



Special Educational Needs/Disability (SEND) Information Report 2023/24

The Local Offer - What is it?

The Children and Families Bill (April 2014) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0 - 25 with Special Educational Needs and Disabilities (SEND 2014). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The information below is Lake Farm Park Academy's contribution to the local offer.

Hillingdon's Local Offer can be found at:

<https://www.hillingdon.gov.uk/article/4654/SEND-local-offer>

Identification and support for children with SEND

How does the school know if a child needs extra help?

We track the child's progress through the term, including at termly Pupil Progress Meetings. If we feel that the child has not made the expected progress, then we look for reasons why. The teacher will discuss their concerns with Mrs O'Neill (Vice Principal and SENCo) who will arrange a class visit. During this visit, next steps will be identified and put into place by the class teacher and supported by the Mrs O'Neill. If after six weeks support there is still a concern, we will have a meeting with the parents to share progress and gain their views. At this point, the decision will be made as to whether the child needs to go onto the SEN register and receive targeted interventions. We listen carefully to concerns raised by parents regarding their child's progress. When a child's behaviour changes drastically, we may feel the need to introduce some social or emotional support. As a school, we will record any changes to behavior using an ABC form and this may then be followed by a Behaviour Management Plan (BMP).

When a child has access to an outside agency, we work closely with them to ensure the best outcomes for the child; in the case of a child who has access to multiple agencies, we liaise to form one set of outcomes that includes all disciplines. When a child has not achieved targets set by outside agencies, we meet to discuss alternative strategies.

We pay close attention to the child's views. If a child informs us that they are struggling, we will look for reasons and solutions.



What should a parent do if they think their child has additional needs or SEND?

Initially speak to the class teacher. They will be able to answer any questions about the child's progress. If the parent continues to have concerns then they can ask at the office for a meeting with Mrs O'Neill. We pride ourselves on building positive relationships with parents and carers.

A child's class teacher will be aware of each child's needs and will therefore be providing quality, personalised teaching in the classroom targeted at a child's ability level. We believe in giving all children ambitious but manageable targets and expect all children to achieve or exceed these targets. Progress will be monitored closely and new targets given when appropriate. Other adults in school and in the class, such as Teaching Assistants may also deliver teaching to children and be included in evaluating their progress. Mrs O'Neill will work with the class teacher to plan and monitor progress. The Principal will oversee this planning and progress.

Mrs O'Neill will coordinate all support and liaise with external support services as appropriate. Any meetings in school with parents about their child will be with the child's class teacher, and any other staff who may work closely with a child. Mrs O'Neill may also attend these meetings.

If a child is identified as having an additional need, who will oversee and plan their education programme?

Mrs O'Neill and the class teacher, incorporating the findings and advice of outside agencies when necessary. Teachers plan and adapt tasks for their pupils and they will carefully match the tasks they plan for a child with SEND to their individual learning needs. This will take the form of an Individual Education Plan (IEP). IEPs will be set at the beginning of every term and then reviewed at the end of each term before new targets are set. If there is another adult working in the class they may, if necessary, support your child in 1:1 or small group tasks.

Your child may be given equipment and resources that helps them. The teacher may change a child's table or place in class so they can access the smartboard or activities with more ease. Visual timetables are used to show all children 'what happens next' in the day. In addition, visual cue cards may be used to reinforce this.

In some cases, a child may be provided with their own workstation where they have the opportunity to follow the 'TEACCH' approach. They will be provided with their own personalised visual timetable, differentiated work and a 'now and next' board to support with the routine of the day. To support communication needs, class staff may use visuals, Makaton signs and communicate in print text.



How is the curriculum and learning environment adapted for children and young people with special educational needs or a disability?

The child is at the centre of everything we do at Lake Farm Park. In their planning, class teachers adapt work for children at all levels, from the least to the most able. This ensures that all children can access the curriculum at the appropriate level and can make progress. We are fortunate enough to be in a new build, which is totally wheelchair accessible. We have step-free access throughout the school and we have accessible toilets and showers. All of our classrooms have Braille labels alongside text. If appropriate, specialist equipment may be given to assist a pupil e.g. writing slopes, pencil grips or a moulded cushion to improve the quality of attention and outcomes.

Provision is made for children with social needs by small group interventions such as Attention Hillingdon and Language Links. Our Pupils & Families Liaison Officer, Miss Dickerson and our Higher Level Teaching assistants (HLTAs), run 1:1 and group sessions for children who are experiencing emotional difficulties and/or going through a difficult transition either at home or in school. There are skill specific groups run, such as 'ELSA' and 'Life Skills'. In addition to this as a school, we use Zones of Regulation to support with emotional difficulties and self-regulation.

Provision is made for children with speech and communication problems via the Hillingdon Speech and Language Service. Members of staff carry out programmes and recommendations provided by this service.

We have small group interventions for literacy and numeracy skills. It is our aim to give children extra input in required areas to enable them to access the curriculum more easily.