



LONG LAWFORD PRIMARY SCHOOL SEND INFORMATION REPORT 2017

Introduction

At Long Lawford Primary School we aim to have the highest possible quality of teaching and learning to enable all children to achieve their full potential. We work together to be an Achieve, Care and Enjoy school. We work to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

1. What is the SEND Information Report?

Our Special Educational Needs and Disability (SEND) Information Report is in the form of answers to questions that we are frequently asked by parents and carers when considering schools for their children, both with or without additional needs. It also meets all the statutory requirements of The Special Educational Needs and Disability Regulations 2014.

Throughout this document, you will come across some special phrases, acronyms and references and these have been explained in a glossary at the end of this information report.

2. What is the Local Offer?

Local Authorities (LA) are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The Local Authority (LA) refers to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision locally. Click for: [Warwickshire Local Offer](http://www.warwickshire.gov.uk/send) or visit <https://www.warwickshire.gov.uk/send>

3. What is the school's SEND Policy?

The Long Lawford SEND Policy can be found by clicking here: [Long Lawford Policies](http://www.longlawfordprimaryschool.com/policies.html) or on our website under Policies at <http://www.longlawfordprimaryschool.com/policies.html>. It can also be obtained in paper copy from the office or from our SENDCo.

4. What should parents/carers do if they think their child has a special need or disability?

If parents or carers have concerns relating to their child's learning or SEND there are several staff you can talk to at school. Initially, please have a chat with your child's class teacher. This may result in a referral to the school SENDCo – Mrs. L. Jones. Alternatively, if you feel it is more appropriate, you can contact our SENDCo, our Headteacher or our SEND Governor. You can make contact through the main office or by email or telephone:

admin2405@welearn365.com

01788 543332

5. What kind of special education needs provision is available at our school?

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Cognition and learning difficulties.
2. Social, emotional and mental health difficulties.
3. Communication and interaction difficulties, which include speech and language difficulties, as well as difficulties within the Autistic spectrum.
4. Sensory and or physical needs such as hearing impairment, visual impairment and physical impairment.

6. How does Long Lawford Primary School identify SEND?



Our school believes that early identification and assessment of need is paramount. Concerns can be identified by parents, a teacher, a previous setting or school or an outside support agency. Concerns may be highlighted due to lack of progress or where observations and discussions raise concern about well-being and all referrals go to the SENDCo.

There are different stages of support offered in school (see SEND Policy): School Monitoring, Targeted Support and Intense Support. Children who receive Intense Support and meet the criteria below may be included on the SEN Register. However, pupils will be assessed as individuals and identification of SEN and therefore inclusion or removal from the SEN register will be considered on an individual basis and will change over time.

Year group	Criteria for SEN Identification*
Throughout Foundation Stage	Pre-school involvement of outside agency such as Educational Psychology Service (EPS), Speech and Language Therapy (SALT) or Specialist Teacher Service (STS).
On entry to Year 1	Attainment below 30-50 months in any area. Involvement of outside agency such as EPS, SALT or STS.
Other year groups	Attainment approximately two years behind age-related expectations. Involvement of outside agency such as EPS, SALT or STS.

7. How does the school evaluate the effectiveness of its provision?

Teachers record any interventions on Intervention Records, including a checklist of Universal Provision for each area of SEN, a baseline assessment and a final evaluation. This is updated termly and the SENDCo analyses the Intervention Records and creates a school provision map. This highlights interventions that are effective in our school and helps to identify any gaps.

Termly, the SENDCo uses assessment data to create a whole school SEND data tracker to track the progress and attainment of SEND children throughout their time in school. The SENDCo also liaises with the Family Support Worker (FSW) who analyses other data (e.g. attendance and exclusions) to ensure SEND provision is effectively supporting the children. The SENDCo formally reports to the Governors with a SEND Report yearly and meets with the SEND Governor termly.

8. How does the school assess and review progress children with SEND are making?

All class teachers are responsible for assessing and tracking the progress children make, including those with SEND. This is done continuously through high quality teaching practices and tracking data through the use of data grids. The SENDCo also creates a SEND whole school tracking grid to specifically monitor the progress of SEND children throughout the school. Information about the progress of individual children is then scrutinised and discussed at half termly Pupil Progress Meetings. The focus of these meetings is to evaluate the effectiveness of provision in relation to progress toward children's individual targets and age related expectations. This information is shared with parents in school reports and at parent meetings. Additionally, parents and carers are encouraged to contact the class teacher or SENDCo anytime they have concerns.

9. What is the school's approach to teaching children with SEND?

Additional support, for those children who need, it will be put in place to help them make good progress. Children will be given support on the basis of need and adaptations by the class teacher will be made to reduce barriers to learning and enable them to access the curriculum more easily and make progress. This may involve:

- Further differentiation in class (teaching and resources)
- Advice to staff on a child's needs and the associated specific strategies for teaching and learning
- One-to-one or small group targeted intervention sessions with school staff and/or external professionals



- One-to-one in-class support
- Modifying the learning environment, e.g. bespoke furniture/resources etc.
- Adapting the curriculum, e.g. adapting teaching content/sequences
- Technology support

Any child who is on the SEND register will have their personal targets recorded on their Individual Education Plan (IEP), which is reviewed and shared termly by the class teacher with parents/carers.

10. How does the school adapt the curriculum and the learning environment, and fund these adaptations, for children with SEND?

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENDCo and/or external specialists. In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. Core Education Funding - A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. Additional Support Funding - The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. Top-Up Funding - For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation when an EHCP is approved.

Pupils with medical needs will be provided with a detailed Health and Care Plan (HCP), compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and [Department of Education \(DfE\) guidelines](https://www.warwickshire.gov.uk/schoolsdisabilityequality) found at <https://www.warwickshire.gov.uk/schoolsdisabilityequality>

The following adaptations have been made to the school environment:

- A disabled parking spot is marked and located close to the school reception.
- A disabled toilet is available in Foundation Stage, the Middle Block and adaptations have been made in the Junior Block to allow for easy use.
- Ramps are available for entry into all blocks and also a portable ramp is available.

For Long Lawford Accessibility Plan click here: [Accessibility Plan](http://www.longlawfordprimaryschool.com/policies.html) or visit <http://www.longlawfordprimaryschool.com/policies.html>

11. How is the decision made about how much additional support for learning is made available?

- For pupils with SEN, but without a statement of educational need/EHCP, the decision regarding support provided will be taken at joint meetings with the SENDCo, class teacher, outside agencies, parents/carers and Headteacher (if appropriate).
- For pupils with a statement of educational need/EHCP, the decision regarding support provided will be detailed in the EHCP as it is produced and reviewed annually.



12. How will children with SEND be included in activities outside the classroom, including school trips?

All pupils are given the same opportunity to be included in all parts of school life including school trips. We are committed to making reasonable adjustments to ensure participation for all, and will provide the necessary support to ensure that this is successful, seeking advice and support from partner organisations and specialist support where needed. Risk assessments are carried out and procedures can be put in place to enable all children to participate.

13. What emotional and social development support do we have for a child with SEND?

The school offers a wide variety of pastoral support for pupils. This includes:

- Our qualified and experienced FSW provides support to children and their families for a wide range of well-being needs – both within school and within day to day family life. We also employ two Learning Mentors and, together with the FSW, they offer a range of opportunities which include intervention and nurturing groups, as well as one-to-one provision when it is needed.
- Children who find lunchtimes difficult are identified and overseen by a named lunchtime supervisor and by duty staff during break times, where they are supported to manage unstructured social time.
- Lunch clubs also run to further support those children who need more supervision and structure at lunchtime where they are supported to socialise appropriately.
- Children who need more intensive emotional support are offered counselling in school on a one to one basis.
- The school has gained Healthy School status which evidences the work undertaken within the school to support the pupils' well-being and mental health.

14. How are the teachers in school helped to work with children identified as having SEND and what training do they have?

Long Lawford Primary School has a SENDCo who is an experienced qualified teacher. All staff receive on-going professional development training to support all children, including those with SEND. We work in partnership with a range of external professionals and specialists to ensure that we can provide the highest quality provision for children with SEND. Some of these professionals include:

- Educational Psychology Service (EPS)
- Specialist Teacher Service (STS) - Integrated Disabilities Services (IDS) and Early Intervention Service (EIS)
- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- Compass (School Health Team)
- Counselling Services

15. How are parents/carers involved in discussion about, and planning for, their child's education?

Informally, parents are always encouraged to contact the class teacher or SENDCo whenever they have a concern. Formally:

- After discussion with parents/carers, the SENDCo will request written permission for Specialist Teacher Service or the Educational Psychologist to observe or assess any child.
- The class teacher will share a child's IEP (Individual Education Plan) termly, which a child will have if they are on the SEN Register and receiving SEN Support.
- The SENDCo or SENDIASS (Special Educational Needs Information, Advice Support Service) will gather the views of the family (through a Family Conversation) when submitting an assessment for an EHCP (Education Health and Care Plan).



- The SENDCo will conduct annual reviews for those children with an EHCP and will gather the views of parents and invite them to the meeting.

16. How are SEND children involved in their own education and in the decision-making process?

- The SENDCo conducts pupil voice with a small selection of SEND children from Year 1 to Year 6 to gather their views on their school experience and to give them an opportunity to have a say in decisions in school that affect them.
- If pupils are able, they are asked to contribute to their IEP and to consider their progress towards these targets and how they can be further supported.
- When submitting for an assessment for an EHCP a child’s views may be recorded and submitted, if appropriate.

17. How does the Governing Body involve other groups to support pupils and parents?

The Governing Body consider that supporting parents is very important and have supported the school to employ a Family Support Worker (FSW). The FSW’s role is to facilitate any additional services that a family may need. The Governors undertake to seek additional grants and funding to meet the needs of children with SEND.

18. Who, outside of school, can I contact for further information or support?

Parents and carers can contact Warwickshire SEND Information, Advice and Support Service (SENDIASS) who offer free and independent advice by clicking: [Warwickshire SEND Information, Advice and Support Service](#) or visiting www.family-action.org.uk/wias

Helpline: 024 7636 6054 (The helpline is generally open Monday to Friday 9.15am to 2.30pm)
Email: jo.gordon@family-action.org.uk

For parents who are unhappy with the Local Authority or school responses to their child’s SEND may seek free mediation from one of the free Warwickshire mediation services.

Charles Horn Mediation Services	KIDS	Prime Resolution
07856 534777 charles@senmediator.co.uk	0121 362 4567 craig.edmondson@kids.org.uk	07582 548611 marilyn@prime-resolution.co.uk

Parents and carers can also appeal to the Government’s SEND tribunal if you disagree with the Local Authority decision about your child’s special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available by clicking here: [Appeals](#) or visiting <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

19. How will we support your child on entry to the school, moving classes within school and then they leave?

On entry to our school:

- Information is requested from the child’s previous school or pre-school setting (where applicable) and this is used by the SENDCo and the school’s staff team to appropriately adapt provision.

When moving classes in school:

- A transition meeting with current and new teachers will take place in advance to discuss any requirements and adaptations that need to be put in place.
- The child will be given the opportunity to go to their new classroom and meet their new teacher before the new school year and a photo book may be created to support them with the transition.



When they leave:

- When children leave our school at the end of Year 6, the SENDCo and the Year 6 team meet with the receiving school's SENDCo and Head of Year to share information.
- The child's SEND file containing all assessments and records used to support the child's progress during their time at our school is sent to the receiving school.
- Each child will have the opportunity to attend a transition day and extra transition can be arranged, if needed.

20. How are complaints dealt with?

Parents/carers who wish to complain are strongly encouraged to initially discuss their concerns with the SENDCo Mrs L. Jones, our Headteacher or our SEND Governor. You can make contact through the main office or by email or telephone:

admin2405@welearn365.com

01788 543332

If the issue cannot be resolved at this level, parents are directed to the school's complaints policy by clicking here: [Complaints Policy](#) or by visiting the school's website at

<http://www.longlawfordprimaryschool.com/policies.html>

21. Glossary of SEND terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autism Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EHCP	Education Health and Care Plan
EIS	Early Intervention Service
EP	Educational Psychologist
FSM	Free School Meals
FSW	Family Support Worker
HCP	Health Care Plan
ICT	Information and Communication Technology
IDS	Integrated Disability Service
IEP	Individual Education Plan
LA	Local Authority
LAC	Looked After Child
LM	Learning Mentor
OT	Occupational Therapist
SALT	Speech and Language Therapy
SLCN	Speech Language and Communication Needs
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs and Disability Co-ordinator
SENDIASS	SEND Information, Advice and Support Service
STS	Specialist Teacher Service

