



SEND Information Report 2020/21

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Author:	H Phillips
Approval needed by:	Trust Board
Consultation required	CEO
Adopted (date):	November 2020
Date of next review:	November 2021



Our Local Offer for Special Educational Needs and/or Disability

Name of Setting	
Name of Setting	Lansdowne: a de Ferrers Trust Academy
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input checked="" type="checkbox"/> Other (Please Specify)
Specific Age range	3-7
Number of places	154 on roll with an additional 46 in part time Nursery
Which types of special educational need do you cater for? (IRR)	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.</p> <input checked="" type="checkbox"/> </div> <div style="width: 35%;"> <p><input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in</p> <div style="border: 1px solid black; height: 100px; width: 100%; margin-top: 5px;"></div> </div> </div>



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Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



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Questions from the Parent/Carer's Point of View:

Identification
<p>How will you know if my child or young person needs extra help? (IRR)</p> <p>Children with SEND are monitored and identified as early as possible. Identification usually begins with parents raising concerns or with school staff who work closely with the child. Concerns may be linked with emotional wellbeing, behaviour or progress in line with their peers. Pupil's progress is monitored each term in Reading, Writing and in Mathematics by the Senior Leadership Team. Pupils who are causing concern and who are behind their peers are discussed with the SENCO and are offered a range of interventions using the Assess, Plan, Do, Review process (Graduated Response). If children are unable to make acceptable progress during two cycles of the process, they will be assessed for SEN.</p> <p>Lansdowne uses the following assessment strategies to plan for the provision of children with SEND:</p> <ul style="list-style-type: none">● School policy on assessment and tracking● Speechlink language assessment● Boxall Profiles● BPVS screener● Salford reading test● NFER Assessments for Mathematics, Reading and Spelling, Punctuation and Grammar● Dyslexia screener● Formal assessments from outside agencies if additional support is requested from school and/or parents <p>Information about your child's progress will be provided by the class teacher through verbal conversations, Parents Consultations and School Reports.</p>
<p>What should I do if I think my child or young person needs extra help?</p> <p>The first port of call would be the class teacher, who is available before and after school as part of the 'open-door' policy and will make appointments for longer discussions. The class teacher may seek the involvement of the SENCO. Alternatively, the SENCO can be contacted before or after school or by email (hphillips@deferrers.com). *Due to COVID-19, parents can ring the school office and arrange to have a telephone conversation with the class teacher/SENCO after school.</p>
<p>Where can I find the setting/school's SEND policy and other related documents? (IRR)</p> <p>The SEND Policy, SEND Information Report, Admissions Policy, Supporting Pupils with Medical Conditions Policy along with other policies can be found on our website. A paper copy can be provided on request from the school office.</p>



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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

At Lansdowne, it is our aim that all pupils are given the opportunity to access learning opportunities in an inclusive manner. Teachers are responsible and accountable for the progress and development of the pupils in their class and high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Adaptations are made to the curriculum where necessary such as 1:1 support/small group work, providing specialist equipment (such as writing slopes, radio aids and adapted chairs), visual prompts and finding alternative forms of recording work. Children with sensory and physical difficulties are able to take part in all areas of the curriculum including P.E. with reasonable adjustments being planned for by the class teacher and SENCO. Risk assessments are carried out for school visits. Where a pupil is not making adequate progress, a teacher should collaborate with the SENCO and parents to plan support and teaching strategies for the individual. Class teachers and support staff are supported through professional development opportunities to support them in differentiating learning opportunities for the learners in their class.

The school has a wide range of intervention programmes available to support children who require support which goes beyond class based approaches. Some of these intervention approaches are published or commercially available packages of support, such as the Reading Inference programme. Others are bespoke/personalised approaches based on best practice guidance.

The school seeks the advice of specialists for those with significant or complex needs, for example Speech and Language Therapists and Educational Psychologists. Pupils may be referred to clinic or these specialists might work in school with the child. In some cases, activities are provided to be completed in school to support their therapy. PLPs (Personal Learning Plans) are created where additional levels of support are required, which will outline the provision available to each child and will be available to parents. In addition, parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent-teacher meetings. There is also the opportunity to contact the school SENCO via email or in person to discuss pupil's needs in more detail.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Class teachers will be aware of the pupil's areas of strengths and weaknesses, including those with SEND, and will make every effort to accommodate these. For example, for learners with reading and writing difficulties, the class teacher may provide spelling aids, or for those with language processing differences, visual supports may be used to accompany auditory information. A SEND folder detailing information about individual pupils with SEND is kept in each classroom and is shared with supply staff. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with the school SENCO. All additional provision for pupils with SEND is overseen by the school SENCO, and monitoring of these pupils' progress takes place at pupil progress meetings and is reviewed regularly.



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How are the setting, school, or college's resources allocated and matched to children or young people's needs?

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources in classrooms e.g. additional computers, writing slopes, alternative seating etc. For those requiring provision additional to class based approaches, funding facilitates the school's "menu" of intervention programmes. In some cases it might also be used to provide additional human resource e.g. teaching assistants, therapists etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e.: outcome identified in discussion with teachers and parents or on EHCPs). The SEND budget is the responsibility of the Executive Principal, School Business Manager (SBM) and SENCO and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently. The SENCO also works in partnership with all school staff to ensure the school has high quality resources which meet the specific needs of different learners.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

A discussion takes place between teachers, parents and pupils when a child's needs are initially identified. Desired outcomes for the pupil will be discussed and the provision or support the pupil needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support/provision needed, but occasionally the school seeks the support of other agencies to advise on this. Parents and pupils will be fully involved in decisions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision making process. Interventions are evaluated regularly and mapped by the SENCO.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

At Lansdowne, we possess a range of equipment and facilities (e.g. sensory circuits, writing slopes, coloured overlays, wobble boards etc.) to support pupils with SEND, and the school SENCO allocates these resources based on the needs of pupils. Resources will be purchased should they be required to provide bespoke support to individuals. The SENCO liaises with the relevant external advisory service (e.g. occupational therapy) where more specialist equipment is needed, to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

All school staff have high expectations for all learners. Monitoring of progress takes place on a day to day basis by class teachers, and they are often best placed to identify where progress is falling or excelling. For learners with the most significant needs, contact with families takes place, for example through informal conversation at the end of the school day or sometimes in home/school books. Formal monitoring of progress takes place termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher meetings during the autumn and spring terms and via the annual school report to parents, which is sent home during the summer term. For learners with SEND, the PLP targets will be discussed with parents at termly review meetings, and for those with EHC Plans an annual review will be held in addition. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of the school day.



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How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

The opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties. In these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them. Pupils contribute their thoughts, hopes and aspirations as part of their IEPs. They are also invited to their termly meetings and encouraged to contribute.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

The school's SENCO, along with the Principal and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought annually in the form of pupil voice and parent questionnaires and collated to inform decisions about future provision.

Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Pupil safety is paramount and we keep ongoing pupil logs and relevant information is shared with key staff which outlines areas which could pose a risk to the pupil. We also have a Pupil Support Manager who works with parents and children to support. Where risks are identified measures are taken to limit these, for example supervising a child more closely during the transition between class and care-giver at the end of the day. Where necessary alternative arrangements for the most "risky" times of the day are made. For some pupils, a detailed risk assessment is undertaken for trips, PE and movement outside of school which is shared with parents, and reviewed regularly by the class teacher, Senior Management and SENCO. Break Club and Lunch Club are available for those pupils who find unstructured times more challenging, providing them with nurture and supervision. **Currently due to COVID we are unable to offer this in a group situation.**

What pastoral support is available to support my child or young person's overall well-being?

PASTORAL



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We recognise that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PSHE teaching, we offer a range of interventions, including HOPE, Positive Play and Lego therapy to address specific issues which may arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is generated through discussion with pupils and their families. We also have available a range of assessment tools to support us in tracking and monitoring pupil's self esteem and confidence. Our Pupil Support Manager works closely with the SENCO to discuss personalised support.

FRIENDSHIPS

All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff. Friendship Groups are available for pupils who need some extra support and encouragement.

PEER / SIBLING SUPPORT

It is sometimes appropriate for us to offer support to the peer groups/siblings of pupils with SEND. Sometimes this takes place in an open and frank manner, enabling peers to ask questions and learn about the needs of their class mates (e.g. Circle of Friends intervention). At other times this takes a more general form such as working with the class on celebrating diversity. We also hold whole school assemblies which address some of the key areas of need within our school. We are mindful of the age of our children and their level of maturity. Each incident is dealt with according to the needs of the cohort or individual.

BULLYING

The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti-bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

ADMINISTRATION OF MEDICATION

Some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. Our usual protocol for the administration of medication is that, following signed parental consent, pupils attend the school office where medication is kept in a locked box. In some cases pupil's medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers, epi-pens, epilepsy rescue medication etc). When this is applicable, a clearly identifiable safe place in the classroom is chosen. Some children with more significant medical needs will have an individual care plan which will be drawn up in consultation with parents and medical professionals.

TOILETING

Staff in school are experienced in supporting pupils to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Pupils are encouraged to take as much responsibility as possible for their toileting and are encouraged to take as active a role as



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they can. Pupils who are developing verbal skills are provided with a range of tools to help them communicate toilet needs. For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate seek the advice of the continence service when meeting pupil's toileting needs. We also have a wash/dry toilet installed.

PRIVACY AND DIGNITY

For some of our pupils it is most appropriate for medical care to take place in private (e.g. toileting, injections, bodily application of creams, tube feeding etc.), and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom (e.g. administration of Movicol or Ensure drinks given at snack time). Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils. For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.

SHARING OF MEDICAL INFORMATION

All teaching staff are briefed at the start of the school year on children's medical needs. Individual Care Plans are kept in the school staff room and are shared in staff meetings to communicate children's needs to staff. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents/carers and health professionals are used and these are stored alongside the care plan as well as with the pupil's medication. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. This information is shared via the care plan or more detailed plans as appropriate and is updated as needed.

MEDICAL APPOINTMENTS

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. Sometimes it is appropriate to provide additional "catch up work" for completion at home, at other times it is possible to arrange for appointments to coincide with subjects in which the pupil is stronger. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

TRAINING

Staff undertake regular first aid training and are trained annually in the administration of rescue medication such as epi pens and the use of inhalers for asthma. Where necessary the school seek out relevant training to address the specific needs of pupils e.g. epilepsy, anaphylaxis, asthma. The Supporting Pupils with Medical Conditions Policy can be found on our school website.

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

Personal Social and Emotional wellbeing is at the heart of our curriculum, and we adopt Emotion Coaching as a strategy to support our pupils. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring further support, the Pupil Support Manager and specially trained Teaching Assistants work with pupils offering pastoral and social support. School has access to both a range of interventions to support pupils experiencing difficulties with emotions or relationships, and assessment tools to help us monitor this area of pupil development including HOPE and Positive Play. We also have councillors from the Mental Health Support Team who work with individual pupils in school.



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What support is there for behaviour, avoiding exclusions and increasing attendance?

BEHAVIOUR

The school has a clear behaviour policy which is implemented consistently. The policy can be found on the school website. Where pupils are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. For some pupils this involves alternative arrangements at key “trigger points” during the day, for others this may involve a “time out” arrangement enabling pupils to find a designated safe space at times of stress. A key focus of the school in supporting pupil’s challenging behaviour is to firstly understand this behaviour. We record and analyse behavioural incidents to try to find patterns in behaviours. When these are identified we then seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, de-escalating emotional incidents, and supporting pupils to change their own behaviours.

EXCLUSION

It is very rare that we would consider exclusion for any pupil. A copy of the school’s exclusion policy can be found on the school website.

ATTENDANCE

We take active steps to improve attendance. We reward attendance each week in class. Attendance below 95% is investigated and support is offered to the family by the Pupil Support Manager to help improve the situation. Reasons for absence are identified and considered. The Safeguarding Governor reviews attendance at regular meetings with the Head Teacher. Attendance is reported to the Governing Body.

Working Together & Roles

What is the role of my child or young person’s class teacher?

The class teacher has the overall responsibility for pupil’s learning and their day to day well-being in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, interventions).

Who else has a role in my child or young person’s education?

The Principal oversees the running of the school, ensuring that all elements of a pupil’s education are in place.

The school SENCO has responsibility for co-ordinating the provision for pupils with SEND. She may work individually with pupils, or carry out assessments where required, and will usually host formal meetings such as annual reviews.

In addition to the class teacher and SENCO, pupils might come into contact with the following:

The Pupil Support Manager is involved in meeting the pastoral needs of pupils (parental consent required for regular planned contact).

There are a number of support staff (teaching assistants) working in school who have a range of skills and expertise. Some of these staff run intervention programmes under the guidance of the teaching staff; others work in classrooms supporting pupils in small groups or on a 1:1 basis. For pupils with the highest



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levels of need, an additional adult might be assigned to work with the pupil on a 1:1 basis. The class teacher, along with the SENCO, will act as a hub for information about the pupils with the highest level of need. Occasionally external agencies or specialists might be brought in to work with pupils. Their involvement will always be with the consent of the parent/carer.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

SEN information is held on the SIMs Management Information System, which is used for secure transfer of information between school and DfE/ high schools etc. Information about SEND needs of pupils are noted in the child's PLP which are kept in their classroom. Each classroom has a SEND file containing information about individual pupil's needs and is kept in a locked cupboard. All class teachers and any key workers involved with the child will be given a copy of EHCPs and there are regular opportunities to discuss the content of these at termly SEN meetings with the SENCO.

What expertise is available in the setting, school or college in relation to SEND? (IRR)

All school staff have a good awareness of SEND through regular staff meetings etc. Regular meetings are held to enable staff to work with the SENCO to develop their practice in relation to the specific needs of the pupils in their classes. We have a Special Needs Teaching Assistant who is able to carry out screeners eg: dyslexia, dyscalculia and working memory. We have Teaching Assistants and a Pupil Support Manager who are trained in HOPE and Positive Play.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)

External Agencies support the school and pupils with assessments and provision. Applications for support are made by the SENCO with the agreement of parents. If an external agency are involved in supporting the pupil, they will be invited to attend the SEND review each term.

External Agencies that support our pupils include:

- Autism Outreach Team - 01785 356830 sss.service@staffordshire.gov.uk
- Hearing Impairment team – 01785 356830 sss.service@staffordshire.gov.uk
- Visual Impairment team - 01785 356830 sss.service@staffordshire.gov.uk
- Educational Psychologist Service – 0300 118007 eps.queries@staffordshire.gov.uk
- Educational Welfare Officers – 01283 239617
- Occupational Therapy - 01283 505160
- Social Services – 2-3 St Paul's Square, Burton upon Trent, DE14 2EQ
- School Nurse/Community Paediatrics - FHWS.east@mpft.nhs.uk
- CAMHS (Child & Adolescent Mental Health Service) – 01283 505820
- Midlands Partnership Foundation Trust Autism Service – 0300 790 7000
- East Staffordshire SENDIASS (Staffordshire Family Partnership) – www.staffs-iass.org



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- Harvey Girls – 01283 533449
- Early Help Assessment (EHA)
- Physiotherapy – 01889 572021
- Speech and Language Therapy – 01283 505830
- Early Years Forum - 01283 239555
- Mental Health Support Team – 01283 504487

Speech and Language Therapists, MHST councillors and members of the Autism Outreach Team work with pupils on site. We regularly organise multi-agency meetings to discuss pupil's needs and aim to ensure good communication with these groups in order to meet the need of pupils and their families.

Who would be my first point of contact if I want to discuss something?

Your first point of contact should be your child's class teacher. The school SENCO is also always available to support you in matters relating to SEND. Contact can be made via the school office on 01283 247920.

Who is the SEN Coordinator and how can I contact them? (IRR)

Mrs H Phillips is the SENCO and can be contacted on 01283 247920 hphillips@deferrers.com

What roles do have your governors have? And what does the SEN governor do?

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENCO take place to ensure that all pupils including those who are looked after make progress. SENCO writes an annual report to governors outlining current SEN provision. The school SEN governor will also write a report for the Executive Principal's report once a year.

How will my child or young person be supported to have a voice in the setting, school or college? (IRR)

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written, video or audio means. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. There is a school council made up of pupils who meet regularly to share the views of their peers. Pupils with SEN are represented within this group.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?



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Parents are encouraged to take an active role in the setting and they are invited in for workshops and coffee mornings. Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter. The Principal, Vice-Principal and SBM meet regularly with parent groups to discuss school matters. Parents are invited to complete a survey once a year to allow them the opportunity to discuss their opinions on school matters.

What help and support is available for the family through the setting, school or college? *(IRR)*

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEN team in school, led by the SENCO, provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents in a number of ways throughout the school year: the school newsletter and website.



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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

As an inclusive school setting we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school trips etc. Therefore, we work creatively and flexibly to make relevant adaptations to enable pupils with SEND to attend. For example, this might mean offering support to pupils attending after school clubs, booking accessible accommodation for residential trips etc. We have a range of out of school clubs and activities which change from time to time all of which are available to every pupil regardless of need. For those pupils whose very high levels of need mean that the standard out of school activities on offer are inappropriate we seek to liaise with families about suitable alternatives (for example a day trip in place of an overnight residential). ***Due to COVID-19 currently there are no after school clubs.**

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Lansdowne is a single storey building on one level. There are no steps and access doors have been widened.

Are disabled changing and toilet facilities available?

Details (if required)

There is a disabled toilet available.

Do you have parking areas for pick up and drop offs?

Details (if required)

There is a collection/drop off point outside the school.

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

N/A

Lansdowne is a fully accessible school as we are situated on the ground level with no physical adaptations required e.g. ramps and lifts. We have a disabled toilet which is fully equipped to support pupils and visitors with disabilities. Reasonable adjustments are made for individual pupils for example the use of writing slopes, enlarged texts, pencil grips and reading overlays. A copy of the Accessibility Policy can be found on our school website.



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Transition

Who should I contact about my child/young person joining your setting, school or college? (IRR)

For information regarding admissions entry, please ring the school office on 01283 247920. The arrangements for the admission of all students is covered by our Admissions Policy which can be found on our school website.

How can parents arrange a visit to your setting, school or college? What is involved?

Transition visits are available for pupils. Parents of SEND pupils are welcome to arrange a visit with the SENCO so that information specific to your child can be shared. Please contact the office 01283 247920 or email hphillips@deferrers.com to arrange.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)

ENTRY

Prior to entry to our school, the SENCO liaises with staff at nurseries and other feeder schools, to obtain information about the pupils. This information is shared with the relevant staff. Pupils are invited to transition visits and pupils with SEND have additional visits. All parents have an opportunity to attend an open morning/ afternoon where they can have a tour of the school, meet staff and ask questions. Parents of SEND pupils are also able to arrange an additional meeting with the SENCO where the needs of their child will be discussed.

TRANSITION TO NEW SETTINGS

Extra transition is put in place wherever possible to support individuals and their needs. Some pupils benefit from extra visits whereas some pupils benefit from a shorter introduction as they find the transition process stressful. We work closely with the SEND team at Eton Park Junior to ensure information is shared and that a supportive transition package is put in place. We also have close links with other secondary schools and specialist settings and can advise parents and families when making a decision about secondary provision.



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Additional Information	
What other support services are there who might help me and my family? (IRR)	The SENCO (Mrs H Phillips) or the Pupil Support Manager (Mrs Carvell) can provide details of further support for families. They can be contacted on 01283 247920
When was the above information updated, and when will it be reviewed?	September 2020 and will be reviewed September 2021.
Where can I find the Staffordshire Local Offer? (IRR)	The Staffordshire Local Offer can be found at www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0
What can I do if I am not happy with a decision or what is happening? (IRR)	As a school we encourage parents to address any worries or concerns promptly initially with the class teacher, and then if they are unable to help, with a senior member of staff such as the SENCO or the Executive Principal. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found on the school website. Guidance on what to do if you are unhappy with a decision made by the local authority regarding a pupils SEND can be found on the local authority website (www.staffordshireconnects.info).