



The types of special educational needs that we provide for are:

Communication and Interaction -	Speech and Language (SLCN), Social Communication (and including those with a diagnosis of Autism) (ASD).
Cognition and Learning -	Moderate (MLD), Severe (SLD), Profound and Multiple Learning (PMLD) and Specific Learning (SPLD) difficulties.
Social, Emotional and Mental Health –	Social Emotional and Mental Health - Emotional Regulation Social Emotional and Mental Health - Mental Health
Physical -	Visual (VI), Hearing (HI), Multi-Sensory (MSI) (both sight and hearing) Impairment and Physical Disability (PD).

How special educational needs are identified:

Pupils with SEN/D can be identified by teachers, through class observations, support staff in school, parents and internal and external agencies. Parents may contact the SENCo if they have concerns about their child.

SENCO details:

Miss Alix Wall is contactable by phone on 0114 2669500 or via email at senco@lydgate-jun.sheffield.sch.uk

SEN/D Admission:

We follow the Sheffield LA admission policy for all pupils, including those with disabilities.

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

We communicate with our parents through letters, e-mails, text messages and at termly parents' evenings. We hold Special Educational Needs/Disability (SEN/D) review meetings on a termly basis and, whenever possible, make ourselves additionally available to meet with parents when requested.

We set annual targets for our learners on our SEN/D Support Plans and endeavour to make these specific for our SEN/D learners.

We support our parents and are happy to meet to discuss the needs of individual children. Where needed we would look to support parents whose first language is not English by inviting a translator 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 outcomes and targets through the completion of a Pupil Review Form. We promote the use of 'Pupil Voice' through our Rights Respecting Schools work. The Rights Respecting School Council 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, the SENCo, Headteacher and Deputy Headteacher.

Arrangements to support transition between phases of education:

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 sharing and parent visits.
For some children additional activities are necessary. For children with an 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 and additional support is made to the curriculum and the learning environment:

Class teachers plan the education programme for all our learners, overseen by the (SENCo) and Senior Leadership Team. Our aim is to deliver quality first teaching, personalised learning and differentiated work to meet the wide ranging needs of our pupils.
We use a variety of ways to support our learners e.g., in-class Teaching Assistant (TA), planned programmes of work for small groups, TA-led group support, teacher-led group support, differentiated tasks, scaffolded tasks and learning resources e.g., concrete apparatus, vocabulary mats etc. 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 broad and balanced curriculum.
We also use our pastoral support facilities and the Thrive approach to support small groups of children with a range of difficulties, for e.g., social communication skills, friendship difficulties, bereavement, attachment difficulties, etc.

The expertise 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 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 the expected individual progress and look at how we can impact on their learning to support them.

We make appropriate adjustments for individuals and measure the effectiveness this has on the child. We meet with parents of children with additional needs termly, and evaluate the outcomes and consider next steps to support progress.

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 and activities to enable inclusion for all 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 provision and Thrive approach for children who have additional needs which can impact on their learning. This supports small groups of children with a range of difficulties for social communication, friendship, bereavement and 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 Personal Social Health and Economic (PSHE) and RRS curriculum.

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 Family Intervention Service (FIS) or through the Social Care system.

How other agencies are involved:

We have professional relationships with external agencies such as the Educational Psychology Service, Family Intervention Service (FIS), Speech and Language Therapy, Visual Impairment, Hearing Impairment, Autism Team, CAMHS, and the Ryegate Children's Centre, to take steps to involve external support and where appropriate to make referrals.

Arrangements for handling complaints

If parents wish to complain about the school's SEN/D support, they should do so whilst the child is still registered at school. This includes complaints that the school has not provided the support required by the child's Education, Health and Care Plan (EHCP).

Parents with a SEN/D concern should be directed to the school's SENCO, Miss Wall.

Most concerns can be addressed at this informal level without having to resort to a formal process.

However, if your concern is not resolved you may choose to follow the school's [complaints procedure](#).

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