



Special Educational Needs (SEN) Information Report 2023 - 2024

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All schools and academies are expected to identify and support pupils with special educational needs to make the best possible progress. This guide aims to detail our 'Local Offer' to children and families who have an interest in, or need for SEN provision. If you would like to know more about our arrangements for SEND, please read our SEND policy which is on our [website](#). Should you require any additional information, please feel free to contact us and we will be more than happy to discuss any questions you may have.

If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of this report. For the sake of clarity we have used the term 'parents' throughout the report; this includes carers, guardians or another family member with parental responsibility for a child/children.

Lime Tree Primary Academy

Lime Tree is a mainstream two-form entry primary school in Trafford. Due to our geographical location we are in the unique position of having children from both Trafford, and Manchester, Local Authorities on roll.

We have a higher than average percentage of SEND pupils and are extremely proud of our inclusive and continually evolving provision for our SEND children, along with our successful practice in supporting families. In 2019, following consultation with parents, carers and external agencies, we tailored our support joining together our SEND and Pastoral support to create a 'Wellbeing Team' to establish a 'one stop shop' for parents embedding a "Team around the Child" person and family-centred approach to support.

A place where everyone loves to learn

Our mission statement incorporates our commitment to SEND:

'Lime Tree exists to push the boundaries and challenge the ordinary enabling learning construction that is truly accessible for all'.



What is SEN?

A child or young person has a Special Educational Need if they have a learning difficulty or disability which requires for special educational provision to be made for him or her. For more information about this, please refer to the [SEND code of practice statutory guidance](#).

Aims of this report

This report summarises the different ways in which we make reasonable adjustments to the curriculum and our school environment ensuring that children with SEND are enabled to reach their full potential.

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1. What types of SEN does Lime Tree provide for?

Lime Tree provides for pupils with the following needs*:

Area of Need	
Communication and interaction	Autism Spectrum Condition (ASC) Speech, language, social communication and interaction difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD) Developmental trauma and attachment Anxiety
Sensory and/or physical	Hearing impairments Visual impairment Multi-sensory impairment Physical disability Sensory processing and integration difficulties

*Please note this is an illustrative example and provision is not limited solely to the above needs. Provision and support is based on an individual circumstance

2. Which staff will support my child, and what training have they had?

A special educational needs co-ordinator, or SENCO, is a teacher designated to oversee SEND.

Our **SENDCO** is Danielle Lloyd. Although a full-time member of staff, Danielle leads SEN provision two days a week alongside her Lead Assistant Head role.

Danielle achieved the National Award in Special Educational Needs (NASEN) Co-ordination in 2012. Danielle is a member of National Association for Special Educational Needs (NASEN) and Whole School SEND and is also an Specialist Leader in Education, supporting other schools with quality SEND provision.

Danielle has received training in the following areas;



- Safeguarding
- Precision Teach
- Lego therapy
- Attachment
- Zones of regulation
- Emotion coaching
- Sensory processing and Integration
- Autism awareness
- Autism and girls
- ADHD
- SEND reviewer
- De-escalation
- Intimate care
- Manual handling training
- Speech and language training – for children with speech sound difficulties as well as language and communication difficulties

Danielle is supported by our **SEND Manager**, Sarah Windram. Sarah assists Danielle and completes her role over 4 days a week. Sarah is a parent carer of two children with SEND and has a background in Law and a wealth of experience in supporting others to navigate the complex world of SEND. Sarah is Lime Tree's Autism Champion and a member of National Association for Special Educational Needs (NASEN). Sarah has undertaken the following training to support her in her role as a SEND Practitioner:

- SEND Advocacy Legal Training
- Stronger Together Empowering People Peer Mentor and Coaching Training
- IPSEA SEND Legal Training Level 3
- Council for Disabled Children (CDC) Legal and Independent Support Training
- Understanding autism
- The Incredible years
- Riding the rapids
- Understanding ADHD
- Safeguarding
- GMAC Autism 'Train the Trainer' 2 day course
- Supporting Children's Mental Health and Well-being
- Attachment in the early years
- Communication friendly classrooms
- Lego therapy
- Zones of regulation
- Social stories and comic strip conversations
- Intensive interaction
- Picture Exchange Communication System (PECS) Training
- Sensory processing and integration
- Introduction to counselling skills
- Emotion coaching

Sarah and Danielle attend Trafford SENCO Forum and Bright Futures SEND Network Meetings.

Wellbeing Team



This comprises of Danielle, Sarah and the following:

Our **Pastoral Manager** is Debbie Rea. Debbie provides a holistic role with the school and works with families requiring additional support. Debbie's role occasionally overlaps with SEND as it covers safeguarding, social care and multi-agency working to achieve the best outcomes for our families.

Tim Hambleton is our **Resilience Mentor**. Tim runs targeted wellbeing interventions and activities for children on a 1:1 or small group basis. Tim is a Mental Health First Aider.

We also have two **Emotional Literacy Support Assistant's (ELSA's)**, Diane and Gemma, who are highly trained teaching assistants within school. Gemma also provides drawing and talking therapy.

Our **Forest School Lead**, Janet, provides Therapeutic Forest groups throughout the week, alongside our Forest School Practitioner, Sarah.

Class Teachers

All of our teachers receive in-house SEN training. Additional training completed by staff is bespoke to the individual teacher's year group and key stage, their own interest/specialism along with the needs of the children in their class. Teacher training includes, but is not restricted to, the following:

- Safeguarding
- Sign-a-long
- Picture Exchange Communication System (PECS) training
- Speech and language training – for children with speech sound difficulties as well as language and communication difficulties
- Intimate Care
- De-escalation
- Administering Medicines
- Manual Handling
- First aid
- Safeguarding
- Precision Teach
- Lego Therapy
- Colorful Semantics
- Sensory processing and integration training
- Mental Health First Aid
- Zones of regulation
- Emotion Coaching
- Metacognition

Teaching Assistants (TAs), Learning Support Assistants (LSA's) and support staff

We have a team of support staff including two higher-level teaching assistants (HLTA) trained to deliver SEN provision.

Our TA's and LSA's are trained to deliver interventions to children in a group or 1:1 basis. This training includes, but is not limited to, the following:



- Precision Teach
- Colourful semantics
- Rapid phonics
- Rapid reading
- Speech and language interventions
- Lego therapy
- Therapeutic forest interventions
- Drawing and talking therapy
- Emotional Literacy Support Assistance (ELSA)

Our Forest School Staff are highly trained to lead targeted Therapeutic Forest interventions.

All of our staff are encouraged to complete relevant SEND Training to support the children they work with and to their own continued professional development.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. At Lime Tree we have built strong relationships with local and external support services to meet the needs of our pupils with SEN and to support their families. These include, but are not limited to, the following:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Play therapists
- Trafford Special Educational Needs Advisory Service
- Trafford Sensory Impairment Service
- GPs or paediatricians
- School nurses
- Health visitors
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Place 2 Be
- Just Psychologies Trafford Sunrise
- Parent support services
- Social Care
- Child Adolescent Mental Health Service CAMHS

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting
to discuss them

We will decide whether your
child needs SEN support

1. Tell us your concerns

If you think your child might have SEN, the first person you should tell is your child's class teacher. You can speak to your child's teacher to ask for a face-to-face meeting or telephone call. Alternatively, you can arrange this by emailing the school office who will share your email shared your child's teacher. The office email is admin@ltpa.bright-futures.co.uk.



2. Meeting with class teacher

Your child's teacher will get a better understanding of your child's strengths and difficulties, along with your concerns and the outcomes sought for your child. This information is recorded on an internal document called an 'Initial Concern Form' and is supported by evidence such as a parent and teacher Strengths and Difficulty Questionnaire (SDQ); copies of work or observations from teachers detailing concerns. This is shared with the Wellbeing Team who will add your child to our 'Watch List'.

3. Next steps

The Wellbeing Team will review the initial concern form and liaise with your child's class teacher to confirm the next steps which may be, but is not limited to, one of the following:

- Further observations or support may be required. Your child will remain in the Watch List for further monitoring and progress will be reviewed termly on an informal basis.
- If upon review, we decide that your child needs additional SEN support, we will formally notify you in writing and your child will be added to our SEND register.
- The progress of children on our SEND register will be monitored formally every term. Feedback will be provided to you by your child's class teacher.

4. How will Lime Tree know if my child needs SEN support?

We identify the children who require additional support through one or more of the following channels:

- Concerns raised by a parent to their child's teacher
- Concerns raised by a class teacher for example, a barrier to learning has been identified
- Child performing below age expected levels
- Concerns raised by other staff in school
- Liaison with previous school
- Liaison with external agencies for example medical professionals or other specialists.

All class teachers are teachers of children with SEN and lookout for any children who are not making the expected level of progress. This could be demonstrated by a child having trouble with communication, schoolwork, social relationships or physical and sensory. If a teacher notices that a pupil is falling behind, they try to support the child to progress by putting quality first teaching strategies in place. If this support has little impact, a teacher will contact parents to discuss the possibility that your child has SEN.

Your child's teacher will arrange to meet with you to get a better understanding of what your child's strengths and difficulties, along with your concerns and will propose the outcomes sought for your child. This information is recorded on an internal document called an 'Initial Concern Form' and is supported by evidence such as a parent and teacher Strengths and Difficulty Questionnaire (SDQ); copies of work or observations from teachers detailing concerns. This is shared with the Wellbeing Team who will add your child to our 'Watch List'.

The Wellbeing Team will review the initial concern form and liaise with your child's class teacher to confirm the next steps which may be, but is not limited to, one of the following:

- Further observations or support may be required. Your child will remain in the Watch List for further monitoring and progress will be reviewed termly on an informal basis.
- If upon review, we decide that your child needs additional SEN support, we will formally notify you in writing and your child will be added to our SEND register.

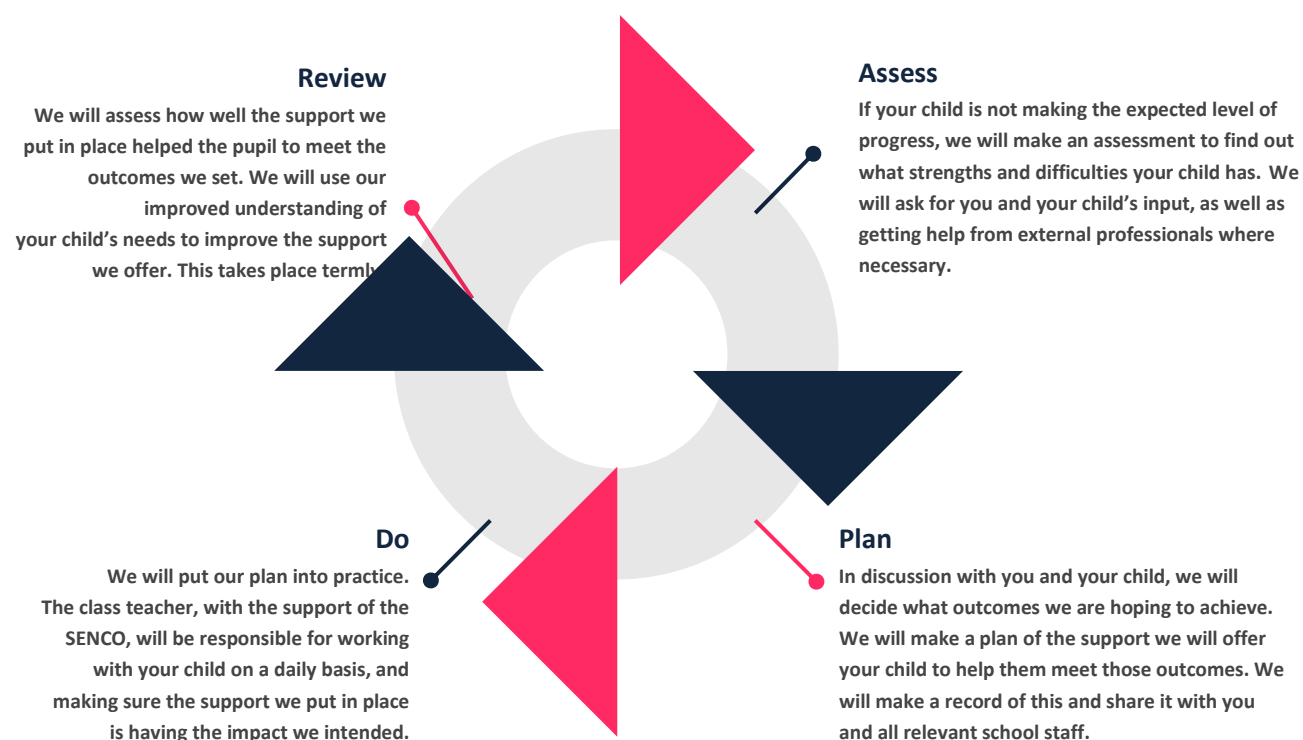


- The progress of children on our SEND register will be monitored formally every term. Feedback will be provided to you by your child's class teacher who will work with you to create a SEN support plan. At Lime Tree, we call these plans a 'Child on a Page' document. We may also, where appropriate and with your consent, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, a SEN Specialist, or a paediatrician.

5. How will Lime Tree measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continuous. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and their targets, strategies and provisions will be revisited and refined.



How will I know what progress my child/young person should be making?

Targets will be included in your child's SEN Support Plan. At Lime Tree we call this a 'Child on a Page'.

Realistic targets will be set taking into account age-related expectations. Children will be assessed as; below, emerging, expected or exceeding, within a year group. Your child's teacher will let you know your child's starting point, noting at the review point whether progression is at an expected level.

Some children with SEND will have their own personal pathways encapsulating each child's own learning journey that ensures progress from their starting point. This is completely personalised to the child and will be detailed within their 'Child on a Page'.

What if my child needs more support?

If your child has complex SEND they may have or require an Education, Health and Care Plan (EHCP). An EHCP is a legal document that describes a child or young person's special educational, health and social care needs, explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. All the professionals involved in setting the targets review a child's EHCP and progress yearly. This is called an Annual Review Meeting.

6. How will I be involved in decisions made about my child's education?

We will provide reports on your child's progress in the autumn and summer terms.

Your child's class teacher will also meet you every term (three times a year) to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

A member of the wellbeing team may also attend these meetings.

If your child's needs or aspirations change at any time, please let your child's class teacher know so we can keep our provision as relevant as possible.

Parent's voice

We know that you are the expert when it comes to your child's needs and aspirations and we commit to take into account parental views and to ensure that you have a full understanding of how we are trying to meet your child's needs. We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is affecting your child outside of school.

For children with an education, health and care (EHC) plan we will hold an annual review, or an emergency annual review if required.



We offer the following additional opportunities to inform your child's education:

- Termly Parent Forum Meetings
- Parental surveys
- Enrichment and learning events hosted by Lime Tree
- Parent's comments section on a child's SEN support plan. At Lime Tree, we call these plans a 'Child on a Page'.
- Drop In's and Coffee Mornings
- SEND Parents Evenings
- Parents Workshops such as the Incredible Years and Trafford Sunrise
- By email to admin@ltpa.bright-futures.co.uk
- By phone call to 0161 905 0790
- Visiting us! We have an open door policy and members of staff will happily meet with you, if they are available to do so. If the appropriate person is not available, an alternative member of staff or time to meet may be offered.

7. How will my child be involved in decisions made about their education?

Child's Voice

We recognize the importance of tuning in to the child's voice to include their views, preferences, interests and aspirations in any decisions made about their learning experience. This is particularly important for children with SEND as this empowers children to communicate and represent their emotions as well as supporting overall wellbeing and self-esteem.

All children are different and individual needs will be taken into account when involving children in decisions being made. Using our SEN experience and, as well as our knowledge of the child, we may seek your child's views in one or a variety of ways including but not limited to:

- Discussions with a trusted member of staff
- Media such as drawing pictures, writing, the use of photography, videos and/or audio recording
- Visuals as a conversational tool
- Completing observations of the child and using nonverbal conversation
- If appropriate, attending meetings to take part in discussions (dependent on age and ability)

Child's views are included within a child's SEN support plan. At Lime Tree, we call these plans a 'Child on a Page'.

8. How will Lime Tree adapt its teaching for my child?

At Lime Tree, **all teachers are teachers of children with SEND**. Your child's teacher is responsible and accountable for the progress and development of all the children in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include, but are not limited to, the following:



- Adapting our curriculum to make sure all children are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
 - Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
 - Adapting our resources and staffing
 - Using recommended aids, such as assisted technology, coloured overlays, visual timetables, larger font, etc.
 - Teaching assistants (TA's) or Learning Support Assistant's (LSA's) will support pupils on a 1-1 basis when work is required to be highly adapted to suit the pupil or when they require a bespoke intervention
 - Teaching assistants (TA's) or Learning Support Assistant's (LSA's) will support pupils in small groups when they require boosting or an intervention.
- We may also provide the following:

AREA OF NEED	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Visual timetables Social stories Comic strip conversations Speech and language interventions Lego therapy Social communication groups Assistive technology
Cognition and learning	Precision teach interventions IDL interventions Pre-teaching and over-learning Multi-sensory learning Flexible grouping Rapid reading Rapid phonics Coloured overlays Assistive technology
Social, emotional and mental health	Assistive technology ELSA sessions Drawing and talking therapy Place 2 Be practitioner Therapy dog Resilience interventions Visual timetables Emotion coaching Zones of regulation Zen zones Therapeutic Forest Mentor roles Pastoral support



Sensory and/or physical	Assistive technology Adaptive chairs and equipment Writing slopes Sensory diets Sensory pathways Sensory circuits
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These interventions are part of our contribution to Trafford's local offer. [Please click here for this offer](#)

Lime Tree Primary is an accessible school by virtue of it being on one level. For children with physical needs, reasonable adjustments will be made. On a daily basis, adjustments are made to include children in their learning, this may be through resources, the environment or how a particular aspect of learning is presented. If necessary, a specialist can be consulted to provide their opinion on how we can meet a child's needs, for example, an Occupational Therapist or Speech and Language Therapist. For more information on accessibility, please see our [Accessibility Plan](#).

9. How will Lime Tree evaluate whether the support in place is helping my child?

We follow the 'graduated approach' to evaluate if the support in place is meeting your child's SEN needs

We will evaluate the effectiveness of provision for your child by using the following:

- Reviewing a child's SEN support plan (we call these plans a 'Child on a Page') each term with parents, teachers and intervention leads, to assess progress towards the child's targets.
- Regularly reviewing the impact of interventions.
- Teachers meet with the SENCO to discuss children's progress. These are called 'pupil progress' meetings.
- Child voice questionnaires.
- Listening to children and parent voices
- Intervention monitoring by the Wellbeing Team
- Ensuring the child is making progress academically against national/ age expected levels;
- By verbal feedback from the child, the parent and teacher;
- Through children moving off the SEND Register when they have made sufficient progress.
- Strength and Difficulty questionnaires (SDQs), where appropriate.

For children with an education, health and care (EHC) plan we will hold an annual review, or an emergency annual review if required.

10. How will Lime Tree resources be secured for my child?

We may require extra medical equipment, resources, specialist teaching assistant support, further staff training or the involvement of external specialists to make recommendations about the additional resources required for a child. This will be assessed on an individual basis. Lime Tree will cover up to £6,000 of any necessary costs. If additional funding is required, we will request this from the child's local authority, which is usually Trafford or Manchester.



Where a child requires additional funding to the amount provided by Lime Tree, an Education and Health Care Plan (EHCP) may be required to provide this. Parents will be involved in discussions about this, should this be necessary.

11. How will Lime Tree make sure my child is included in activities alongside children who don't have SEND?

All of our extra-curricular activities, clubs and school visits are available to all of our children, including our before and after-school clubs. All children are encouraged and supported to go on our school trips, including our residential and geographical fieldwork trips, to take part in sports day, school productions and attend workshops.

A risk assessment is carried out prior to any off site activity to ensure that the health & safety of children will not be compromised. Reasonable adjustments and support will be put in place to ensure that a child with SEN, or disability, will be included in activities. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided.

For children who require visual support, additional resources such as videos or social stories can be provided for use at home and in school.

The Wellbeing Team monitor the attendance of children accessing after school activities and clubs to ensure that they are inclusive, accessible and that adjustments are provided for children with SEND.

How do we involve parent/carers in planning activities and trips?

The individual needs of children with SEND are taken into consideration when activities and trips are being planned. Where a child's needs may be impacted by the trip, parents and children will be consulted to discuss details of the trip along with any support or reasonable adjustments that may be required. Parents may also contribute to a risk assessment if necessary, particularly if the child has a physical or medical need.

12. How does Lime Tree make sure the admissions process is fair for pupils with SEN or a disability?

Children in receipt of SEN Support

Trafford Local Authority process Lime Tree school admissions from reception through to Year 6.

Trafford have a strict admission policy, which can be found [here](#).

To apply for a school place at Lime Tree then you must follow Trafford admissions process, which is available [here](#).

If your child does not have an EHCP but is currently under assessment for an EHCP then you must still follow Trafford admissions process.

Children with an Education and Health Care Plan (EHCP)

If your child has an EHCP, you will need to follow a separate process for requesting and applying for a school for your child. Your local authority will be your point of contact. This is likely to be either:

- [Trafford](#) 0161 912 5157 myEHC@trafford.gov.uk



● [Manchester](mailto:sen@manchester.gov.uk) 0161 245 7439 sen@manchester.gov.uk

If you state Lime Tree as your preferred school for your child, you will need to tell your Local Authority about this. Your Local Authority will consult directly with Lime Tree to find out if we are able to meet your child's SEND needs and offer the provision set out in the EHCP.

For more information about choosing a school or college with an EHCP please visit [IPSEA information page](#)

Key deadlines for confirmation of placement

Nursery Year to 0 (Reception)	15 February 2024
Year 2 to Year 3 for those in an infant school,	
Year 6 to Year 7	

13. How does Lime Tree support children with disabilities?

It is important to note that all children are treated equally and fairly at Lime Tree. We endeavour to ensure all children feel part of the school community, this is part of our ethos. Diversity is respected and celebrated, this is daily through staff/child interactions, weekly assembly and currently through our partnership with the ADHD Foundation. Furthermore, throughout the school we also teach the 'No Outsiders' curriculum alongside our PHSE lessons.

We take a 'zero tolerance' approach to bullying and this is reiterated through our [Relationship and behaviour regulation policy](#).

Our building is fully wheelchair accessible. All of our school is on the ground floor and has a very open plan sense to it. Our outdoor space, including Forest School, has been adapted to ensure wheelchair accessibility. Please see our accessibility plan for more information. Once admission to our school has been accepted, parents can meet with our Head of School or the Wellbeing Team to discuss transition arrangements. Further information can be found in our [Accessibility Plan](#). If children require equipment or aids for their inclusion the Wellbeing Team oversees securing this. Through the planning process of provision for individual students, any additional equipment/facilities will be identified and appropriate methods to secure these undertaken. Equipment used to support children will be detailed within their Child on a Page.

We have made improvements to the auditory environment. This is in the form of acoustic panels being placed in all classrooms. Moreover, all classrooms are separated by doors to ensure that the acoustics remain intact. In terms of visual environment, we use hessian backing on our classroom walls to ensure stimuli is kept to a minimum. This is to create minimal distractions for learners in the classroom.

We have accessible changing facilities in the Foundation Stage pavilion. This consists of a toilet, changing bed



and also a shower. There is also an accessible toilet and shower in the main building.

14. How will Lime Tree support my child's mental health and emotional and social development?

Lime Tree provides support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of wider school life to promote teamwork and communication.
- We provide extra pastoral support for listening to the views of pupils with SEN by [insert your provision]
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by ensuring diversity is respected and celebrated, this is daily through staff/child interactions, weekly assembly and currently through our partnership with the ADHD Foundation. Furthermore, throughout the school we also teach the 'No Outsiders' curriculum alongside our PHSE lessons.

At Lime Tree we believe that children's social, emotional and mental health has to be good to enable them to learn and achieve within the curriculum. As a result of this belief, we have committed to ensuring all staff utilise emotion coaching techniques as well as embedding zones of regulation from our youngest learners (aged 2 years) through to our year 6 pupils. We also have Zen Zones throughout the school so that every learner can take time, if required, to ensure they are ready to learn.

Your child's class teacher has overall responsibility for the pastoral, medical and social care of children in their class, therefore this would be your first point of contact.

- If further support is required, the class teacher liaises with the Wellbeing Team for further advice and support. This may involve working alongside outside agencies such as health and social services, and/or other external agencies such as Specialist Advisory Teachers, Counselling service, an Educational Psychologist or Child and Adolescent Mental Health Service.
- Our school also has a SEND Manager and a Pastoral Manager who are part of the Wellbeing Team and who both work with families.
- We have two teaching assistants who are trained as Emotional Literacy Support Assistants (ELSAs). They currently support children on a 1:1 and small group basis.
- We have a therapy dog and trained handlers in school for two days a week. Children have sessions on a small group and 1:1 basis.
- Our Forest School Lead Practitioner is Therapeutic Forest trained and supports children on different pathways throughout the week.
- We have a Wellbeing Team who can apply for an Early Help Assessment for children/families who require this.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the child's SEN is discussed.



- Schedule one a half days of transition with the incoming teacher in the new classroom towards the end of the summer term. You will be involved in this by collecting them and dropping them off at their new classroom - it gives you the chance to speak to the new teacher too!

- Children will have enhanced transition and visit their new classroom with a trusted member of staff. If required, they will take pictures and put this into a book to bring home over the summer holidays. This is a chance for you to talk to your child about their new teacher and classroom.

- All children will complete an 'All about Me' sheet and give this to their new teacher - this is full of facts that they would like the teacher to know about them. The new teacher will also give each child an 'All about me' sheet about themselves. This creates a connection before they are all together in the classroom.

- Lime Tree are aware of the children who require an individual and enhanced provision between classes and key stages as this will be documented within the child's SEND Support Plan. At Lime Tree, we call this a 'Child on a Page'. In this instance, transition adjustments will be put in place to suit the needs of the child.

Between schools

When your child is moving on from our school, we will share your child's SEND support plan ('Child on a Page' document) which will inform the new school of your child's targets and provision. We will also transfer their written and computerized CPOMS records to the new school.

If required, we will also prepare your child for the move by asking for photographs and making a book about what they are to expect when they arrive at their new setting. In some instances, extra visits may be completed supported by a trusted member of staff. The child will be encouraged to ask questions and take photographs and videos for them to keep supporting the transition.

Between phases (going to Secondary School)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practicing with a secondary school timetable
- Learning how to get organised independently
- Filling any gaps in knowledge
- Children having an 'enhanced transition' will have additional visits to their secondary school with a trusted member of Lime Tree school staff.

- We have meetings with the new school and your family to ensure provision is correct from day one of your child's journey in their new school - we will try to arrange for you to have a member of staff to contact with any queries

- We ask members of the SEND or Pastoral team in the secondary school to come and speak to your child about what life is like in that secondary school

What support will there be for my child/young person's overall wellbeing?

- Your child's class teacher has overall responsibility for the pastoral, medical and social care of children in their class, therefore this would be your first point of contact.

- If further support is required, the class teacher liaises with the Wellbeing Team for further advice and support. This may involve working alongside outside agencies such as health and social services, and/or other external agencies such as Specialist Advisory Teachers, Counselling service, an Educational Psychologist or Child and Adolescent Mental Health Service.



- Our school also has a SEND Manager and a Pastoral Manager who are part of the Wellbeing Team and who both work with families.
- We have two teaching assistants who are trained as Emotional Literacy Support Assistants (ELSAs). They currently support children on a 1:1 and small group basis.
- We have a therapy dog and trained handlers in school for two days a week. Children have sessions on a small group and 1:1 basis.
- Our Forest School Lead Practitioner is Therapeutic Forest trained and supports children on different pathways throughout the week.
- We have a Wellbeing Team who can apply for an Early Help Assessment for children/families who require this.

How does the school manage the administration of medicines and providing personal care?

Lime Tree has a policy regarding the administration and managing of medicines on the school premises. If medication is recommended by health professionals to be taken during the school day, parents are required to contact the school office on 0161 905 0790 or by email admin@ltpa.bright-futures.co.uk to complete the appropriate paperwork. The school office staff generally oversee the administration of medication.

Lime Tree staff have regular training and updates on the medical conditions and medication affecting individual children so that all staff are able to manage medical situations. Children who are on long-term medication, or who have specific conditions requiring support are required to have a Healthcare Plan. This is co produced by Lime Tree, parents, and the input from any relevant health services.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Behaviour

Lime Tree has a [Relationships and Behaviour Regulation Policy](#), which is regularly reviewed and updated.

Behaviour incidents are recorded on a system called CPOMS which is used throughout the school.

CPOMS entries are monitored daily by the Wellbeing Team who identify trends and work with children and families to put in place support, should this be needed.

Where a child has significant behaviour difficulties an Individual Behaviour Plan (IBP) is created by the child's class teacher to identify the specific issues, put relevant support in place and set targets to support the child and to ensure consistency and guidance for all staff. IBP's are reviewed termly or more frequently, if needed.

Attendance

Attendance of every child is monitored on a daily basis by the school office and Pastoral and SEND Managers.

Lateness and absence are recorded and reported to the Head of school.

Our school works closely with the Trafford Attendance Team to promote attendance.

16. What support is in place for looked-after and previously looked-after children with SEN?



Jemma Kenny is our designated teacher for looked after and previously looked after children. Jemma will work with Danielle Lloyd, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

If you have any concerns about provision in school, we urge you to come and talk to us about this. Initially, this would be raised with the class teacher.

If concerns remain following this discussion, our Wellbeing Team are available to meet with you.

If you remain dissatisfied a complaint would be dealt with inline with [Bright Futures Educational Trust Complaints Policy](#) To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>.

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

Support with SEND

If you have questions about SEND, or are struggling to cope, please get in touch to let us know.

We want to support you, your child and your family. To see what support is available to you locally, have a look at your Local Authority local offer.

Trafford

Local Offer of Support

[Trafford Local Offer](#)

Trafford Special educational needs and disabilities information advice and support services (SENDIASS) :



[Trafford SENDIASS](#)

Manchester

Local Offer of Support

[Manchester Local Offer](#)

Manchester Special educational needs and disabilities information advice and support services (SENDIASS) :

[Manchester SENDIASS](#)

Do you offer any parent training or learning events?

Lime Tree offer parent training and learning events. These typically centre around;

- Early reading and phonics
- Maths development
- Forest school activity

Lime Tree also signpost to other training events, such as First Aid.

We also work closely with Trafford Sunrise Just Psychology and regularly host workshop events, which cover high profile and relevant topics such anxiety, behaviour, and dealing with separation.

The Wellbeing Team share local courses, support, activities and information through their Twitter handle @WellbeingLTPA with a detailed [Padlet](#) which is updated regularly.

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

- Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams
- Annual review – an annual meeting to review the provision in a pupil's EHC plan
- Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- CAMHS – child and adolescent mental health services
- Differentiation – when teachers adapt how they teach in response to a pupil's needs
- EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.



- EHC plan – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- SENDCO – the special educational needs co-ordinator
- SEN – special educational needs
- SEND – special educational needs and disabilities
- SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND
- SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- SEN support – special educational provision which meets the needs of pupils with SEN
- Transition – when a pupil moves between years, phases, schools or institutions or life stages