



Lansbury Lawrence Primary School



How we support children with Special Educational Needs and Disabilities

Our vision and how we hope to achieve it

Our aim is for all children to achieve the very best they can in all aspects of learning. We have high expectations of all our pupils so that we can equip them with the skills they need in order to achieve their ambitions.

All pupils, regardless of any additional needs they may have, are valued and included in every aspect of school life, and share the same high expectations.

The type of school we are

We are a two-form entry Primary School, for children from 3-11. We have a larger than average Nursery with approximately 150 part and full time pupils in total.

We have children with a range of special educational needs (SEN) attending our school, however, we do not specialise in any particular type of SEN provision.

Our Ofsted rating

At our last Ofsted inspection (July 2013) we were judged to be good overall. The behaviour and safety of our pupils was judged to be outstanding.

Additionally, Ofsted noted that

'the achievement of disabled pupils and those with special educational needs is good because their needs are carefully met both in class and through specialist programmes.'

How we give pupils and parents a voice

We have a culture of pupil participation in learning where all children are actively encouraged to share examples of their work and feedback on their progress.

All children are invited to share their viewpoints, through whole school events such as assemblies. They are given the opportunity to participate in decision-making through our School Council.

Parents are encouraged to share their views through parent surveys, and are also regularly invited into school to attend meetings.



How we know if a child has special educational needs

We aim to identify pupils with SEN and act on our concerns as early as possible. These concerns may be raised either within school by members of staff, or brought to our attention by parents and carers.

When a concern is raised within school the **Special Educational Needs Coordinator (Senco)** investigates further by observing the pupil in class, carrying out some assessments and meeting with the class teacher and parents or carers. At this meeting the school concerns will be discussed, along with any concerns from home. A joint decision will be made on the next steps to take, which could involve further and more detailed assessment from an outside agency.

If a parent or carer has a concern about their child they can book an appointment to speak directly to the Senco who will then follow up on this. Alternatively they can raise their concerns with their child's class teacher who will pass them onto the Senco.

In the Early Years children receive a home visit before starting school. This is an opportunity for parents to share any concerns they may have, which will then be closely monitored and action taken as appropriate.



What we do to help children with special educational needs

We have a range of additional support programmes within school to help children with their learning. These include:

- *speech & language groups*
- *additional phonics*
- *1:1 reading support*
- *additional maths*
- *gym club (to develop motor skills)*
- *pastoral support*

We have two Speech Therapists who come into school every week to help support children with language needs.

We also have two Educational Psychologists who come into school on a regular basis to advise the school on the best way to support children with their learning.

In class children with SEN are given additional support with their learning. Resources such as visual aids or writing slopes may be used in lessons. All our additional support is closely overseen by the Sencos.

All our SEN pupils have their additional support carefully monitored, and their progress reviewed with parents each term. In addition, children with Statements/EHC Plans have a review meeting every year which involves the child, their parents or carers and any professionals who play a significant role in their learning.

We ensure that all children with SEN or a disability are treated equally at all times, and we encourage children and adults to speak up should they feel they are being treated unfairly

How we adapt our teaching for children with special educational needs

When a child is undergoing difficulty we support them in class by making sure we match the learning carefully to their needs. It is the responsibility of the class teacher to ensure that this is done. As a result of this, children with SEN are given every opportunity to be successful in their learning.

Children with the greatest need are given additional adult support in lessons. They are also given encouragement to work independently some of the time.

How we decide what resources we can give to a child with special educational needs

Each child's individual needs are carefully considered when allocating support. Those with the greatest need will receive individual adult support as appropriate. Support is planned in advance at the beginning of each year. By doing this we make sure that each child's support is matched to their needs.

The support that is being given is regularly reviewed throughout the year and if it is not improving the child's learning then it is changed.

How we check that a child is making progress and how we keep parents informed

Each term a meeting is held in school to look at the progress of every child with SEN. At this meeting the class team and Senco discuss how the child is responding to support and whether anything else needs to be put in place.

Parents are invited to come into school every term to discuss their child's progress, however, parents are welcome to share their concerns at any time.

At school we regularly run training sessions for parents in Maths and English so that they are aware of how to support their child with their learning at home. The Senco is also available to advise parents on how to support children with specific difficulties.

In Nursery we run parent coffee mornings as an opportunity to discuss a range of parenting issues. These are led by the Educational Psychologist and two members of school staff.



Support we offer for children's health and general wellbeing

We are proud of the high standard of behaviour we have across the school. Children are clear about what is expected of them, and are encouraged to take responsibility for how they behave. We work hard to promote good attendance at school, and exclusions are extremely rare.

We offer a range of pastoral support for pupils, including

- support from the Learning Mentor
- support from the Therapist
- a range of lunchtime clubs to support children with building friendships, good social skills and confidence

We always work with parents to resolve behavioural issues as soon as they occur.

If a child has a medical need this information is passed onto the Senco who liaises with the School Nurse to ensure that the appropriate people are informed and relevant support is put in place. In certain circumstances medication may be administered within school, but only with the agreement of the Head Teacher.

Specialist services we use when we think extra help is needed

We have a range of specialist external services available which we can access. These include:

Educational Psychology
Speech & Language Therapy
Occupational Therapy
Specific Learning Difficulties Team
Phoenix Outreach (social communication difficulties)
Child and Adolescent Mental Health Services (CAMHS)
Vision Impairment team
Hearing Impairment Team
Behaviour Support Team

Advice from these agencies is sought in agreement with parents and carers.

The training our staff have had or are getting

All members of staff attend five training days in school across the year. These can either be related to aspects of the curriculum or focus exclusively on SEN issues.

We also run staff meetings in school to develop awareness and understanding of special educational needs.

Members of staff who work with SEN children are given the opportunity to attend specialist training courses outside of school in order to support the work they do with the children.

All staff also receive regular training and advice from the Speech Therapists.

How we include children/young people in activities and school trips

All our children take part in school trips and activities. Whenever a trip is arranged a Risk Assessment is carried out, and special arrangements are put in place where necessary so that all children can be involved. For example, a minicab or extra member of staff may be provided. In some circumstances parents and carers support their children on a trip out of school.

Every year we take our Year 5 and 6 children on a residential trip away from school. We actively encourage all children to attend, regardless of any disability or particular needs they may have.

We run a range of after-school clubs throughout the year, open to all children in key stages 1 and 2.



Our school environment

The Nursery is fully wheelchair accessible, and some areas of the main school building are also wheelchair accessible.

We have a disabled toilet, shower and changing room in our Nursery building.

Equipment such as frames can be accessed for pupils if necessary.

How we prepare for children joining our school and leaving our school

When a child joins our school in the Early Years a transition meeting is held with staff from the previous setting in order to handover information. Home visits are also made before a child starts school. In Nursery all children start school on a part-time basis. The settling-in period is dependent on the child and how quickly they adapt to the school environment.

Joining our school

If a child with SEN joins the school at any point, handover information is passed on from the previous school and a meeting is held with parents or carers to discuss their needs and any concerns they may have. Children with statements or EHC Plans will receive priority when applying for a school place

The transition process for SEN children to Secondary school starts early, and for some children transition plans start to be made in Year 5. During the summer term in Year 6 parents are invited into school for a transition meeting. Pupils with SEN are offered additional visits to their secondary school in order to familiarise themselves with the school and build confidence.

Updated March 2016

How parents are involved in school life

Our aim at Lansbury Lawrence is to work closely with parents in order to support their child, and we value their contribution at all times.

Parents are invited into school every term to discuss their child's learning. Parents are also regularly invited to attend SEN meetings concerning their child, and to meet with therapists and sometimes observe the work they do with their child. Parents can also arrange to meet with the Sencos or class teachers at their request to discuss any concerns they may have.

We can usually provide translators for parents for whom English is a second language.

Who to contact for more information or to discuss a concern

For a concern relating to special educational needs and disability:

Vicky Absalom – *Senco Key Stage 1 & 2*
Camilla Robinson – *Senco Early Years*

For any other concerns or for information on joining the school:

Owen O' Reagan - *Head Teacher* Monique de Jager –*Deputy Head*

Tower Hamlets Parents Advice Centre:

30 Greatorex Street, Whitechapel, London E1 5NP
Tel: 020 7364 6489 pac@towerhamlets.gov.uk