



SEND Information Report

2023 – 2024

Our School

Our School Vision

At Lons, the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

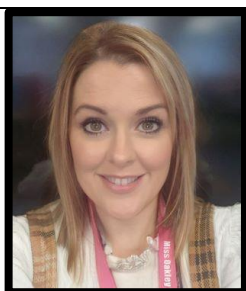
2024 Information

Lons currently has 71 children on role (September 2023)

There are currently 33 children on SEND register with a range of needs from universal to specialist.

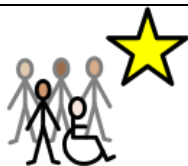


Meet our SENCO



The SENCO is Rebecca Oakley.





If you would like to contact Miss Oakley, please call school on **01773744319** or complete the contact form on the [school website](#) Miss Oakley respond within 48 hours.



Special Educational Needs

At Lons Infant School, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN Code of Practice 2014:

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



At Lons, we work closely as a team and if staff have a concern about a child, they will discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

Identifying and Assessing Need

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children will be monitored using the Derbyshire Formative Footprints. This allows the children who are working at below key stage standards, to have small step targets set in lessons to allow them to achieve and begin to work independently.

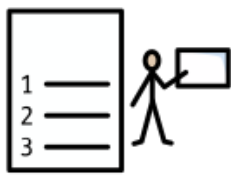
Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.



Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.



Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations

At Lons Infant School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We hold drop-in sessions every term in which Miss Oakley is available to discuss any concerns you may have.

We also hold three coffee morning a year where parents can meet up and support each other in a safe environment. During these sessions, we gather parent feedback on SEN provision at Lons, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the previous 'Tiny Steps' or IEP targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

During the year, a parental questionnaire is sent out to gain views on the school and the SEND provision.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.



Evaluating Provision

Review progress in SLT meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENCO.

Regularly using a tracking tool to update targets and measure progress.

Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans.



Staff Training






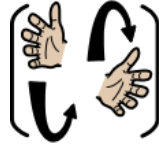










At Lons, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT), Behaviour Support Service (BSS), Autism Outreach (AO), Specialist Service for SEND (SSSEN) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Curiosity Approach	Lego Therapy	Communicating through symbols	Attention Autism
			
Autism Advocates	Makaton and BSL	Phonics (catch-up)	Sensory needs
			
Demand Avoidance	Complex Needs training	ELSA	Speech and Language
			
De escalation	Attachment	Reading for those who struggle	Trauma



Transition Support

Nursery to Reception

At Lons, we invite parents into school for a welcome meeting providing parents with the opportunity to meet with the class teacher, SENCO, headteacher and other key members of staff.

We hold two 'taster' sessions for children to visit the Reception class and interact with staff and their peers. One of these sessions takes place over lunchtime so children are able to experience this before they start in September.

Staff will also visit children within their pre-school setting. Discussions are had with parents and key workers to establish any special educational need and provide support for a smooth transition into Lons.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition books for children with SEND, which include photos of the teacher, TA and classroom environment.

We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Education Plans.

Junior School Transition

We liaise very closely with our partner schools to ensure that the transition from Lons to the junior school provision is as smooth as possible.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. We will also organise 'taster' sessions and set up a 'buddy' system to support with a smooth transition.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

Speech and Language Service (SALT)
Educational Psychologist (EP)
Occupational Therapist (OT)
Physiotherapist
Behaviour Support Service (BSS)
Autism Outreach (AO)
Specialist Service for SEND (SSSEN)
School nurse
Continence Team

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.



Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our after-school clubs.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.



Complaint Procedure

Your first point of contact is your child's class teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

Paul Moss – Chair of Governors
Richard Castle – Clerk to Governors



Derbyshire Local Offer

The Derbyshire Local Authority Local Offer can be found at <https://www.localoffer.derbyshire.gov.uk/>

Other useful contacts:

Care and Support Service	01629 533190
DIASS	01629 533668
Derbyshire Autism Services	01773 741 221
Umbrella	01332 785658