

SEND Information Report 2022/2023

SENDCOs: Mrs Wendy Jackson & Miss Kate Bennett

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Local Offer: [Sandwell Local Offer](#) | [Family Information Service Hub](#)

Our Trust SEN policy: [Primary SEND Policy \(shirelandcat.org.uk\)](http://shirelandcat.org.uk)

Our School Context and Values

At Lightwoods Primary Academy, we focus on the values of improving children's self-awareness, through warmth, resilience and collaboration, so that everyone strives towards excellence. We are a two-form entry Primary Academy dedicated to helping all children become confident, independent and life-long learners. Lightwoods Primary Academy is committed to inclusion. We aim to create a sense of community and belonging.

At Lightwoods Primary Academy, we aim to create a caring atmosphere where every child feels safe so that they can achieve in all that they do. We embrace the fact that every child is different and therefore the educational needs of every child is different. This is certainly the case for children with Special Educational Needs. As a school, our purpose is to prepare pupils for their future by providing the very best learning experiences and we expect all of our children to leave for secondary school feeling enriched and ready to face the world in front of them.

What is meant by Special Educational Needs?

A child is deemed to have a special educational need if they are working well below their chronological age and they require provision that is additional to or different from the provision that is being made for children of their age. We acknowledge at different times in their school life, a child or young person may have a special educational need, as set out in the Code of Practice 2015.

There are four areas of need that children may need additional support with as follows:

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

How does the school know if a child needs extra help?

Lightwood has a clear system for identifying children who need additional support and who may be identified as having a Special Educational Need or Disability (SEND) – see the SEND Policy.

Identification of SEND will be considered through:

1. Liaison with previous teachers and support staff
2. Careful monitoring of progress
3. Concerns raised by parents
4. Concerns raised by staff

5. Health diagnosis through the child's GP or Paediatrician

What should I do if I think my child has Special Educational Needs?

If you have concerns that your child may have additional needs and requires support, then you are strongly encouraged to see their class teacher or Mrs Jackson, the SENDCo, to discuss this as soon as possible.

If the school considers there is a gap in their learning or a barrier preventing learning, then early intervention to eradicate the lack of progress will be put in place within class, either through differentiated activities or focussed interventions in order to close the gap in their learning.

How will school support my child?

Lightwoods Primary Academy has an array of resources and provision for children who may be in need of additional support at any stage of their school life (**see Whole School Provision Map**).

Whole School Approach

The progress of students with SEND is delivered in the first instance through a relentless focus on Quality First Teaching. At Lightwoods Primary Academy, our approach to teaching is clear and focused, but also adapted to the students in our classes. Underpinning all of our whole school approach is the graduated approach cycle of:



This helps us to ensure that the work we do with students meets their needs, has a purpose and an aim, and then achieves that aim. If the intervention results in insufficient progress, then the cycle begins again, assessing and planning a new intervention.

The school Profile: 2022-2023

Overall SEND	EHCPS	Communication & Interaction	Cognition & Learning	SEMH	Sensory and Physical
45	7	12	18	5	3

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

We liaise with many outside agencies including specialist teachers, educational psychologists, speech and language therapists, occupational health therapists, physiotherapists, school nurses, social workers, police community support officers, mental health services and paediatricians. We also have measures in place to prevent bullying ([Primary Anti-Bullying Policy \(shirelandcat.org.uk\)](http://shirelandcat.org.uk)) and to meet the needs of pupils with physical disabilities.

Lightwoods Primary Academy Provision

Pupils' specific areas of need are supported through interventions e.g. small group sessions, or in class support delivered by teaching assistants or the class teacher. Targets are set prior to the intervention and progress and achievement is monitored throughout. All interventions are planned and delivered across the school. Listed below are many of the interventions which are used in the school to support these areas:

Communication and interaction

- Speech and Language Therapist programme - needs-led, a small number of students have external sessions for Speech and Language
- PECS
- WellComm assessments and interventions
- Colourful semantics

Cognition and learning

- Nesy reading and spelling programme – Daily (between home and school), weekly computer-based work on a commercial programme
- Accelerated Reader – all students assessed termly on accelerated reader to assess level of reading and then choose a book at an appropriate level. Quizzes available once a book is finished to evaluate comprehension of text and reading level.
- TA interventions for reading – a small number of students receive direct intervention from teaching assistants and/or class teachers for their reading needs

Social, emotional and mental health

- Lego Therapy
- Fun Fit
- Drawing/Talking therapy
- A small number of students have external sessions for SEMH

Sensory and/or physical needs

- Enlarged texts – regularly available for students requiring adaptation
- Hearing impairment support – We access the external Hearing Impairment Services to provide advice and support as needed.
- TA support in key lessons – students with significant needs are offered support where possible, on a needs-led basis

- Sensory Intervention Room – students who require a space to use are able to access the Sensory Room
- See further how our trust meets the needs of pupils with physical disabilities: [Accessibility Plan Guidance \(shirelandcat.org.uk\)](https://www.shirelandcat.org.uk)

Our Learning Environment

Adaptations made to the learning environment

Our Accessibility Plan: [Accessibility Plan Guidance \(shirelandcat.org.uk\)](https://www.shirelandcat.org.uk)

Pictures of key rooms/timetables?

How are children's special educational needs monitored and reviewed?

All interventions are planned and delivered across the school. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. During the review session with parents/carers, teachers will give a copy of the ITP which outlines strategies to support their child and may give suggestions of extra activities they can do at home and where necessary possible resources that can be used.

How do you evaluate the effectiveness of SEN Provision?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing the impact of interventions after 8-10 weeks
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of EHC plans

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

How are the school's resources allocated and matched to children's Special Educational Needs?

All resources are matched and allocated based on the individual needs of the child. Children who have more complex needs will have more school resources allocated to them in order to help them make progress in their learning and social and emotional intelligence. Provision of resources is monitored very closely to allow us to respond swiftly and precisely to all children's needs.

Please see the **Lightwoods Provision Map** for an outline of resources and interventions we are able to offer.

What training have the staff supporting children with Special Educational Needs had or currently having?

Our SENDCo is fully qualified and accredited and our Operational SENDCo has recently completed her NASENCO training. All teaching and support staff are trained to support reading, writing, maths and wellbeing.

What opportunities will there be to discuss my child's progress?

At Lightwoods Primary Academy, we welcome you to make an appointment to discuss your child's progress and wellbeing with either their class teacher or the SENDCo at any time. We will offer you advice and practical ways that you can help your child at home. As part of our commitment to you we offer an open door policy as we believe that your child's education should be a partnership between parents and all adults within school. We will communicate with you on a regular basis, especially if your child has complex needs.

You will also be able to attend at least two Parent Consultation Meetings and book further appointments with the SENDCo at this time, should you want to.

If your child is on the SEN register and receiving specialist support where a number of outside agencies may be involved, you will be invited to meet with the SENDCo to discuss your child's progress more regularly and at Annual reviews if your child has an Education and Health Care Plan.

How will my child be able to contribute their views?

We have a School Council made up from representatives from each class across the school and all children are encouraged to share their views within class. If your child has a statement of Special Educational Need, then their views will be sought before any meetings.

Our curriculum also encourages children to express themselves through discussion, the spirit of enquiry and by articulating their learning.

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

All children are included in all parts of the curriculum and where necessary all possible reasonable adjustments will be made to ensure that all children can take a full part in all school activities.

How will the school prepare and support my child when joining the school and transferring to a new school?

We liaise closely with staff in other schools and parents when receiving children from or transferring children to another school. A phased transition may be the most appropriate for our most vulnerable children and visits to the school prior to transition or by our staff to visit children in their current school may be advisable.

Within school, we hold Transition Meetings at the end of the Summer Term for children we feel may find transition particularly difficult, or those who have more complex needs.

For transition to high school, the SENDCo, and class teacher plan transition activities carefully. For our most vulnerable children, our SENDCo and Year 6 teacher work closely together to liaise with appropriate staff at the Secondary school, organising additional visits, days and tours or for children to take part in summer schools if appropriate.

Who can I contact for further information?

The first point of contact would be your child's class teacher to share any concerns you have.

You can phone the school on: **0121 429 2542**

You can arrange to meet Mrs Jackson or Miss Bennett, our SENDCos.

Look at the SEN policy on our website

Contact SENDIASS – 0121 500 4010 or <https://www.actionforchildren.org.uk/in-your-area/services/disability/sandwelliass/>

Who should I contact if I am considering whether my child should join the school?

Contact the school office in the first instance and arrange a meeting with the Head of School and or SENDCo to look around and discuss how school might meet your child's needs.

Outside agencies that help support our school

Sandwell Inclusion support based at Connor Road 0845 352 7552

Anthony Atwell Educational Psychologist

Michelle Duke Special Needs Advisory Teacher (SENTal)

Amanda Barrie Behaviour Needs Advisory Teacher

Sandwell SEN Department Funding and admin 0121 569 8240

Speech and Language Therapist

Physiotherapist

Occupational Therapist

Based at The Lyng Centre 0121 612 23 45

To make a referral FASTA line 0121 612 2010

Early Intervention Family Support Worker

Julie Shepherd 0845 3528789

Sandwell Parent Partnership and Parent Voice 0121 552 0047

Complaints

Our complaints procedure is detailed here: [Compliments and Complaints \(shirelandcat.org.uk\)](http://shirelandcat.org.uk)

In outline form, it is summarised as:

Stage One: Discuss concerns informally with the Office Manager .

Stage Two: Discuss concerns informally with a Senior Member of Staff

Stage Four: Make a formal complaint to the Principal

Stage Five: The complaints can be referred to the Chief Executive Officer

Stage Six: Refer to the Chair of the Shireland Collegiate Academy Trust

Stage Seven: Refer to Appeals Committee of Shireland Collegiate Academy Trust

Legislative Acts considered when compiling this report include:

The statutory Special Educational Needs and Disability (SEND) Code of Practice (2015)

The following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report