

Name of School: Lakeside Primary Academy

**SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER  
FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

*The information set out below will be added to Doncaster LA's Local Offer site located under 'Information, Advice and Guidance' (then under 'Schools and Alternative Provision'). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.*

*All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4). This document reflects the changes within Doncaster Local Authority with the introduction of the Graduated Approach for SEND for Doncaster.*

*Schools have additional duties under the Regulations to provide more detailed information in their SEND Policy, SEND Information Report and how the school meets the duties of the Equality Act 2010.*

Brief description of the school  (age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)
Lakeside Primary Academy is a larger than average-sized primary school. Just under half the pupils are of White British heritage and speak English as their first language. The majority of pupils are from a range of ethnic groups and many speak English as an additional language.
How we identify if your child may need additional help and/or has special educational needs (SEND)
<p>At Lakeside Primary Academy we believe that working in partnership with parents is key to aiding the development of the child. In working towards this key principle, the academy will:</p> <ul style="list-style-type: none"><li>• Assist parents/ carers in their understanding of SEND procedures, provision and support through meetings and sharing updated policy and practice</li><li>• Provide opportunities for discussion by encouraging parents/ carers to attend regular meetings, workshops and parents evenings</li><li>• Ensure that the review process seeks and takes account of the parent/ carer's view as well as the child.</li><li>• Provide relevant signposts for information on our regular newsletter accessible through the academy website.</li></ul> <p>If the class teacher feels additional support is required for your child then an initial meeting will be made to plan this. A SEN support plan along with a child-centred one page profile may be</p>

developed, implemented then reviewed. Each child on the SEND register has a support plan, which contains planned targets and will involve the SENCO overseeing plans or being involved in their development. At SEN Support, the plan will be discussed at termly meetings and the action will be part of the child's provision map. A child with an EHCP (Education Health Care Plan) also have these meetings which form part of the academy and annual review process. Provision maps, Support plans, EHCP plans also contain information on the role of other agencies and the support they provide.

#### How we involve parents, carers and families in meeting the needs of their child and in whole school developments

At Lakeside Primary Academy we believe that working in partnership with parents is key to aiding the development of the child. In working towards this key principle, the academy will:

- Assist parents/ carers in their understanding of SEND procedures, provision and support through meetings and sharing updated policy and practice
- Provide opportunities for discussion by encouraging parents/ carers to attend regular meetings, workshops and parents evenings
- Ensure that the review process seeks and takes account of the parent/ carer's view as well as the child.
- Provide relevant signposts for information on our regular newsletter accessible through the academy website.

Prior to pupils entering Lakeside Primary Academy all pupils experience a comprehensive transition process where key information about your child's development will be discussed with the academy staff. Wherever possible there should be pre-emptive action for child/ parents before the child enters our academy if it is known that they have additional needs.

This includes visits to the academy, advice for other professionals, pre-inclusion team, and discussions with the SENCO. This support and communication continues when the child is at academy with at least termly meetings and informal discussions as necessary.

If the class teacher feels additional support is required for your child then an initial meeting will be made to plan this. A SEN support plan along with a child-centred one page profile may be developed, implemented then reviewed. Each child on the SEND register has a support plan, which contains planned targets and will involve the SENCO overseeing plans or being involved in their development. At SEN Support, the plan will be discussed at termly meetings and the action will be part of the child's provision map. A child with an EHCP (Education Health Care Plan) also have these meetings which form part of the academy and annual review process. Provision maps, Support plans, EHCP plans also contain information on the role of other agencies and the support they provide.

#### How we will involve your child in the planning and review of their support

At Lakeside Primary Academy we value the importance of involving our pupils in the right to have their views and opinions incorporated into the assessment and review process. All SEND children will be involved with setting their targets. Pupils will be involved, wherever possible and appropriate, in review discussions for all or part of the process this may be through their views being brought to be shared at the meeting or by the pupils' attendance.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

**Graduated Approach - Universal**

- All children have access to whole school quality first teaching
- Small group learning where needed
- Additional resources; adults, technology, manipulatives
- Lessons will be differentiated to support, challenge and extend children's learning.
- Specific interventions will address gaps in children's learning, wellbeing, social skills and emotional regulation. Groups include Forest School sessions for all and the Lakeside ZEST curriculum, focusing on social, emotional learning.
- Visual prompts and reminders will be used.
- Effective teacher feedback will be provided. This may be verbal or written.
- Opportunities will be provided to build strong and positive relationships with adults and peers.
- Opportunities will be provided to build on speech and language skills through modelling and use of visual supports in the classroom, such as now/ next and task boards.
- The learning environment aids wellbeing, through a Restorative Practice approach through the school.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

**Universal**

- All children have access to whole school quality first teaching
- Small group learning where needed
- Additional resources; adults, technology, manipulatives
- Lessons will be differentiated to support, challenge and extend children's learning.
- Specific interventions will address gaps in children's learning, wellbeing, social skills and emotional regulation. Groups include Forest School sessions for all and the Lakeside ZEST curriculum, focusing on social, emotional learning.
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- Opportunities will be provided to build on speech and language skills through modelling and use of visual supports in the classroom, such as now/ next and task boards.
- The learning environment aids wellbeing, through a Restorative Practice approach through the school.

**Universal Plus**

- Whole class teaching and learning will be personalised to meet the social emotional and academic needs of individual children.
- Small group interventions will be offered where needed. These may include social skills groups, lunch clubs, Read Write Inc. groups or Maths/ English pre-teach sessions.
- Pre-teach and over learning groups will be provided
- Short term specific provision and interventions will be used to address the gaps in learning and understanding.

#### **Targeted**

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan> do> review process will be followed to ensure the plan is reviewed every term with parents present.
- Support of other an Educational Psychologist will be sought.
- A balanced and personalised curriculum will be provided, with 1:1 support where deemed appropriate.

#### **Specialist**

- If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has communication or social communication needs

#### **Universal**

- All children have access to whole school quality first teaching
- Small group learning where needed
- Additional resources; adults, technology, manipulatives
- Lessons will be differentiated to support, challenge and extend children's learning.
- Visual prompts and reminders will be used.
- Effective teacher feedback will be provided. This may be verbal or written.
- Opportunities will be provided to build strong and positive relationships with adults and peers.
- Opportunities will be provided to build on speech and language skills through modelling and use of visual supports in the classroom, such as now/ next and task boards.
- The learning environment aids wellbeing, through a Restorative Practice approach through the school.

#### **Universal Plus**

- Whole class teaching and learning will be personalised to meet the social emotional and academic needs of individual children.
- Small group interventions will be offered where needed. These may include social skills groups, lunch clubs, Read Write Inc. groups or Maths/ English pre-teach sessions.
- Pre-teach and over learning groups will be provided
- Short term specific provision and interventions will be used to address the gaps in learning and understanding.

#### **Targeted**

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan> do> review process will be followed to ensure the plan is reviewed every term with parents present.
- Support of other an Educational Psychologist will be sought.
- A balanced and personalised curriculum will be provided, with 1:1 support where deemed appropriate.
- Specialist
- If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs

#### **Universal**

- All children have access to whole school quality first teaching
- Small group learning where needed
- Additional resources; adults, technology, manipulatives
- Adaptions to the environment where needed
- Opportunities to use quieter breakout spaces when needed.

#### **Universal Plus**

- Whole class teaching and learning will be personalised to meet the social emotional and academic needs of individual children.
- Medical Lead in school will develop adaptions in conjunction with parents and medical staff where appropriate.
- Small group interventions will be offered to support physical needs.

#### **Targeted**

- An SEN Support plan/ Medical Care will be written by school. This will record additional to and different from long-term provision, and an action plan to be shared with all school staff.
- The plan> do> review process will be followed to ensure the plan is reviewed every term with parents present.
- Medical Professionals advice will be sought where needed.
- A balanced and personalised curriculum will be provided, with 1:1 support where deemed appropriate.

#### **Specialist**

If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team.

How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being

**Universal**

- Teachers deliver PSHE lessons adapted to meet the class needs.
- All children have access to whole school quality first teaching, personalised to meet individual needs.
- Opportunities are built into the curriculum to create positive relationships with staff and peers.
- Specific intervention is offered to address the gaps in wellbeing, social skills and emotional regulation.
- All children have a weekly ZEST lesson which focuses on Social, Emotional and resilience skills for all children.
- School Council gather views of their class and share these with the Senior Leadership Team.

**Universal Plus**

- Whole class teaching and learning will be personalised.
- Small group interventions will be offered where needed modelling emotional regulation and social skills.
- Short term interventions are offered such as; Socially Speaking, Yoga, Lunch Clubs
- Family support is provided by the school Family Liaison Manager, an Early Help Assessment will be offered.
- 1:1 pastoral support is provided
- We adopt a whole school restorative practice approach.
- A Play Therapist is employed by the school one day a week to support children and parents, through personalised programmes.

**Targeted**

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan> do> review process will be followed to ensure the plan is regularly reviewed.
- Support of other an Educational Psychologist, Behaviour Outreach Support Service or CAMHS may be sought
- 1:1 time with a trusted adult will be provided.
- A balanced and personalised curriculum will be provided.
- Family support is provided by the school Family Liaison Manager, an Early Help Assessment will be offered.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Please See Accessibility report available on our school website.

How we promote developing independence

When joining Lakeside Primary in any year the parent and child will be invited in for a tour of the academy with members of the SLT. If joining in the nursery the staff operates a comprehensive transition programme with a range of drop-in session both with and without family members present. For our SEND pupils this can be extended to build the familiarity with the environment and staff.

Lakeside Primary Academy holds an excellent relationship with its feeder secondary schools. Our SEND pupil's needs are discussed at length in the annual review meetings prior to going into Year 6, the secondary school will then attend the child's transition meetings. Each child is discussed at length with the schools pastoral and Inclusion team and the Local Authority Transition Lead.

#### How we measure and review your child's progress against their targets and longer term outcomes

The academy tracks pupils individually and measures targets against progress set. Targets for each child are set based on their prior attainment group. Each child's progress is tracked against the objectives for the years' curriculum. During termly parent meetings your child's progress towards these will be discussed. It may be necessary for SEND pupils to be supported through interventions to achieve targets set. Tracking data is maintained by our staff and monitored by the SLT during Pupil Progress meetings.

For children with SEN Support plans or EHC plans parents and pupils are involved in the agreement of the targets set and the provision allocated. Measurements of progress towards targets are then taken at strategic points, three times a year and effectiveness monitored through assessment tracking and pupil progress meetings. This allows for the class teacher or SENCO to adapt or change the intervention to maximise progress. Parents and children are invited to attend SEND support plan meeting and contribute to the outcomes and provision of the new plan.

#### How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND, and supporting you as their family

If a child has moved through the graduated approach in school and through the plan>do>review process and is identified as needing a targeted or specialist approach the school will do the following;

##### **Targeted**

- An SEN Support plan will be written by school. This will record additional to and different from long-term provision.
- The plan> do> review process will be followed to ensure the plan is reviewed termly or more frequently if deemed necessary.
- Support of other an Educational Psychologist, Speech and Language Therapist, member of the ASCET team, Occupational Therapist, Physiotherapist, Behaviour Outreach Support Service or CAMHS will be sought.
- A balanced and personalised curriculum will be provided.
- The SENDCO meets termly with all outside agencies to discuss current cases and any staff training needs across the school.

## Specialist

If the child's additional support goes beyond the schools allocation then additional support in the form of an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority. An Education Health care Plan would be furthered through the use of the school's Educational Psychologist and Outreach support from the Special Schools Team.

How we deploy our resources to meet the needs of children with SEND (including reference to using the Graduated Approach, the SEND Notional (Element 2) and Element 3 Funding)

Children who have a personalised SEND plan in place will have a provision map detailing the provision in place for that child. The SENDCO also keeps a whole school provision map which details the total amount of Element 2 and Element 3 funding the school holds and how this is used to allocate resources across the school.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

*(basic awareness of SEND, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)*

The school has a non-teaching SENDCO – Mrs Sally Smith, who has completed NASENCO and a Post Graduate Certificate in Inclusion. Further Training also includes; Supporting Children with ASD, Dyslexia Action Level 5 Developing Literacy Skills in Learners with Dyslexia, Licensed THRIVE Practitioner, Suicide Awareness Training, Safeguarding Level 3 Training, Mental Health First Aider Training.

We also have a Parent Liaison Manager – Mrs Roz Stringer with updated CAF and TAC training, as well as Solihull Parent Support Training.

New SEN code of practice training has been delivered to all staff June 2021 and is reviewed annually to ensure all staff are up-to-date with new practice. We purchase through the LA our Educational Psychologist provision. Training on developing effective outcomes for SEND pupils has taken place focusing on SMART targets and SEN Support Plans.

Relevant teaching staff have attended specific training prior to taking responsibility for specific needs within the SEN spectrum. The school training programme now indicates how we keep our staff up to date with specialist in depth training for staff;

- \* SEND New Code of Practice refresh – all staff
- \* Autism Awareness Training – All staff
- \* Safeguarding Level 1 training – All Staff
- \* Suicide Prevention Training – Two members of staff
- \* First aid – All Staff
- \* Lego Therapy – 6 staff
- \* Moving & Handling training – Selected staff
- \* Autism IDP – SENCO
- \* Precision Teaching – Selected staff
- \* BPVS – Selected staff
- \* Restorative Practice – All Staff
- \* Sensory Circuits/ Sensory Needs – Teaching Staff
- \* Whole school Mental Health and Wellbeing – All Staff
- \* Resilience Scale Training – Teaching Staff



* Local Authority Graduated Approach Training – All staff
How we include children with SEND in the life of our school
Staff deliver quality first teaching to all pupils with teaching methods, resources, activities or targets adapted to the needs of the children in their care. Peer and adult support may be employed to boost confidence, self-esteem and create an active learning environment. All pupils partake in extra-curricular activities the academy offers, making sure that children with SEND are included in the life of the academy.
How we prepare children and young people with SEND to join our school
When joining Lakeside Primary in any year the parent and child will be invited in for a tour of the academy with members of the SLT. If joining in the nursery the staff operates a comprehensive transition programme with a range of drop-in session both with and without family members present. For our SEND pupils this can be extended to build the familiarity with the environment and staff.
How we prepare children and young people with SEND to move on from our school
Lakeside Primary Academy holds an excellent relationship with its feeder secondary schools. Our SEND pupil's needs are discussed at length in the annual review meetings prior to going into Year 6, the secondary school will then attend the child's transition meetings. Each child is discussed at length with the schools pastoral and Inclusion team and the Local Authority Transition Lead.
Contacts for more information
* Mrs Sally Smith (SENCO) <a href="mailto:sally.smith@lakeside.doncaster.sch.uk">sally.smith@lakeside.doncaster.sch.uk</a>  * Mr James Bullock (Head Teacher) 01302 368879

*Please note:*

*Schools should ensure that the information is easily accessible by young people and families and is set out in clear, straightforward language.*

Please return this document to Families Information Service, by email to:  
[FIS@doncaster.gov.uk](mailto:FIS@doncaster.gov.uk)

If you have any queries, please contact Louisa Townsend at  
[louisa.townsend@doncaster.gov.uk](mailto:louisa.townsend@doncaster.gov.uk) or Family Information Service on 0800 138 4568.

Thank you.