



The types of special educational needs that are provided for are:

ADD, Down's Syndrome, Hearing impairment, Dyslexia, ADHD, Visual impairment, Learning difficulties, Social, Emotional & Mental Health difficulties, Language difficulties, Communication difficulties, Autistic Spectrum, Autism.

How special educational needs are identified:

Identification is through class teacher observations and termly pupil progress meetings. Parents may also contact the SENCo if they have concerns about their child. Referrals can be made to external agencies if appropriate. Parents who wish their child to be seen at Ryegate should contact their GP.

SENCo details:

Mrs Bethany Noble; she works in this role on Tuesdays and Wednesdays. She is contactable by phone on 0114 2669500 or via email at senco@lydgate-jun.sheffield.sch.uk

SEND Admission:

We follow the Sheffield LA admission policy for all pupils.

How parents of children with special educational needs are consulted and involved:

We communicate with our parents through letters, e-mails, texts and at termly parents' evenings. We hold Special Educational Needs/Disability (SEN/D) review meetings on a termly basis and, whenever possible, make ourselves available to meet with parents as and when is necessary. We set termly targets for our learners and endeavour to make these specific for our SEND learners, we aim to put SMART (small, measurable, achievable, realistic, timed) targets in place each term to help us to focus on specific targets to enable learners to make individual steps of progress. We support our parents and are happy to meet to discuss the needs of individual children and, where needed, would look to support parents whose first language is not English by inviting a translator along to meetings.

How children with special educational needs are consulted and involved:

We seek to involve our pupils in making some key decisions around meeting their individual needs. We aim to bring them to greater independence and encourage them to contribute to learning goals and targets. We promote the use of 'Pupil Voice' through our Rights Respecting Schools work. School Council and the RRS Steering Group both present pupils' views.

How children's progress is assessed and reviewed:

Progress is reviewed each term by teaching staff as part of the normal assessment process. The impact of intervention is monitored by the class teacher, support staff, SENCo and assessment leader. The SEN/D provision map is reviewed each term and adjustments made where necessary.

Arrangements to support transition:

For the vast majority of children the universal arrangements to support transition into, and from, Lydgate Junior School, work successfully. These include staff visits, pupil visits in classes, transition days, information passing and parent visits. For some children additional activities are necessary. For children with a Statement or EHC plan the process starts as early as two years prior to moving school when the Annual Review considers appropriate actions and parental preferences.

The approach to teaching children with special educational needs and how adaptations are made to the curriculum and the learning environment:

Class teachers plan the education programme for all our learners, overseen by the Special Educational Needs Coordinator (SENCo) and Senior Leadership Team. Our aim is to deliver quality first teaching with differentiated levels of work to meet the wide ranging needs of our learners.

We use a variety of ways to support our learners for e.g. in-class Teaching Assistant (TA) support, planned programmes of work for small groups, TA led group support, teacher-led group support and differentiated tasks. We can adapt our provision and routines where appropriate to support children's learning; we recognise that some of our children benefit from more individualised programmes of work. We endeavour to support our children holistically and use many opportunities to do so through a varied and wide curriculum. We also use our pastoral support facilities to support small groups of children with a range of difficulties, for e.g. difficulties with social skills, friendship difficulties, bereavement, attachment difficulties, etc. We have groups accessing the provision each day to work with curriculum specialists and pastoral support staff.

The expertise and training of staff to support children with SEN, and their training:

All teaching and support staff access training throughout each year to support all our learners, some of which can be specific training and other training can be more general and aim to help staff meet the needs of all our pupils. We have recently undertaken training on Attachment Disorders and have also recently become a 'Team Teach' school. We offer in-house training and support for our staff as well as accessing training from external agencies.

How the effectiveness of the provision for children with special educational needs is evaluated:

We assess and evaluate the effectiveness of our provision for our learners on a termly basis through our pupil progress meetings. We are able to highlight children who are not making individual progress and look at how we can impact on their learning to support them. We make adjustments appropriate for individuals and measure the effectiveness this has on the child. We meet with parents of SEN/D children termly and evaluate the termly targets we set, and look to identify new targets for individuals in line with their specific needs.

How children with special educational needs are enabled to join in with activities which are available to children who do not have special educational needs:

We plan for all our children to access the activities taking place in school and differentiate appropriately to meet the needs of all. We use our support staff to assist our learning

/activities to enable inclusivity for all our pupils. We will involve parents in the planning of activities and trips where necessary and look to involve them to support the activity or trip if they are able to.

Support for improving emotional and social development of children with special educational needs:

We offer support through our pastoral support provision for our children who have additional needs which can impact on their learning. This supports small groups of children with a range of difficulties for e.g. difficulties with social skills, friendship difficulties, bereavement, attachment difficulties, etc. We arrange and plan for our extra provision with the class teacher and work with them to put additional support in place for individuals. We also support our children within the classroom through our SEAL (Social and Emotional Aspects of Learning) programme of work, which looks at the social and emotional aspects of learning. Some of our children follow a specific plan which supports them throughout the school week and may support the child during unstructured times. For some children and families more specialist support and intervention may be necessary. This may be accessed, with parental approval, through the Multi-Agency Support Team (MAST).

How other agencies are involved:

We have professional relationships with external agencies such as the Educational Psychology Service, Multi-Agency Support Team (MAST), Speech and Language Therapy, Visual Impairment, Autism Service, CAMHS, and the Ryegate Children's Centre.

Where can I find the school's contribution to the Local Offer:

This explains what the school offers to our pupils with SEN/D. It can be found at http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=VubMRD6gIBQ&localofferchannel=3_4