

# Inclusion at Lyndhurst Primary School

## Our Vision

Lyndhurst Primary School is a community school that believes inclusion should be at the heart of its policies and practice. We believe that our school life is enriched and our school community is stronger, when all children are educated together. We value all our children as individuals and we appreciate their many and varied talents, learning styles, personal interests and ambitions.

In order to adapt the learning environment at school to the needs of all our children, we have developed expertise in specific areas of SEND and through training and continual professional development, we aim to ensure that all our staff are teachers of children with SEND. Above all, we aim to work in productive partnership with the families of our children with additional learning support needs.

Please read our SEND Policy and Anti-Bullying Policy alongside the SEN Information Report for further information on how children are supported within all areas of SEND.

Please read our Admissions Policy and Accessibility Plan to see the arrangements for admission of disabled persons as pupils at Lyndhurst.

## Key Members of Staff:

**Jola Nowakowska** – Deputy Head Teacher and Inclusion Manager

jnowakowska@lyndhurst.southwark.sch.uk

**Bridget Gilchrist** – Assistant Inclusion Manager

bgilchrist@lyndhurst.southwark.sch.uk

For details of Southwark Local Offer see: <http://localoffer.southwark.gov.uk/>

## SEN Information Report

We offer the following range of provision to support children with SEND using a multi-disciplinary approach. The team consists of:

- Speech and language therapy
- Autism specialist
- BESD Consultant (Behavioural, Emotional, Social Difficulties)
- Specific Learning Difficulties Teachers

### What do I do if I have concerns about my child?

#### *Who do I speak to?*

- *Initial discussion should be with your child's class teacher. Teachers are always available for meetings with parents, carers.*

- If the class teacher feels there are more significant concerns, h/she will refer your child to the relevant professional within the Inclusion Team, with your consent.
- The Inclusion Manager will be informed. Her details are: **Jola Nowakowska** and can be contacted via the school office or email: [jnowakowska@lyndhurst.southwark.sch.uk](mailto:jnowakowska@lyndhurst.southwark.sch.uk)
- Copies of the SEND Policy are available from the school office and on the website.

### **What is the referral process?**

- If your child is to be supported by a professional at school, a referral form will be completed by the class teacher. The information will be shared with you and you will be asked to consent to an assessment by the relevant member of the Inclusion Team.
- If we feel your child needs an assessment from an outside agency (E.g Educational Psychologist, Medical specialist) you will be invited to meet with the Inclusion Manager or Assistant Inclusion Manager to complete a CAF (Common Assessment Framework). This will enable the school to seek advice and professional support from outside agencies.

### **What support from school can I expect for my child?**

- Support will be tailored to the specific needs of your child and might involve one or more members of the Inclusion Team at any point. Please refer to **Areas of Need** below for specific types of support.
- All support programmes and interventions are monitored on a termly basis to ensure their effectiveness.
- We understand the importance of working closely with families and value your views and concerns. To this end we aim to communicate closely to ensure we are working together to provide the best support available for your child.
- We support pupils and families through all phases of transition before they enter school, during their Primary Education and in preparation for moving onto Secondary Education.
- We liaise with previous and receiving educational settings, visit the pupil at their setting and together set up transition targets.
- Within phases, we have transition meetings, write Communication Booklets and set up numerous visits for the pupils to become familiar with the new classroom and staff members.
- Year 6 pupils are tested in the spring term to determine who is eligible for extra time or for assisted methods to support their End of Key Stage Tests.

### **How will school communicate with me about my child's progress?**

- In addition to two Parents Evenings during the academic year, you will meet with your child's class teacher once every half term to review progress.
- We will consult with you as to your preferred method of communication. This can be a home/school diary, emails or phone calls.
- You will be invited to meet with the professionals working with your child as they set and review targets for your child. Targets are set and reviewed termly and are shared with parents and pupils.
- If you have any concerns or complaints about the provision on offer, please contact Jola Nowakowska or Bridget Gilchrist (details above).

### **How will your child's views be included?**

- Every term your child will have a discussion about their targets with their class teacher.
- In addition, for SEND pupils, professionals working with them will have more regular opportunities to discuss progress and incorporate their views and feelings into the support plans. For children with communication needs, we use a range of methods to ascertain their views including augmented communication.

## Where can you find further support or information?

<b>Organisation</b>	<b>Contact Details</b>
<b>Southwark Local Authority</b> provides full information and support around its Local Offer and attached services.	<a href="http://localoffer.southwark.gov.uk">http://localoffer.southwark.gov.uk</a> 0207 525 5000
<b>The Southwark Information and Advice Support Team</b> offers parents and families impartial support, advice and training.	<a href="mailto:sias@southwark.gov.uk">sias@southwark.gov.uk</a> 0207 525 3104
<b>Contact a Family</b> provides advice and support for all families living in Southwark.	<a href="mailto:southwark.office@cafamily.org.uk">southwark.office@cafamily.org.uk</a> 0207 358 7799
<b>ADHD Foundation</b> supports achievement, educational attainment, mental health and employability.	<a href="http://www.adhdfoundation.org.uk">www.adhdfoundation.org.uk</a> 0151 237 2661
<b>Down's South London</b> is a parent run charity based in Peckham that provides a free and unique early intervention therapy service to local children with Down's Syndrome.	<a href="mailto:gundy@dircon.co.uk">gundy@dircon.co.uk</a> 0207 701 9521
<b>Dyslexia Association of London</b> offers support and information to parents, teachers and adults.	0208 870 1407
<b>Dyspraxia Foundation</b> is for parents of a child with dyspraxia who want to talk with other parents/carers in the same position.	<a href="http://www.dyspraxiafoundation.org.uk">www.dyspraxiafoundation.org.uk</a> 01462 454 986
<b>Southwark Autism Support</b> is a project set up by The National Autistic Society to provide information, advice and support to parents and carers of children and young adults with autism, living in Southwark.	<a href="http://www.nas-southwark.com">www.nas-southwark.com</a> 0207 771 3491
<b>Resources for Autism</b> provides a range of support services for both children and their families, including youth clubs and holiday play schemes.	<a href="http://www.resourcesforautism.org.uk">www.resourcesforautism.org.uk</a> 0208 458 3259
<b>Young Minds</b> provides information and support for anyone worried about a child or young person's behaviour and mental health.	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a> 0808 802 5544
<b>Southwark Carers</b> is an independent charity with over 5,000 carers currently registered. The charity provides information, advice and support to carers in Southwark.	<a href="http://www.southwarkcarers.org.uk">www.southwarkcarers.org.uk</a> 0207 708 4497

## Areas of Need

### Dyslexia

#### What is dyslexia?

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities.

#### How are pupils with dyslexia supported at Lyndhurst?

In the mainstream class room:

- class teachers trained in dyslexia friendly teaching
- TA's trained with understanding of dyslexia type difficulties and knowledge of methodologies that work well in supporting children with literacy difficulties
- dyslexia friendly environment
- dyslexia friendly resources labelled in every classroom to support independent learning
- support documents available to all staff on shared documents of school intra-web
- staff who are aware of signs of dyslexia and a referral system for further specialist assessment
- Rapid Reader book scheme (approved by the BDA) available on computers and in book form in some classrooms

#### *In Lyndhurst Dyslexia Centre*

- Diagnostic Assessment and reports
- screening for dyslexia.
- Specialist teaching and advice based firmly on research evidence
- one-to-one specialist teaching sessions, that meet individual pupils needs by personalised cumulative, structured and multisensory teaching
- use of proven evidence-based interventions
- access to the school's radio studio, using sound editing to develop additional skills which enables dyslexic learners to express themselves and their learning. (Removing the barriers that writing sometimes presents.)
- peer support that echoes and validates feelings and puts them into perspective.
- a sense of solidarity with pupils and centre staff
- expert support and advice for parents

### **Autism**

#### **What is autism?**

*Autism is a lifelong developmental disability that affects how a person communicates with and relates to other people. It also affects how they make sense of the world around them. It is a spectrum condition which means that while all people with autism share certain difficulties, their condition will affect them in different ways.*

*At Lyndhurst we have pupils with a diagnosis of Autism and also those with no diagnosis but who have significant social communication difficulties. Some pupils with autism will be assessed for an EHCP depending on the level of need.*

#### **How are pupils with autism supported at Lyndhurst?**

*Within the Inclusion Team there are specialists who form the Autism Support Team. They are responsible for delivering and monitoring individual programmes of learning for children with a diagnosis of autism. The team assess individual pupils and determine which package of support will be best. The following interventions are available:*

- 1 to 1 work supporting targets set by the Speech and Language Therapist
- 1 to 1 work on early literacy and numeracy skills
- Small group work on social thinking and active listening
- Circle of Friends
- Sensory diets support
- Positive behavioural support
- Emotional awareness of self and others
- Visual support using Communicate in Print
- Intensive interaction
- Augmentative Alternative Communication System such as PECS and Proloquo2go

### **Speech Therapy**

#### **What is Speech Therapy?**

*Speech and Language Therapists provide assessment, advice and therapy for children with speech, language and communication difficulties. This may include children who have difficulty with attention and listening, play, social interactions, understanding and use of language.*

### **How are pupils with speech and language needs supported at Lyndhurst?**

The speech and language therapist works alongside teaching staff to ensure that a child with communication needs has a programme of intervention that will help him/her to access the curriculum and contribute more successfully in the classroom. The Speech and language therapist will work with a child in different ways and therapy support may take the form of:

- assessment,
- advice and demonstration to teaching staff and parents,
- target setting,
- support to adapt the curriculum or environment,
- training and advice on specific approaches
- direct packages to support a child in the classroom, in 1:1 or small group sessions that focus on the skills needed to interact effectively with others and to form and maintain friendships. These sessions may be run by the SLT directly or by a member of school staff who has been trained in the intervention required.

Targets are outcomes focused and pupil progress is recorded, monitored and updated termly.

### **Social, Emotional and Mental Health Difficulties**

#### **What are social, emotional and mental health difficulties?**

Children may experience a wide range of social and emotional difficulties at school, for a variety of reasons. These difficulties manifest themselves in many ways including displaying challenging or disruptive behaviour, becoming withdrawn and showing extremes of emotions.

#### **How are pupils with social, emotional and mental health difficulties supported at Lyndhurst?**

The support will be based at the Pupil Development Centre at Lyndhurst Primary School and will come in three strands:

- individual and small group work will be offered to pupils who are referred to the centre
- whole class work on developing emotional intelligence
- work with staff to embed emotionally intelligent approaches to all aspects of school life

The Pupil Development Centre will adopt a variety of approaches to support the pupils depending on the level of need:

- teaching mindful awareness practices
- teaching social skills
- striving to implement the SALVE formula

**Stop our own thoughts and ideas and Separate our needs from the child's**

**Attend to the child as fully as possible**

**Listen to the child with an open heart and mind**

**Validate the child's feelings without making a drama**

**Empower the child in her/his own abilities to come to her/his own resolution**