

# Lickey End First School

## Special Educational Needs and/or Disabilities Information Report

### 2024- 2025

#### What our school offers

This report outlines what we, at Lickey End First School, can provide for children with Special Educational Needs and/or Disabilities (SEND), including our policies on identification and assessment. Any questions regarding SEND should be directed to the SEND Co-ordinator (SENDCo).

**SEND Coordinator:** Miss Hannah Jackson

Tel: 01527 872360 Email: [office@lickeyendfirstschool.co.uk](mailto:office@lickeyendfirstschool.co.uk)

**The Governor for SEND:** Mrs Lesley Baker

Email: [office@lickeyendfirstschool.co.uk](mailto:office@lickeyendfirstschool.co.uk)

**Head Teacher:** Mr Chris Burton

Email: [office@lickeyendfirstschool.co.uk](mailto:office@lickeyendfirstschool.co.uk)

All emails will be redirected by the Office staff to the correct person.

### **Brief description of school, phase, size, any special/resourced base provision on site**

Lickey End First School is situated at the edge of the town of Bromsgrove and serves the community of Lickey End. It has a rural aspect and has the feel of a village school even though it is extremely close to major route ways such as the M42. There are approximately 150 children on roll between the ages of 4 and 9 years. The children are taught in 5 mixed ability classes and there is one class per year group. Many parents have attended the school as pupils in the past, and we feel that the family atmosphere and friendly, open door policy is a strong feature of the school and the partnership that grows between us.

The ethos of our school is very important too. Our school values include respect, resilience, independence, creativity and teamwork which sit alongside our school rules of; Be Respectful, Be Responsible and Be Ready to Learn. The values we instil in the children of trust and mutual respect, honesty and caring will take them through life so that they can become moral, successful and confident citizens in the future.

We are a mainstream school committed to the integration and inclusion of all pupils, including those with a range of special educational needs. At Lickey End it is our philosophy to develop and maximise the full potential of every individual. Our general principles are to ensure we meet the individual needs of every child and that they have access to a broad and balanced education. There is no resourced specialist provision on site.

### **Admission to the School**

Any parent or carer who wishes their child to attend Lickey End First needs to apply through the Local Authority; at the point of application parents or carers should detail any Special Educational Needs their child is experiencing. Pupils who have an Education, Health and Care Plan need to inform the Local Authority at time of application so that they can consult the school to ensure that we are an appropriate placement for their child.

## What types of SEN does Lickey End provide for?

### Definition of SEN

‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.’

*Children and Families Act 2014*

### **Children have a learning difficulty if they:**

- o Have significantly greater difficulty than the majority of children of the same age.
- o Have a disability that prevents, or hinders, them from making use of educational facilities of a kind that are generally provided for children of the same age in schools and within the area of the local educational authority.
- o Are under compulsory school age and fall within the definitions above or would if special educational provision was not made for them.

Children are not regarded as having a learning difficulty solely because the language that they speak is different from the language in which they are taught.

### Total pupils with SEND:

Lickey End (July 2024)	13.5%
National data (from January 2023)	18.4%

### SEND Support

Lickey End (July 2023)	9.4%
National data (from January 2023)	13.0%

### Education, Health and Care Plan (EHCP)

Lickey End (June 2023)	3.4%
National data (from January 2023)	4.8%

## Who Supports Children with Special Educational Needs and/or Disabilities at Lickey End?

At Lickey End we follow the [Special Educational Needs Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/506611/special_educational_needs_code_of_practice.pdf), published by the Department for Education and Department of Health (DfE & DoH, 2015). We also take into account Worcestershire's 'The Graduated Response' <https://www.worcestershire.gov.uk/graduatedresponse> created by Worcestershire County Council. Both documents can be accessed by clicking on the hyperlinks above. Worcestershire County Council also has a SEND Local Offer which we take into consideration. This can be found at <http://www.worcestershire.gov.uk/sendlocaloffer>.

There are four broad 'areas of need' outlined in the SEN Code of Practice which the school will meet the needs of:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health difficulties
- Sensory and/or physical needs.

**Many children's difficulties fall into one of the areas outlined, however, there are some children whose needs fall into two or more of these areas.**

Area of Need	Difficulties
Communication and Interaction	<p>Children and young people may have a range of difficulties with speech and language, some of which resolve as a student develops. Children with speech and language needs can have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they may not understand and use social rules of communication.</p> <p>All children with SLCN (Speech, Language and Communication Needs) are different and their needs may change over a period of time. They may have difficulty with just one area of communication.</p> <p>Young people with Autistic Spectrum Disorder are likely to have particular difficulties with language, communication, abstract concepts and imagination which can impact on the way they are able to relate and communicate with others.</p>
Cognition and Learning	<p>Support for learning difficulties may be required when a young person is learning at a much slower pace than their peers, even with appropriate differentiation within the classroom.</p> <p>Learning difficulties covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).</p>

	<p>Severe learning difficulties can be described as being when a child needs support in all areas of the curriculum. Profound and multiple learning difficulties are where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD) affects one or more specific aspects of learning. This includes a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.</p>
Social, Emotional and Mental Health Difficulties	<p>Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may have difficulties managing their relationships with other people. They may be withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that cannot be medically explained.</p> <p>This broad area includes Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) and Attachment Disorder.</p>
Sensory and/ or Physical Needs	<p>Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided.</p> <p>Some difficulties can be age related and can fluctuate over time however other difficulties can be more long term. Many children suffer with visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) and will require specialist support and/ or equipment to support their access to learning and the environment. Children with MSI have a combination of visual and hearing difficulties.</p> <p>Some children who have a physical disability require additional ongoing support and equipment to access the opportunities available to their peers. Not all children who have a physical disability are SEN.</p>

**Who are the best people to talk to in school about my child's difficulties with learning and how can I talk to them about it if I need to?**

**Class teacher**

(they are recommended as the first point of contact if you have any concerns as they will be spending the most time with your child)

**The Class Teacher is responsible for:**

- Making sure that all children have access to good/ outstanding quality first teaching and that the curriculum is adapted to meet your child's individual needs (also known as personalisation, differentiation or matched learning)
- Identifying children within the class with a special educational need (SEN) and recording concerns which will be reported to the SENDCo.
- Regularly reviewing the progress of your child and identifying/ planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources) and amending where necessary.
- Writing Individual Provision Maps (IPMs) and sharing and reviewing these with parents at least once per term.
- Collecting pupil voice from pupils each term in relation to their IPM.
- Planning appropriate intervention to support children effectively.
- Taking responsibility for demonstrating the impact of provision and pupil progress.
- Making sure that all members of staff working with your child in school are aware of your child's individual needs and what specific adjustments they need to make to enable them to be included and make progress.
- Creating a conducive learning environment for all pupils.
- Making sure that all staff working with your child in school are supported in delivering the planned work/ programme for your child, so they can achieve the best possible progress. They may involve the use of additional adults, outside specialist help and specifically planned work and resources.
- Making sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Liaising with the SENDCo.

**The class teacher can be contacted by speaking to them at the end of the school day to arrange an appointment or emailing the school office and requesting an appointment to be made.**

**The SENDCo (Special Educational Needs and/or Disabilities Coordinator)**

**The school SENDCo is Miss Hannah Jackson. She is responsible for:**

- Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Providing leadership, support and direction around SEND to staff and parents.
- Ensuring that the teachers in the school are aware of the importance of identifying and providing for pupils who have SEND.
- Making applications for Education, Health Care Plans when necessary.
- Managing the annual review for children with an Education, Health Care Plan.
- Using assessment data to monitor progress.
- Maintaining and updating the register for SEND pupils.
- Reporting to and liaising with the Head Teacher.
- Informing the Head Teacher of training required for staff who are working with pupils with SEND.
- Liaising with all other people who may be coming into school to help support your child's needs e.g. Speech and Language Therapy, Occupational Therapists and Educational Psychologists.
- Ensuring that, where the Local Authority have informed school about a child with SEND, their needs are made known to all who are likely to teach him or her.
- Publishing an annual SEND Information Report as stated in the Code of Practice and taking account of The Graduated Response from Worcestershire County Council.
- Reporting to the governing body on issues arising from SEND provision within the school.

The SENDCo works closely with all staff in school, with parents and members of specialist support services. She is available to:

- Meet parents to discuss concerns about development or learning.
- Give advice to parents on identified concerns relating to SEND.
- Assess needs of individuals.

	<ul style="list-style-type: none"> <li>• Make referrals to relevant agencies.</li> </ul> <p><b>The SENDCo can be contacted by asking the class teacher for them to contact you or by emailing the school office to request an appointment.</b></p>
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<p><b>Teaching Assistants may be allocated to some pupils with SEN and or disabilities, or may be specialists in a particular type of support or intervention.</b></p>	<p><b>Teaching Assistants (TAs) are responsible for:</b></p> <p>Teaching Assistants provide support in a number of different roles which range from in class support, providing support outside of the classroom for pupils with additional needs at the targeted support level.</p> <p>TAs may provide more personalised support to pupils in class. They may be allocated to work for short periods of time with an individual pupil with very complex special educational needs and/ or disabilities but primarily work with a small group of pupils. All of our TAs have accessed focussed and specialised training from professionals such as a speech and language therapist, complex communication team or through training courses they may attend.</p> <p>The school is developing the role of TAs to include specialist interventions. Interventions provide specialist personalised support in a particular area, for example for speech and language needs. Whilst TAs take a very valuable role in your child's education and progress within interventions is always discussed with class teachers, we would prefer if questions regarding your child's learning and progress are directed to your child's class teacher. The class teacher and SENDCo are fully involved in any support offered and make decisions, in conjunction with parents, on the type of support and interventions. A child may receive support from a number of different adults, and a conversation with the class teacher will give you a fuller picture than may be obtained from a single supporting TA. Of course, as a school we welcome regular communication between parents and all staff on how a child's day has been and we do actively encourage this feedback.</p> <p><b>The Headteacher is Mr Chris Burton. He is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Reporting to the governing body on issues arising from SEND provision within the school.</li> </ul>
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**Headteacher**



<p><b>SEND Governors</b></p>	<ul style="list-style-type: none"> <li>• Overseeing the work carried out by the SENDCo and Class Teachers.</li> <li>• The day-to-day management of all aspects of the school, this includes the support for children with SEND. He delegates some of this responsibility to the SENDCo and Class teachers but is still responsible for ensuring that your child's needs are met and that they will make the best possible progress.</li> </ul> <p><b>The Headteacher can be contacted by telephoning the school for an appointment or by emailing the school office.</b></p> <p><b>The named SEND Governor for the school is Mrs Lesley Baker. She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the school has an up to date SEND Policy.</li> <li>• Making sure that the necessary provision is being made for any pupil who has SEND and necessary adaptations are made to meet the needs of all children in the school.</li> <li>• Making sure the school's SEND Funding is appropriately spent.</li> <li>• Making sure the necessary support is made for any child who attends the school who has SEND.</li> <li>• To support and challenge the Headteacher and SENDCo with regards to SEND within the school.</li> <li>• Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/ her potential in school. Our SEND Governor meets with our SENDCo at least termly to ensure they are fully informed.</li> </ul> <p><b>The SEND Governor can be contacted via the school office by email.</b></p>
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## The Code of Practice 2015

The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014. It relates to children and young people with special educational needs and disabled children and young people. A 'young person' in this context is a person over compulsory school age and under 25.

[Click here to read the full document](#)

## **Levels of Support**

Within the SEN Code of Practice 2015, children who are identified as having SEND are classified as requiring one of two levels of support; SEN Support or having an Education, Health and Care Plan (EHCP).

SEND Support, are where the needs of the child can be catered for within mainstream schools and within the school's budget. School takes action to remove barriers to learning and put effective special educational provision into place. Where it is decided to provide a pupil with SEND support, parents are notified and consulted about the adjustments, interventions and support that are to be put in place, as well as the expected impact on progress, development or behaviour and a date for review.

Children who have more complex, severe or long-term difficulties, whose needs are beyond that which is normally expected to be provided by a mainstream school, can be supported by an Education, Health and Care Plan (EHCP) which is requested and written alongside the Local Authority. In most cases pupils with an EHCP will remain in mainstream schools however occasionally some pupils may move to a specialist provision.

## **Levels of support**

To help children who have special educational needs, the school adopts a graduated response; Assess, Plan, Do, Review as outlined in The Graduated Response made by Worcestershire County Council.

- Quality First Teaching takes into account the learning needs of all pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment. Quality First Teaching is always the first response for meeting pupils' needs and may be supplemented, but never be replaced by further intervention.
- Wave 2 describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age- related expectations. They are often a group of pupils who have similar needs. A child who is only receiving Wave 1 and 2 provision would not necessarily be on the SEND register.
- Wave 3 describes targeted provision for the minority of pupils where it is necessary to provide highly tailored interventions to support progress or enable children to achieve their potential.

Please see [Appendix 1](#) for Lickey End's Graduated Approach with waves of intervention

## **A Graduated Response**

A short video can be watched [here](#) which explains the Graduated Response further.

When a child is identified by staff as having special educational needs, the Class Teacher will identify a provision that is additional to Quality First Teaching provision. Triggers for this intervention could be:

- Concern by the teacher which is underpinned by evidence about a child who, despite receiving differentiated learning opportunities, makes little or no progress.
- A child is showing signs of difficulty in developing skills in areas like English or Mathematics, which result in poor attainment in curriculum areas.
- A child has sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment.
- A child has communication and/or interaction difficulties and continues to make little or no progress, despite the provision of a differentiated curriculum.
- The child is displaying social and/or emotional difficulties and is struggling with friendships or their own emotions, despite provision and support by appropriate staff.

Where a child is receiving SEND Support they will have targets set, often by outside agencies, which are recorded on a school Intervention Provision Map (IPM). These are reviewed at least termly and the parent's views on the child's progress will be sought. Where possible and appropriate, the child will also take part in the review process and be involved in setting their targets.

If a child continues to experience complex or significant difficulties, despite intervention, the school will seek support from outside agencies with the consent of parents. The delivery of the intervention recorded on the IPM continues to be the responsibility of the class teacher.

## **Education, Health and Care Plan (EHCP)**

In some infrequent cases, a conclusion may be reached that, despite actions taken, the child's needs remain substantial and cannot be effectively met with the resources normally available to the school. In these circumstances the school may make a

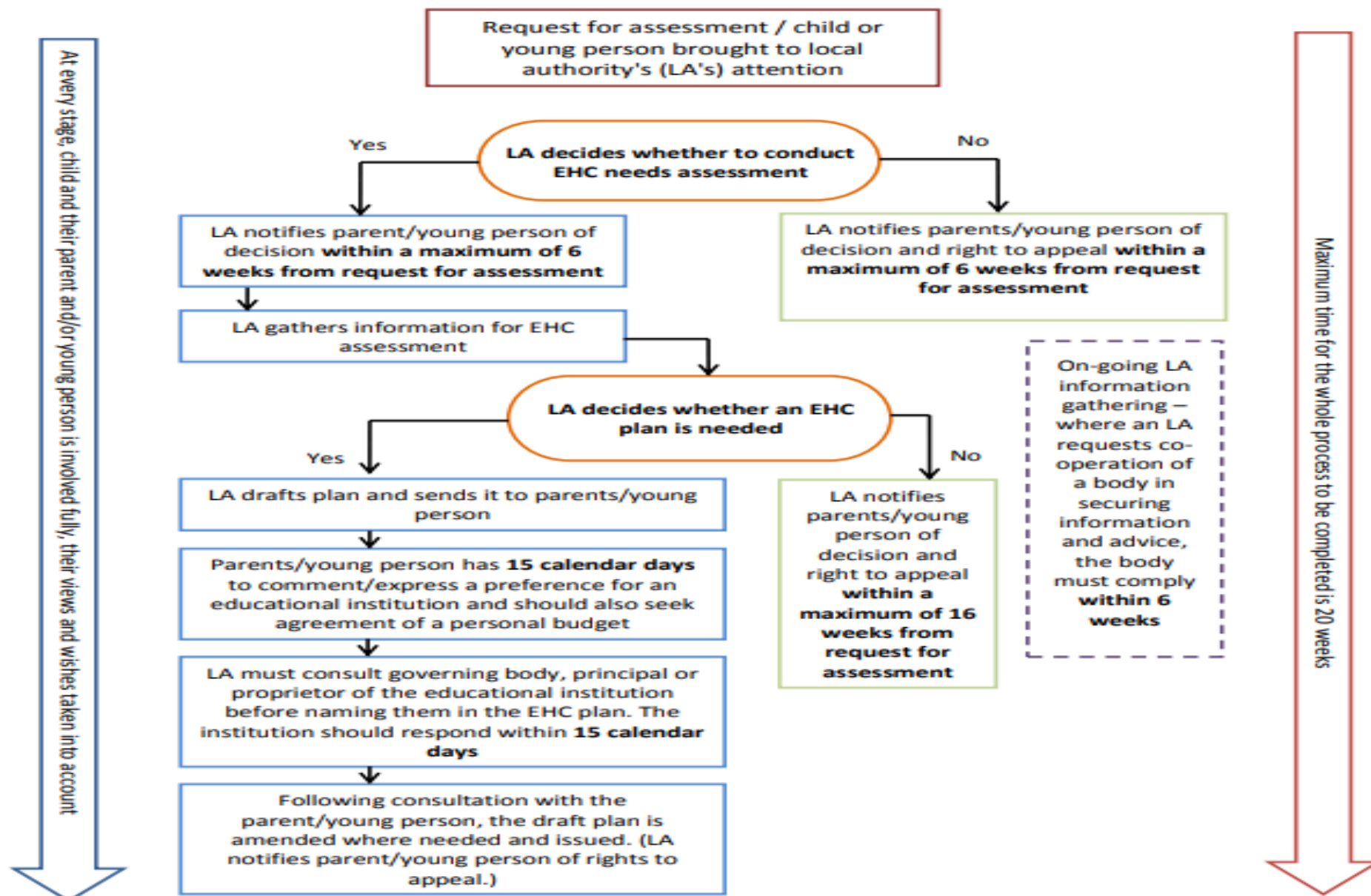
request for statutory assessment to the Local Authority (LA). The school will be required to state clearly the reason for the referral and submit the following information:

- Recorded views of parents and where possible the pupil, on the earlier stages of assessment, action and support to date.
- Demonstrate how resources have been spent to provide support.
- Reports from external professionals; generally 2 professionals, outlining the child's needs.
- Relevant medical information.
- Where appropriate, evidence relating to Social Services involvement.
- Individual Provision Maps detailing SEND support.
- Reviews of IPMs, indicating decisions made as a result of progress towards targets.

After formal assessment is agreed and completed, an Education, Health and Care Plan may be issued. Parents have the right to request a specialist or mainstream placement.

**The process of an EHC needs assessment from the SEN Code of Practice 2015 can be found below:**

**Statutory timescales for EHC needs assessment and EHC plan development**  
Taken from page 154 of the SEND Code of Practice 2015



## **Annual Review of an Education, Health and Care Plan**

Once a child has an Education, Health and Care Plan, an annual review will take place to monitor and evaluate the effectiveness and relevance of the provision set out in the plan. The parents, child, representatives from the Local Authority, school and all professionals working with the child are invited to attend the meeting.

## **Partnership with Parents**

Parents are consulted and involved in the identification, assessment and provision of their child's needs and all stages of the graduated response approach.

Individual Provision Maps (IPM) meetings take place a minimum of termly and we request parents attend to discuss and share the targets for their child. The parents of children with SEND are invited to contribute information when an expression of concern has arisen from any sources as follows:

- o Their views of their child's health and development.
- o Information that is passed on to outside agencies.
- o Their views of their child's performance, progress and behaviour at school and at home.
- o Factors that may contribute to any difficulties.
- o Actions to be taken.
- o Review of progress towards Individual Provision Map targets.

All parents are encouraged to play an active part with the school in supporting work determined by school staff, either at school or at home.

Throughout the year there are several opportunities for parents to attend events run by Miss Jackson which aims to support parents with advice, offer opportunities to meet with professionals who work alongside the school, and to work collaboratively to support the provision for pupils with SEND at Lickey End.

## **Voice of the child**

The child is encouraged to participate in the decision-making about provision for his or her SEN. His or her views in identifying difficulties will be sought and treated sensitively. As part of the IPM process your child will be asked some key questions such as what their interests may be, what they find tricky and what they think helps them. Where appropriate children are able to attend their IPM meeting with their parents.

## **Staff Training**

Training is carried out according to the on-going specific needs of the children in school however we do also aim to have training in a large range of areas linked to special needs in general.

The SENCo are both qualified teachers and they hold the National SENCo accreditation. The SENDCo has attended training courses supporting pupils with specific learning difficulties, Designated Mental Health Lead training along with further training for supporting pupils with additional needs.

The school has dedicated continuing professional development (CPD) training time for all staff to improve 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 Autism, Dyslexia etc. Individual teachers and support staff also attend training courses run by commissioned specialists or outside agencies that are relevant to the needs of specific children in their class.

Two teaching assistants currently attend the Communication TAs training events which are organised by the NHS Speech and Language Team. These sessions differ each meeting so a range of subjects are covered linked to speech, language and communication skills. This information is shared with all teaching assistants in the school during TA meetings.

Staff members have also completed additional training around ADHD, Autism Spectrum Disorder, Sensory Processing, Dyslexia and supporting challenging behaviour.

If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENCo.

## **Identifying pupils with SEND**

Sometimes children are identified as having SEND before they start at our school. The Reception teacher visits most children at home and will also sometimes visit settings to speak to staff about a child before they start at Lickey End. Where possible and necessary, the SENDCo will also visit or phone nursery staff to collect additional information. Any difficulties children may be experiencing and strategies that are effective in supporting them are shared ready for a good transition into school. If any external agencies have been involved, such as NHS Speech and Language services, staff will alert the school so that continued support and advice can be sustained when the child starts in Reception. All records from nursery settings should be passed on to the

Reception staff and the SENDCo in order to comply with GDPR. The SENDCo is also available at transition events and evenings for new parents to ask questions and share any concerns they may have.

If complex needs are identified, then sometimes a multi-agency meeting may be held in order to share information before your child starts school. This ensures that provision and resources are in place before your child starts Lickey End.

When any child joins Lickey End, the school will assess their level of attainment on entry in order to build upon learning and track progress over time. Thereafter, Class Teachers continue to track and monitor progress throughout the child's school career. The continuous process of assessment for learning, observation and scrutiny of pupil assessment data will identify children who are having some difficulty with their learning. Pupil Progress Meetings take place three times a year where the progress of all children is discussed. The SENDCo attends all meetings and is able to offer advice and track the progress for pupils with SEND or those who may require additional support.

As soon as a class teacher raises a concern regarding a child, contact will be made with the parents and usually a meeting will be arranged to share concerns. This provides the opportunity to discuss similarities and differences between behaviours in school and at home and offers an opportunity for parents to discuss their views and wishes.

Once staff have evidence that they have tried an intervention without it being a success, the SENDCo can carry out an observation and meet with the Class Teacher to suggest other interventions and strategies. At this point the child will have an Individual Provision Map (IPM) which will detail their targets and interventions that are in place for them. Parents are invited in to discuss and share targets and at this point a child is usually placed on the SEND register. We encourage parents to also be involved with their child's education and support the targets that have been set at home as well as in school.

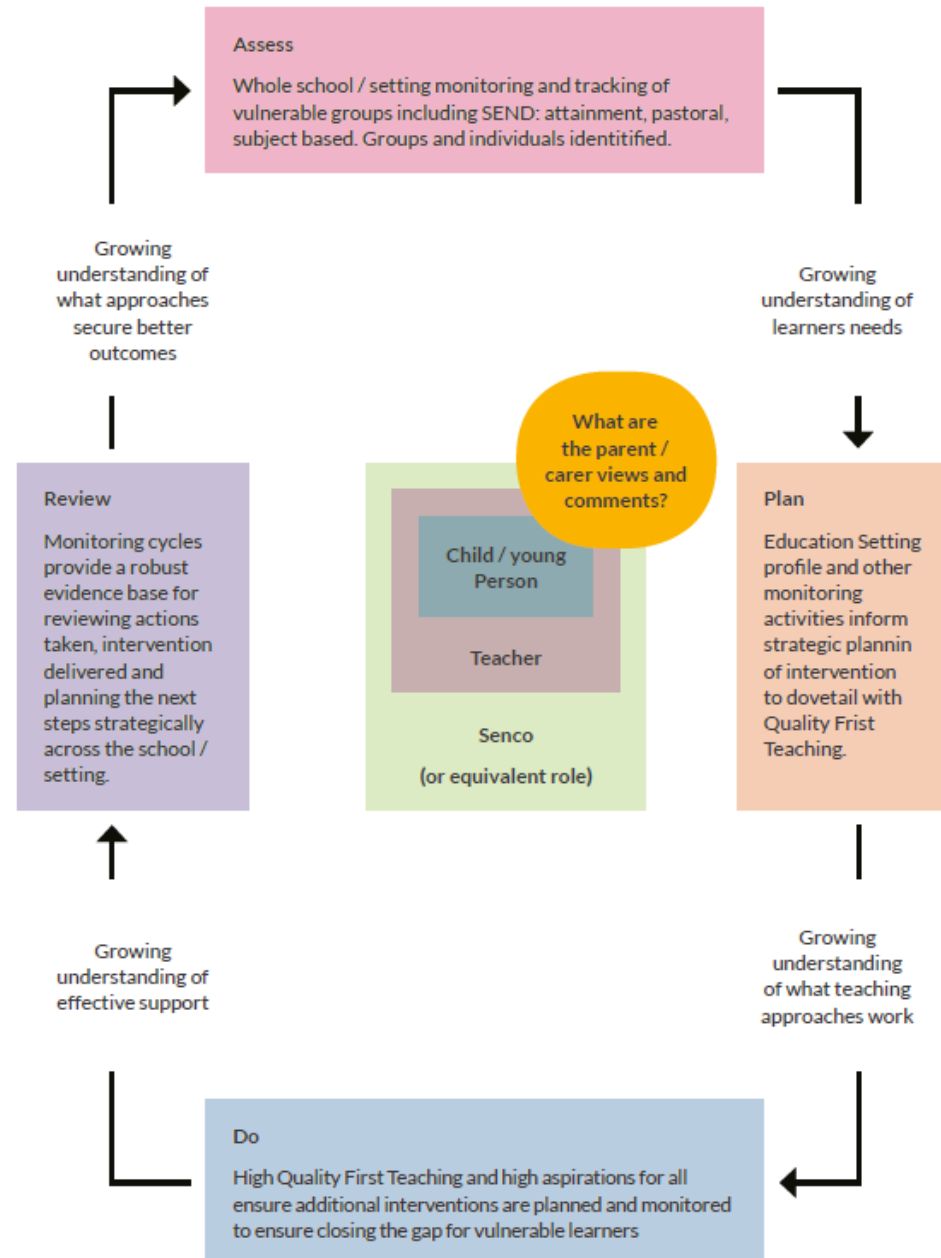
Advice from outside agencies may be sought once a period of interventions has been unsuccessful in bridging the gaps and supporting a child with making progress again. As a school we work closely with a range of external agencies to help us identify and meet individual children's needs. We work alongside: Speech and Language Therapists, Occupational Therapists, Community Paediatricians, Visual Impairment Team, Learning Support Advisors, Educational Psychologists and the School Nurse.

Our school operates an open-door policy. All class teachers are usually available at the end of a school day and very briefly before school to discuss any concerns you have as a parent. In addition to this our SENDCo, Miss Jackson, is available to discuss any concerns further.

We follow a four-part cycle, known as the 'Graduated Response', to identify and respond to SEND.



## Whole School / Setting Approach 'Assess, Plan, Do, Review'



## **1. Assess Needs**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. Most pupils make progress through such teaching.

A clear analysis of a pupil's needs is made alongside the SENDCo. This will draw on information from assessment data, experiences of the pupil, their previous progress, attainment and behaviour. Parents are consulted about any concerns about their progress or needs and we take the pupil's own views into account too where appropriate. Depending on the area of concern, occasionally the SENDCo will use assessment resources, to give more detailed and further information around an area of concern. Sometimes we will also involve outside agencies to offer relevant advice or support, especially where health services are already involved with a child, however this is always done with parental consent.

Class Teachers, the Senior Leadership Team and SENDCo monitor and review the progress and development of all children.

## **2. Plan**

Where a child's progress gives cause for concern, we work with parents in partnership to develop a plan to ensure that the child with SEN or disability receives the right levels of support for their future learning and development. Extra support would be put in place and an Individual Provision Map (IPM) may be written, outlining the targets and support. Sometimes a child will be part of a group and will work towards achieving these targets with an adult.

## **3. Do**

This graduated response should be led and coordinated by the SENDCo, working with and supporting colleagues. Parents and carers should be engaged at each stage of this cycle, contributing their insights into assessment and planning. Intended outcomes are shared with parents and carers and also reviewed with them.

## **4. Review**

The effectiveness of the support and the impact on the pupil's progress is reviewed in line with an agreed date. At Lickey End First School we review Individual Provision Maps (IPMs) at least termly, however they are often reviewed more frequently than that. These are shared with parents in a meeting once a term and where targets change more frequently than that, they are reviewed and posted to parents to keep them informed.

## Supporting Transition

At Lickey End, we recognise the importance of transition at any stage of a child's life. We plan carefully to ensure that children get the best start in their new class or new school. Meetings are held with the child's existing class teacher and the next teacher so that effective strategies can be shared and important information about a child can be distributed to those who will be working closely with the child. When a child is moving onto a new school, additional visits may be organised by the SENDCo with the new school where they are required.

All children have time in their new classrooms in the summer term before they move up in September. Where additional time is required, we try our best to accommodate extra visits and/or additional time spent with their new teacher.

### Where can I find additional help and advice?

- ✓ We have an open door policy and can be contacted via email or telephone.
- ✓ Speak to the SENDCo
- ✓ Contact SENDIASS (Special Educational Needs and Disabilities Information and Advice Support Service) on 01905 768153, an organisation who support parents through the processes and systems involved in SEND provision.
- ✓ [IPSEA](#) (Independent Parent Special Education)
- ✓ [CDC](#) (Council for Disabled Children)
- ✓ [British Dyslexia Association](#)
- ✓ [Triple P Website](#)
- ✓ [Special educational needs and disability- A guide for Parents](#)
- ✓ [National Autistic Society](#)
- ✓ <https://www.sossen.org.uk/>
- ✓ <https://www.specialneedsjungle.com/>

## Complaints

Many concerns voiced by parents can be resolved by clarification or the provision of information and it is anticipated that most concerns can be readily resolved at this informal stage. However, for more serious concerns, and where parents may wish to make a formal complaint, a copy of our complaints procedure is available via the school office or it can be found on our school website.

## Who we work alongside

Who are they?	What does their work involve?	Where can I find out more information?
<p>Child and Adolescent Health Service</p> <p>(CAMHS)</p>	<p>A multi- disciplinary team that usually consists of: psychiatrists, psychologists, social workers, nurses, support workers, occupational therapists, psychological therapists, primary mental health link workers and specialist substance misuse workers.</p> <p>CAMHS is a service that work with children and young people who have difficulties with their emotional or behavioural wellbeing.</p>	<p>CAMHS have their own website which gives information about access, referrals and includes phone numbers so you can directly get in touch.</p>
<p>Family Support Worker</p> <p>(FSW)</p>	<p>Working at Lickey End First School to offer a Positive Parenting Programme for any parents wishing to attend.</p> <p>Meeting with parents both in and out of school.</p> <p>Working with pupils both in and out of school.</p> <p>Supporting families in the home.</p>	<p>You can speak to Miss Jackson as there have been some changes to the way this service works.</p>

<p>Educational Psychologists</p> <p>(EP)</p> <p>Faye Hingley</p>	<p>Completing an initial observation of a child following a referral made by school.</p> <p>This will always happen with parental consent.</p> <p>1:1 follow-up sessions with the child to carry out further assessments.</p> <p>Writing a summary or report for school and parents, outlining the recommendations and targets after the final session is completed.</p> <p>Sharing resources and strategies with staff and parents to use in school and sometimes home.</p> <p>Meeting with parents.</p> <p>Offering specialist training or advice to support staff.</p>	<p>Parents can speak to Miss Jackson to find out more information who can then signpost you to the right place.</p>
<p>Speech and Language Therapy Service</p> <p>(SALT)</p> <p>Jacqui Woodcock</p>	<p>Completing an initial assessment of a child, following a referral made by school or parents.</p> <p>Writing a report for school and parents outlining specific, individual targets to work on with the child.</p> <p>Sharing resources and strategies for school and home.</p> <p>Completing a review assessment when required.</p> <p>Specialist training and support for staff.</p> <p>Jacqui Woodcock is now employed by the school to work with us for half a day per week. If you would like to be put in contact with her, please let the Office or Miss Jackson know.</p>	<p><a href="http://www.hacw.nhs.uk/our-services/speech-language-therapy/childrens/">http://www.hacw.nhs.uk/our-services/speech-language-therapy/childrens/</a></p>
<p>The Learning Support Team</p> <p>(LST)</p> <p>Jane Palmer</p>	<p>Completing an initial assessment of a child, following a referral made by school with parental consent.</p> <p>Assessments tailored around concerns that are shared during the referral stage.</p> <p>Writing a report for school and parents outlining the specific, individual targets to work on and strategies to use.</p> <p>Resources are often shared with school.</p> <p>Completing a review assessment when required.</p> <p>Specialist training and support for staff.</p> <p>Loan of specialised equipment.</p>	<p>Parents can speak to their child's class teacher or Miss Jackson to find out more information. Referrals to this service are completed by Miss Jackson</p>

Occupational Therapy (OT)	<p>Completing an initial assessment of a child following a referral made by the GP or Paediatrician (always with parental consent).</p> <p>Writing a report for school and parents outlining recommendations and strategies to use to meet the child's needs.</p> <p>Providing and/or recommending specialist resources for staff and parents to use in school and at home.</p> <p>A follow-up assessment if required.</p>	<a href="http://www.worcsacute.nhs.uk/services/item/occupational-therapy">http://www.worcsacute.nhs.uk/services/item/occupational-therapy</a>
The Complex Communication Needs Team (CCN) Rachel Barry	<p>Observations of pupils with an existing Autism Spectrum Disorder diagnosis or for pupils where traits of Autism are present. Writing reports for school and parents outlining specific strategies to use to meet the child's needs.</p> <p>Providing specialist resources for staff. Follow-up observations if required.</p> <p>Specialist training and support for staff.</p>	<a href="https://www.babcockprime.co.uk/send/autism/complex-communication-needs-ccn">https://www.babcockprime.co.uk/send/autism/complex-communication-needs-ccn</a>
The Hearing Impairment Team (HI)	<p>Visits into school to observe the child.</p> <p>Meetings with parents at home or in school to share recommendations and check equipment.</p> <p>Providing or recommending specialist resources for staff to use in school to meet the child's needs.</p> <p>Specialist staff training.</p>	<a href="https://www.babcockprime.co.uk/send/hearing-impairment">https://www.babcockprime.co.uk/send/hearing-impairment</a>
Chadsgrove School to School Support	<p>Chadsgrove is an alternative option to the LA Team and can offer a number of specialist teacher services which offer observations of pupils with SEND, assessments, reports and advice.</p>	<a href="http://www.chadsgroveschool.org.uk/web/support_for_schools_academies/192777">http://www.chadsgroveschool.org.uk/web/support_for_schools_academies/192777</a>

## Appendix 1      Graduated Approach (Assess, Plan, Do, Review) Waves of Intervention

Area of Need	Wave One (Universal Provision) Inclusive strategies for <b>all</b> learners	Wave Two (in addition to universal provision) Targeted intervention and support for <b>some</b> learners	Wave Three (in addition to universal provision and targeted interventions) Specialist support for a <b>few</b> learners
Cognition and Learning	<ul style="list-style-type: none"> <li>• Quality first teaching and graduated approach throughout school.</li> <li>• Differentiated curriculum planning, activities, delivery and outcomes</li> <li>• Learning objectives and success criteria clearly communicated</li> <li>• Working walls</li> <li>• Use of ICT: whiteboards, Chromebooks, laptops</li> <li>• In-class targeted teacher support</li> <li>• In-class teaching assistant support within some lessons.</li> <li>• Group guided reading with class teacher or teaching assistant</li> <li>• Phonics lessons taught daily in Foundation Stage and KS1</li> <li>• Collaborative and self-assessment</li> <li>• Learning style awareness - visual, auditory and kinaesthetic approaches</li> <li>• Some access to lunchtime clubs</li> <li>• Access to extracurricular activities</li> <li>• Educational trips and residential trips</li> <li>• WOW events e.g. visiting the theatre</li> <li>• Whole school policies</li> <li>• Half-termly pupil progress monitoring</li> </ul>	<p>In-class additional targeted teacher support In-class additional teaching assistant support within class teaching (small group or individual) Pre-teaching of vocabulary and concepts Opportunities for over learning Additional intervention discussed at Pupil Progress Meetings to address lack of progress/ barriers to learning Consultation with subject leaders to determine intervention needed. Targets set for interventions and outcomes agreed by class teachers and shared with teaching assistants who are providing intervention Targets shared with child Additional use of visual and practical resources Impact of intervention measured If no further improvements/ progress the concerns are noted by the class teacher on a 'Cause for Concern' form and further progress is carefully monitored.</p>	<p>Child placed on the Special Educational Needs register Parents informed of continuing needs and next steps for special needs support Assessments, advice and recommendations from outside agencies Advice and support for the class teacher from the Special Educational Needs Co-ordinator (Miss Jackson) Individual Provision Map (IPM) written with SMART targets (Specific, Measurable, Achievable, Realistic and Timed) Impact of intervention measured Half-termly review of provision with parents and class teacher. Additional use of special visual and practical resources Involvement of outside agencies e.g. educational psychologist. One to one provision by teaching assistants for some pupils with an Education Health and Care Plan (EHCP) Annual review for pupils with an EHCP</p>

	<ul style="list-style-type: none"> <li>• Reporting to parents at Parents Evenings in October and March</li> <li>• Written annual report in July.</li> </ul>		Views of families and child reflected in IPM.
<b>Area of Need</b>	<p><b>Wave One</b> (Universal Provision) Inclusive strategies for <b>all</b> learners</p>	<p><b>Wave Two</b> (in addition to universal provision) Targeted intervention and support for <b>some</b> learners</p>	<p><b>Wave Three</b> (in addition to universal provision and targeted interventions) Specialist support for a <b>few</b> learners</p>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, keywords on working wall and on spelling lists.</li> <li>• Structured school and classroom routines</li> <li>• Use of visual/ ICT resources to make learning more visual.</li> <li>• Talking partners</li> <li>• Use of Word Aware (vocabulary teaching programme)</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Visual clues</li> <li>• Early Years and KS1 Speech and Language programme (Welcomm)</li> <li>• Language skills</li> <li>• Word Aware intervention groups</li> <li>• Pre-teaching vocabulary</li> <li>• Language skills interventions</li> <li>• Social speaking intervention groups</li> <li>• Individual work station</li> </ul>	<ul style="list-style-type: none"> <li>• 'Talkabout' programmes</li> <li>• 'Language for Thinking' programmes</li> <li>• Involvement of outside agencies: Speech and Language Therapy (SALT)</li> <li>• Word Aware interventions in smaller groups or individually.</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Consistent, positive behaviour policy based on rules, rights, responsibilities and encouraging good choices.</li> <li>• Whole school rules, rewards and consequences; use of Zone Board, Marble Jar and Dojo Points</li> <li>• Clear consistent whole school expectations and aspirations</li> <li>• Time out to reflect on incidents</li> <li>• Calming room/ areas are provided for pupils who require them</li> </ul>	<ul style="list-style-type: none"> <li>• Individual reward charts</li> <li>• Monitoring by class teacher</li> <li>• Prompt and reminder cards</li> <li>• Home/ school diary</li> <li>• Time out</li> <li>• Individual working station</li> <li>• Social skills programme</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour Support Service - advice, recommendations, work with parents/ carers</li> <li>• Parenting support courses</li> <li>• Educational Psychologist - assessment, advice and recommendations</li> <li>• Child and Mental Health Service (CAMHS) - assessment, advice and recommendations</li> </ul>



	<ul style="list-style-type: none"> <li>• Lunchtime sports crew to encourage play.</li> <li>• Policies: Behaviour, Anti- Bullying, Child Protection, E-Safety</li> <li>• Bereavement support.</li> </ul>		
<b>Sensory/ Physical/ Medical</b>	<ul style="list-style-type: none"> <li>• Staff are aware of needs/ impairments/ disabilities and medications or emergency treatment or procedures</li> <li>• Staff training for emergency treatment e.g. EpiPen use and defibrillator training</li> <li>• Appropriately trained staff e.g. paediatric first aider</li> <li>• Administration of medicines procedures e.g. consent forms filled out by parents/ carers</li> <li>• Intimate Care Policy</li> <li>• Accessible grounds and building e.g. slopes as an alternative to stairs.</li> <li>• Risk assessments completed as appropriate e.g. off-site visits</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of Sensory Support Service</li> <li>• Advice/ recommendations from professionals such as school nursing team</li> <li>• Training for named staff for administration of medicine.</li> <li>• Staff follow recommendations from medical team.</li> <li>• Specialist resource such as pencils, penguin grips and laptops</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of outside services for advice and recommendations: School Nurse, GP, Paediatrician, Occupational Therapist, Hearing/ Visual Impairment Team etc.</li> </ul>
<b>Transition to and from school</b>	<ul style="list-style-type: none"> <li>• Induction Evening for prospective parents</li> <li>• Reception staff to visit nursery and playgroup settings to meet staff and children.</li> <li>• Reception children to make several visits to school during the summer term.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional visits to Middle School on request</li> <li>• Support for parents in liaising with Middle School to discuss concerns and provision</li> </ul>	<ul style="list-style-type: none"> <li>• Transition book created</li> <li>• Additional visits to Middle School</li> <li>• Specific transitional activities can be arranged when required</li> <li>• Support to parents in liaising with Middle School to discuss concerns and provision</li> </ul>

	<ul style="list-style-type: none"> <li>• Information evening in June for new parents</li> <li>• Home visit in June/July by Reception Class Teacher and TA</li> <li>• Transition visits at the end of summer term for all pupils moving up a year</li> <li>• Visits from staff from feeder Middle Schools</li> <li>• Head of Year to attend meetings with class teacher to share information about pupils' transition to Middle School.</li> <li>• Visits to local Middle Schools to participate in activities and intake days</li> <li>• Exchange of data</li> <li>• Open evenings at Middle Schools for Year 4 children.</li> </ul>		
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# 1. Glossary

**Annual Review:** the review of an EHC plan which the local authority must make as a minimum every 12 months.

**Attention Deficit Hyperactivity Disorder (ADHD):** a behavioural disorder that includes symptoms such as inattentiveness, hyperactivity and impulsiveness.

**Autistic Spectrum Disorder/ Autism (ASD):** a condition that ranges in severity. Individuals with Autism may find it hard to communicate and interact with other people; find it difficult to understand how other people think or feel; be overly sensitive to bright lights or loud noises; get anxious or upset about unfamiliar situations and social events; take longer to understand information and do or think the same things repeatedly. Autism is a neurological condition which is diagnosed through the Umbrella Pathway.

**Child and Adolescent Health Service- CAMHS:** These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

**Cognition and Learning:** Covers a wide range of needs, including moderate learning difficulties and severe learning difficulties. Pupils may require support when they learn at a slower pace to their peers, even with appropriate differentiation.

**Communication and Interaction:** Characterised by difficulties in being able to understand and/or express yourself. This also includes difficulties in interacting with other people.

**Differentiation:** Teaching that is adapted and changed for a child based on differing levels of need and ability

**Education Health and Care Plan (EHCP):** An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

**Educational Psychologists:** A professional who supports, monitors and thinks with the school assesses and identifies children's needs.

**Governing Body:** Each school has a governing body which comprises members of the local community, parents, teachers, staff and representatives of the Local Education Authority. They are required by law to meet at least once a term but can meet more frequently in order to discuss specific matters.

**Graduated Response:** A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

**Individual Provision Maps (IPM):** A list of targets, provision and support beyond the typical classroom teaching to remove barriers and accelerate progress and well-being for a pupil.

**Interventions:** Specialist programmes that require training to deliver. They target a specific area of need.

**Occupational Therapist:** Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with functional, motor or sensory needs.

**Pre- Teaching:** An intervention whereby a child will be taught the skills or concepts needed before an activity or lesson.

**Special Educational Needs and/or Disabilities Co-ordinator (SENDCo):** A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

**SEND Register:** Special Educational Needs and/ or Disabilities Register. This lists all pupils who have SEND within our school.

**SEN:** A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**Sensory and/ or physical needs**

Characterised as an impairment in some aspect of physical functioning or difficulty in sensory processing compared to a 'typical' sensory profile- hearing impaired, vision impaired, sensory impairment, cerebral palsy etc.

**Special school:** A school which is specifically organised to make special educational provision for pupils with SEN. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.

**Speech and Language Therapists**

Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools and families for children with communication, social and language needs.

**Social, emotional and mental health difficulties**

Characterised by problems with regulation of emotion, social skills. Examples of conditions that fall under this umbrella include ADHD and Attachment.