



SEND Information Report

Overview of the School

Leintwardine Primary School is for pupils aged 4 – 11. There are currently four classes within our school. There is a CIC nursery in a purpose-built nursery on the school site. At Leintwardine, we aim to provide an inclusive environment where learning is enjoyable and where children feel safe and happy. We believe that every child is a unique individual and we encourage them to explore and develop their learning skills, grow with confidence and enthusiasm, learn how to accept responsibility and, very importantly, strive to reach their full potential. We welcome visits from any prospective parents of children with SEND and hope that you find the following information useful.

Key Personnel

Mrs N Gorry Head teacher and SENDCo

SEND Governor – Mr P Cooper James

Contact: 01547 540641 admin@leintwardine.hereford sch.uk

Local Authority Information – Herefordshire

Identification and assessment of Children with Special Educational Needs

When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them and the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.

If you tell us you think your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services (such as Educational Psychology, Learning Support Advisory Service or Speech Therapy). We always share our findings with you and the next steps we need to take.

If teachers feel that your child has a special educational need this may be because they are not making the same progress as other pupils. Progress is monitored at least 3 times a year by the Headteacher and class teachers. When Quality first teaching isn't having an impact and the child is not progressing in their learning and/or development this will be raised with the Special Needs Co-ordinator.

The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school become concerned about your child you will be contacted immediately by their class teacher or the school's Special Educational Needs Coordinator (SENDCo).

Schools Policy for making provision for pupils with Special Educational Needs

Every child's happiness, progress and attainment matter to us. We make sure that we find out what children can do, what their next steps are and then we decide how best to make sure each child learns those next steps. Our approach is effective for every child, whether they have SEN, an EHC plan or have no special-needs. SEN pupils are taught with their peers and given work or support tailored to their needs. Where appropriate children are also taught in small groups or on a one to one basis for specific activities and all classes have both a teacher and a teaching assistant to support learning. Provision for children's emotional wellbeing is primarily in place through the ethos of our school. Where additional support is needed expertise through outside agencies is provided.

Evaluating Effectiveness

We do this in a number of ways. Firstly, through talking to the children, finding out how they feel and monitoring the work they are doing. Our SENDCo monitors the provision. The Headteacher tracks each child and the progress of SEND children is carefully measured. This is shared with the Life and Learning Committee who both challenge and support the school. The School Improvement partner provides an external perspective and rigorously monitors the effectiveness of our work.

Assessing and Reviewing the progress of children with Special Educational Needs

We assess the progress of SEN children in the same way as all other children, through tracking and feedback and through observation. Where needed children are also assessed with specific SEN related assessments e.g. Dyslexia screening, Working Memory questionnaires and observations. Children on the SEN register will have an CCP (Child-Centred Plan) which is used to track small steps progress in the specific areas that they have difficulties in. These are reviewed 3 times a year and discussed with parents at parent meetings.

A written report is sent home annually.

Each child's progress is carefully monitored. During 20/21 the effects of the COVID pandemic varied among our pupils and on returning to school in March 2021 SEN children will be assessed alongside all other children and specific SEN interventions put in place appropriately.

Approaches to Teaching Children with SEN

Quality First Teaching is fundamental in all classrooms to ensure that the needs of all children are met. In addition to this children with SEN will work in a variety of ways and will be supported by both TA and the class teacher. Children will be taught the same curriculum but with more scaffolding or resources. This is essential for their self-esteem and their progress.

Adaptions to the curriculum and Learning Environment

Our classrooms are set up to support the individual needs of the children within them, Children have access to a wide range of concrete materials in all lessons. The 'Mastery' approach in Maths and Talk for writing in English ensure that learning is broken up into small steps and ensure a deeper understanding. All support is tailor made to support the individual children.

Additional Support for Learning

In addition to support in the class, children with SEN will take part in focus groups and time specific interventions such as Precision Teaching, Funky fingers, Power of 2 Talk Boost, and many others.

Engagement of all children in all activities of the school

- We have a breakfast club with trained staff capable of looking after pupils with both special educational needs and disabilities.
- We have lunch-time activities, such as sports clubs and choir.
- We have a range of after-school clubs, sporting clubs that change over the year, cooking, and gardening. Pupils with SEN are included, and are offered support where needed to support access.
- We have off-site educational visits and visitors to the school who help to bring our curriculum to life. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed.

Support for improving emotional, mental and social development of pupils with SEN

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying

mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Expertise and Training of Staff

Mrs Gorry has been a SENDCo for 11 years and has extensive experience working with children with SEN. Mrs Millward holds the SENCO qualification.

Teaching assistants have been trained by Mrs N Gorry and by outside advisors e.g. Educational Psychologist, School Nurse, Behavioural Support Team and ASC specialists.

Securing Specialist Expertise

We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.

Through the SEN funding school purchases this support.

NHS specialist services also support certain children within school; speech and language therapy, occupational health, physiotherapist, early help advisors, child and mental health services.

We get support from local authority services about training and policy. - We liaise with the NHS school nurse.

Securing Equipment and Facilities to support SEN

- Our class teachers and teaching assistants make bespoke individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.
- We have a wide range of reading material (books, digital stories, newspapers) to appeal to both aural and visual learners, and specialist schemes to assist their learning.
- We have a wide range of ICT equipment available to help motivate pupils and access learning. These include; iPads, laptop computers, microphones, programmable toys, talking tins.
- We use workstations, picture and symbol timetables and equipment such as countdown timers for pupils who need it.
- We seek advice and equipment from outside agencies as and when the need arises, such as specialist seating or handrails and steps in toilets.
- We use a range of software on our school IT system to help pupils engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners.
- We use a range of specialist equipment to support children with their gross and fine motor skills.

Complaints

Please follow the Complaints Policy which can be found in the policy section of the school website.

Consulting and involving children and Parents of children with SEN in their education

We are child and family centred so you can expect “no decision about me without me”.

When we assess Special Educational Needs, we will discuss with you if your child’s understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.

Where appropriate we will write and review individual progress of pupils. Meet and discuss with parents and carers. A copy of any records will always be available for you.

The school will offer advice and guidance on how you can support your child at home. Do not hesitate to come in and discuss any concerns with the class teacher or the SENDCo.

Transition between phases of children with SEN

Children who join our school in reception are welcomed into our school community with a pre-school visit by the reception class teacher. A series of child 'taster' sessions follows in the second half of the summer term in preparation for their September start.

Our local authority provides an Early Years advisory teacher who supports children with SEN when they make the transition from their current setting to our reception class.

We work closely with Little Leintwardine Nursery Staff and SENDCo to ensure children with SEN receive appropriate transition provision.

Transition to each successive year group, is supported by meetings and a taster session in each new class.

We liaise very closely with our partner secondary schools to ensure that the transition from our school to the secondary school is as smooth as possible.

The secondary school SENDCO meets with our year 6 teacher and SENDCO to discuss the pupil's individual needs. Additional transition days are also arranged where necessary and support assistants accompany children to these.

Parents and children who are joining our school mid-term are encouraged to visit the school before they start.

We contact and receive information from the previous school to ensure a smooth and supportive start to life in our school.

The Local Authorities Offer

For information relating to all special educational and disability needs across the county, information can be accessed via Herefordshire's 'Local Offer'. This is a single access point for a wide range of services across the county including schools, clubs and activities. Parents and interested individuals can use it to search for SEND services that may be of use. It can be accessed via this link:

<https://www.wisherefordshire.org/>