Support plan or EHCP, we ask for parent views and these can be changed termly.</p>
How do we involve children?	<p>Children's views monitored and welcomed by class teachers throughout the year. They are taken formally each term when reviewing SEN Support plans, but are not restricted to these times.</p> <p>We strive to have open conversations with our children and want them to feel included in their own learning and wellbeing at school.</p>

<p>What should I do if I have any complaints regarding provision for pupils with SEND?</p>	<p>If a parent is unhappy with the provision that we are making for their child, then they should initially approach the class teacher or the school special educational needs coordinator (SENCO). If this does not resolve the problem, then the parent should speak to the Head teacher. If the parent still does not feel their complaint has been dealt with then we advise that they seek advice from Parent Partnership http://www.ceias.cheshireeast.gov.uk/home.aspx Parents are advised that a copy of the school Complaints Policy can be requested from the School Office on 01625 917 269,</p>
<p>Where can I go for more support?</p>	<p>Please see SEND area of the website for more links and information. https://www.lindow.cheshire.sch.uk/page/?title=SEND+Signposting&pid=72 Other links that may be useful include: https://livewellservices.cheshireeast.gov.uk/services/1 http://space4autism.com/ https://www.nhs.uk/livewell/childrenwithlearningdisability/pages/education.aspx https://youngminds.org.uk/ http://cwpcamhscentre.mymind.org.uk/about/east-cheshire/ https://chatterpack.net/blogs/blog/list-of-free-speech-language-communication-and-send-resources-for-schools-and-parent-carers https://cheshireandwarringtoncarers.org</p>
<p>Who can I contact?</p>	<p>Head Teacher: Tom O’Keefe head@lindow.cheshire.sch.uk School office: admin@lindow.cheshire.sch.uk 01625 917269 SENDCo: Chloe Smith senco@lindow.cheshire.sch.uk SEND Governor: Diane McVey</p>