

Luckington Community School Special Educational Needs and Disabilities Report 2019/2020



Contents

1. SEND Statement
2. SEND Information
3. SEND Progress and Attainment
4. Levels of SEND

5. Identifying, monitoring and tracking
6. Examples of support

Published: July 2020

1. SEND Statement 2019/20

At Luckington, we work hard to ensure that all of our pupils are included in all parts of school life. We begin with high quality teaching, ensuring that all of our staff are trained to support all children. For children with special educational needs or disability, we may make reasonable adjustments or call upon the support of external experts. We have high expectations for all of our children and track the progress they make carefully, ensuring timely and high quality intervention is in place where necessary. It is important that we work closely with families, with the child always at the heart of our approach. We provide a safe, inclusive environment, in which all children feel welcome and valued. We promote values such as equality and diversity and expect all of our children to respect each other.

2. SEND Information 2019/20

SENDCo: David Cook
SEND Link Governor: Jen Hodges
Total Number of Pupils: 56
% of children with SEND: 15%
% of children with EHCP: 2%

3. SEND Progress and Attainment

No results this year due to COVID-19.

4. Levels of SEND

1. Quality First Teaching
2. Temporary Additional Support
3. **School Support** - Ongoing Additional Support (placed on SEND register)
4. **EHCP** - My Plan

The aim is for as many needs as possible to be provided for through high quality teaching. The efficient use of additional adults such as teaching assistants is vitally

important. Lessons are differentiated and organised to suit all abilities.

When concerns about progress arise, we would usually begin by providing temporary additional support to target any specific gaps in knowledge, skills and understanding. Typically these would be run by a teaching assistant, but often teachers do this.

Where concerns are ongoing for a period of time, progress is unusually slow or there are concerns in a number of areas, a child may be placed on School Support. This is where they are considered to be 'officially' on our SEND register. A specific, targeted plan is created in consultation with the child and their family. This is reviewed 3 times a year.

In cases where the difficulties are more pronounced, your child may be provided with an Educational Health and Care Plan (referred to in Wiltshire as My Plan) which will set out legal provision requirements for your child (above and beyond what is provided for all others).

5. Identifying, Monitoring and Tracking

To identify children who may need extra support it is important that we track their progress carefully. Progress is monitored by both the SENDCo and the class teachers. Areas of concern are often raised throughout the year, but our tri-annual pupil progress meetings provide a formal opportunity to do this regularly.

When a child is receiving interventions we assess the impact of these interventions by tracking the child's progress.

We have a number of diagnostic tools that we can use to identify possible areas of need. The main tool is the Wiltshire Graduated Response document, which helps identify possible issues and recommends strategies to counter them.

6. Examples of support provided in 2019/20

Emotional, behavioural and social - ELSA Support, SEAL (Social and emotional literacy); Garden of Dreams, Lego Therapy, Parent Support Advisor

Mathematics - Power of 2, No Nonsense Maths, Numicon, White Rose Hub, Key Skills

Writing/Spelling/Grammar - Clicker 4, Bug Club, Phonics Support, Spelling,

NB: This list is not exhaustive

