



Lansbury Lawrence Primary School



SEND Report

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 and to develop the skills and qualities they need in order to meet future outcomes. We view every child as having something unique to offer. We have high expectations of all our pupils, regardless of any additional needs they may have, and all are valued and included in every aspect of school life.

The type of school we are

We are a two-form entry Primary School, for children up to the age of 11. We admit children from the age of three and offer part and full-time places in Nursery. We have children with a range of special educational needs and disabilities (SEND) attending our school, however we do not specialise in any particular type of SEND provision. This provision is overseen by our Special Educational Needs and Disabilities Coordinator (SENDCo) who is trained in the National Award for Special Educational Needs Coordination (NASENCo).

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. Children are also encouraged to share their views on learning in class and in small group interventions with the SENDCo.

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 SEND 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 SENDCo 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 at any time a parent or carer has a concern about their child, they can book an appointment to speak directly to the SENDCo 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 SENDCo.

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*
- *Lexia and Reading Eggs (online reading programs)*
- *Early Words*
- *Pastoral support*
- *ELSA*
- *LEGO Therapy*

We have a Speech Therapists, who come into school every week to train staff and oversee the provision for children with language and communication needs.

We also have an Educational Psychologists who comes into school on a regular basis to assess and advise on the best way to support children with their learning. This again happens in consultation with their parents.

In class children with SEND 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 SENDCo.

Pupils with SEND have their additional support carefully monitored, and their progress reviewed with parents each term. In addition, children with EHC Plans have a review meeting every year which involves the child (whenever possible), 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 both 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 experiencing 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 SEND are given every opportunity to be successful in their learning.

Children with the greatest need are given additional adult support in lessons. However, they are also given encouragement, opportunity, and the resources to work independently as often as possible.

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 helping to improve the child's learning, 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 SEND. At this meeting the class team and SENDCo 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 SENDCo is also available to advise parents on how to support children with specific difficulties.

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 through a restorative approach. Occasionally a pupil may be supported with an individual behaviour plan tailored to their needs. We always work with parents to resolve behavioural issues as soon as they occur. We work hard to promote good attendance at school, and exclusions are extremely rare.

The welfare of pupils is promoted in classes through the PSHE curriculum, where children are encouraged to share their successes and concerns. Difficulties are passed on to the pastoral team as they arise. We offer emotional support for individuals from our trained ELSA (Emotional Literacy Support Assistant). This is overseen by the Inclusion Officer who is therapeutically trained and able to advise, assess and support individuals.

At lunchtime children can access alternative provision if they do not wish to be in the playground. This can include art or library projects which encourage friendship, good social skills, and confidence building.

If a child has a medical need this information is passed onto the SENDCo 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. Support staff are First Aid trained and many have additional training in specialist areas such as epi-pens.

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 Service (autism and social communication difficulties)*
- *Child and Adolescent Mental Health Services (CAMHS)*
- *Vision Impairment team*
- *Hearing Impairment Team*
- *Behaviour and Attendance Support Service*
- *Stephen Hawkins Outreach (complex learning needs)*

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 the equivalent of five training days in school across the year. These can either be related to aspects of the curriculum or focus exclusively on SEND issues.

We also run staff meetings in school around specific areas such as Autism or emotional needs in order to develop awareness and understanding of special educational needs.

Members of staff who work with SEND children are given the opportunity to attend specialist training courses covering a range of areas 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 Therapist.

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. This gives children a huge confidence boost and sense of achievement. We actively encourage all children to attend, regardless of any disability or particular needs they may have and make any necessary adjustments to accommodate this.

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 both our Nursery building and main school building. We have several rooms within the building available for therapeutic and group work, including two dedicated sensory rooms.

Equipment such as frames and adapted chairs can be accessed for pupils if necessary. Every year group is also equipped with a range of resources to meet the needs of pupils with SEND in class.

We have a fantastic outdoor space with climbing equipment to help with physical development; as well as a wild garden, vegetable patch, chickens, and a pond to explore.

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.

If a child with SEND 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 EHC Plans will receive priority when applying for a school place.

The transition process for SEND children to Secondary school starts early, and for some children transition plans begin in Year 5. During the summer term in Year 6, parents are invited into school for a transition meeting. Pupils with SEND are offered additional visits to their secondary school in order to familiarise themselves with the school and build confidence. Alongside this, additional provision is made within school through group work and transition books to ensure children feel knowledgeable and prepared. The SENDCo liaises with the SEND team of the receiving schools to ensure handover of information and seeks the support of other agencies to ensure a smooth transition.

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 SEND 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 SENDCo 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

For a concern relating to special educational needs and disability contact Jo Asiedu (SENDCo)

For any other concern or for information on joining the school contact Owen O'Regan (Headteacher) or Monique de Jager (Deputy Headteacher)

Further support is available through the Tower Hamlets Parents Advice Centre:

30 Greatorex Street, Whitechapel, London E1 5NP

Tel: 020 7364 6489 pac@towerhamlets.gov.uk