

Our vision and how we achieved it

At Lansbury Lawrence we are committed to ensuring all children to achieve the very best they could in all aspects of learning and to develop the skills and qualities they needed to meet future outcomes. We viewed every child as having something unique to offer. We had a shared understanding that all pupils, regardless of their individual needs, should be provided with a high-quality, inclusive teaching by a qualified teacher to enable them to make the best possible progress socially, emotionally, and academically. This included ensuring that every pupil felt that they were valued member of the school community by being included in all aspects of school life.

Our School

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

What types of special educational needs and disabilities do we cater for?

- Lansbury Lawrence is a fully inclusive school, and we offer a range of provision to support children with communication and interaction difficulties, cognition and learning difficulties; social, emotional, and mental health difficulties, or sensory and physical difficulties.
- The support provided was tailored to the individual needs identified through school assessments, professional assessments and external agency assessments and advice.
- Our aim was for our learners to be as independent and resilient as possible.

All our learners are part of the school community and not isolated from

Special Educational Needs (SEN) is thought of in 4 broad areas of need and support. Below are some of the SEND Needs we catered for in 2022-2023.

Communication and Interaction <ul style="list-style-type: none">➤ Autism,➤ Speech, language and communication delay, selective mutism,➤ Developmental Language Disorder (DLD)	Cognition and Learning <ul style="list-style-type: none">➤ Down's syndrome; moderate learning difficulties (MLD), specific learning difficulties (SpLD) including Reading difficulties.
Social, Emotional and Mental Health <ul style="list-style-type: none">➤ Attention Deficit Hyperactivity Disorder (ADHD), behaviour➤ Attachment disorders, and pupils with anxiety.	Sensory and/or Physical <ul style="list-style-type: none">➤ Hearing Impairment (HI)➤ Physical disability

Some children presented with needs in more than one area. For some their needs may change over time.

Comparative data:

2022-2023	EHCPs	SEN Support
National picture	4.3%	13%
School picture	4.9%	12.9%

The information below details some of the provision provided for children with SEND in 2022-2023 at Lansbury /Lawrence Primary School.

Listening to pupils and parents and working with them.

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

All children were invited to share their viewpoints, through whole school events such as assemblies and pupil voice surveys whenever possible. They were given the opportunity to participate in Speech decision-making through our School Council. At Lansbury Lawrence, we value pupil voice and give many opportunities for pupils with SEND to share their opinions in class alongside their peers. Different methods such as writing on an individual white board, hands up, post-it notes or tell a peer were used. Pupils with an Education and Health Care Plan (EHCP) were asked in advance of their Annual Review to work with their class teacher to share their views including their thoughts about what's working well, what's not working well, the support they get, and what they want for the future. A PowerPoint presentation was used during the Annual Review meeting to share the views those children who were not able to attend.

Parents were encouraged to share their views through parent surveys. They were also regularly invited into school to attend meetings and workshops such as:

- Parents evenings held termly with teachers.
- Additional meeting were held between teachers, parents/carers, the SENDCO and outside agencies to discuss concerns, outcomes of assessments, recommendations and referrals.
- We held a Parent Coffee Morning with special guest from Phoenix Outreach Service (POS), for parents of children with a diagnosis or awaiting an Autism diagnosis.
- There was also a SEND computing parent support workshop where parents were able to share their successes and concerns, bring devices to be set up with child friendly/appropriate software and to receive advice regarding protecting their child's online presence.
- After school weekly parent workshop for language needs was run for both reception classes by the class teachers.

We also distributed information to signpost parents to external borough services offering SEND support and parenting classes. Parental views were sought during termly parent consultations meetings and through ad hoc communications as and when necessary.

How we knew if a child had special educational needs

We aimed to identify pupils with SEND and acted on our concerns as early as possible. These concerns could be raised either within school by members of staff or brought to our attention by parents and carers.

When a concern was raised within school, the SENDCo investigated 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 were discussed, along with any concerns from home. A joint decision was 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 had a concern about their child, they could book an appointment to speak directly to the SENDCo who would then follow up on this. Alternatively, they could raise their concerns with their child's class teacher who would pass them onto the SENDCo.

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

What we did to help children with special educational needs

We had a range of additional support programs and interventions within school to help children with their learning. These included:

- Speech & language groups
- Language for Thinking
- Whole class Word Aware
- Language enrichment groups
- Lexia (KS2) and Reading Eggs (KS1) - online reading and phonics programs
- Pastoral support
- Emotional Literacy Support Assistant (ELSA)
- Nuffield Early Language Intervention (NELI) for Reception and year 1
- LEGO Therapy
- Sensory circuits and sensory rooms
- 5 point scale (self-regulation)
- Attention Autism
- Maths tuition – one to one, small group and in class support from a tutor
- Phonics intervention (KS2)
- Whole class Word Aware
- Behaviour plans and Risk assessments
- 5 point scales
- Working for boards
- Sensory stories
- Sensory room and/or circuits
- Colourful Semantics

Our partner Speech Therapist (Blossom Tree), came into school 3 days every week to assess children, train staff and oversee interventions for children with speech, language, and communication needs.

We continued our work with 2 members of Tower Hamlets Educational Psychologist Service, who worked with us to assess and advise on the best way to support children with their learning and needs. This also happened in consultation with their parents.

In class, children with SEND were given additional support with their learning. Resources such as visual aids (timetables, 'Now and Next' boards and widgets), communication boards, PECS wobble cushions, pencil grips, writing slopes were offered to specific children. All our additional support was closely overseen by the School SEND team. They were also offered pastoral and behaviour support from our pastoral team and SENDCo (who has previously specialised in this area).

Pupils with SEND had their additional support carefully monitored, and their progress reviewed and shared with parents each term. In addition, children with EHC Plans had a review meeting every year which involved the child (whenever possible), their parents or carers, and any professionals who played a significant role in their learning.

We ensured that all children with SEN or a disability were treated equally at all times, and we encouraged both children and adults to speak up should they feel they were being treated unfairly.

How we adapted our teaching for children with special educational needs

When a child experienced difficulty, we supported them in class by making sure we matched the learning carefully to their needs. It was the responsibility of the class teacher to ensure that this was

done. As a result of this, children with SEND were given every opportunity to be successful in their learning.

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

Adaptions to the curriculum and the Learning Environment

At Lansbury Lawrence we scaffold and adapt the curriculum to meet the individual needs of all our pupils.

Adaptation occurred through grouping (e.g. 1:1, small groups, peer partners - including randomised pairings); lesson content; lesson format (e.g. verbal or visual presentation of the same information, games, learning pace, provisions for alternative recording methods (e.g. scribing; dictating a sentence for an adult to write and copying it into your workbook; use of IT and photographs) ; teaching material used; level of support provided by adult; assistive technology; use of workstations or alternative quiet areas to work where needed).

Other specific resources were also available for many pupils as discussed with parents and professionals:

- Sloping boards
- Sensory cushions/weighted toys
- Use of learning breaks
- Individual timetables
- Access to quiet areas/break out rooms.
- Workstations that adopt the TEACCH approach
- Fidget Toys
- Ear defenders
- Task managers
- Lunch provision and access to smaller play space for high needs SEND finding the larger busy playgrounds difficult to manage.

Over the last few years Lansbury Lawrence has been working with teachers to improve their understanding of Autism, including how learners sensory and physical needs can impact on their ability to focus during lessons.

Recommendations from Phoenix, Stephen Hawking and Beatrice Tate outreach which are incorporated to support individual learners included, but are not limited to:

- Class visual timetables
- Personalised individual timetables/Now and Next boards
- Prompt cards
- Workstations with start/ finish trays and to encourage independent learning or provide a space for sensory rest.
- Rewards and motivations to complete activities
- Social stories to support the learning of social skills and embedding strategies explicitly taught.
- Lego therapy to develop collaborative working, turn taking skills, social skills, and following instructions.
- Communicate in Print (Widgit)
- Signalong

Working alongside the Phoenix Outreach Service, our Early Years and Foundation Stage (EYFS) classrooms now include visual timetables using Communicate in Print (Widgit), individual

workstation to encourage independent learning or provide a space for sensory rest and 3 new sensory rooms. This is addition to the sensory room in the main building.

We work closely with out independent speech and language therapist (SaLT) to make communication friendly learning environments. Communicate in Print (Widgit) software was used to make pictures that sit above words, and these are used to support learners to understand the word meaning. Information is also broken down into smaller sections or 'chunked' to support understanding, and key vocabulary is pre-taught for some pupils. Thinking time is also extended for those who may have difficulties using and understanding language to help process what has been said.

Each child's individual needs were carefully considered when allocating support. Those with the greatest need received individual adult support as and when appropriate. Support was planned in advance at the beginning of each year. By doing this, we made sure that each child's support was matched to their needs.

The support that was being given was regularly reviewed throughout the year and if it did not have impact on helping to improve the child's learning, it was adapted.

How we checked that a child was making progress and how we kept parents informed

Each term a meeting was held in school to look at the progress of every child with SEND. At this meeting, the class team and SENDCo discussed how the child was responding to support and whether anything else needed to be put in place.

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

At school, we regularly ran year group sessions for parents in Maths and Reading and Phonics so that they were aware of how to support their child with their learning at home. The SENDCo was also available to advise parents on how to support children with specific difficulties.

The pastoral team offered support for children's health, general wellbeing, and behaviour, through liaison with the National Health Service (NHS) and in school support such as daily check ins and using the Restorative Approach to solve conflicts.

At Lansbury Lawrence we were proud of the high standard of behaviour we had across the school, last year. Children were clear about what was expected of them and were encouraged to take responsibility for how they behaved through a restorative approach. Occasionally, a pupil needed to be supported with an individual behaviour plan, tailored to their needs. We always worked with parents to resolve behavioural issues as soon as they occurred. We worked hard to promote good attendance at school with monthly meetings between the SENDCO, Family Liaison Officer (FLO), and exclusions were extremely rare.

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

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

If a child had a medical need this information was passed onto the SENDCo who liaised with the school Nurse to ensure that the appropriate people were informed, and relevant support was put in

place. In certain circumstances, medication might be administered within school, but only with the agreement of the Head Teacher. Support staff were First Aid trained and many had additional training in specialist areas such as epi-pens.

Specialist services we used when we thought extra help was needed.

Over the course of the year, we referred to, accessed, and worked with a range of specialist and external services. These included:

- Educational Psychology
- Blossom Trees, Speech & Language Therapy
- NHS - Speech & Language Therapy, Occupational Therapy, CAMHS, Physiotherapy, ASDAS and Hospital School.
- Learning Advisory Service (LAS) - language and literacy and Assistive Technology team
- Child and Adolescent Mental Health Services (CAMHS)
- Vision Impairment team
- Hearing Impairment Team
- Phoenix Outreach Service (autism and social communication difficulties)
- Behaviour and Attendance Support Service (BASS)
- Stephen Hawkins Outreach (SHO)- complex learning needs, primary
- Beatrice Tate Outreach (BTO) - complex learning needs, Secondary (from year 6)

We sought parental permission and shared advice from the above agencies with parents/carers.

The training our staff

All members of staff attended the equivalent of five training days in school across the year. These were either be related to aspects of the curriculum or focus exclusively on SEND. At all meetings the SEND needs of our children was considered.

Members of staff who worked with SEND children were given the opportunity to attend specialist training courses covering a range of areas outside of school in order to support the work they did with the children.

All staff also received regular training from the Speech Therapist. They were also able to observe the TAs working directly with small groups or individuals and to offer real time advice to help them improve their practice.

Other training that took place included:

- Whole school Word Aware training
- Training for SaLT interventions such as – LEGO therapy, Language for Thinking, Language Enrichment, Colourful Semantics
- Two staff members received Signalong training and new signs were introduced to the whole staff on a weekly basis.
- Training for Sensory Circuits (by a SaLT Specialist).
- Whole school training for Provision Map – online SEND information management system. This allowed for all children's targets to be recorded, tracked, and assessed, Along with Pupil Profiles for all children with EHCPs.
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The SENCO regularly attended Tower Hamlets' termly SENCO Conferences and Online Forums to develop their own CPD and understand council processes.

SENCO Bulletin - The SENCO used the half-termly SENCO Bulletin to keep up to date on training available from the Local Authority to develop SEN Practice.

How we included children in wider school activities and school trips

All our children took part in school trips and activities. For each trip a Risk Assessment was carried out, and special arrangements were put in place, where necessary so that all children could be involved safely. For example, a minicab or extra member of staff was provided to support some individuals who find travelling challenging. In some circumstances, parents and carers were also invited to support their children whilst out on a school excursion or short local trips and social stories were used to prepare the children.

Every year we took our Year 5 and 6 children on a residential trip away from school. This gave children a huge confidence boost and sense of achievement. We actively encouraged all children to attend, regardless of any disability or particular needs they might have had and made any necessary adjustments to accommodate this. This year this involved additional risk assessments and the SENDCO attending to ensure that children with specific needs had confident and experienced staff to hand.

We increased the staff ratios for swimming by providing additional TAs to swim with our vulnerable SEND children.

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

Children had the opportunity to attend additional half termly SEND Sports events with partnership schools.

Our school environment

The Nursery and reception classrooms are fully wheelchair accessible, along with some areas of the main school building.

We had a disabled toilet, shower, and changing room in both our EYFS Hub and main school building. We had several rooms within the building available for therapeutic and group work, including four dedicated sensory rooms.

Equipment such as frames and adapted chairs were accessible for pupils requiring them. Every year group was 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 prepared for children joining our school and leaving our school

When a child joined our school in the Early Years a transition meeting was held with staff from the previous setting in order to hand over information. Home visits were also made before a child started school. In Nursery, all children started school on a part-time basis. The settling-in period was dependent on the child and how quickly they adapted to the school environment.

If a child with SEND joined the school at any point, handover information was passed on from the previous school and a meeting was held with parents or carers to discuss their needs and any concerns they might have. Children with EHC Plans received priority when applying for a school place.

The transition process for SEND children to Secondary school started early, and for some children, transition plans began in Year 5. During the summer term in Year 6, parents were invited into school for a transition meeting. Pupils with SEND were offered additional visits to their secondary school to familiarize themselves with the school and build confidence. Alongside this, additional provision was made within school through group work and transition books to ensure children felt knowledgeable

and prepared. The SENDCo liaised with the SEND team of the receiving schools to ensure handover of information and sought the support of other agencies to ensure a smooth transition.

How parents were involved in school life

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

Parents were invited into school every term to discuss their child's learning. Parents were also regularly invited to attend SEND meetings concerning their child and to meet with therapists and sometimes observe the work they did with their child. Parents could also arrange to meet with the SENDCo or class teachers at their request to discuss any concerns they might have.

We could usually provide translators for parents for whom English was as an additional language.

New developments

The Clicker Programme was purchased to support children with writing. This will initially be trialled with 5 children and staff will receive the appropriate training.

We invested in the Wellcomm speech and language intervention – this will be used to support language development in the EYFS and KS1 over the next academic year.

An additional member of staff completed their NASENCO training.

Nine more EHCP applications were successful.

We are liaising with Phoenix in order to open a KS1 specialist classroom for children with an ASD diagnosis or on the ASD pathway.

We appointed a SEND HLTA to model and share good practice across the school.

The Tower Hamlets Phonics scheme embedded and additional phonics lessons in place for all. Resulted in 82% pass rate 2022-2023 including SEN concern children in Year 1 last year.

Who to contact for additional information.

SENDCO: Jo Asiedu (Assistant Head teacher - Inclusion)

Speech and Language Therapist: Phoebe Malmoux-Setz

All class teachers and TAs

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

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

30 Greatorex Street, Whitechapel, London E1 5NP

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