



Lawford C of E Primary School
SEN Report 2024 - 25

Headteacher: Miss A. Fairbairn

Vision

Our children know they are blessed and a blessing. We strive to be ambitious for ourselves and each other, have integrity and nurture all.

But as you excel in everything – in faith, in speech, in knowledge and in all eagerness and in the love from us that is in you – make sure you excel in this act of kindness too. 2 Corinthians 8:7

At Lawford Primary School we pride ourselves on our distinctive Christian ethos. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability but this report covers all of these pupils.

How can parents/carers find out more about our Christian ethos?

- Come and visit our school
- Meet our staff
- Look at our website
- Read our documents

Provision and Intervention

What is our approach to teaching children with SEN?

Teachers offer high quality teaching to all children. The class teacher has full oversight of SEN provision. Where children make less than expected progress, despite high- quality targeted teaching, the class teacher and special educational needs coordinator (SENCO) should assess whether they are experiencing a learning difficulty- where this is the case the assessments will be shared with the parents and the details discussed, to agree the type of SEN support that is required.

As an inclusive school, we support children with any SEND need. Currently, across the school we cater for children with Autism, ADHD, Speech and Language needs, children with SEMH (Social, Emotional, Mental Health), Cognition and Learning Difficulties and Physical disabilities. When a child joins our school, we assess the needs they have and ensure that we are supporting these needs as best we can.

Teachers follow the Ordinarily Available document provided by the local authority to ensure we have all suggested high quality teaching strategies in place before we seek further guidance. This can be from the targeted support Ordinarily Available document or other sources.

An overview showing our approach to teaching children with SEN

- Quality First Teaching
- Graduated Response
- Provision which is additional to and different from that normally available to pupils of the same age
- Research based intervention programmes
- Response to specialist outside agencies including social care where necessary.

When appropriate, TAs, LSAs and Teachers undertake specific training in SEN. The most recent of these being 'Good Autism Practise' to support our children with Autism. The Senco regularly attends cluster meetings and relevant training to support her role. This is then disseminated to staff to allow them to best support the SEND children in their care.

How can parents/carers find out more about our SEN provision?

- Speak to the Class Teacher in the first instance.
- Contact the SENCO- Mrs Harding 01206 393585. The school office will always forward emails to Mrs Harding if required.
- Read our SEN policy

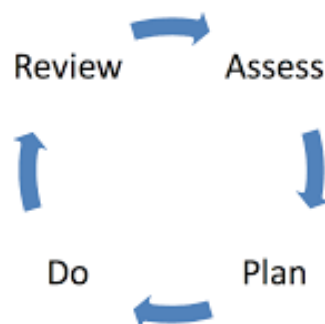
Identification and early intervention

How do we identify, assess and make provision for children with SEN?

We have close links with our pre-school providers and their key workers, who keep us informed about children with specific needs who are starting school. We also assess our new intake and use other screening assessments to help us develop a picture of each child's development.

We adopt a graduated approach to identify children with SEN. This will be done using a range of assessments, observations and gathering evidence. Where a pupil is identified as having additional needs or is attaining significantly below age appropriate expectations then further support will be put in place and recorded on an individual plan. The plan will be regularly monitored and reviewed, involving parents and children. When providing support that is "additional to" or "different from" that received by other children of the same age we engage in a four-stage process:

Assess- Plan- Do- Review



Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. A one plan meeting will be held with the parents and class teacher, overseen by the SENCo and decisions will be recorded on a Pupil Support Plan.

Do - providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – child, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

What sort of assessments will be completed?

- Pre-school assessments
- Baseline assessments – reading and spelling age
- Teacher observation and marking
- Parent information concerns
- Tracking progress
- Phonics screening
- Foundation baseline
- Speech and Language Assessments
- Literacy and Maths Assessments
- Provision guidance descriptors
- Specialist assessments from other professionals

How can parents/carers find out more?

- Speak to your child's class teacher
- Speak to the SENCO

- Attend parent's evenings and review meetings
- Refer to individual plans and arrangements

SEN provision and progress

The quality, appropriateness and impact of the overall provision are kept under regular review, through rigorous monitoring of the impact of interventions using observations, feedback from staff and checking progress data.

In addition to normal reporting arrangements and during the process of ASSESS, PLAN, DO, REVIEW a **Pupil Support Plan** is developed in collaboration with the child, family, and all staff involved, along with specialists and other professionals. These are carried out termly to formulate outcomes looking at what is best for the child.

The progress of all children, including those with SEN, is monitored and assessed regularly by teachers and senior leaders. If the school has concerns about the progress of an individual pupil, further observations and assessments will be carried out to identify what the barriers are and what could be done to overcome them. Action planning is agreed and shared in pupil progress meetings with the pupils and their parents/ carers. If the child is not on the SEND register and it is felt that this is appropriate, parents will be informed of this and the reasons behind any decisions will be discussed with parents. Children can move onto and off the register throughout their school journey.

Whole school monitoring of the provision in place to support children is done through completion of a provision map in each class. The provision maps all the interventions taking place for the children. These are then sent to the Senco who completes a whole school provision map to see what interventions are taking place and their impact.

How do we assess and review children's progress towards outcomes?

- Intervention records
- One Planning paperwork
- Pupil views
- Parents views

- Pupil progress meetings
- Observations
- Target Tracker data
- Personalised assessments
- Teacher Reports

How can parents and carers find out more?

- Speak to your child's class teacher
- Speak to the SENCO
- Attend parents' meetings and One Plan meetings
- Read the Pupil Support Plan
- Read your child's end of year report

Our Staff

Who is responsible for the Provision of SEN in our school?

All teachers are responsible for the progress and development of all children in their class, including those with SEND. They are responsible for ensuring the needs of every child are met. (0-25 SEND Code of Practice, sections 6.36, 6.52, 6.54)

The SENCO, Mrs. Harding achieved the National Award for SEN Coordination. The SENCO has regular meetings with senior staff, teachers, learning support assistants (LSAs), families and other professionals about the provision for children with SEND across the school. Furthermore, the SENCO regularly attends SEN updates, local cluster meetings, training and conferences to stay informed about latest policies and practices.

The Headteacher: Miss Fairbairn is responsible for the day-to-day management of all aspects of the school; this includes support for children with SEND. Miss Fairbairn must make sure that the Governing Body is kept up to date about issues relating to SEND.

Our teachers offer high quality teaching to all children, providing an inclusive curriculum. The teachers use adaptive teaching methods to match each child's next steps and use a range of teaching strategies. Adaptive teaching is a term used in school that refers to how teachers make changes in order to ensure all children are successful in their learning. For example, a teacher may do some of the following to adapt for a child with special educational needs:

- provide additional time for a child to complete the same task as their peers
- alter the task through scaffolding
- use questions at different levels
- Use visual resources
- Learning support assistants (LSAs) are employed and trained to support SEND children in all classes, as well as during playtimes if required. LSAs are trained to run intervention programmes according to the needs of the children across the school. The SENCO has oversight of the interventions and monitors their quality and impact. Regular LSA meetings are held to discuss interventions, give feedback and receive updates
- In addition to this, we have a member of staff trained as a 'Wellbeing Champion' and a 'Disadvantaged Champion'. They oversee interventions related to children's emotional wellbeing and mental health. We run a 'Wellbeing Hub' designed to build children's resilience and self-esteem.

What specialist services and expertise are available at or accessed by the school?

Local Authority provision available:

- Educational Psychology Service
- Parent Partnership service
- Speech and Language Therapy (SALT)

- The Local Authority assign an Inclusion Partner and an Educational Psychologist to every school. They work closely with the Head teacher and SENCo to ensure SEND children receive the best provision to help overcome barriers to learning.

Health Provision available:

- School nurse
- Occupational Therapy
- Community Paediatrician
- Physiotherapy
- EWMHS (Emotional Wellbeing and Mental Health Service)
- Kidsinspire – Art Therapy

How can you find out more about the expertise of staff and how Specialist expertise will be secured?

- Speak to the SENCO
- Speak to your child's teacher

What arrangements are there for consulting parents of children with SEN?

We recognise the importance of parents and teachers working closely together. We always attempt to keep parents regularly informed of anything that may concern them or their children. Similarly, we ask parents and carers to share relevant information from home with us at school. At Lawford we have an open-door policy and we encourage parents and carers to be actively involved in school life; for example, supporting home learning, attending meetings and joining in other events and activities. The class teacher (and the SENCO for EHCP children) hold regular One Plan meetings to update children's individual provision. Parents can also contact or make an appointment to see the SENCO at any convenient time if they have a concern or need advice.

Opportunities for consulting parents of children with SEN:

- One Plan Meeting

- Parents Evening
- Parents views
- Discussion
- Communication books
- DOJO
- Emails/ phone calls

How do we make sure the children are involved in their education?

Pupils with SEN are given equal opportunities to participate in all school activities and take on roles of responsibility. Our aim for all of our children, including those with SEN, is to be happy, confident and have high aspirations. We include the children in conversations about their progress, welfare and achievements. It is important that the children are at the centre of our planning. To ensure their voice is heard, we complete One Page Profiles with each class. This is where the children get to record how they like to learn best. As well as this, before a one planning meeting we ask the child what is important to them and their views are included in the one planning process.

How can parents and carers find out more about how we involve the children?

- Speak to the SENCO
- Participation in consultation and review meetings

Transition

When children move into a different class the current teacher will meet with the new teacher and all children and their needs will be discussed. The Senco supports this by giving each teacher a 'transition folder' – this contains all the relevant SEND information on a child and their latest provision.

All children participate in 'Moving Up' sessions during the summer term spending time getting to know their new teachers and LSAs. If necessary additional visits are arranged. SEN folders are updated annually for the receiving class teacher. For some children this will be a daily process starting after the May half term to familiarise them with their new classroom and new teaching team as soon as these have

been decided. All children on the SEND register go home with a transition booklet all about their new class at the end of the Summer term. This may be a digital or paper version.

We have a clear induction process for new children to our school. The class teacher will arrange visits to see the children in their current settings and at home, where appropriate the SENCO will be involved in these meetings. Prior to starting school, children have transition visits in the summer term and if needed additional visits can be put into place to ensure the child gets to know the new adults and the environment.

When children are transferring to Secondary School, the SENCO and class teacher will meet SENCOs of the transferring schools. All SEN records will be passed on to the new settings. Parents of children with an EHCP are invited to discuss transitional provision with the potential secondary school at a transitional review. Extra visits for children with SEN are made in the summer term.

How can parents find out about transition arrangements for supporting pupils transferring between stages of education?

- Speak to SENCO (current and receiving school)
- Attend transition meeting and meetings with relevant professionals
- Visit receiving school
- Be involved in planned transition programme usually as part of the One Planning process

Our Governors

Our named governor is Mrs Cole. She is responsible for working with the SENCO to support SEND provision across the school. SEN information is regularly reported to the governors. The governing body's policies in regards to SEND, Safeguarding, disability and equality ensure the duty of the school to:

- Make referrals.
- Seek advice and support from the local authority and other bodies to meet the needs of children with SEN.

- Work closely with a range of services to help meet the needs of our pupils and their families.

How can you find out more about Governor involvement?

- Read the policies on the school's website
- Read more on the Local Offer <http://www.essexlocaloffer.org.uk/>

Our School facilities

The school makes every effort to ensure all children have full access to the curriculum and, where possible, specific equipment and facilities are provided. These resources can be secured through; the Physical Neurological Impairment team / Vision Impairment / Hearing Impairment specialist teacher team, external advisors and professionals and the school itself.

How accessible is the school environment?

- Within our new building there is a lift to the upper floor. The new classrooms, corridors and doorways are fully accessible to wheelchairs. There is an accessible toilet on each floor.
- There is an accessible toilet within the school's original building.
- Class allocations are adapted to ensure rooms are accessible for children with disabilities.
- In the old building all steps to classrooms or other areas are painted fluorescent yellow.
- We ensure that equipment being used is accessible to all children regardless of their needs.
- We have several disabled parking spaces available in the school car park at Lawford Green.
- The appropriate steps would be taken to procure any equipment or facilities required for a child with SEND.

Complaints Procedures

From time to time, many parents have a concern about their child's education. Many such concerns can, and should be, resolved at school level, particularly as they can often arise out of misunderstandings about the aims of the school and the methods employed to achieve them.

If you have a concern, you should approach, in the first instance, your child's teacher, the Senco, and then the Headteacher. The governing body is also there to assist you and may be contacted through the school office.

If your concern relates to the curriculum, there is a statutory procedure established by the LA for dealing with written complaints. Details of this formal process are available in the complaints' policy, but you are asked to discuss your concerns with us first so that we may ensure that we have done all that we can to resolve the situation.

Both the SENCO and the Headteacher aim to resolve any issues swiftly and in person, often coming to a mutual understanding and agreement.

How can parents find out how we respond to complaints?

- Look at our Complaints Procedure on the School website or request a copy from the School Office.

The Local Offer - *Essex County Council's Local Offer will:*

- Give you information about education, health and care services
- Give you information about leisure activities and support groups
- Hold all the information in one place

INFORMATION regarding the LOCAL OFFER is published at <http://www.essexlocaloffer.org.uk/>