



The SEND Local Offer

St Laurence's CE Primary School

Introduction/ Overview

St Laurence's CE Primary School is a Local Authority School with 236 pupils currently on roll.

St Laurence's CE Primary School supports the inclusion of all pupils and we aim to focus on providing inclusive practices and removing barriers to learning. We endeavour to remove barriers to learning in order that pupils with learning needs and physical or sensory disabilities can be educated alongside their peers and participate as fully as possible in the school curriculum, and other educational and enrichment activities. We believe in equal opportunities and we try to meet the physical, emotional and learning needs of all of our pupils. This policy should therefore be read alongside the Equality Policy and Accessibility Plan.

We believe that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives , and
- make a successful transition to secondary school.

We follow a graduated approach to identifying SEN, providing appropriate provision, and then monitoring and reviewing progress. Through assessment and screening, we aim to identify learning difficulties, and through collaboration between individual teachers, the SENCo and parents/carers put appropriate interventions in place if necessary. The four areas specified in the SEN Code of Practice are:

- **Communication and interaction** (includes speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD))
- **Cognition and learning** (includes moderate learning difficulties (MLD); severe learning difficulties (SLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia)
- **Social, mental and emotional health**
- **Sensory and/or physical needs** (includes physical disability (PD), vision impairment (VI) and hearing impairment (HI))

In line with the Code of Practice (2014), a child has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The school currently has pupils identified on the SEN list. The progress of these pupils is monitored at least termly. We currently have 6 pupils with Statements of SEN and their progress will continue to be monitored and evaluated annually through the annual review process, in addition to internal monitoring of progress, at least termly.

High quality teaching that is differentiated and personalised, will meet the individual needs of the majority of children and young people. However, some children and young people will need educational provision that is additional to or different from this: this is special educational provision under Section 21 of the Children and Families Act 2014.

The schools SENCo is Mrs A Rawlings

How we consult with parents and carers of children with Special Educational Needs

All teachers and the SENCo are happy to make themselves available for formal or informal consultations with parents and carers. However, there are also planned, regular opportunities for discussion and consultation:

- Staff available for consultation at Parents' Evening (Termly)
- Regular contact via email and telephone as appropriate/necessary.
- Parents invited to attend Annual Review of Statements of SEN and provide written feedback.
- School SEN policy and SEN report to Governors is published on school website. (will need to do this)

How we consult with our pupils with Special Educational Needs

- Feedback given by pupils at their Annual Review meetings if appropriate
- Pupils are encouraged to discuss IEP reviews and new IEP targets with their teacher
- Use of Pupils Attitude's to self and school (PASS)

How we support our pupils at times of transition

- Additional visits made to Ludlow School by vulnerable pupils during the summer term supported by a key worker.
- The School works in collaboration with Outside agencies to facilitate transition for vulnerable/ADS pupils. • SEN staff from the selected secondary school attend year 6 Annual Reviews.

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs

- Students are set according to ability or need in some subject areas.
- Teaching Assistants are deployed according to need of individuals/groups and may provide support to individuals or small groups in or outside of the classroom
- Teachers are required to differentiate their teaching in order to take into account the learning needs of individual students and groups • Teachers asked to mark dyslexic students' work for content rather than spelling.
- Pupils are assessed for exam access arrangements (readers/scribes/extra time) and may have an opportunity to complete their exams in a separate room
- Extra literacy and numeracy intervention is targeted at pupils who are not making expected progress • Maths and Reading programmes, target individuals whose needs have been identified through screening.

Our Provision for pupils with SEND

Communication and Interaction:

1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><u>How we identify need:</u></p> <ul style="list-style-type: none"> • Information from nursery settings. • Concerns expressed by parents. • Concerns expressed by staff. • Advice of specialist outside agencies such as Speech and Language Therapy Team (SALT) • Termly pupil progress meetings <p><u>How we access and review progress:</u> •</p> <p>Through whole school monitoring and assessment process.</p> <ul style="list-style-type: none"> • Through Education plans and Annual Review process. • Termly pupil progress meetings 	<ul style="list-style-type: none"> • Modify our questioning and breakdown extended verbal instructions into smaller chunks. • Use of visual aids. • Encourage verbal use of subject-specific vocabulary. • Keywords recorded in exercise books • Through the use of our B Squared monitoring and assessment programme. 	<ul style="list-style-type: none"> • 1:1 programmes with Elklan trained TAs. • Strategies and advice contained in Education Plans. • TAs trained in use of social stories. • Advice from SALT given to staff • Exam access arrangements. • 1:1 mentoring where appropriate.

Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><u>How we identify needs:</u></p> <ul style="list-style-type: none"> • Information from nursery settings. • Liaison with Outside agencies. • Concerns expressed by staff or parents. • Termly pupil progress meetings <p><u>How we assess progress:</u></p> <ul style="list-style-type: none"> • Involvement of Severndale Outreach Team. • Involvement of Child and Adolescent Mental Health Services (CAMHS). • Completion of an Early Help Assessment Form (EHAF). • Via Educational Psychologist advice. <p><u>How we review progress:</u></p> <ul style="list-style-type: none"> • Via the Annual Review of Statements. • Review of Education Plans. • Through whole school monitoring and assessment process. • Termly pupil progress meetings 	<ul style="list-style-type: none"> • 'Time Out' when required. • Flexible approach to curriculum expectations • Teachers respond sensitively to the needs of pupils with ASD providing a flexible approach to seating arrangements and awareness of the classroom environment on pupils. • Through the use of our B Squared monitoring and assessment programme. 	<ul style="list-style-type: none"> • Teaching Assistants trained in ASD awareness. • Nurture groups/self-esteem sessions where appropriate. • Use of social stories to help with understanding. • Allocation of 'Key Person'. • Severndale support package. • <i>Use of disabled areas and toilets where necessary.</i> • <i>Autism Learning Support strategies sheets available to staff through 'Teaching File'</i>

Cognition and Learning:

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><u>How we identify and assess needs:</u> • Pupil information from nursery settings</p> <ul style="list-style-type: none"> • Observations made by the class teacher/Teaching assistant/SENCo. • YARC reading assessment • Completion of individual assessments where necessary. • Concerns shared and assessments requested by staff or parents. • Educational Psychologist's assessments. • Assessments by Woodlands Learning Outreach Team. • Termly pupil progress meetings. <p><u>How we review progress:</u></p> <ul style="list-style-type: none"> • Through whole school monitoring and assessment. • Progress of pupils on B Squared. • Termly pupil progress meetings 	<ul style="list-style-type: none"> • Appropriate grouping by class teachers. • Teaching staff differentiate work to meet the learning needs of individual pupils. • Teaching Assistants are deployed to support the learning of individuals and groups within and outside of the classroom. • Students provided with extra time to complete tasks/process information. • Use of laptops where appropriate. • Differentiation of homework tasks. • Through the use of our B Squared monitoring and assessment programme. 	<ul style="list-style-type: none"> • Teaching Assistants deployed to support individuals and groups. • Maths and Literacy Interventions.

- Educational Psychologist and other outside agency reports.

2. Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><u>How we identify needs:</u></p> <ul style="list-style-type: none"> • Pupil information from nursery settings. • Parental/Staff concerns. • Work scrutiny/Pupil Voice • Termly pupil progress meetings. • Outside agency assessments. <p><u>How we assess and review progress:</u></p> <ul style="list-style-type: none"> • Educational Psychology and other outside agency reports. • Through whole school monitoring and assessment process. • Termly pupil progress meetings. • Education Plans where appropriate. • Annual Reviews of Statements of SEN. <ul style="list-style-type: none"> • In-school reading and spelling tests. 	<ul style="list-style-type: none"> • Encourage use of coloured reading rulers for reading. • Use of coloured paper for work sheets where appropriate. • Access to scribe and reader in lessons and exams. • Staff to mark for content rather than spelling. • Use of lap top in lessons. • Alternative methods of recording information encouraged. (e.g. mind maps, story boards etc.) • Teachers provide hand-outs rather than expecting extensive copying from the board. <ul style="list-style-type: none"> • Students given extra time to process information and plan written work. • Staff differentiate their teaching in order to meet the needs of individual pupils and use Education plans where appropriate as guidance. 	<ul style="list-style-type: none"> • Education plans where appropriate provide strategies to teaching staff and TAs to help support pupils. • 1:1 or small group support. • Additional Literacy and Numeracy intervention. • Use of laptops to complete extended pieces of writing. • Support given during examinations.

Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><u>How we identify needs:</u></p> <ul style="list-style-type: none"> • Pupil information from nursery settings. • Concerns expressed by parents/staff. • Through the Early Help Assessment process (EHAF). • Through outside agency involvement especially Child and Adolescent Mental Health Services (CAMHS), Education Welfare Officer (EWO), Educational Psychologist, Safeguarding Team, School councillor, etc. • Through Pupils Attitude's to self and school (PASS) • Through work scrutiny/Student Voice sessions. • Termly pupil progress meetings. • Tutor Mentoring programme where appropriate. • Through scrutiny of behaviour data. • Through involvement of 'Key Person' <p><u>How we assess and review progress:</u></p> <ul style="list-style-type: none"> • CAMHS/Health Care professionals. • Educational Welfare Services. • Through Pupils Attitude's to self and school 	<ul style="list-style-type: none"> • Care taken when deciding groups and seating arrangements. • Use of 'Time Out' where appropriate. • 'PIP/RIP' (Praise in public, reprimand in private). • Adapted timetable where appropriate. 	<ul style="list-style-type: none"> • Lego Express • Risk assessments for individual pupils where appropriate. • Nurture group/Circle Time for identified pupils. • Positive Behaviour Targets. • 'Key Person' allocated where appropriate. • School nurse available for individual consultations.

<p>(PASS)</p> <ul style="list-style-type: none">• Through the Early Help Assessment process (EHAF).		
<ul style="list-style-type: none">• Termly pupil progress meetings.• Via Core Group, children in need and Child Protection meetings.		

Sensory and/or Physical:

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><u>How we identify needs:</u></p> <ul style="list-style-type: none"> • Pupil information from Nursery Settings. • Liaison with Sensory Inclusion Service. • Information from GP/hospital. • Information from School Nurse. • Staff/parental concerns. • Termly pupil progress meetings. <p><u>How we assess:</u></p> <ul style="list-style-type: none"> • Through Sensory Inclusion Service. • Through GP/hospital 	<ul style="list-style-type: none"> • Care taken to seat pupil appropriately within the classroom. • Consideration of how background noise can create difficulties in hearing. • Teachers were transmitter when appropriate. • Teachers/TAs check for understanding. • TAs makes notes to allow pupils to listen to the teacher. 	<ul style="list-style-type: none"> • Needs identified in <i>'Teaching File'</i> document • Education Plans where appropriate regularly updated to reflect recommendations of Sensory Inclusion Service. • Sessions with Teacher of the Deaf. • Risk assessments completed where necessary. • Exam access arrangements. • Staff training undertaken by Sensory Inclusion Services.

2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><u>How we identify needs</u></p> <ul style="list-style-type: none"> • Pupil information from nursery settings. • Liaison with the Sensory Inclusion Service • Health professionals: GP; consultants; school nurse, etc. • Information from parents • Staff concerns • Termly pupil progress meetings. <p><u>How we assess and review progress</u></p> <ul style="list-style-type: none"> • Via the Sensory Inclusion Service • Health professionals: GP; consultants; school nurse, etc 	<ul style="list-style-type: none"> • Seating plan to allow for clear view of board/teacher • Written materials prepared in clear N12/14 type where appropriate • In practical lessons, pupil has access to own work area and is familiarised with equipment beforehand. 	<ul style="list-style-type: none"> • Sessions with sensory Inclusion Service • Risk assessments completed • Exam access arrangements • Information to staff is updated on the advice of the Sensory Inclusion Service or health professionals

3. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p><u>How we identify need:</u></p> <ul style="list-style-type: none"> • Pupil information from nursery settings. • Information from parents • Information from health professionals: consultants, G.P., school nurse, etc. • Occupational Health assessments. • Staff concerns <p><u>How we assess and review progress:</u></p> <ul style="list-style-type: none"> • From health professionals: consultants, G.P., school nurse, etc. • Occupational health and other health reports. 	<ul style="list-style-type: none"> • Staff informed of the impact that the physical difficulties may have on learning. • PE department modifying curriculum appropriately and providing adjustments to allow for participation • Allocation of 'Key Person' where appropriate. 	<ul style="list-style-type: none"> • Staff provided with strategies on how to support the pupil in class. • Specialist equipment purchased to allow for full participation in subjects. • Flexibility in leaving lessons early to navigate corridors safely. • Personal access to disabled toilets.

How we involve parents and carers in the assessment and review process

- Staff are available for consultation during Parents' evenings.
- Parents receive reviews of IEPs or Education Plans and are invited to feed-back their views of any changes.
- Parents are informed if there are important changes to interventions available to their children.
- Parental views and permission are gained to enable contact with external agencies for additional support or advice.
- Parent's written and verbal views are sought during the annual reviews of Statements/EHCPs.
- Parents are informed of progress made both during and at the end of the academic year.

How we involve our pupils with Special Educational Needs in the assessment and review process

- Students' views are sought as part of the review process of Statements/EHCPs.
- Pupils are invited to join review meetings including Pupil Planning meetings and Annual Reviews.
- Where appropriate pupils are encouraged to contribute to set personal targets on IEP's or Educational Plans.

How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process

- Through the Annual review process.
- Parental feedback from IEPs.
- Pupil progress monitored in core subjects every term.
- Internal SEN data analysis for English and maths using B Squared tracking system.

How we ensure access to our facilities for all of our pupils

- St Laurence's Primary School endeavours to make reasonable adjustments both in terms of the learning and physical environment, to ensure that all pupils can access the facilities and opportunities on offer.
- As part of the Disability Equality Scheme, the school's Accessibility Plan provides details regarding our on-going commitment to making reasonable adjustments for disabled pupils. These adjustments include modifications to buildings and site, as well as the provision of specialist equipment to support the inclusion and participation of disabled pupils.

What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

- Gardening, cooking and other enrichment activities available through Social Skills groups.
- Pupils with Statements of SEN are supported on school trips where appropriate.
- Lego Express / social story work through 1:1 mentoring where appropriate.
- Riding for the Disabled sessions every 2 weeks

What support is available for our pupils with Special Educational Needs?

- Key Person mentoring time available to identified pupils.
- Additional TA support where appropriate.
- Elklan language programme with trained teaching assistants.
- Support in exams and controlled assessments (reader/scribe/extra time).
- Support from a teaching assistant in lessons where appropriate. • Use of laptop/ iPad in lessons where appropriate.

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively

Staff have had the opportunity to receive training on:

- Autism.
- Dyslexia.
- Lego Express • Hearing impairment.
- Differentiation.
- Teaching Assistant and teacher collaborative working.
- Social Stories.
- Elklan -Supporting pupils with speech, language and communication difficulties.
- CAMHS Emotional Health and Wellbeing.
- Invigilator/scribe/reader exam access support.
- Loss and bereavement
- All staff trained in child protection at regular intervals

How we obtain the services, provision and equipment required by our pupils with Special Educational Needs

Additional intervention to support the learning of identified pupils may be provided through teachers and teaching assistants. However, where a pupil continues to make little or no progress over a sustained period, despite teacher or teaching assistant support and interventions, we may consider involving specialists, including those secured by us or from outside agencies. Parents will always be involved in any decision to involve specialists. Services, equipment and provision may be sought from:

- Educational Psychology Service package purchased.
- Woodlands Learning/Behaviour/ASD Outreach package purchased.
- School Nurse available in school.
- Sensory Inclusion Service – visually and hearing-impaired students.
- CAMHS engaged via the Early help process.
- Initial Contact Team and Child in Need Teams.
- Speech and Language Service – Elklan
- Understanding your child 'Solihull Approach'

How we support the emotional and social development of our pupils with Special Educational Needs

We are mindful that pupils with SEN may become the victims of bullying due to their learning needs or disability. The school's Anti Bullying Policy outlines the school's commitment to tackling all bullying issues quickly and effectively. We further support the emotional and social development of pupils with SEN by offering the following services:

- Support staff trained to deliver 'Reach for the Top' approach to behaviour support
- Engagement of appropriate external agencies
- Use of Pupils Attitude's to self and school PASS survey
- 'Key person' mentoring

If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs

St Laurence's Primary School encourages parents to contact the school if they have any queries or concerns.

The initial point of contact for general enquiries is the class teacher. Straightforward questions and requests can be made via telephoning the office or by letter/email. However, parents are invited to speak directly with the SENCO regarding specific learning support-related issues. Parents may contact the school by telephone to speak to the SENCO, or make an appointment for a meeting. Alternatively, parents and carers may email the SENCO directly with their queries if a meeting is not necessary:

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