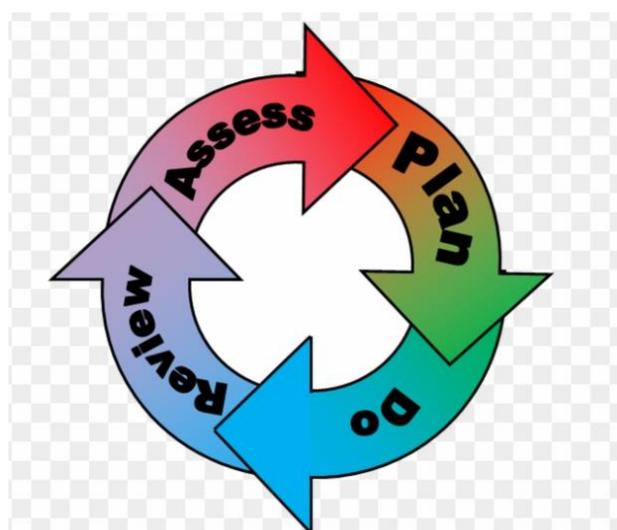


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# Lampard Community School SEND Information Report

## November 2020



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Headteacher: Sam Barham

Chair of Governors: Christine Bevan

**Our Mission Statement**

We are a positive learning community built on the relationships we make. We are committed to providing our students with the best education to equip them to go on to live an active and fulfilled life as adults in the modern world. We want our students to realise their aspirations and make positive steps towards developing the skills needed for future employment.

**Our Key Values**

- We are kind to each other
- We respect each other
- We listen to each other
- We work together
- We have the courage to keep trying our best
- We celebrate our own and each other's strengths and differences.

**Our School Vision**

**Our students are independent.** We support our students to become more independent in their learning and in their daily life skills. We work collaboratively with families to ensure they have opportunities to demonstrate their developing independence around the school, at home and in the local community.

**Our students are effective and appropriate communicators in their daily lives.** Through high quality provision we enable our students to be successful communicators, who are empowered to make choices and to fully contribute to their community.

**We help each other to overcome challenges.** Our learners possess the skills they need to manage challenge, the belief they are capable and also know who can help them should they need support. Working collaboratively with families and multi-agency colleagues help to better identify learning pathways and strategies to improve outcomes.

**We build on each other's strengths.** We recognise each of our students are unique and we are committed to developing the whole self. Success is driven by the relationships we build, our knowledge of each child and in knowing what their aspirations are to empower them to aim high and to make steps towards these.

**We use digital technology to engage and empower our students in their learning** to enhance and extend opportunities for them beyond the classroom.

**Our provision is provided by highly skilled and trained champions of SEND.** Our strong workforce provides a positive community of specialised support to enable students with SEND excel and to realise their potential. Our work is guided by the Ethical Leadership Framework

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<p><b>Type of School</b></p>	<p>Lampard Community School is a special school for children with a complex profile of needs, all of whom have significant needs in the area of communication and interaction (including speech, language and communication and autism) and who are working significantly below age-related expectations.</p> <p>We work with children from age 5-16.</p> <p>We are part of the SENTIENT Trust. A co-operative Trust made up of 9 local authority maintained special schools in Devon.</p> <p>All of our students have a statement or an Education Health Care Plan (EHCP) which is maintained by the Local Authority.</p> <p>We identify barriers to your child's learning through:</p> <ul style="list-style-type: none"> <li>• Listening to parent/carers</li> <li>• Listening to your child</li> <li>• Closely monitoring your child's progress</li> <li>• Liaising with any agencies involved with your child.</li> </ul>
<p><b>Our Ofsted rating</b></p>	<p>Our current Ofsted rating is Good (July 2017).</p> <p>We evaluate our work and performance through regular School Improvement Partner visits, an annual Local Authority commissioned Peer to Peer support visit, a SEND review, through carrying out and reviewing a robust annual School Development Plan which informs and updates our School Evaluation Framework.</p>
<p><b>What we do to help our pupils who have special educational needs</b></p>	<p>We regularly check the progress your child is making. If the tutor has any concerns, they will support your child through appropriate strategies in the classroom. If the concern persists, the tutor will share this with you at the earliest opportunity and will also discuss their concerns with members of the Senior Leadership Team. If we feel we need further advice or guidance, we will make a referral to the appropriate external agency, with your permission.</p> <p>Where appropriate we can seek advice from other professionals such as the Educational Psychologist, Child and Adolescent Mental Health Service, Speech and Language team and Integrated Children's Services in order to gain a better understanding of your child's needs. The tutor will liaise with you about any advice we receive.</p> <p>We carry out annual reviews for each student. If previously unidentified additional needs become apparent, we will provide the 0-25 team with the additional information and documentation.</p>
<p><b>How we adapt our teaching to suit the pupils</b></p>	<p>Your child will be part of a tutor group of approximately 10 students. The tutor is responsible for all the students in the class. The class will also be supported by two Teaching Assistants. We provide a key team working approach to supporting your child, this is your child's tutor team.</p> <p>The tutor is the holder of all the information on your child. They share key information with other relevant staff so that your child's needs are understood and catered for across the school.</p> <p>Learning is supported through a multi-sensory and Total Communication approach.</p>

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	<p>Your child will have a Communication Passport that has been written with your child. It helps staff understand how your child communicates, how they like to learn and what makes it difficult for them to learn.</p> <p>We have worked hard to develop a bespoke curriculum called EMPOWER that is appropriate for the needs of our students. Where needed, we adapt the curriculum further, develop other teaching strategies and resources to make learning accessible to all of our students. By personalising your child's learning experience, we aim to remove as many barriers to learning as possible.</p> <p>The tutor will meet with you termly through Personal Learning Goal (PLG) meetings to review progress towards outcomes and plan the next priority targets with you. We work closely with you so that we understand and do all we can to meet your child's needs.</p> <p>Every child in the group is equally important. We plan our use of teaching assistants carefully so that all students can engage in the lesson.</p> <p>The tutors and all other teachers plan for high quality lessons which are differentiated in their approach, resources and group size.</p> <p>Ongoing review of progress enables teachers and support staff to identify barriers to learning. Your child will also be helped to overcome any barriers to learning via Personal Programmes. These are half an hour specifically focused sessions and are delivered between three to four times per week. This is done in class with the tutor team or is an out of class intervention delivered by a trained or specialist Teaching Assistant. The tutor will record the impact of the Personal Programmes.</p> <p>The tutor continually assesses your child's progress across a number of subjects including literacy and numeracy and as other Personal Learning Goals. They use this information to ensure your child is making at least expected progress.</p> <p>If your child is not making expected progress, the tutor will adapt teaching approaches, look at classroom provision and use specific strategies/equipment/resources as part of an even more personalised curriculum.</p> <p>We identify if your child has particular talents, abilities and skills. We will provide challenge and nurture through the curriculum, visits, clubs and extra-curricular activities.</p> <p>If your child needs a Behaviour Plan (BP) the tutor will liaise with you to write the most effective plan possible. This will be signed by you and reviewed termly.</p> <p>We use Pupil Premium, Year 7 Catch Up and Sports Premium as well as the school budget to fund specific interventions.</p> <p>We use assistive technology where appropriate to meet your child's needs.</p>
How we decide what	The school's budget is carefully allocated to ensure that your child's attainment, welfare and personal development is maximised.

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<p>resources we can give to the pupils</p>	<p>We identify the knowledge and expertise we have in school (staff and Board of Governors) and use this to develop our workforce and grow our own talent to meet the needs of our students.</p> <p>The school has developed a career structure for support staff to develop a highly skilled workforce which provides excellent support for teachers. Training is also provided by external professionals such as Educational Psychologists, Occupational Therapists and Speech and Language Therapists.</p> <p>We review our School Development Plan each year and allocate budget according to agreed priorities. We assess pilot programmes / trial interventions on students and develop those that have the most impact on learning and personal development.</p> <p>Staff share resources and are aware of budgetary pressures and need to minimise wastage.</p>
<p>How we check that a pupil is making progress and how parents are kept informed</p>	<p>We have many systems in place to monitor the quality of teaching. Our expectation is that all teaching is at least 'secure' and much of our practice is 'exemplary'.</p> <p>We support staff and provide ongoing training to ensure that they are able to meet the needs of all our students.</p> <p>In order to support teachers, share best practice and improve learning we have developed a comprehensive and rigorous cycle of lesson observations. Some observations are scheduled whilst others are unannounced 'drop-ins'.</p> <p>Each member of staff takes part in our appraisal process and has access to ongoing professional development and training. National Teacher and Headteacher standards are used to set targets for teaching members of staff.</p> <p>We collect your child's progress data three times in the academic year. We analyse this data to help us track the progress your child is making and adapt provision as necessary. We hold termly student progress meetings. We regularly review behaviour and attendance data and analyse this data to help us support your child and adapt provision as necessary.</p> <p>We personalise provision where needed and monitor outcomes in order to identify their effectiveness.</p> <p>We meet with you termly to agree personal learning goals for your child. These are short term targets towards your child's Education, Health and Care Plan (EHCP) outcomes. These are the priority steps towards achieving aspirational outcomes for your child. We meet with you termly during the year to monitor progress towards these outcomes. As part of the Annual Review/Transfer Review process, we will report to you on the progress made towards their outcomes.</p> <p>We have a child centred approach to our Annual Reviews/Transfer Reviews. Staff will work with your child to help them express and record their views about school and their education as well as their aspirations for the future. We invite external agencies who are involved with your child to their Annual Review/Transfer Review.</p>

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	<p>We constantly review our vision for the school and gather the views for parents/ carers, students, staff and governors to identify and agree our priorities.</p> <p>Our School Development Plan sets out areas that we want to target. The summary document is available on the school website.</p>
<p><b>Support we offer for the pupils health and general well-being</b></p>	<p>Supporting the whole child is paramount to us and we want to help your child make the most of every learning opportunity.</p> <p>Our Care and Safeguarding Team support the tutors to meet your child’s wider needs. Where appropriate, with your consent they will refer your child and your family for specialist support and guidance. They maintain regular contact with families in need of additional support. They coordinate the therapeutic provision and they are designated safeguarding leads, monitoring safeguarding policy and procedures. The Care and Safeguarding Team also plays a lead role in the support and monitoring of children in care, children in need and adopted children.</p> <p>A number of children have medical conditions and require medication to be administered in the school day. Medications are managed in line with the “Policy for supporting students with medical conditions and for the administration of medicine” (Medical Policy)</p> <p>The School Business Manager has overall responsibility for the administration of medications in school.</p> <p>One aspect of our curriculum is to encourage healthy living. We will work with you and your child and the catering staff to accommodate specific requirements and encourage a healthy life style.</p> <p>The Care and Safeguarding Team will liaise with you and the class team if your child has a Health Care Plan. There will be regular training in place for staff who deal with particular medical conditions such as epilepsy and specific allergies.</p> <p>The Care and Safeguarding Team will also assist with the writing of Personal Care Plans (PCP) if your child requires ongoing assistance.</p> <p>All our staff have had training in a range of social and emotional developmental approaches and attachment based strategies. These are used as appropriate to support the emotional development and well-being of our students.</p> <p>In our last OFSTED inspection (July 2017) Inspectors judged students’ behaviour and safety to be outstanding. All of our staff are trained in ‘Team Teach’ and use strategies to help students manage their emotions and behaviour. We interpret behaviour as communication and we will always seek to understand the cause of any behaviour and use this to further expand our understanding of the child’s needs and how we can further support these needs.</p> <p>Any action taken when supporting behaviour must be reasonable, proportionate and in the best interest of our pupils. De-escalation strategies are used as part of our day to day work. Students are encouraged to develop self-calming strategies and this may involve them going, with a member of staff to a quieter space, including outside. However, if a student is at risk of harming themselves or others, we may need to use positive handling strategies on the rare occasion to</p>

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	<p>keep them safe. Sometimes a child may need time to calm, and be able to listen and talk with a member of staff. We manage situations on an individual basis, having carried out a risk assessment, using knowledge of the child's needs and any information held in a behaviour plan.</p> <p>Team Teach restrictive physical interventions (RPI) are only used in the event that the students are posing a risk to themselves or others and it is absolutely necessary. Some students may not be aware of the danger they are putting themselves or others in and in this situation we may take them to a quiet space such as the Therapy Room. All staff are trained in Team Teach.</p> <p>If there are any changes to your child's home circumstances the Tutor and the Care and Safeguarding Team are able to provide further support within school.</p>
<p><b>Specialist external services we use when we think extra help is needed</b></p>	<p>We endeavour to work closely with colleagues across health, social care and other agencies to meet the needs of your child.</p> <p>If your child has been identified as requiring support or specialist input we will liaise with you to complete a referral. Examples of external agencies are Educational Psychologists, Speech and Language Team, Occupational Therapy, Physiotherapy, Communication and Interaction Team and the Children with Disabilities Team. Some of their work may take place in school with your child dependent on the advice received.</p>
<p><b>Staff expertise and training</b></p>	<p>We have rigorous recruitment procedures and will only appoint staff who we feel are going to be able to meet our high standards.</p> <p>Once appointed, all staff take part in an induction programme and some have a probationary period. All staff are part of an annual appraisal programme.</p> <p>All staff can access targeted training on a regular basis.</p> <p>We have divided the school into three phases, Lower, Middle and Upper School. Each phase is led and supported by an Assistant Headteacher. They are a member of the Senior Leadership Team and it is part of their job to ensure that everything is working well in that part of the school.</p> <p>A number of our teaching assistants have been trained to deliver specialised interventions, both academic and therapeutic, e.g. Counting to Calculating, Additive Reasoning, Write-dance, High Five and Fun Fit.</p> <p>We want to ensure that the right students are placed at Lampard. We work closely with the local authority with all placement consultations. Students are observed in their current school where possible or at Lampard if they are currently being electively home educated. If we feel that a student would not be appropriately placed here we will always explain why through our consultation response.</p> <p>We invest heavily in our transition arrangements in order to gather historical and current information about your child so that we are ready for their start. You will be involved in this process.</p>

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	<p>We will design a transition programme based on your child's needs. This may include a number of visits to Lampard, staff visiting your child in their current school or setting, visual booklet with key people and places, and spending time with their new tutor and new classmates.</p> <p>The Care and Safeguarding Team will support class teams by liaising with external agencies, identifying targeted therapeutic inputs, co-ordinating health care plans and personal care plans.</p>
<b>Inclusion in school activities and trips</b>	The school plans regular activities and trips to a wide range of local amenities through a programme of class visits, a differentiated residential and activity weeks. Staff ensure these are accessible to all students.
<b>Our school environment</b>	<p>We continually review the needs of our students and identify priority areas for site improvement. We are supported in this by the Occupational Therapy Service / VI Team.</p> <p>All areas in Lampard are accessible for wheelchairs. We have three disabled toilet facilities located across the school.</p> <p>The schools' accessibility plan detailing how this is being developed can be accessed from the school website.</p> <p>We are mindful of the sensory needs of our students and continue to develop our site accordingly.</p> <p>We have a small therapy room and a small sensory room.</p> <p>We continue to develop our outside spaces as supportive learning environments. We have an allotment, forest school space and a sensory garden. Within these spaces there are a range of specialist play equipment. We also have three outdoor spaces for students to access.</p> <p>Safety of your child is extremely important to us. We have a fob system in place on all of our external doors. We are able to fob internal doors should the need arise although they now remain unfobbed for a vast majority of the time. Through this system, as well as a high staff ratio, we can supervise our students at all times.</p>
<b>How we prepare for children and young people to join our school and leave our school</b>	<p>It is possible for parents to visit if they are considering requesting a place for their child. We show parents round and explain what we do. We encourage parents to visit other schools and discuss their child's needs with the Local Authority in order that they get the best possible advice.</p> <p>It is very important to us that children are placed in the right setting. When the Local Authority consults us on a possible placement, we read through all the consultation paperwork, observe the child in their current setting where possible and speak with their current school / other professionals before making a decision. We then inform the LA whether or not we can meet the child's needs.</p> <p>When a place is approved by the Local Authority we liaise closely with the parent / carer and sending school, and put in place a bespoke transition programme. This includes visiting the</p>

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	<p>sending school to meet the child and gather information from the relevant professionals. We then arrange a minimum of two visits to Lampard, creation of a transition book with photographs and written prompts, together with a parents evening for new parents and meet the tutor morning for new students.</p> <p>Transition may include home visits for those children who are being electively home educated. When requested our transition co-ordinator can attend annual reviews and TAC meetings for confirmed students. If necessary children can have a phased introduction to Lampard.</p> <p>We want all students to have a successful transition to and from Lampard and have developed a highly effective programme of support over the years.</p> <p>Preparation for Adulthood/Independent living is a priority and our curriculum is designed to build academic, life skills and understanding over time.</p> <p>We work hard to develop positive relationships with Post 16 providers and a transition programme that develops over KS4 until your child leaves at the end of year 11. This can include:</p> <ul style="list-style-type: none"> <li>• Vocation courses during KS4 at local FE.</li> <li>• FE colleagues visiting Lampard to see our provision and get to know your child's needs and in sharing successful strategies.</li> <li>• We offer to assist you and your child to complete application forms</li> <li>• We invite local FE providers to KS4 annual reviews</li> <li>• We provide written documentation promptly when places are confirmed.</li> </ul>
<p><b>How parents are involved in school life</b></p>	<p>We want to work with you to ensure the best outcomes for your child and to ensure that your child's needs are identified and met as early as possible.</p> <p>We will provide you with information about what your child is doing in school so that you are able to reinforce their learning. It would help us if you let us know of any concerns you may have as early as possible. If you raise a concern about their child or their education we will listen to you. We will explain what is happening in school and discuss other strategies / ideas.</p> <p>As so many of our students travel to school on transport, we do not get to see many parents/carers on a daily basis. It is important to us to keep in contact with you and we find that the home/school book is the best way to do this. If there is an urgent or more confidential matter, you can phone us.</p> <p>The home/school book provides an opportunity for regular contact between you and your child's class team. We understand that what happens in school can impact on your child at home and vice versa – it is very important that we all communicate well with each other.</p> <p>At the termly Personal Learning Goal Planning meetings held during the year we will have the opportunity to talk with you about your child's successes and discuss their progress. At the Annual Review/Transfer Review we will summarise your child's progress and needs to ensure that the Local Authority has full and up to date information about your child.</p> <p>We can identify what is working and/or if we need to adjust our provision to better meet emerging needs. Our teachers are continually assessing, planning, implementing and reviewing</p>

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	<p>their approach to teaching so that they build up a bank of successful strategies which they will share with you. Through this graduated response we endeavour to meet any emerging or changing needs and for your child to continue to make progress.</p> <p>We write half-termly newsletters.</p> <p>We have a Friends Of Lampard (FoL) group made up of Parents and friends to the school who are involved in fund raising and organising whole school events such as the Christmas Fayre. Please contact the office for further information.</p> <p>Should your first language not be English, we can assist with translations and access additional support.</p>
<p><b>How do we involve your child in their own education?</b></p>	<p>The class teams will work hard to form positive relationships with your child. Your child will be supported to write their own communication passport which tells staff their likes and dislikes, what helps them to learn and what makes things difficult for them.</p> <p>The class team gets to know your child as an individual, their strengths, their interests, ideas, thoughts and beliefs, likes and dislikes.</p> <p>We will encourage your child to be as independent as they can be. As they get older we expect them to do more and more for themselves (even if we are hovering in the background for moral support!)</p> <p>We will support your child to develop their ability to communicate and to develop a sense of wellbeing; understanding what make them happy and encouraging them to carry out the positive practice of '10-a-day' to support their wellbeing.</p> <p>We have at least three student-led project weeks each year. During these weeks, students are involved in the design of their learning activities which finishes with a special event or performance. Students tell us how much they enjoy this type of learning and many classes work this way on a regular basis.</p> <p>We have an elected School Council and students help with staff interviews, showing visitors around the school, and charity events. From time to time they are invited to send representatives to a Senior Leadership meeting or to meet with governor representatives to share their ideas – we try to implement as many as we possibly can. We consult with the School Council to find out what the students priorities are for our School Development Plan. We have a small number of Champions of Change' who work with other students across Devon on the County's Engagement Strategy.</p> <p>Prior to your child's Annual Review / Transition Review, we will ask them about how they feel they have got on during the year and what they are most proud of. We also ask them what they would like to get better at and we use this information to help set relevant Personal Learning Goal targets.</p>

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	<p>We encourage children to play an active part in their Annual Review – your child will bring a piece of work they are proud of and talk to staff and parents/carers about this. As ever we adapt what we do to make sure it is age appropriate and meets your child’s needs.</p>
<p><b>Who to contact for more information or to discuss a concern</b></p>	<p>Lampard School endeavours to do the best for your child at all times and staff take pride in all aspects of their work. If however you have any concerns, please speak to your child’s Tutor in the first instance and/or the Assistant Headteacher with responsibility for your child’s phase as soon as possible. The sooner we know that you are unhappy about something the quicker we can work with you to resolve the issue.</p> <p>If you continue to be concerned you may wish to speak to the Headteacher, please telephone the school and the office will help you.</p> <p>The school has a Complaints Policy which can be found on our website or can be sent to you by the office. This explains what you can do in the unlikely event of us not being able to resolve any matter informally.</p> <p>If you need independent and impartial support we encourage parents / carers to seek help and advice from Independent Information, advice and support services including Devon DIAS <a href="https://www.devonias.org.uk">https://www.devonias.org.uk</a></p> <p>Parents /carers are also encouraged to speak with colleagues in the 0-25 Team. They are based at County Hall and the number is 01392 383000.</p> <p>Other people who may be able to help you are:  Children with Disabilities Team – 01271 384000  Speech and Language Service – 01271 384000  Occupational Therapy Service – 01271 384000  Children’s Physiotherapy Service – 01271 341552</p> <p>If you are not sure who to contact please phone the school and speak to the Assistant Head or the Deputy of the Care and Safeguarding Team, who will be able to advise you.</p>
<p><b>The Local Offer</b></p>	<p>The Devon County Council website provides information about the “Local Offer” <a href="#">found here</a></p> <p>This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.</p>