

School Offer for Pupils with Special Educational Needs and Disability (SEND)

Lawley Primary School is an inclusive school and may offer the following range of provision and support for children with SEND.

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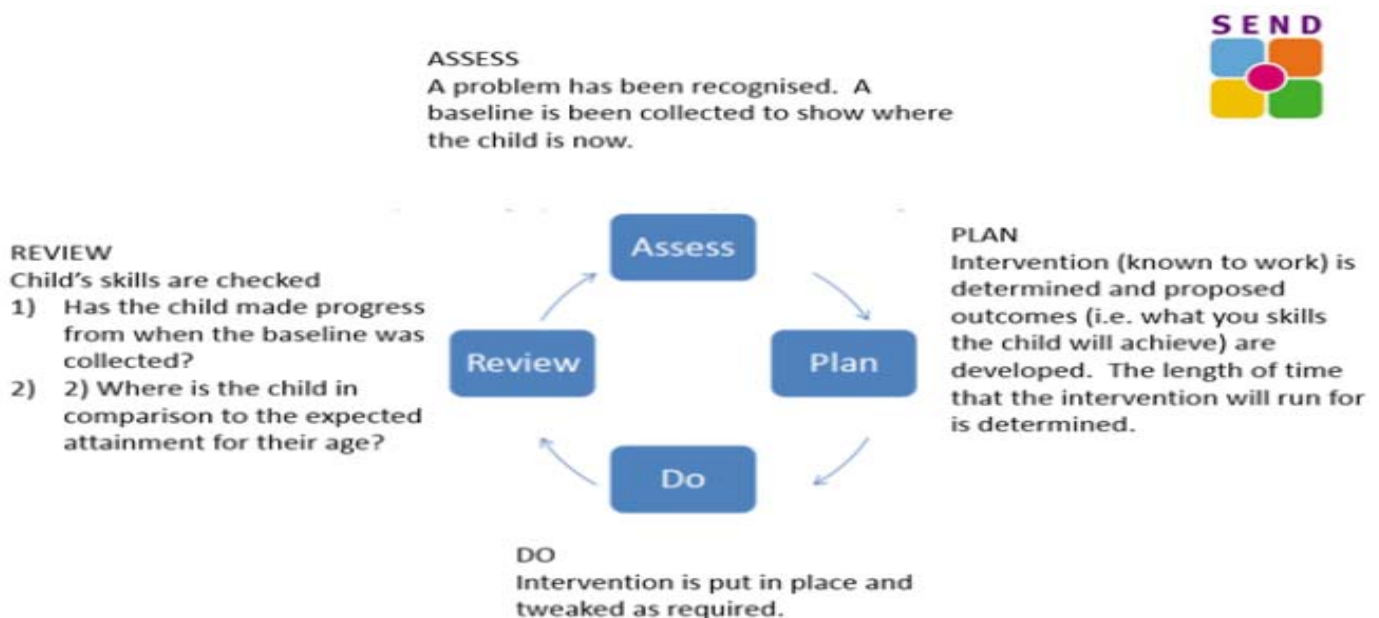
The SENCo is responsible for:

- Coordinating support for children with special educational needs and/or disabilities and developing the school's SEND Policy to ensure all children receive a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents are involved in supporting their child's learning and are kept informed about the support their child is receiving.
- Being involved in reviewing the progress of children with SEND and in planning ahead for them.
- Making referrals and liaising with other professionals who come into school to help support the learning of children with SEND, e.g. Speech and Language Therapy (SaLT), Educational Psychology (EP), Learning Support Advisory Team (LSAT), etc.
- Updating the school's SEND Record of Need (a system for ensuring all the special educational needs, and physical and sensory needs, of pupils in this school are known and understood) and making sure that there are clear records of each child's progress and needs.
- Providing support for teachers and support staff in the school, so they can help children with special educational needs and/or disabilities in the school to achieve their full potential.
- Supporting class teachers to plan successful differentiated learning and intervention programmes that target identified areas of need, and to set targets that help children to achieve.
- Organising training for staff to raise awareness and confidence about how to meet the needs of pupils with SEND.
- Tracking the progress of children with SEND and ensuring they make progress in line with their capabilities.

The school may suggest that a child needs some individual or group support in school. The child's class teacher or the school's SENCo will inform parents of how the support will be undertaken and what strategies will be put in place. Children accessing this level of support will be classed as being at SEN Support, which means they have been identified by the class teacher/SENCo as needing some extra support in school to remove barriers to learning.

SEN Support should arise from a four-part cycle, known as **The Graduated Approach**. This approach allows earlier decisions and actions to be revisited, refined, and revised, leading to a growing understanding of the child's needs and what support allows them to make good progress and secure good outcomes.

The following diagram shows the four stages of the cycle:



If a child has been identified as needing more specialist support, in addition to quality first teaching and initial intervention groups, referrals will be made to outside agencies to obtain advice and support for the school.

Before referrals are made parents will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, parents will be asked to give permission for the school for a referral to be made to a specialist professional.

Outside agencies and professionals who may be contacted for advice include the following:

- Learning Support Advisory Team (LSAT) – for help with setting specific targets and intervention programmes, which the school can follow in small groups or on an individual basis.
- 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 Advisory Team (BSAT) and the Educational Psychology Service (EPS).

Following referral, the specialist professional will work with the child to assess their needs and make recommendations, which may include:

- Making changes to the way a child is supported in class, e.g. by providing some individual support or by changing some aspects of teaching to support them better.
- Support to set targets which will be informed by their specific professional expertise.
- Involvement in a focus group run by school staff following the recommendation of the outside professional, e.g. a social skills group.
- Group or individual work delivered by outside professionals.

Educational Health and Care Plans (EHCP):

Most children and young people with Special Educational Needs and Disabilities (SEND) will have their needs met through School Support. However, some children may not make expected progress, despite these efforts to identify, assess and meet the special educational need. In these cases, the school or parents may consider requesting an Educational Health and Care Needs Assessment (EHCNA).

The EHCNA involves a process of gathering information from relevant people or agencies, including the views, interests and aspirations of the parents and child. The needs assessment will help to determine whether we need to make additional provision through an Educational Health and Care Plan (EHCP). The EHCP replaces statements of SEN and Learning Difficulty Assessments (LDAs) for children and young people with the most complex needs.

An EHCNA **will not** always lead to an EHCP. However, it may help to decide how school can meet your child's needs without an EHCP.

EHCPs are only issued when the local authority considers the special educational needs of the child cannot be reasonably provided for with resources normally available to the school. 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 website:

http://www.telfordsend.org.uk/localofferservices/faqs/1/home/answer/4/what_is_an_education_health_and_care_ehc_plan#a4

It should not take more than **20 weeks** from requesting an assessment to a final EHCP being issued.

EHCNA Timeline:

Weeks	Deciding whether to assess						Assessment and evidence gathering								Consultation with parents		Consultation with placement and finalising the plan			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
What is going on with my request?	Upon receipt of a request for an EHC needs assessment the SEND Team in the Local Authority have 6 weeks to make a decision to go ahead or not. ++						Where an assessment is agreed the SEND team will request advice from education, health and social care professionals. +++						Following receipt of professional advice, the SEND Team have 4 weeks to decide whether to issue an Education, Health and Care Plan (EHCP) or not. ++				Where a plan is written you should receive a copy of the draft EHCP. You are asked to make comments and provide a preference for a school/setting.		The draft plan will be sent to the preferred school to ask if they can deliver the provision and meet the outcomes in the EHCP.	
What should I expect?	A letter and phone call from the SEND team telling you they have received your request.						You will receive a phone call and a letter from the SEND team telling you if the Local Authority agree to the assessment or not. In either circumstance you will receive an invite to attend a moving forward meeting. Where an assessment is not agreed you will be able to discuss the decision with your SEND officer at the moving forward meeting. ++						Following the assessment, where the Local Authority has agreed to issue a plan you will be invited to help decide or co-produce what we put into the plan at the moving forward meeting. Where a plan is not agreed you will be able to discuss the decision at the moving forward meeting. ++				The draft plan via post / email and a form for you to tell us about your school preference and an opportunity is provided to give us feedback about your experience so far.		Once the school have agreed they can meet need you should expect your final plan. ++	
What should I do?	If you have any more information that will help the SEND Team – let them know.						Make sure you can attend the moving forward meeting. Let the SEND team know if you are unable to make the date and time that has been suggested. You can contact IASS or IS to support you.						Get your questions ready for your moving forward meeting.				Let the SEND team know about any final changes you want. Complete the placement and feedback form and return to the SEND team.		Wait to receive your final plan.	

School specific offer:

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

- Some Teaching Assistants have the role of providing support throughout the school day (including play and lunchtimes) for children requiring emotional support, physical programmes, or academic interventions
- Our Pupil and Family Support officer (PFSO), Mrs Katie Robinson, is ELSA trained (Emotional Literacy Support Assistant) and works with individual pupils and their families where there is a need for more specific emotional support.
- Mrs Kerry Nicholls is our Speech and Language and Pastoral Support Assistant she works with individual children and is also ELSA trained.
- Pupils are supported in short, small group sessions or 1:1 situation depending on their identified need
- Children are encouraged to self-assess work regularly and celebrate their own success.
- Weekly timetabled RHE/SMSC lessons.
- Each class has representation on the school council

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

- All pupils, Year 2 and above, have access to their own iPad at school and at home
- Access to laptops and iPads as part of normal class provision.
- Audio books for group readers and individual reading
- Access to sensory room
- Access to ear defenders, fidgets

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 1:1 or group setting (as suggested by the therapist).
- Mrs Kerry Nicholls and she delivers programmes advised by Speech and Language Therapy services.

Mentoring activities

- In-class strategies such as talking partners
- Children's Safeguarding team are available during lunchtimes.

Behaviour Management

- Clear expectations of good learning behaviour throughout the school. High standards enforced by ALL members of staff
- Members of staff have attended training in effective crisis prevention and intervention (MAPA)
- Two members of staff have attended Restorative Justice Training

Available Learning Support Interventions:

- Cool Kids – fine and gross motor support & relaxation
- Autism - 'The ASD Girls Wellbeing Toolkit' – An evidence-based programme promoting mental, physical and emotional health.
- L'Explore- a pioneering technology used to measure reading attainment
- 'Write from the Start' – handwriting programme
- 'Penpals – whole class and small group handwriting programme
- BugClub Phonics – phonic programme
- Talk Boost - speech and language programme
- Colourful Semantics- speech and language programme
- SOS spelling
- Max's Marvellous Maths
- Precision Teaching

Specialist Training and knowledge:

- One member of staff has received manual handling to assist pupils with physical disabilities.
- Staff have received Attachment Disorder training.
- Headteacher has gained Attachment Lead status.
- Staff trained in the use of Numicon – maths resource.
- Staff trained as an Emotional Literacy Support Assistant (ELSA).
- Staff trained to deliver ELKLAN speech and language programmes.
- Staff trained in Autism Spectrum Disorders.
- TAs trained to deliver Precision Teaching interventions.