

LAWLEY PRIMARY SCHOOL

SEND INFORMATION REPORT 2022/2023

The SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Lawley Primary School.

What types of special educational needs does Lawley Primary School provide for?

The school is a mainstream Primary school for children rising 5 to 11 years old. Children are provided with an appropriately paced and differentiated curriculum.

Provision is made at Lawley Primary School to ensure children identified as having additional needs in the four areas specified in the SEN Code of Practice 2014, receive additional support to ensure they make progress as appropriate.

These four areas are:

Communication and Interaction (CI)

Cognition and Learning (CL)

Social, Emotional and Mental Health Difficulties (SEMH)

Sensory and/or Physical Needs (SPN)

Academic year 2022/23:

% of primary pupils with:	School	Local (T&W)	National
SEN Support*	6.13% (26)	14.10%	12.60%
EHC Plans**	1.42% (6)	1.40%	4%
All SEN	7.55% (32)	15.50%	16.60%

* based on SEN data on the government website for January 2022

** as at 15/9/22

424 children on roll

How do we identify and assess pupils with SEND?

We assess each pupil's current skills and levels of attainment on entry and all pupils at Lawley Primary School are carefully monitored through a rigorous pupil progress process.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- is raised as a concern by a parent or carers

This may include progress in areas other than attainment, for example, social needs.

Further information can be found in our SEN policy and Teaching and Learning policy on our website.

What is our approach to teaching pupils with SEND?

The SENCo monitors all pupils identified with SEND within school to ensure the provision is appropriate for their individual needs. Most pupils with SEND are supported through targeted support (school support) but a few may require an Education, Health and Care Plan (EHCP).

Teachers are responsible and accountable for the progress of all the pupils in their class. In line with our curriculum policy, high quality teaching is our first step in responding to pupils who have SEN and/or disabilities. Teachers plan lessons and intervention so that pupils with SEN and/or disabilities can study

each National Curriculum subject, wherever possible, by ensuring barriers to each pupil achieving are reduced.

All pupils on the SEN register have an individual School Support Plan and/or EHCP map outlining their individual targets and the support in place to achieve those targets. These are regularly evaluated by the class teacher and the SENCo to ensure intervention and support is appropriate.

How will we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

The SENCo seeks advice or support from external professionals and agencies in line with our school SEND policy.

The external agencies provide support through school observations, assessments of individuals, attendance at annual reviews where necessary and written reports. They will also discuss their observations and assessments with parents.

What training do staff have in relation to the needs of pupils at Lawley Primary school?

The SENCo attends regular training and updates and shares information with staff at regular staff meetings.

Staff have accessed training such as Precision Training, ELSA, OT techniques for physical therapy programmes and Autism Awareness to support their delivery of SEND provision.

How do we adapt the learning environment at Lawley Primary School?

The school is wheelchair accessible we have made necessary adaptations to meet pupils' needs, including:

- differentiating the curriculum offer to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, and content of the lesson
- adapting resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- modification of the environment to meet physical, sensory and medical needs of a child if required.

Where a pupil requires particular equipment, such as specific furniture, or adaptations to the building such as handrails or ramps, the school will liaise with the appropriate outside agencies or Local Authority.

Where necessary, further funding will be sought through application to the Inclusive school Forum as outlined in the SEND policy.

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

Our intention is that all pupils have the same opportunities in school. We will make reasonable adjustments to make this so.

- All extra-curricular activities and school visits are available to all pupils, including before-and after-school clubs.
- All pupils are encouraged to go on residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops etc.
- Pupils are not excluded from activities because of their SEND. Some activities may need adaptations. If there are concerns about the participation of a pupil with SEND, schools will complete a risk assessment (involving parents and carers) to identify risks and plan reasonable adjustments to meet needs and protect the pupils' safety and the safety of others (if appropriate).

What are the arrangements for consulting pupils and the parents of pupils with SEND and involving them in their own education, or the education of their child?

Parents are fully involved in the education of their child. Support maps are all signed and agreed by parents and our open-door policy ensures that the class teacher and the SENCo are available to discuss any worries and concerns.

Pupils at Lawley are fully involved in their learning education. Each support map for SEND children is discussed with the pupil so they are fully aware of their individual targets and the steps required to achieve them.

How do we assess and review pupils' progress towards their outcomes?

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher works with the SENCO to carry out a clear analysis of the pupil's needs.

This draws on:

- the teacher's assessment and experience of the pupil
- the pupil's previous progress, attainment and behaviour
- other teachers' assessments, where relevant
- the pupil's development in comparison to their peers and national data
- the views and experiences of parents
- the pupil's own views and
- advice from external support services.

The effectiveness of support and intervention, and the progress of pupils is reviewed regularly by the SENCo, class teacher and external professionals where required.

How do we support pupils with SEND to improve their emotional and social development?

The class teacher will closely monitor the emotional and social development of each child. Any concerns will be discussed with the pupil and their parents. Where appropriate, the child may receive ELSA or other appropriate support following referral by the class teacher to our Pupil and Family Support Officer.

Where appropriate, outside agency support will be accessed i.e. the Educational Psychologist.

How do we evaluate the effectiveness of our SEND provision?

The effectiveness of provision for pupils with SEN is evaluated by the class teacher, SENCo and SLT by:

- reviewing pupils' individual progress towards their goals each term
- reviewing the impact of interventions after an agreed number of weeks
- capturing pupil voice by talking with SEND pupils
- data analysis
- using School Support Plans and EHCP individual education plans to measure progress towards goals
- holding annual reviews for pupils with Education Health & Care Plans.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision made at Lawley Primary School?

We advise parents/carers about how to make a complaint about SEND provision. The Headteacher will then discuss the complaint with the class teacher and SENCO. If the matter is not fully resolved parents and carers will follow the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN and/or disabilities tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

Further information can be found in the school complaints policy.

How do we support pupils transferring between phases of education or in preparing for adulthood?

We plan carefully for transition between different stages of education to be a positive experience that helps pupils to feel safe and continue to progress. Parents/carers always have the opportunity to meet the new teacher and class staff.

We share information with other schools at transition points. We will agree with parents/carers and pupils what information will be shared.

Transition involves a range of activities including:

- all pupils taking part in a 'moving up day' with their peers to their new school
- where necessary, SEND pupils have additional visits to the school
- The SENCo has a conversation with the SENCo at the receiving school for all pupils on the SEND register
- The SENCo from the receiving school is encouraged to visit pupils with an EHCP or complex needs in school to meet them and the class teacher prior to transition.

Due to Covid-19 restrictions, transition meetings may take place virtually.