

SEND Information Report 2016

Our SEND Report will be updated annually to reflect changes and plans within the school.

The report states the current provision at St. Lawrence Primary School.

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

The 2014 Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

- Communication and interaction - for example, where children have speech, language and communication difficulties or autistic spectrum disorders which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- Cognition and Learning - for example, where children learn at a slower pace than their peers, have difficulty understanding parts of the curriculum have difficulties with organisation and memory skills or have a specific difficulty affecting one particular area of their learning such as Literacy or Numeracy.
- Social Emotional and Mental Health Difficulties -for example, where children have difficulty managing their relationships with other people, are withdrawn and solitary or if they behave in ways that may hinder their and other children's learning or that have an impact on their own health and wellbeing.
- Sensory and/or Physical Needs -for example, children with visual or hearing impairments or a physical need that means they must have on-going support and equipment.

At St. Lawrence Primary School we currently have pupils in each of these categories and as the code states, many fall into more than one category. We have a wide range of provision in place to meet the needs of all children with SEND in our school.

In addition to those children with identified SEND, we also recognise that some children; summer born, service children, may need longer in key stage 1 and lower key stage 2 in order for them to meet their full learning potential. In year 2 and years 4 we consult carefully with parents and offer the children this extra support.

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

At St. Lawrence Primary School we are committed to the early identification of children with Special Educational Needs and Disabilities (SEND). Children are identified as having SEND in a variety of ways, usually a combination, which may include some of the following:

- Concerns raised by a parent
- Child performing below age related expectations or lack of progress over a period of time

- Information from previous schools
- Information from other services
- Concern raised by a teacher

In line with local authority guidance we follow the “Assess, Do, Review” approach to identifying pupils with SEND as described in the SEN Code of Practice. If a child has not made as much progress as we had hoped, we (the teachers and teaching assistants) plan what we are going to do to support the child and hopefully assist them in making greater progress. Then we do what we have planned: this may be in the form of an intervention, providing resources, referring to an outside agency etc. After a period of time, up to a term, we review how successful we have been and the progress the child has made. As a result of this, it may be decided that no further support is necessary or we may need to plan for further provision to be put in place. At this point it may be agreed that a child needs to be placed on the SEND register, as it is felt that they have some form of special need that is creating a barrier to their learning. Some children’s needs are such that their support will need to be on-going throughout their time at school. When it is apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school may feel that it is necessary to request an Education, Health and Care Plan (EHCP).

The graduated response adopted in the school recognises that there is a continuum of needs. This is recognised in the Code of Practice and is in line with the L.A. policy.

What is the provision for children at St. Lawrence Primary School and how is it evaluated?

In our school the children are at the heart of everything we do and we want them to be happy, confident and successful learners.

To achieve this every child is entitled to **Quality First Teaching**. This means that:

- All teachers have high expectations of the outcomes for each child
- All teaching is based on building on what the child already knows, can do and understands
- Different styles of teaching are in place so that all children are fully engaged in learning
- Teachers plan and deliver stimulating lessons which capture imagination and creativity, building up skills which develop the child
- Teachers carefully monitor each child’s progress and when they identify a gap in understanding or learning will plan some extra support to help them make optimum progress.

If a specific intervention is needed, this will mean:

- Small group or individual work which will focus on the area of learning where the child has shown gaps
- Interventions are led and monitored by the teacher and may be carried out by that teacher or a Teaching Assistant (TA)
- Interventions are identified by the class teacher, SENCO or an outside agency such as the Learning Support Advisory Teacher (LSAT), Occupational Therapist (OT), the Teacher of the Deaf or a Speech and Language Therapist (SALT)

- Interventions may be a quick fix, only needing a few extra sessions or they may be longer programmes which are more in depth or build on skills each session

Interventions are continually evaluated as they are being delivered and more formally assessed half termly. Details of the interventions we use can be found in the “School Offer” on the website.

What training do staff have in relation to the needs of pupils at St. Lawrence Primary School?

Within the school we have a culture of sharing good practise and expertise: this enables us to ensure that staff have as much knowledge as possible within the field of supporting children with SEND. Staff go on Local Authority courses regularly and feedback in staff or TA meetings.

Topics covered this year have included whole staff bespoke training on Autism Spectrum Disorders, Emotional Health and Wellbeing, Attachment Disorder and Pathological Demand Avoidance Syndrome as well as Cool Kids and Handwriting strategies.

The SENCO attends Network and Complex Needs meetings to gain up to date information on Government and Local Authority policy. This is disseminated to staff where appropriate. These meetings are also an opportunity to maintain links with other SENCOs.

What are the arrangements for consulting parents of children at St. Lawrence Primary School and involving them in the education of their child?

All parents of children in our school are invited to attend a Parents’ Evening twice a year. These are individual appointments allowing discussion of the progress a child is making, the targets they are working on and how parents may be able to help at home. If a child is having an intervention, this will also be discussed so parents are aware of the support the child is having, how well interventions are working and what they can do to help. Parents can arrange an appointment with the class teacher or SENCO to discuss these in more depth.

Following the Annual Reports, there is an informal Open Afternoon, when parents can see their child’s work within the classroom setting.

Parents can also meet with the class teacher at other times throughout the year and this can be arranged through the school office.

Parents of pupils with an Education, Health and Care Plan (EHCP) are also invited to a review meeting, at least once a year.

What are the arrangements for consulting with pupils and involving them in their education?

Teachers regularly give feedback to pupils about their work and the progress they are making, how well they are doing and what they need to do next to make further progress.

The School Council enables pupils to contribute and decide on aspects of school life relating to their needs. They have a “Worry Box” for children to share their concerns with the School Council.

Pupils with an EHCP are also asked to give their views during the annual review or assessment process.

How does the governing body involve others, such as Local Authority and Health and Social Care professionals, in meeting the needs of pupils and in supporting their families?

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

School nurses, Speech and Language Therapists, Occupational Therapists, Physiotherapists and the CAMHS team 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 bought in by school. They will work with the child, meet with parents and advise staff on how to help the child develop and progress.

The 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 reassessment of need or change in educational placement. At times the school may access further Educational Psychologist support through a traded service in the Local Authority.

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

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision made for them in St. Lawrence Primary School?

The complaints procedure is detailed on the school website. Alternatively, parents may request a written copy.

How will equipment and facilities be provided to support children at St. Lawrence Primary School?

The whole of the school building is accessible by wheelchair. Ramps allow access to all playground areas and to the outside classrooms. There is a disabled parking bay available by the school gate and accessible toilet facilities are also available.

We are committed to providing all children with every opportunity to achieve their potential in every aspect of school life. We therefore provide any specialist equipment required when it is recommended by professionals, such as writing slopes, sit’n’move cushions, coloured overlays and writing aids.

What are the school's arrangements for supporting children transferring between phases of education?

We recognise that transitions can be particularly difficult for children with SEND and for their parents. We have procedures to ensure that any transition is as smooth as possible. The school works closely with secondary colleagues to ensure that SEND children have as many transition visits to their new school as possible.

Moving from Nursery/pre-school:

The Reception teacher visits every child in their pre-school setting and meets with their key worker. There are workshops for parents and the children have three visits in the summer term. Each child has a Chatterbox in which they are encouraged to put some items that are personal so that they can talk about them in September. When the children start in September they are in school only for mornings, in the first week.

Moving from or to another school:

We liaise closely with staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs discussed and understood.

If a child has an EHCP then a review will be held as a transition planning meeting.

Moving to the next class:

All children have opportunities to visit their new classroom and meet with their new teacher. All information is passed on to the new class teacher and a meeting will take place in advance to discuss the child's needs. Additional visits may take place if necessary and photographs and other visual aids may be used.

Moving on to Secondary School:

The Year 6 teacher meets with staff from the secondary schools to discuss the pupils and share information. Secondary school staff also come into school to meet with the children. All children attend transition visits to their secondary school and for pupils with SEND additional visits are often arranged. These children may also make passports about themselves or visual prompts to help them remember key places and people in the new school. For children with an EHCP we ensure that the SENCO of the receiving school is available to attend the annual review, early in the summer term so that there is ample time to make arrangements for support staff and resources they may need. A transition plan will be written if required.

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

There are further details on our website regarding our own school offer for SEND. This links to the Local Offer on the Family Connect pages of Telford and Wrekin's website: www.telfordsend.org.uk/.

If you have any queries, requests for policies or information relating to this report, please contact the school SENCO, Chris Brettell on 0195238778