

Introduction

Lime Trust applies the regulations on admissions fairly and equally to all those who wish to attend this school. The School Standards and Framework Act 1998 introduced a new framework for school admissions as of September 2000. This policy conforms to the regulations that are set out in that Act and also further explained in the statutory School Admissions Code of Practice and the statutory Appeals Code of Practice.

Aims and objectives

Lime Academy Parnwell is a mainstream school. The SEN information report sets out what we provide for children with Special Educational Needs and/or Disabilities (SEN/D) throughout their time with us. It also explains how we support them on to the next stage of their education. The school caters for the four categories of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health needs
- Physical and/or sensory

Our SEN policy gives more detail about our day-to-day procedures.

The Peterborough Local Authority also publishes on its website a Local Authority Local Offer – setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEN/D. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP) – which has replaced the SEN statement.

Please visit: <https://www.peterborough.gov.uk/> for further information on the PCC Local Offer.

You will also find information about:

- Where to go for advice and guidance on SEN and Disability matters
- Leisure activities for children with SEN/D
- Arrangements for resolving disagreements and mediation



The purpose of our school SEN information Report

The purpose of the school's SEN information report is to inform parents and carers about:

- How we welcome into our school children with special educational needs and/or disabilities;
- How we support them in all aspects of school life and remove barriers to achievement;
- How we work in close partnership with parents/carers and children;
- How we make effective provision for all of our children with special educational needs and disabilities – SEN/D.
- How to formalise a complaint about SEN/D provisions - please see the Complaints Policy.

SEN Report for children with Special Educational Needs or Disabilities

Lime Academy Parnwell is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs), This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN/D, in order that they can realise their full potential. It may not list every skill, resource and technique we employ to achieve this as these are continually developed and used to modify our provision to meet the changing needs for individual pupils.

Our vision at Lime Academy Parnwell

We have a clear 'moral purpose'. For us that moral purpose is simply to place pupils' learning and wellbeing at the centre of all that we do and to judge our processes, performances and people against that standard. In short, putting

children first. Our ambition is to work together to make a positive difference to the lives and opportunities of children, young people and adults within our school and the global community.

This ambition requires qualities of courage, risk-taking, determination and resilience, from both adults and children; it includes values of openness, zero tolerance of poor performance and a total refusal to tolerate low expectations; it is manifested through a commitment to partnership within and beyond the school.

This document explains how Lime Academy Parnwell is providing for all of its children and contains links to the information which The Peterborough City Council (PCC) provides for parents and carers of children with SEN/D. PCC sets out a wide range of information about the specialist schools, colleges and organisations that can provide support and information for families of children and young people with SEN/D. It explains the procedures for requesting an assessment for an Education Health and Care PLAN (EHCP)- which has replaced the SEN/D statement

Should a child be identified with a special educational need or disability, we have specific needs-based plans and pupil profiles which help to support their development and accelerate progress.

Other useful documents such as our Inclusion Policy is available on the school website. If you would like any further information about what we offer here at Lime Academy Parnwell please do not hesitate to contact us directly.

Who to contact for more information

- Assistant Head Teacher Jane Taylor is our Inclusion Manager
- Our School administration team can arrange appointments with above members of staff: Lime Academy Parnwell 01733349182

Admission arrangements for pupils with SEN or Disabilities

Our admissions policy ensures that we do not disadvantage children from particular groups. The admissions process is monitored by ethnicity and disability to ensure that it is administered consistently and fairly to all children.

A fully inclusive approach

We pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community. We aim to provide opportunities for all children to access a broad, balanced and creative curriculum, regardless of: age, attainment, ethnicity, language or background.

Please refer to our inclusion policy which is an umbrella policy that covers and is inseparably linked to every other school policy including; special needs and disability (SEND), race equality, attendance, behaviour, disability equality, gifted and talented, ethnic minority achievement, equal opportunities and anti-bullying.

When new children join Lime Academy Parnwell with a SEN/D, the Inclusion Manager will receive a copy of the child's file from the previous setting. From this, information/history of the child will be shared appropriately. The office will also send a copy of the child's file to the new setting if a child is leaving.

The Year Six team and Inclusion Manager meet with the head of year and SENCO of any prospective secondary schools before the end of every academic year for a full handover to aid transition. There is an opportunity for the secondary school to observe and speak to the children; the children are also invited for 'taster' days/sessions at the prospective schools.

How we know if a child has a special educational need

Each child's progress is carefully monitored at pupil progress meetings which are held regularly with the senior leadership team, Class Teacher and Head of Year. At these meetings any concerns about children's rates of progress are raised (including the possibility that a child's special educational needs may not have been identified before this point). Each child is discussed in detail, progress towards their individual targets is reviewed and new targets are set. Programmes of support /interventions for individuals and small groups of children with SEND are established or reviewed. Children receive input into their learning goals so that they feel that their voice is heard and we include both children.

Our Inclusion Manager manages the day-to-day specialised provision for SEND pupils and meets with the class teachers regularly to discuss and review children on the SEND register.

What we do to support children with special educational needs or disabilities

We know that parents/carers are the first educators of their child and by working in partnership we can learn about a child's strengths and interests and if they have any concerns, for example if they have a disability, special need or a medical need.

In addition, we assess all children within the first half term in our school through careful and sensitive classroom observation and an early review of progress. We also listen carefully to children to find out how they are settling into school and the new term.

We take great care to establish whether limited progress is because a pupil has English as an Additional Language (EAL) and we work closely with parents and carers in their home language where possible. Lime Academy Parnwell works closely with external agencies, for example Educational Psychologists and we have weekly provision for Speech and Language Therapy (SALT) provided in groups directly from the Peterborough Paediatric Speech and Language Therapy Service and continued by fully trained support staff across the week either in small groups or 1:1 where appropriate.

We carefully plan special educational provision to match each child's individual needs. A map of provision is reviewed regularly depending on the progress pupils make. A key worker is assigned to children who are transitioning into key phases and secondary school.

How we make sure that teaching and support help your child to learn and make good progress

Lime Academy Parnwell Senior Leadership Team work closely with teachers and support staff to provide effective, quality first teaching and well-matched support for children with SEN/D in a variety of ways. These include:

- Carefully differentiated (taking account of different needs) planning which ensures that all children are able to make progress
- Supporting the class teacher to take full responsibility for the learning and progress of all children
- Using a wide variety of teaching approaches, including guiding learning through demonstration; providing visual support material
- Providing a stimulating, rich and interactive classroom environment
- Using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- Using a pupil performance tracking system effectively to ensure that a pupils' performance is closely monitored
- Using our Effective Marking Policy to make sure that children know how to improve their work
- Providing additional strategic adult support from Teaching Assistants
- Programmes of support/interventions are evaluated regularly to ensure progress is made by children using them

Reviewing your child/s progress

Each child 's progress, including those with SEN/D is reviewed in a continuous way; during pupil progress meetings each half term, every child is carefully monitored as well as regular opportunities whereby the Class Teacher, and Head of Year will constantly monitor a child's progress. At these meetings any concerns about the children's rates of progress are raised

Supporting emotional and social development

A Family Liaison Officer is onsite part-time to advise and provide support for families. Spiritual, moral, social and cultural development is taught across the school through weekly 'R' time. There is a nurture group running during lunch break; all SEN/D children are encouraged to attend if there is an identified need.

Prevention of bullying

Please refer to the 'Anti-bullying strategy' located in the Behaviour Policy for details on how the school deals with instances of bullying.

How we develop the skills, knowledge and expertise of school staff

All staff have regular training to meet the needs of our children as appropriate. We use the National Teaching Standards to develop the knowledge, skills and confidence of all of our staff as part of their professional work

How we work in partnership with parents and carers

We know that the active involvement of parents/carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement.

We have an open door policy and make every effort to communicate clearly and regularly with parents of children with SEN/D about, for example:

- How we support their children
- Their achievement and their well being
- Their participation in the full life of our school

How we listen to and respond to children with SEN/D

- Clear policies and systems to support children expressing concerns that they have
- Ensuring the Safeguarding Policy and procedures are rigorous and robust and that staff receive frequent training
- Talking to children during and after lessons to understand their experience of the learning
- Inviting children to Annual Review meetings
- Inviting pupil voice through our Effective Marking programme
- Ensuring that the School Council is fully inclusive and represents the pupil community

Access facilities for pupils with SEN

Special educational needs and disability provision arrangements for the admission of pupils with disabilities:

The arrangements for the admission of children with disabilities (or Special Education Needs) are very much the same as the admission arrangements for all pupils. However, as much detailed information as possible is gathered so that a child's disabilities, within the context of the school, can be rapidly and sympathetically identified and individual arrangements made where necessary. Pupils are assisted through programmes delivered in either 1:1 or small group sessions. They may also have in class support, particularly in numeracy or literacy. Pupils with significant disabilities or special educational needs may have a 'Statement of Special Educational Need', an ECHP or have practical arrangements outlined on an Individual Education Plan or a SEN/D Plan, ensuring that every effort is made to remove any barriers to learning so that they may access all parts of the curriculum.

The school seeks to be inclusive to all and has a purpose built disabled toilets within its building to allow the admission of pupils with moderate physical disabilities.

All pupils are encouraged to take part in an extensive range of extra-curricular activities at lunch times and after school. Every effort is made to ensure that all pupils are able to participate in the PE curriculum, clubs, trips and residential visits.

- The school has wheelchair access via the main entrance and accessibility to the playground entrance and car park exit.
- Direct wheelchair access is available to all ground floor EYFS and KS1 classrooms
- The school has pupil toilets with disabled access in all areas of the school

The school's accessibility plan

As required under the Disability Discrimination Act 1995, the school has an Action Plan which shows improvements that could be made in order to improve access to the school by pupils with disabilities.

(Issues have been identified and a variety of actions suggested, to remedy any deficiencies).

A full copy of the Accessibility Plan is available from the school office.

Working with external agencies

We work in partnership with the following external agencies to provide support for our SEN/D children:

- School nurse
- Social worker
- Early help
- CAMHS
- Speech and language
- Scope