



Policy Review

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This policy will be reviewed in full by the Governing Body every year.

The policy was reviewed and agreed by the Governing Body in *July 2024*

It is due for review in *July 2025* (up to 12 months from the below date).

Head Teacher		15th July 2024
Chair of Governors		15th July 2024

SEN Information Report

SENCo: Ms L Williams
01922 710514

What is the local offer?

- Under the Children and Families Bill (2014), Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called 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 professionals in understanding the range of services and provision in the local area.
- The Walsall Local Offer has been designed to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how schools will support them, and what they can expect across the local settings. Walsall's local offer can be accessed at <https://send.walsall.gov.uk/>
- Walsall Education
Local Offer Schools are asked to publish information about services they provide for children with disabilities and Special Educational Needs. This is known as the school's 'Local Offer' (or SEN Information Report). This document outlines how Leamore Primary School intends to demonstrate its local offer to support children with SEND.

What are special educational needs?:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. (SEN Code of Practice 2014)

- A **learning difficulty or disability** is a significantly greater difficulty in learning than the majority of others of the same age.
- **Special educational provision** means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes and epilepsy

What kinds of Special Educational Needs are supported at Leamore Primary School?

- All children with SEN (but without an Education Health Care Plan) are welcome to apply for a place at Leamore Primary School in line with our admission policy. If a place is available, staff will work in partnership with parents to meet the needs of the pupil. This includes pupils with SEN under all four broad areas of need:
 - Communication and Interaction
 - Cognition and Learning
 - Social, mental and emotional Health
 - Sensory/Physical
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person,
 - or the attendance of the child or young person there would be incompatible with the efficient education of others,
 - or the efficient use of resources.
- Before making a decision on whether or not to name Leamore Primary as your child's placement, the LA SEND team will send a copy of your child's EHCP to the governing body in order for them to comment on the suitability of the placement based on the above criteria. These comments will be carefully considered before a decision on a placement is made
- Parents of children with an EHCP also have the right to request a specialist placement for their child if they feel their needs can be better met in this type of setting.

How do we identify if a child may have special educational needs?

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

What should a parent do if they think that their child might have Special Educational Needs?

- If you feel your child might have SEN, please initially discuss these concerns with your child's teacher. This then may result in a referral to the school SENCo.

- Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate. The SENCo at Leamore Primary is Ms L Williams and her contact details are 01922 710514.

How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them

- We are child and family centred so you can expect “no decision about me without me”.
- When we assess special educational needs we will discuss with you if your child’s understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- Where appropriate we will write and review Personal Targets in collaboration with pupils and parents/carers, a copy will always be available for you. These will include short term targets that will help develop your child’s skills in areas they find difficult.
- We use homework to repeat and practice activities that are new and present a challenge to a pupil. If you have any concerns about homework please see your child’s class teacher.
- Our school is able to support parents to access a wide range of support services for parents, pupils and families.
- Our staff are available at the end of every school session to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other.
- Staff are also available to contact via Class Dojo, where direct messages can be exchanged.
- Each child has a reading diary. Teachers will write comments for parents to read at home, and we encourage parents and carers to add observations of their own.

How we use other adults in school to support pupils with special educational needs or disabilities

- Senior leaders, SENDCo (Ms Williams), Class teachers, HLTAs and TAs regularly receive training to support every child and make sure our school learning environment supports all levels of need. Over the last 3 years staff have undertaken a variety of training including:
 - *Talk Boost*
 - *Lego Therapy Approach*
 - *Supporting children with Oppositional Defiance Disorder*
 - *Pace training (Therapeutic parenting)*
 - *Supporting Children with a Stammer*
 - *Making a difference for Children with SEND (5 days)*

- Our staff undertake small group work and/or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities.
- We have created good links with a range of specialist outside agencies whom we can call upon to support staff and pupils.
- Our Senior Leadership Team, SENCo and teachers analyse pupil performance data every half-term to ensure every child is making the best possible progress.
- We have a dedicated Educational Psychologist and Advisory Teacher (North Star Advisory Team), who visits our school regularly to observe and assess pupils, and offer advice and support to both home and school. We also have regular visits from Walsall Speech and Language Therapists

How we use specialist resources to support pupils with special educational needs or disabilities

- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- We have a dedicated mentoring room and ELSA space that are available for one to one or group 'special time'. They would meet regularly with a mentor to discuss concerns/worries they may have in or out of school.
- We have trained staff to develop social and language skills and work with identified children individually and in groups.
- Staff make bespoke individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.
- We have a wide range of reading material (books, digital stories, newspapers) to appeal to both aural and visual learners, and tailored interventions to revise lost learning.
- We have a wide range of ICT equipment available to help motivate pupils and access learning. These include I-pads, chrome books, programmable toys, talking postcards, talking buttons and educational computer games.
- We use workstations, picture and symbol timetables and equipment such as countdown timers, wobble cushions and adapted resources for pupils who need it.
- We seek advice and equipment from outside agencies as and when the need arises, such as specialist seating, and steps in toilets.
- Visual images on small cards to aid children with communication difficulties are used in foundation stage and key stage 1.

How we modify teaching approaches for individual pupils

- All staff ensure that Quality First Teaching is embedded in their practice for all children. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- 1. Classroom observation by the senior leadership team, the SENCo, external verifiers,*
- 2. Ongoing assessment of progress made by pupils with SEND,*
- 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,*
- 4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,*
- 5. Pupil and parent feedback on the quality and effectiveness of interventions provided,*
- 6. Attendance and behaviour records.*

- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. Specific barriers will be identified and solutions formulated.
- All our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEN: – specific learning difficulties; Autistic Spectrum Disorder; speech, language and communication needs; and behavioural, social and emotional difficulties.
- Most of our key stage 1 staff are able to use basic Makaton signs
- We use a number of teaching methods that are adapted to the needs of both groups and individual pupils such as intensive interaction and individual workstation tasks.
- We are a very inclusive school. Wherever possible children are taught alongside their peers. Teachers adapt their teaching constantly in order to cater for their pupils' needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.
- All our staff are trained to adapt resources to either offer a greater level of support or to make learning more challenging so that every child is able to achieve their very best.
- We use additional schemes/materials so that staff can use these as a resource to ensure work is always at the right level for pupils with special educational needs, or those who are gifted and talented.
- We run a number of 'booster' groups for children who are in danger of falling behind their peers.
- We offer a wide range of in-house communication groups; these usually focus on Attention and Listening, Speech and Language and Social Communication. We offer 'Talk Boost' and 'WellComm' to children identified with lower than average language skills.
- We sometimes use personal visual timelines or object timelines to help children understand what activity or part of the day is coming next.

How will we assess and review your child's progress?

- In the Foundation Stage, we track progress against the Early Years Foundation Stage ages and stages of child development. We also screen all our children on entry using the language assessment tool 'WellComm'. This helps us to identify children who may benefit from early language interventions.
- We use Little Wandle to assist children in developing their phonic and literacy skills.
- We use a consistent school assessment system to track pupil attainment and progress against targets.
- We gather views of parents and carers at our parent review meetings
- The class teacher and SENDCo are available to meet with parents. Parents have an opportunity to chat with the class teacher/SENDCo and discuss provision for their child.
- Each half term teachers analyse the progress of every child in their class, and these results are discussed with the senior leadership team and SENDCo during pupil progress meetings.
- Each teacher plans targeted interventions for all children whose progress is causing concern.
- Sometimes a teacher may write personal targets for children whose needs fall outside normal classroom differentiation.
- We adapt our teaching to suit the needs of individuals wherever possible.
- We set challenging targets that are based on nationally agreed guidelines on progress.
- We check how well a pupil makes progress in each lesson.

What extra support we bring in to help us meet SEND: services; expertise. How we work together collaboratively.

- We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.
- We get support from local authority services about training, policy and funding.
- Our local authority provides educational psychologist support for assessment, advice and training.
- We get support from our designated Speech and Language Therapist (SaLT).
- We receive traded support from North Star Inclusion Advisory Service
- We liaise with the School Nursing regularly.
- We can get support from occupational therapists for pupils who need assessment for issues such as special seating or advice about exercise programmes. They are able to guide school staff in meeting the needs of pupils with disabilities.
- We work with the Visual Impairment team who support our pupils with a visual impairment.
- Together we review your pupil's progress and agree what everyone will do to make teaching more effective and learning easier. We include your child in these discussions when appropriate.

What other activities are available for pupils with SEND in addition to the curriculum?

- We have a number of after school clubs. Pupils with SEND are fully included in this offer.
- We have educational visits, and many other visitors to school bring our curriculum to life. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.
- We offer a breakfast club with trained staff capable of looking after pupils with both special educational needs and disabilities.

How we support pupils in their transition into our school and when they leave us

- Children who join our school in Nursery are welcomed into our school community with a personal home visit by the nursery staff, where an “All about me” booklet is completed alongside parents.
- Transition to Reception, and then into each successive year-group, is supported by meetings with parents, information leaflets and taster sessions in each new class.
- We liaise very closely with our partner schools in the area to ensure that the transition from primary school to the secondary school is as smooth as possible.
- Parents and children who are joining our school mid-term are encouraged to visit the school before they start.
- When we are aware that pupils joining us have identified SEND, we may arrange a visit to observe them in their familiar environment.
- We will plan your child’s transition to us with information from yourselves and all professionals already involved to support your child. Solutions to any perceived challenges will be discussed enabling a smooth and supportive start for your child.
- If the children’s needs are unknown to us before they start, we will conduct early assessments if we suspect that the child has any additional needs.

How additional funding works

- Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need.
- If a pupil’s education, health and care plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

What support is available for children's overall well being?

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

- Pupil and Parent voice mechanisms such as Toot Toot, School Council and Emotional Focus Group are in place .
- Small group evidence-led interventions such as mentoring, draw and talk and Emotional Literacy Support Assistant (ELSA) to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

How do we support pupils with Medical Needs

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with parents and if appropriate, school nursing and the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete training delivered via the school nursing service.
- Further details on how we support children with medical needs can be found in the school's policy on 'Supporting Children with Medical needs' This is available on the school's website (www.leamoreprimaryschool.com)

How accessible is the school environment?

- The school site is wheelchair accessible and contains a disabled toilet. The school has ramps where needed to ensure access to all buildings.
- For further details our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website (<https://www.leamoreprimaryschool.com/>).

Where can pupils get extra support?

- We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- Our children are made aware of the support that surrounds them in school. They know who to talk to if they are worried or have any concerns they want to share. Our open door policy means that they have access to a member of the senior management team (within reason) throughout the school day.

- We have a high level of staffing at unstructured times such as lunchtime, to ensure children are well supervised and well supported. Lunchtime supervisors are trained to involve children in play opportunities.

Where parents/carers can get extra support

- Parents are welcomed into school to discuss any issues - no matter how small
- Walsall SENDIASS . This service can offer advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is 01922 612008 or email:Walsallsendiass@family-action.org.uk
- Our SENDCo can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.

What parents/carers can do if they are not satisfied with a decision or what is happening?

- Our school operates an open door policy. Your first point of contact is your child's class teacher, who is generally available at the end of every school day. In addition, the SENCo, Learning Mentor and Safeguarding Co-ordinator are here to listen to your concerns.
- If you are not satisfied that your concern has been addressed then you may speak to the head teacher at any time. If she cannot solve your issues, then you may speak to any of our school governors. We have a governor responsible for SEND who may be contacted through the school office. At Leamore Primary, the governor responsible for SEN is **Mrs S Dowling**. She can be contacted via school on **01922 710514**
- If your concern is with the local authority you are advised to contact them directly (**Walsall SEND Team 01922 652871/ SEN@walsall.gov.uk**)
- The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with. Telephone 01922 68620.
- The **Parent Partnership Service (01922 650330)** provide independent information and advice.