

[St. Lawrence CE and Tibberton CE Primary School SEND Local Offer 2022 - 2023](#)

All Telford and Wrekin maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/ or Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/ or Disabilities being met in a mainstream setting wherever possible, where families want this to happen. All interventions are referred to as SEND Support.

[WHO ARE THE PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND OR DISABILITIES WITH LEARNING IN OUR SCHOOL?](#)

[Identified staff and Summary of responsibilities](#)

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?

How can I talk to them about my child if I need to?

The Class teacher is responsible for:

- Ensuring that all children have access to good or outstanding classroom teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child through monitoring and assessment. Planning for and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting or varying resources) and discussing amendments made with the SENDCo as necessary.
- Writing Individual Provision Maps (IPM), and sharing and reviewing these with parents at least three times during the academic year.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all members of staff working with your child are supported in delivering the planned work and/ or individual programmes for your child. This may involve the use of additional adults, outside specialist help and specially planned learning tasks and resources.
- Ensuring that the school's Special Educational Needs and Disability Policy is followed in their classroom for all the pupils they teach with any SEN and/ or disabilities.

If you would like to discuss your child's needs with their class teacher, please make an appointment either with the class teacher themselves or at the school office.

The Special Educational Needs & Disability Co-ordinator (SENDCo) is responsible for:

- Coordinating all the support for children with special educational needs and/or disabilities and developing the school's Special Needs & Disability Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register (a system for ensuring all special educational and physical needs of pupils in this school are known and understood)
- Monitoring your child's progress and needs by:
 - ✓ ensuring that records are kept and reviewed
 - ✓ ensuring that new targets are set when goals are met
 - ✓ ensuring that adjustments are made when conditions develop/ new diagnosis' are made
- Facilitating specialist support and arrange training for teachers and support staff in the school so they can help your child and other pupils with SEN and/ or disabilities in the school to achieve their potential.

Ensuring that you are:

- ✓ involved in supporting your child's learning
- ✓ kept informed about the support your child is getting
- ✓ involved in reviewing how they are doing
- ✓ part of the process of planning ahead for them
- ✓ liaising with other agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapy etc...

If you would like to discuss your child's needs with the SENDCo, please make an appointment either with the SENDCo, their class teacher or at the school office.

The Head of School is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head of School will give responsibility to the SENDCo and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head of School must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

The Head of School can be contacted by appointment at the school office.

The SEND Governor is responsible for:

- Making sure that the school has an up to date Special Needs Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/ or disabilities.

The SEND governor can be contacted by appointment via the SENDCo or the school office.

HOW COULD MY CHILD GET HELP IN SCHOOL?

School based information

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/ or disabilities input) children will be at when receiving this input.

What are the different types of support available for children with SEND at St. Lawrence and Tibberton?

Class teacher input via excellent targeted classroom teaching - Quality First Teaching

For your child this would mean:

- The highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- On occasion, the teacher may direct the class Teaching Assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class (i.e. practical learning).
- Specific strategies (which may be suggested by the SENDCo or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- All children in school will be getting this as part of excellent classroom, practice when needed.
- Specific group work within a smaller group of children.

Specific, targeted group work within a smaller group of children / 1:1

This intervention may be:

- Run in the classroom or in another teaching and learning area within the school.
- Delivered by a teacher or a Teaching Assistant who has received additional training.

These are often referred to as Intervention groups. This means that children have been identified by the class teacher as needing some additional support in school but no referrals have been made to outside agencies.

For your child this may mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- A learning Support Assistant/teacher or outside professional (eg: Inclusion Mentor) will run these small group sessions using the teacher's plan.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning or challenges in accessing the curriculum fully.

SEND Support: which means they have been identified by the SENDCo as needing some additional specialist support in school from a specialist professional.

This may be from: Local Authority central services such as ASD Outreach or Sensory Service (for pupils with a hearing or visual need). Outside agencies such as the Speech and Language therapy (SALT) Service.

What would this mean for your child?
Who can get this kind of support?

GRADUATED APPROACH
Assess, Plan, Do, Review

All children in school will be getting this as a part of good and outstanding classroom practice.

Any child who has specific gaps in their understanding of a subject/area of learning.

For your child this would mean:

- Your child will have been identified by the class teacher / SENDCo (or you will have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work with outside professional.
- The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.
- In some cases, this will require up to 15 hours/week of additional support, funded by the school budget.

Specified Individual support for your child of more than a specified number of hours in school.

- This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCo as needing a particularly high level of individual and small group teaching (more than a specified number of hours a week), which cannot be provided from the resources already delegated to the school.
- Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from: Local Authority central services such as the L&B Team or Sensory Service (for students with a hearing or visual need), Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS
- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Authority based Local Offer, on the LA web site.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current school support identified within SEND Support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than the number of specified hours of support in school to make good progress. If this is the case they will write an Educational Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current school support identified within SEND Support.
- The EHCP will outline the additional funding provided from the LA, including specific recommendations and strategies to be

Children with specific barriers to learning that prevent them from making acceptable progress.

Children whose learning needs are:

Severe, complex and lifelong.

Need more than a specified number of hours support in school

<p>put in place. It will also have long and short-term goals for your child. This may include additional adult support in the classroom.</p> <ul style="list-style-type: none"> • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's class teacher initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Head of School. <p>If you are still not happy you can speak to the school SEND Governor.</p>
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCo. • Schools also have meetings every term between each class teacher and senior staff members in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. The SENDCo is always available to discuss issues or concerns with staff. • If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail: To listen to any concerns you may have, to plan any additional support your child may receive and to discuss with you any referrals to outside professionals to support your child's learning.

<u>School based information</u>	<u>Progress and Monitoring</u>
<p>How do you monitor progress of SEN children at St. Lawrence?</p>	<ul style="list-style-type: none"> • All teaching staff in the school monitor and review the progress of the needs of different children within their class together with the SENDCo on a termly basis. • Your child's progress is continually monitored by his/her class teacher through observation, assessment and review. His/her progress is reviewed formally every term and a National Curriculum Age Related Expectation (ARE) in reading, writing and maths. • At the end of Early Years Foundation Stage (Reception class) teachers use the evidence they have gathered to make judgements of each pupil's attainment. These judgements are shared and are published nationally. • If your child is in Year 1 and above, but is not yet at National Curriculum ARE, a more sensitive assessment tool is used which shows their performance in more detail and will also show smaller but significant steps of progress. • At the end of year 2 and year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results are published nationally • Children causing concern are monitored more regularly and referred to relevant agencies where appropriate. Intervention and provision maps are created, where appropriate, for children with specific needs and show targets and progress over time. These are monitored and reviewed by the SENDCo on a regular basis. The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education. If your child has an EHCP, detailed records of their learning and the progress they are making towards their targets will be kept. These records are shared between class teachers and teaching assistants and are monitored by the SENDCo. • At the end of the academic year class teachers pass on relevant information and intervention and provision maps to the new class teacher. • You will receive a full report of your child's achievements at the end of each academic year.
<u>School based information</u>	<u>Support for families</u>
<p>What support do we have for you as a parent / carer of child with Special Educational Needs and/ or disabilities?</p>	<ul style="list-style-type: none"> • All parents will have a meeting with the Head of School prior to their child's start date and this is an opportunity to share any concerns about your child's needs. • Prior to entry, parents / carers with a child who already has a statement will be invited to a TAF (Team Around the Family) meeting which will be attended by all agencies who have been involved in order to share information to support that child. • Parents of children joining Reception will be offered a meeting with the class teacher during which you can discuss your child's strengths and needs in order for the school to be made aware of any additional support your child may need. • We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This will ensure that we are doing similar things to support them both at home and school and we can share what is working well in both places. • The SENDCo (or Head of School) is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • IPM's will be reviewed with your child's involvement at least three times a year. Your child's teacher will be available to discuss the targets on the IPM with you. • Homework will be adjusted as needed in line with your child's individual needs • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. • In addition, if your child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.

<u>School based information</u>	<u>Intervention activities</u>
<p>What small group interventions are available?</p>	<ul style="list-style-type: none"> • Social skills groups - Build to Express • Cool Kids • Additional Letters and Sounds (KS2) • Spelling / Reading / Handwriting Intervention programmes • Buddy paired reading activities • Precision teaching • Toe by Toe / SNIP programme / The Word Wasp / Hornet programme • Outdoor learning / creative activities linked to the curriculum
<u>School based information</u>	<u>Transition</u>
<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. Pupils with additional needs who join our school either at the beginning of the year or during the academic year will be supported, as appropriate, so that a successful transition is achieved. The school works together with the Local Authority where a child is starting our school with an EHCP to ensure that they are appropriately supported in conjunction with parents.</p> <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> - We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. - We will make sure that all records about your child are passed on as soon as possible. - We will ensure that the relevant staff members from the receiving school are invited to the final annual review for children with a statement before a planned move. <p>We have strong links with the local secondary schools.</p> <p>When moving classes in school:</p> <ul style="list-style-type: none"> - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. - All IPM's will be shared with the new teacher. <p>Year 6 children are supported in their transition from Primary to their chosen secondary school. Where appropriate pupils are given additional support to ensure a smooth and successful transition.</p> <ul style="list-style-type: none"> - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school
<u>School based information</u>	<u>School Environment - Accessibility</u>
<p>How have we made this school physically accessible to children with specific physical needs (disability)?</p>	<ul style="list-style-type: none"> • The school is on one level with no steps and is therefore accessible to all. • All equipment risk assessed. • School ensures that children with specific physical needs are accommodated within the seating of the classroom using specialist equipment. • The school ensures that children with poor fine motor control have access to specific cutlery, pencil grips, scissors and sloping desks when appropriate and as directed by OT. • Individual work stations are provided for children under the guidance of outside agencies • We ensure that equipment used meets the needs of all children regardless of their needs

<u>School based information</u>	<u>Teaching and Learning</u>	
How will the teaching be adapted for my child with learning needs (SEND)?	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs 	
<u>School based information</u>	<u>Training</u>	
How are the adults in school helped to work with children with SEN and/ or disabilities and what training do they have?	<ul style="list-style-type: none"> • The SENDCo's role includes supporting the class teachers in planning for children with SEN and/ or disabilities. • The school has a training plan for all staff to improve the teaching and learning of children including those with SEN and/ or disabilities. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the Learning and Behaviour Service, SALT and Sensory service, School Nurse delivering annual Epi- pen training • External agencies provide in-house specialist support for example: Inclusion Mentors working alongside staff. • This training is then shared with other staff members in school in order to share the expertise <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head of School or SENDCo.</p> <ul style="list-style-type: none"> • Support and advice from specialist provision schools - liaising in school and organised visits to support pupil learning and delivery of differentiated curriculum. 	
<u>School based information</u>	<u>Outside agency support</u>	
Who are the other people providing services to children with SEN and/ or disabilities in this school?	Directly funded by the school	School and Family Liaison Officer based at Burton Borough School Learning and Behaviour support Educational Psychology support
	Paid for centrally by the Local Authority but delivered in school	Sensory Inclusion Service for children with visual or hearing needs Inclusion Mentor Speech and Language Therapy Occupational Therapy Early Intervention Family Support Services Professional training for school staff to deliver medical interventions CAMHS
	Provided and paid for by the Health Service	School Nurse
<u>School based information</u>	<u>Breaktimes and Lunchtimes</u>	
How is my child supported at break times?	<p>Where children have additional needs they may access one or more of the following lunchtime interventions:</p> <ul style="list-style-type: none"> • One to one adult support • Range of quiet lunchtime activities • Class buddy system • Range of physical lunch time activities • One to one Teaching Assistant buddy system • Visual activity choice system 	