

Local Offer – Lethbridge Primary School

Lethbridge Primary School

Lethbridge Road,

Old Town,

Swindon,

SN1 4BY

Email: www.lethbridgeprimary.co.uk

Key person to contact for further information- Emma Corp - SENCO (Special Educational Needs Co-ordinator)

Education Provision: 4 – 11 years

Applications for a school place should be made through Swindon Borough Council School Admissions

Welcome to Lethbridge Primary School, we recognise that choosing the right school for your child is an important decision. Our school's motto is: "**Live, Learn and Achieve at Lethbridge.**" This means that we aim to instil a life-long love of learning in all our pupils, regardless of any learning difficulties. We hope that this love of learning, as well as a belief that they can achieve their goals, will accompany all our children into Secondary School and even into adult life.

Lethbridge Primary School has a fully inclusive ethos and we ensure that we meet the Special Educational Needs of all pupils to the best of the school's ability with the funds available.

How does Lethbridge Primary School assess and review pupils' progress towards outcomes?

- Children's progress in learning is measured against National Expectations throughout their time in school.
- The class teachers continually assess each child and note areas where further support may be needed.
- Termly progress meetings are held between classteachers and Senior Leaders where pupils who are not making expected progress are identified.

How does Lethbridge Primary School identify children and young people with SEN?

- Liaising with previous educational establishments
- Termly assessments are used to monitor all children's progress in key areas of learning – namely reading, writing and numeracy.
- Where children's progress falls below expected levels they are closely monitored and interventions are put in place to support their learning.
- Where children continue to make below expected progress, despite interventions, they are identified as pupils with SEN.
- Where appropriate the School liaises with external agencies e.g. Speech and Language Therapy, Occupational Therapy.

How will Lethbridge Primary School make adaptations to the curriculum, teaching and the learning environment and access to ancillary aids and assistive technology?

- All teaching is differentiated to ensure activities are well-matched to children's next steps in learning and provide challenge in order to ensure progress is made in each lesson.
- The School was awarded the Dyslexia Friendly Schools Quality Mark in 2009 and this was re-accredited in 2012. Adaptations can be made to ensure children with dyslexia are able to access the curriculum. This includes using coloured paper and interactive white board backgrounds, using dyslexia friendly fonts and visual cues. There is access to laptops and other forms of assistive technology in order to help those children that find writing difficult. Computer programs such as Clicker and Writeonline can be used to support children in their learning.
- There are staff within school that are able to use both Signalong and British Sign Language. A system of picture cues and picture exchange is well used to support children with communication needs.
- There are staff in school who are able to use Braille and other methods to create resources suitable for children with visual impairments.

How does Lethbridge Primary School support pupils' and students' in moving between phases of education?

The school has excellent links with local playgroups. Teachers visit playgroups in order to build relationships with children and children visit the school under our system of transition planning. We also have excellent systems in place for transfer to secondary school. Children visit their chosen school for a series of events in the run up to transfer. A teaching assistant from our local secondary school works in our school one day a week with year six children in order to build relationships and provide a point of contact with the secondary school. Staff from both early years settings and secondary settings meet with primary school staff in order to ensure information is passed on and we provide an individualised system of

transition when required. The school accesses the Portage service to provide assistance with transition in to school for those children who may benefit.

How does Lethbridge Primary School enable pupils and students to prepare for adult life so they can go on to achieve good outcomes such as higher education, employment, independent living and participation in the community?

- The school motto is Live, learn and Achieve at Lethbridge. We aim to instil a life-long love of learning in pupils as well as a belief that they can achieve their goals, which they will take on with them to Secondary School and then into Adult life.

How does Lethbridge Primary School secure expertise among teachers or other professionals to support children and young people with SEN? This should include expertise at three levels: awareness, enhanced and specialist.

- All staff take part in continuous professional development through in house training and updates with regard to developments in Special Educational Needs and adaptations to our provision.
- Identified staff receive enhanced training opportunities within areas of SEND pertinent to their role; this could be because they work with a child whose need is specific or may be because of a specialised system being used within the school, for example Signalong.
- Emma Corp the SENCO (Special Educational Needs coordinator) is an experienced SENCO, having led this area in two other schools prior to joining Lethbridge. She is currently undertaking the National Award for Special Educational Needs Coordination at Bath Spa University.
- Outside agencies are accessed when appropriate and may come into school to offer advice and support.

How does Lethbridge Primary School assess and evaluate the effectiveness of the provision you make for children and young people with SEN?

- Progress towards outcomes is reviewed through our provision mapping system.
- Each intervention or adaptation made is impact measured to ensure that it is directly affecting pupil progress. This may be against small step learning objectives related to the curriculum or based around a standardised assessment such as reading age.
- Progress is reviewed formally through a Provision Mapping System at the beginning of each term and changes to provision are made accordingly. More informal reviews will be ongoing throughout the School Year.

How does Lethbridge Primary School enable children and young people with SEN to have access to facilities and extra-curricular activities that are available to those who use the setting?

The environment is suitable for wheel chair users and those using hearing aids. Children's individual needs are accounted for when planning for changes to the environment and reasonable adjustments could be made so as to improve access for children with SEND. We may provide additional adult support to ensure that all children are able to access after school activities and educational visits.

How does Lethbridge Primary School support emotional and social development? (to include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying)

The school has a system of pastoral support. Where appropriate there is access to peer and adult mentors.

The school use the Targeted Mental Health in Schools service to provide specialist support for pupils as well as providing our own Rainbow group (nurture group) to support children's social and emotional development. We have been accredited with the Values Education Award. A Values-based approach encourages reflective and aspirational attributes and attitudes and this forms the basis of all our school's work.

We can only maintain our current high standard of education for all our children, because we look at the needs of every child on an individual basis. Therefore if your child has a statement of Special Educational Needs or an Educational Health Care Plan, please arrange to visit the school for an informal chat about your child's needs before making a formal application for a school place.