

Discovering life in all its fullness. John 10:10b

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Lindridge St Lawrence CE Primary School
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Lindridge St Lawrence CE Primary School

School Information Report

Special Educational Needs and Disability (SEND) statement of intent:

Lindridge St Lawrence CE Primary School is an inclusive school and we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with special educational needs and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents and carers, we strive to ensure that the following aims are met.

1. WHAT SPECIAL EDUCATIONAL NEEDS ARE CATERED FOR AT LINDRIDGE ST LAWRENCE CE PRIMARY SCHOOL?

Special educational needs and provision can be considered as falling under four broad areas as stated in *SEND Code of Practice (2014)*:

1. **Communication and interaction** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Children and young people with Autistic Spectrum Disorder (ASD) including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction.
2. **Cognition and Learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy. This can cover learning disabilities, which cover a wide range of needs including moderate learning disability, severe learning disability, specific learning disability and profound and/or multiple learning disability.
3. **Social, Emotional Mental Health difficulties (SEMH)** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning, or that have an impact on their health and wellbeing. These behaviours may reflect underlying mental health difficulties. This can include young people who have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
4. **Sensory and/or Physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment.

2. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Lindridge St Lawrence CE Primary School Primary School, children are identified as having SEND through a variety of ways (usually a combination) which may include some of the following:

- Liaison with a previous school or pre-school setting
- Child performing below ‘age related expectations’ (ARE)
- Concerns raised by a parent

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- Concerns raised by a teacher: for example, if a behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. a physical and/or a sensory issue
- Use of tools for standardised assessment
- Children who have an Education Health Care Plan (EHCP) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Authority (Worcestershire Children First)

3. HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us – contact your child’s class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the Headteacher (Mrs Amanda Greenow-Langford) or Mrs Polly Montague (SENDCo). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

4. HOW WILL THE SCHOOL SUPPORT MY CHILD?

4a. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD’S NEEDS?

- The class teacher will provide a high quality, inclusive teaching approach which ensures that activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be a range of different levels of work set for the class, however on occasions this might be individually differentiated.
- The class teacher and SENDCo will discuss a child’s needs and plan the appropriate support needed.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats and visual timetables.
- The SENDCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The Chair of Governors and the governor responsible for SEND also meet regularly with the SENDCo. They report on their visit to the governors to keep them all informed with school or LA information.
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

4b. WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area of learning and well-being.

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- Our Headteacher and SENDCo oversee the progress of any child identified as having SEND to ensure that they achieve their potential.
- There may be a TA (Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning.

4c. WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you formally on at least a termly basis (this could be part of learning conversation meetings or separately), in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENDCo to discuss support in more detail if required.
- IPMs (Individual Provision Maps) will be shared with you and your child (age appropriate).

4d. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of extra-curricular clubs are provided during the academic year and can take place during lunchtimes and/or after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.
- Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis. At Lindridge St Lawrence we have dedicated SEND teaching

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assistants who work across lunchtime and during the afternoon with children who may require support or direction to non-structured activities.

5. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

5a. WHAT IS THE PASTORAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority. As such; we have implemented 'The Zones of Regulation' across the whole school to educate and promote a health and independent approach to emotional regulation.
- The class teacher has overall responsibility for the pastoral, *medical and social care of every child in their class.
- The school also accesses an Early Intervention Family Support as part of Worcestershire Children First 'Early Help Pathway'.
- Pupils with SEN are encouraged to be part of the school council.
- Pupils are actively encouraged to take part in after school clubs and enrichment activities.
- We have a zero tolerance approach to bullying.
- Enrichment/alternative curriculum opportunities
- Dedicated 'Nurture' Teaching Assistants and intervention 'Talk About' program
- SENDCo 'qualified 'Nurture Group Practitioner and Emotional Literacy Support Assistant (ELSA).
- Clear expectations outlined in our Behaviour Policy (Ready, Respectful, Safe).
- Supportive PSHE Program 'SCARF' (Safety, Caring, Achievement, Resilience and Friendship) provides a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially.

5b. WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has a robust behaviour and exclusion policy which describes the school's expectation and procedures and underpins three simple rules which encourages our children to Be READY (to learn), to Be RESPECTFUL (to others and property) and to Be SAFE. If a child has significant behaviour difficulties, a Pastoral Support Plan (PSP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- The school works closely with the Positive Behaviour Team (PBT) who provide training as deemed appropriate e.g. Team Teach and by providing 'home' support to parents if necessary. The school have adopted their Positive Handling Policy based on the guidance from the PBT.

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- In some instances, the school may draw on additional resource provision e.g. the local Pupil Referral Unit. (PRU)
- The school also has an attendance policy. The attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Early Help Assessment Team, Education Investigation team and Children's Services if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates individually and class rewards.

5c. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have IPMs or PSPs are invited to discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conferences.
- If your child has an EHCP, their views will be sought before any review meetings (age appropriate).
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- All children are provided with the opportunity to be voted onto the School Council or other committees as well as hold other positions of responsibility, by their class or teachers.

5d. *HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website.
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day.
- Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown.
- A medication form must also be completed by the parent and medicines handed into and collected from the School Office.
- The first aid trained Office Administrator will oversee the administration of prescribed medicines and keep a record of what is administered.
- All staff members have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations. At least 3 staff have first aid qualifications, which are updated regularly in line with requirements.
- Staff are also able to dispense non-prescription medication, such as Calpol or throat lozenges, but only if the medication is clearly named and a medication form has been completed.

6. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

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- Within the school, we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required.
- As a school, we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including:
 - Behaviour Support Team and Learning Support Team;
 - Health services including: GPs, CAMHS, clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists;
 - Children's Services including: Early Help teams, social workers, educational psychologists and specialist advisory teachers.

7. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

• As a school all of our children benefit from Quality First teaching. Teachers will track and analyse the children's progress in learning against age related expectations on a half-termly basis. If any children are a cause for concern; the class teacher will put intervention in place, within the class this begins the process of **Assess, Plan, Do, Review**

The school follows '*The Graduated Response*'; set out by Worcestershire Children First.

The graduated approach is a four part cycle, the cycle increases in detail and frequency to identify the best way of securing adequate progress for children and young people.

1. **Assess Needs:** All pre-school settings, schools and colleges should monitor and review the progress and development of all children and young people
 - high quality teaching, differentiated for each child or young person is the first step in meeting the needs of pupils who have or may have SEN
 - most children and young people can make progress if they are taught in this way
2. **Plan:** Where a child or young persons progress in an educational setting or school gives cause for concern trained staff should work in partnership with parents and carers to develop a plan to ensure make sure that children or young people with SEN or disability receive the support they need for their future learning and development
 - class and subject teachers, supported by the Senior Leadership Team should regularly assess progress for all children or young people
 - where a child or young person is falling behind or making inadequate progress (given their age and starting point) they should be given extra support
3. **Do:** This graduated response should be led and coordinated by the SENDCo
 - they will work with and support colleagues
 - parents and carers should be included at each stage of this cycle, so that they can say what they think and make suggestions about assessment and planning
 - parents and carers should be made aware of Intended outcomes; they should be included in any review of progress in achieving these outcomes

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4. **Review:** A date should be agreed for reviewing the effectiveness of the support and the difference it has made to the child or young persons progress

More information about The Graduated Response can be found here:

<https://www.worcestershire.gov.uk/graduatedresponse>

- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Reception through to Year 6, using a variety of methods. Please ask the school if you require any further details.
- By regularly reviewing children's targets on IPMs and ensuring that they are being achieved and also through verbal feedback from the child and adults working with them to build a wider picture of progress.
- Pupil Progress Meetings are held each half-term between each class teacher, SENDCo and the Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
- At Lindridge St Lawrence CE Primary School, we have invested in 'additional' Speech and Language Therapy (SALT) and as a result we have a dedicated Speech and Language Therapist (SALT) who is in school for a morning, every two weeks. This means that all of our children in Reception are monitored and assessed expeditiously (if required) Children who have speech and language difficulties across the school are re-assessed at key points to enable us to monitor their progress and implement the required support, under the guidance of our speech therapist.
- Where specific needs are apparent, the school has access to a range of specialist support agencies which can explore a child's difficulties in more depth. For example, the Learning Support Team and Educational Psychology service.
- The Headteacher and SENDCo report regularly to the Governing Body. We have a governor who is responsible for SEND, who meets regularly with the SENDCo and makes monitoring visits to the school. They also report back to the Governing Body.

8. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

8a. WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher and/or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Every child has a home-school diary/Reading Record where parents and school can communicate in an 'informal' written form. These books are checked by school staff as often as possible.

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- All Classes are signed up to the Class Dojo website, which enables communication between parents and teachers.
- Opportunities for family learning activities are provided throughout the year e.g. Topic Workshops, Maths Investigation Workshops, Phonics Workshop.
- Your child may have an Individual Provision Map (IPM) that will have their individual targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents of SEN pupils are invited to participate in learning conversations twice a year.
- When your child's IPM is reviewed, comments are made against each target to show what progress the child has made.
- If your child has complex SEND, they may have a Statement of SEND or Education, Health and Care Plan (EHCP). In such instances, you will be invited to a formal meeting to discuss your child's progress and a report will be written at least annually.

9. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body in order to enable us to support children in the best possible way possible.
- The specific training held by support staff includes: Team Teach, Attachment training, Speech and Language training (e.g. Teaching Children to Listen, Talk About Program, Black Sheep Narrative, Memory Magic, Language for Thinking, Word Aware), Clicker 7, Autism Awareness.
- The school also operates an internal training programme for support staff, facilitated by key members of staff. Whole group sessions or bespoke support based upon the needs of both children and staff are timetabled when needed.
- SEND (Nurture) Teaching Assistants have received appropriate training from the SALT Therapist in order to carry out interventions.
- The SENCO Mrs Polly Montague is a qualified teacher (QTS) and Deputy Designated Safeguarding Lead (DDSL) and has undertaken the Master's level PG Certificate in National Special Educational Needs & Disability Co-ordination (NASENDCo). Mrs Montague has also obtained a Certificate of Competence in Educational Testing (CCET), and is a registered Nurture Group Practitioner/Emotional Literacy Support Assistant (ELSA) she is currently in the process of completing National Professional Qualification in Senior Leadership (NPQSL) and a Diploma in Trauma & Mental Health-Informed Schools and Communities.

10. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an adopted accessibility plan.

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- All areas of the school are accessible by wheelchair. Lifts and ramps are provided as alternatives to stairs/steps.
- Disabled parking bays are available on the school driveway.
- Accessible toilet facilities are available both by the main reception and at the lower end of the school which is also a wet room where changing facilities have been installed.
- A hearing loop and a mobile loop could be installed if requested.
- If you have specific access queries or concerns please speak with us.

11. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in Reception, the SENDCo and Early Years Lead hold a meeting for parents in the summer term.
- A transition form is sent to all pre-schools and other schools prior to children transferring to Lindridge St Lawrence CE Primary School. The Reception Class Teachers will visit all settings and also arrange a home visit to take place in the first week of the autumn term in order to help children, parents and staff to get to know each other.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed at the earliest point to ensure support is planned appropriately.
- If your child has complex needs, then an EHCP review (if applicable) will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

12. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- General information relating to SEND can be found on the school website within the SEND policy. This can be found on the policy page of the school website.
- For more specific queries, you should discuss matters with your child's class teacher in the first instance.

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- Further information is available from the SENDCo (Mrs Polly Montague), Headteacher (Mrs Amanda Greenow-Langford) or in exceptional circumstances, the SEN Governor (Mr Bill Andrewes).

- The school has a complaints policy which is available on the policy page of the school website.

- You might also wish to visit the following websites:

Worcestershire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at:

<http://worcestershirelocaloffer.org.uk/>

Special Educational needs and Disabilities information advice and support service

<http://www.worcestershire.gov.uk/info/20208/sendiaass>

Contact IPSEA (Independent Parental Special Education Advice)

www.ipsea.org.uk/

13. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the Office Administrator (Mrs Katy Hurst) for further information about the school and to arrange a meeting with the head teacher (Mrs Amanda Greenow-Langford).

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