



## Lethbridge Primary School

### Special Educational Needs and/or Disabilities (SEND) Information Report 2023

SENDCO: Mrs Andrea Chapman: [senco@lethbridge.bluekitetrust.org](mailto:senco@lethbridge.bluekitetrust.org)

Designated teacher for children looked after: Mrs Andrea Chapman

SEND Governor: Mrs Irene Fernow

#### School Context:

Lethbridge Primary School is a vibrant and caring school where children are enthusiastic and motivated to achieve endless possibilities. The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

Lethbridge Primary is a mainstream School that offers a full curriculum that is inclusive to all children, whatever their needs. We work to ensure all staff support the children academically, physically and socially. We aim to work closely with children, staff, parents and outside agencies. Ensuring that all children are treated equally is paramount. The school will review the provision for children with SEND every year. Parents will always be closely involved in all aspects of special provision.

#### 1. What kinds of SEND are provided for at Lethbridge Primary School?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states: *Special Educational Needs: 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. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.*

A child of compulsory school age or a young person has a learning difficulty or disability if they: a) have a significantly greater difficulty in learning than most others of the same age or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

Special educational provision is education or training that is additional to, or different from, that made generally for other children or young people of the same age at school.

The Code of Practice does not assume that there are hard and fast categories of special educational needs but recognises that children's needs and requirements may fall within or across four broad areas.

Communication and interaction - speech and language difficulties, social communication and interaction difficulties, Autism, developmental language disorder (DLD)

Cognition and learning - including moderate Learning Difficulties (MLD), Specific Learning Difficulties (SPLD), Severe Learning Difficulties (SLD)

Social, Emotional and Mental Health needs (SEMH) – attachment difficulties, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD)

Sensory and/or physical needs – hearing loss, visual impairments, hearing impairments, sensory processing difficulties and physical difficulties.



## [2. What are the policies for identifying children and young people with SEND and how do we assess their needs?](#)

The Special Educational Needs and Disabilities Code of Practice 2014 lies at the heart of Lethbridge SEND policy. It sets out the processes and procedures to follow to meet the needs of SEND pupils including a graduated response of support, which recognises that pupils learn in different ways and can have different types of SEND or a combination of these. The school offers a graduated response to these needs. The approach means that the needs of the child will be addressed through a four-part cycle: *assess, plan, do, review*. Full details on how Lethbridge Primary School identify children with SEND and the graduated response can be found in our SEND policy (available on the school website).

## [3. How are parents of children with SEND involved in their child's education?](#)

We believe that parents play an important role in helping children with SEND achieve their fullest potential. Parents and Carers are fully included in the review process of SEND through parents' evenings (two) and end of year reports.

If a child has an EHCP, parents are invited to attend and contribute to an annual review meeting. Outside agencies supporting the child may attend or contribute to the review. Long term outcomes, provision and short-term goals are reviewed.

Parents/carers can request additional meetings with class teacher and/or SENDCO as necessary. The SENDCO also offers SENDCO 'drop in' meetings on a regular basis. A parent may choose to book an appointment at any drop in or may be invited to attend where a need is identified by the classteacher or SENDCO. Meetings mainly occur through a termly drop in clinic where parents are able to sign up for half hour appointments with the SENDCO and classteacher together to discuss progress and address any concerns through future planning. Where demand for meetings was higher than capacity additional sessions were added.

A further aspect of support which can be actioned for a pupil is an Early Help Record. The Early Help process is used across the Borough to support and evidence provision for children with SEND and/or health or social care needs. An Early Help Record and Plan may be set up. Parents, working with the SENDCO, class teacher and relevant professionals, write a set of actions and support for the child. This is followed with Early help review meetings. Parents are fully involved throughout this process. Part of the process may be to identify support from outside agencies. Referrals can be made at any part of the process based on each agency's specific referral criteria.

## [4. How are children with SEND consulted and involved in their education?](#)

All pupils on the SEND register area asked to share their views regarding learning and themselves. They complete an 'All about me' overview which details their strengths, things they like/ dislike, things they find difficult and how they like to be best supported as well as their hopes and aspirations for the future. These are updated at least annually.

## [5. What are the arrangements for assessing and reviewing children's progress towards their outcomes?](#)

At Lethbridge Primary we review data from the school's main assessment system alongside teacher judgements to identify any pupils who may benefit from additional intervention to support their learning across all four areas of need, not just for cognition and learning. The SENDCO and teachers track the progress and attainment of all children, including those with SEND at three points in the school year.

All pupils who require additional support are added to the Pupil Provision map. The Pupil Provision map includes clear entry and exit data to ensure any interventions are monitored for effectiveness. This system allows pupils to be tracked across the school and needs to be identified, planned for and met efficiently. This is also reviewed three times per year. It allows us to see what has been tried already and what works best for individual children's development. Where concerns about progress continue despite interventions, the provision will be reviewed and further support sought where

appropriate. If a child is making less than expected progress staff may consider implementing additional and/or different support. The class teacher will use the Swindon Core Standards. These are an effective tool for reviewing a pupil's needs and to support teachers to implement appropriate provision. These can then be documented as part of the 'assess, plan, do review' approach.

Alongside this the SENDCO may undertake further assessment through observations, discussions, class monitoring, book scrutiny, meetings with parents or specific standardised tests. The assessment information is used to plan a programme of support individualised to meet a pupil's specific needs. Where appropriate an individual SEN support plan may be used to record the needs identified and the actions taken to support them.

Progress towards EHCP long term and short-term outcomes are also discussed with parents at the pupil's annual review.

#### [6. How are children supported in moving between phases of education?](#)

When pupils are due to transfer in or out of Lethbridge Primary, the SENDCO may liaise with the SENDCO of the previous or receiving school to ensure all SEND documentation is shared and transferred. Lethbridge SENDCO (& other school staff) may visit the pupil in their current setting to better understand their needs and provision required. Additional transition arrangements may be made to meet the individual's needs.

When a child is transferring to another class/year group within Lethbridge, staff meet to share all necessary information about the child with SEND. Sometimes parents may attend a transition meeting if they have any concerns or queries about their child's transition. Again, additional transition arrangements may be made to meet the individual's needs.

Staff may help the pupil to complete a transition booklet. The pupil can then take this home to share with their adults and refer back to it as necessary prior to joining their new class.

#### [7. What approach is used to teach children with SEND?](#)

At Lethbridge Primary School we value each child as an individual. Whatever their difficulties we are committed to developing and extending their academic, social and physical capabilities, to enable them to have a sense of achievement and become productive members of the school and the wider community in which they live.

We aim to do this by:

Meeting all children's needs

Identifying children's needs as soon as possible

Creating an atmosphere of encouragement, self-confidence and motivation

Providing full access to a broad, balanced and relevant curriculum including Early Years Foundation Stage and the National Curriculum

Making provision for all children to receive the support best suited to their needs within the constraints of the available resources

Using a person-centred approach whereby pupil views are sought and considered

Working in partnership with parents or carers and consider their views in respect of their child's particular need/s

Reviewing interventions three times annually to assess their impact and monitor the child's progress

Working closely with all agencies concerned to achieve a multi-disciplinary approach to the resolution of issues

All teachers are teachers of children with SEND. Most pupils have their needs met through Quality First Teaching and staff plan to ensure all children are included and have access to the lessons, interventions and booster sessions. These are led by the class teacher and/or Teaching Assistants.

The impact of this support is closely monitored by the class teacher and SENDCO at the review stage of the graduated response cycle.

Our interventions and boosters include: daily 1:1 reading, reading comprehension, precision reading, precision spelling, phonics, writing, nippy numbers, handwriting and fine/gross motor groups, SPARK and SPARKEY (occupational therapy programme), Speech & language programmes or Emotional support from the school's Emotional literacy support assistant (ELSA) or members of the Blue Kite Lighthouse team.

For children with an EHCP, section F of their EHCP lists provision and support they are entitled to.

#### [8. How are adaptations made to the curriculum and the learning environment of pupils with SEN?](#)

Lethbridge is an inclusive school and aims to ensure that learning, activities, afterschool clubs and trips meet the needs of all pupils. Our teachers are skilled at adapting the planning, teaching and learning tasks and activities as required.

For some children with an EHCP, the curriculum and topics covered are adapted to meet their specific learning needs and interests, helping them reach their long and short term agreed outcomes.

Some pupils may require additional resources e.g. finger grips, fiddle toys, coloured overlays, coloured exercise books, wobble cushions, ear defenders, writing slopes, break cards, individual timetables, quiet areas/safe places and sensory toys

Members from the visual impairment team, physical disabilities team and hearing support team visit the schools and classrooms to assess the accessibility. They observe the children who access these services and gain their views on how suitable the learning environment is for them. Advice from these teams is promptly implemented whenever possible.

#### [9. What expertise and training do the staff who support pupils with SEN have?](#)

All the staff at Lethbridge have experience and training in working with children and the variety of needs. Some staff have specific SEND expertise. We also have an Emotional Literacy Support Assistant who is trained to deliver programmes of work to support with areas such as social skills, anxiety and self-esteem. The Blue kite Lighthouse Early Intervention Support Team can provide social, emotional, mental health support to pupils and can offer advice and guidance to parents.

All teachers and TAs receive ongoing training which is provided either internally or externally. Areas of development may be identified through appraisals, observation, monitoring and learning walks.

The SENCO has over twenty years' experience in this role, ensuring knowledge and expertise of all aspects of SEND is kept up to date (locally and nationally) in order to provide support and advice for staff, parents and pupils. The SENCO works three days per week in this role.

#### [10. How is the effectiveness of the provision made for children and young people with SEND evaluated?](#)

The effectiveness of our provision for children with SEND is judged by OFSTED, the Blue kite Academy Trust and the Lethbridge governing body through a variety of ways: observations, book scrutiny, review of progress and attainment, pupil voice, monitoring impact of interventions, review of provision and discussions with staff, pupils and parents

For those pupils with EHCPs their progress towards long term outcomes is evaluated through the annual review process, in line with statutory deadlines.  
Please see summary data in point 16.

### [11. What support is there for improving the emotional and social development of children with SEND?](#)

Our aim is to develop every child's social and emotional skills, helping them to build healthy friendships and providing them with the qualities and characteristics to face future challenges.

We follow the Jigsaw Personal Social Health Education programme. Children are taught what to do if they believe they are being bullied or what to do if they have concerns and worries. Children are able to speak to trusted adults; they are taught that we are a listening school.

We have a trained Emotional Literacy Support Assistant (ELSA) who can support small groups or individuals. ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed. Our ELSA will plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. Sessions use a range of activities such as: games, role-play with puppets or arts and craft. ELSA sessions may take place in our very own 'Sensory room' which provides a calm, safe space for the child to feel supported and nurtured. Support may cover areas such as anger, anxiety, social skills, self-esteem, making mistakes is OK, bereavement and loss, emotional regulation, self-confidence, transition, friendships and nurture support.

The Blue Kite Lighthouse Early Intervention Support Team can provide social, emotional, mental health support to pupils and can offer advice and guidance to parents. Lethbridge can refer into this service.

We can refer pupils to external agencies for additional emotional support.

We also have a Parent support adviser (1 day per week) who can offer support or signpost families who may be facing and tackling some of the challenges that children present both at home and in school

### [12. How are other professionals and outside agencies included in meeting children and young people's SEND and supporting their families?](#)

Lethbridge works with a range of external agencies to support pupils with SEND. These include, speech and language therapists, targeted mental health workers and Project me, staff from the impairment support teams, autism outreach, health professionals and social workers. Some services are statutory and are provided by Local Education or Health Authority.

Lethbridge can refer children to the Educational Psychologist or Lighthouse team who are part of The Blue Kite Trust.

Lethbridge can also refer pupils for additional support from external agencies dependent upon each agency's criteria.

### [13. What are the arrangements for supporting pupils who are looked after by the local authority?](#)

Looked after children have a Personal Education Plan (PEP) and regular meetings with carers, social workers, the Virtual School for looked after pupils, class teacher and SENDCo who is the school's designated teacher for looked after children. The child's views are gained before the meeting and

where appropriate the child is invited to join the meeting. The PEP sets out goals and actions to support learning and development.

[14. What are the arrangements for addressing concerns or complaints from parents of children with SEND about the provision made at the school?](#)

If parents have any queries regarding concerns regarding their child's needs and provision, they should contact their child's class teacher in the first instance to see if the matter can be resolved this way. If parents are not satisfied with the outcome, they may wish to take their concern to the headteacher or may be referred to the school's complaint policy. Full details about handling complaints are found in the Complaints Procedure on the school website.

[15. What is the Swindon Local Offer and where is it published?](#)

The purpose of the Local Offer is to enable parents and young people to see what services are available in their area and how to access them. Parents may access additional services in Swindon via Swindon's local offer website [Swindon Local Offer - Home](#)

[16. What data does the school have regarding SEN pupils in 2022-2023?](#)

Characteristics By Year Group				
Year	Pupils	SEN	SEN Support	EHCP
R	68	7 (10.3%)	5 (7.4%)	2 (2.9%)
1	69	3 (4.3%)	2 (2.9%)	1 (1.4%)
2	70	6 (8.6%)	4 (5.7%)	2 (2.9%)
3	70	12 (17.1%)	10 (14.3%)	2 (2.9%)
4	70	9 (12.9%)	7 (10.0%)	2 (2.9%)
5	70	13 (18.6%)	11 (15.7%)	2 (2.9%)
6	70	13 (18.6%)	10 (14.3%)	3 (4.3%)

Summary				
	Trust 2022	Trust 2023	National	School
ALL SEND	16.7%	15%	17.3%	12.9%
SEND SUPPORT	13.8%	11%	13%	10.1%
EHCP	2.9%	3.5%	4.3%	2.9%

Groups	Pupil	SCHOOL			TRUST		
		R	W	M	R	W	M
SEND Y6	No						
ALL SEND	13	53.8%	53.8%	46.2%	50%	24%	44%
SEND Support	10	60%	60%	40%	58%	25%	51%
EHCP	3 (1 absent)	33%	33%	66%	30%	20%	27%
SEND Y2							
ALL SEND	6	66.7%	50%	66.7%	30%	19%	37%
SEND Support	4	75%	50%	75%	30%	22%	42%
EHCP	2	50%	50%	50%	29%	12%	24%

Additional support	Number
SENCO drop ins & early help reviews	60
EHCP Annual Reviews	14
ELSA support	<b>75</b>
PSA support	<b>15</b>
TAMHS in school traded support	6
Project me support	4
Lighthouse support	4