

Lawley Primary School is an inclusive school and may offer the following range of provision and support for children with SEN. School Offer for Pupils with Special Educational Needs (SEN)

Mrs Roberts is our school's SENCO and Inclusion Manager. She has been in post since 2008 and is highly experienced in this role. To add to this experience she is currently undertaking a Masters degree level qualification. The NASENCo qualification will further add to her expertise in the area of Special educational needs.

The Special Educational Needs Co-Ordinator (SENCO) is responsible for:

- **Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.**
- **Ensuring that parents are involved in supporting their child's learning, are kept informed about the support their child is getting**
- **Involved in reviewing how children's progress and in planning ahead for them.**
- **Making referrals and liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Learning Support Advisory teacher etc**
- **Updating the school's SEN record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.**
- **To provide specialist support 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.**
- **Supporting your child's class teacher to plan successful differentiated learning, intervention programmes that target identified areas of need and set targets that help your child to achieve.**
- **Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.**
- **As part of the Senior Leadership Team the SENCo is responsible for tracking the progress of children with SEN and ensuring they make progress in line with their capabilities.**

If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and initial intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Learning Support Advisory Teacher, or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.

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 targets which will include their specific professional expertise

- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group
- Group or individual work with outside professional

The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. Children accessing this level of support will be at the stage of the SEN Code of Practice called **School Action Plus**, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Learning Support Advisory Teachers (LSAT)– help with setting specific targets and intervention programmes the school can follow in small groups or on an individual basis.
- Local Authority central services such as the Autism Spectrum Disorder (ASD) Outreach Team.
- Sensory Inclusion Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy (OT) Services, Behaviour Support Teachers (BST) and the Educational Psychology Service (EPS).

Specified Individual support for your child of more than 15 hours in school:

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching (more than 15 hours a week), which cannot be provided from the resources already delegated to the school. This level of support would be appropriate for children whose learning needs are **severe, complex and lifelong** and who as a consequence need more than 15 hours of support in school. Usually, if your child requires this high level of support they may already have had specialist support in school from a professional outside the school eg CAMHS, OT, SALT, LSAT etc

The Statutory Assessment Process:

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 details about this in the Local Authority (LA) based Local Offer, on the Telford and Wrekin web site:

http://www.telford.gov.uk/info/100005/education_and_learning/1809/send_local_offer_children_with_disabilities_and_additional_needs

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 support at School Action Plus.

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 15 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support at School Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support

should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

School specific offer:

Social Skills programmes/support including strategies to enhance self-esteem

- ✚ Two TA's have the role of Learning Leaders in school and provide support throughout the school day including play and lunchtimes for children requiring emotional support, physical programmes or academic interventions
- ✚ Lego Build to Express clubs for Rec/Yr1; Y2-Y4; Yr5/6
- ✚ Pupils are supported in short, small group sessions or 1-to-1 situations depending on their identified need
- ✚ Children are encouraged to self- assess work regularly and celebrate their own success.
- ✚ We have weekly Star Assemblies to reward effort, achievement, being a good citizen or sportsperson etc.
- ✚ We use SEAL materials in assemblies and in weekly timetabled PSHE lessons.
- ✚ Each class has representation on the school council

Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)

- ✚ Access to laptops/ Ipads/Ipods as part of normal class provision.
- ✚ Fully interactive library with voice software and scanning
- ✚ Devices for additional recording eg. Cameras, video recorders, voice recorders, sentence recording boards
- ✚ Audio books for group readers and individual reading
- ✚ Sensory room/timeout room available for children or groups needing quiet time away from the classroom

Strategies/programmes to support speech and language

- ✚ We will deliver programmes provided by Speech and Language Therapists, in conjunction with support provided by the child's parents at home in a 1-to-1 or individual setting (as suggested by the therapist).
- ✚ ELKLAN trained TA's and support materials to deliver programmes advised by speech and language therapy services.
- ✚ Supported 'show and tell activities' for FS/KS1 pupils

Mentoring activities

- ✚ In class strategies such as talking partners
- ✚ Playground Pals in place – 2 children from each KS2 class
- ✚ Learning leaders available during lunchtimes.
- ✚ Jumping Jaxx – year 6 children trained to deliver playground games to small groups of children

Behaviour Management

- ✚ **Clear expectations of good learning behaviour throughout the school. High standards enforced by ALL members of staff**
- ✚ **6 members of staff fully trained in effective crisis prevention and intervention (MAPA)**
- ✚ **2 members of staff fully trained in manual handling to assist pupils with physical disabilities.**
- ✚ **Experienced SENCo currently undertaking NASENCo accreditation course.**

Learning Support Interventions

- ✚ **Active Literacy – reading programme**
- ✚ **Toe by Toe – follow on programme for active literacy**
- ✚ **SNIP literacy - spelling and dyslexia based support**
- ✚ **'Wordshark' – interactive spelling programme**
- ✚ **'Numbershark' – interactive number programme**
- ✚ **'Write from the start' – handwriting programme**
- ✚ **'Penpals – whole class and small group handwriting programme**
- ✚ **Letter and Sounds – phonic programme**
- ✚ **PAT – phonological awareness training**
- ✚ **ELKLAN speech and language programme**
- ✚ **Visual Stress testing kit and resources.**
- ✚ **Resources to support**