



Ladygrove Primary School SEN Information Report - Summer 2015

Our SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Ladygrove Primary School.

What are the kinds of special educational needs for which provision is made at Ladygrove Primary School?

Ladygrove Primary School is a maintained primary school which is attended by children aged 4-11. As it is a mainstream primary school, it caters for children with a wide variety of SEND whose needs can be met within a mainstream school. This varies from children with learning difficulties such as dyslexia and dyscalculia, social interaction needs such as autism, physical disabilities such as dyspraxia and a wide variety of other conditions. The admission arrangements for our pupils can be found on our website within the admission policy.

We are committed to high quality learning experiences for all of our children. More information about our curriculum offer can be found on our school website.

How do we ensure that pupils with SEND are not treated less favourably than other pupils?

At Ladygrove we are highly committed to providing a high quality education for all children. SEND children are made a high priority within the school. We carry out termly reviews for SEND children and have a named governor on our Governing Body. The quality of the provision they receive is closely monitored by the school SENDCO and the named Governor and this ensures that all children are treated fairly and consistently in our school setting. The SENDCO and named Governor meet at least half termly to discuss SEN provision with school. We make sure that SEND children are able to be fully involved in all areas of the curriculum from attending residential visits to participating in PE lessons. This is done through knowing the needs of our SEND children well and supporting them fully.

What are the access facilities for pupils with SEND?

Physical access facilities are dependent on the needs of the individual. As a school we have accessible corridors leading to the main teaching areas within school which are also fully accessible. We accommodate all of the needs of our children on an individual

basis. For some children this may mean that they need support in separating from a parent/ carer in a morning so they are settled for learning and for others it may be that a Teaching Assistant explains work to them prior to a lesson.

What are the admission arrangements for children with SEND?

Ladygrove Primary school has adopted the Telford and Wrekin admissions policy which is detailed on our school website. When a child with SEND is admitted into school, there are transition meetings with the child's previous setting and additional visits to school if this is necessary. The school SENDCO and class-teacher will attend/ liaise with other settings to ensure a smooth transition.

What are the school's policies for the identification and assessment of pupils/students attending the school?

Some of our pupils enter school undergoing assessment or may have a statement of special educational needs or an Education Health and Care Plan (EHCP). For other children in school who are displaying characteristics of SEN these are initially identified by the class-teacher or professional working with the child. Any concerns will be immediately discussed with the school SENDCO, child's class teacher and the child's parents/ carers. The SENDCO will then arrange for the child to be assessed by specialist services if this is appropriate and may put in place intervention, which will support the child with their need.

What is the provision for pupils/students at Ladygrove Primary School and how is it evaluated?

All children have access to a full curriculum that is personalised as appropriate to meet individual needs. All teachers have a responsibility to meet all children's needs and we work together as a school to achieve this.

Children who have an EHC Plan/ statement have the support which is indicated on their plan. Due to the nature of these children's needs they may have named support assistants who have an in-depth knowledge of them and their needs.

Annual reviews are held for these children. An annual review is where their needs are discussed and support put in place for the following year.

Children who are at the school support stage of the Code of Practice have an Individual Education Program (IEP) which indicates their targets, the natures of intervention they are receiving and a clear review date.

We use our assessment procedures to inform us of the child's progress and any additional support or interventions they may require to help them achieve.

Pupil progress meetings are held every half term to discuss progress the child is making, and any other support which may benefit them.

What training do staff have in relation to the needs of pupils/students at Ladygrove Primary School?

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have a core training program related to their work as a teaching assistant, senior teaching assistant or teacher. We have an induction timeline for all new members of staff which details key information and training.

In the Spring Term of 2015 the whole staff, including lunchtime supervisors, received in depth autism training. In addition to this staff received training in dyslexia, detachment disorder, Build to Express training, Cool Kids training and phonics.

Every year our SENDCO reviews our provision with the local authority and books in training to support staff. During the academic year we are planning whole staff training in relation to dyslexia and dyscalculia.

Our SENDCO also attends termly Local Authority update, which mean they are well equipped to deal with the changes in legislation brought about from the new Code of Practice. In addition to this the Headteacher attending training sessions about the changes in the Code of Practice and the implications for school.

How will equipment and facilities be provided to support pupils/students at Ladygrove Primary School?

We have re-built all of our EYFS and KS1 areas in school to ensure that they are accessible for children with physical disabilities.

We have purpose built intervention spaces across school to deliver interventions and support children with SEND.

At Ladygrove, we have a wide variety of resources to support children with motor control difficulties such as wobble cushions, individual screens, writing slopes and pencil grips.

We have a wide range of specialist programmes to support children with dyslexic and dyscalculia tendencies.

We have a selection of resources to support children with behaviour/ social emotional issues, such as persona dolls and feelings cards.

Visual timetables are used in the classrooms to support children.

Specialist reading schemes are used in school, including Project X books which are phonically decodable. These were brought to support KS2 non-readers.

What are the arrangements for consulting with parents of children/young people at Ladygrove Primary School and involving them in the education of their child?

At Ladygrove Primary school we fully involve parents in the process of working with their children/young adults.

This includes:

- Initial visits to school
- Introductory meetings
- Daily home/school book for information exchanges and key messages (if needed)
- Termly parent/teacher meetings
- Annual Review meeting and report (for children with a statement/ EHCP)
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations

We are planning to extend this provision next academic year by providing:

- A coffee afternoon for parents to meet the new SENDCO.
- Termly meeting with CT to review provision map before parents' meeting
- Guide for SEN children's parents.

We are also working closely with the parents whose children are in the process of converting from a Statement to an EHC. For the current academic year this will be children in Year 2 and Year 6.

What are the arrangements for consulting young people at Ladygrove Primary School about, and involving them in, their education?

At Ladygrove the pupil's voice is important and we encourage the children to be involved in school life, listening to their views and opinions. We have an active School Council, who work alongside staff to share these thoughts.

The assessment and annual review process of statements of SEN and EHC Plans includes the choices and views of pupils/student. They are involved in the meeting, their views are recorded and valued.

From September 2015, Children will be invited to attend the last part of the parental termly meeting where again they are asked for their opinions about their progress and how they feel we can support them further.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Ladygrove Primary School?

The complaints procedure is available on the website.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Ladygrove Primary School and in supporting their families?

Classroom staff are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors. Admin staff are also school employees.

School Nurses, Speech and Language Therapists, Occupational Therapists, The CAMHS team and Physiotherapists are employees of Shropshire Community Health Trust. All these professionals work within school, training and advising staff, working with children and young people.

Our school LSAT is employed by Telford and Wrekin Local Authority, and their support is brought in by school. They will work with the child and advise staff on how to help the child develop and progress.

Educational Psychologists from the Local Authority are linked to school for core work with children who are undergoing statutory assessment or in relation to a re-assessment of need or change of educational placement. At times the school may access further Educational Psychologist support through a traded service in the Local Authority or consultants to advise on strategies or approaches in school.

Social Services work with the staff in school as the need arises.

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

All transitions are well planned for through-out school as children and students move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff.

When children are allocated a place in Reception at Ladygrove, initial contact will be made with their previous setting to find out if children have additional needs which the school needs to be aware of. If this is the case, additional transition arrangements are made, such as attendance at TAC meetings and extra visits to see the child in their setting. Parents are also invited into school to talk in depth to the school SENDCO.

During transition at the end of year 6 into secondary school, we endeavor to support the child throughout. Meetings are arranged with the secondary school to discuss the

needs of the child; additional transitional visits to the school are made available and encouraged.

Where is the information on the Telford and Wrekin's local offer published?

There is further detail on our website on our own school offer for SEND and this links to the Local Offer on the Family Connect pages on Telford and Wrekin's website - www.telford.gov.uk

If you have any queries, requests for policies or information relating to this report, please contact the school SENDCO, Allison Skelton, on 01952 388370.