

## LEIGHTERTON PRIMARY SCHOOL

### Information Report and Local Offer For September 2020



#### **Important Names and Contacts**

Special Educational Needs and Disabilities Coordinator (SENDCO):

Ms Meryl Hatfield, Head Teacher.

Contact details: 01666 890273

[head@leighterton.gloucs.sch.uk](mailto:head@leighterton.gloucs.sch.uk)

SEND Governor:

Vacancy.

(Contact via the school office): 01666 890273

[admin@leighterton.gloucs.sch.uk](mailto:admin@leighterton.gloucs.sch.uk)

If you would like independent support or advice about any aspect of your child's Special Educational Needs please contact the Parent Partnership Service: 0800 1583603

[pps@gloucestershire.gov.uk](mailto:pps@gloucestershire.gov.uk)

## **Introduction**

This booklet has been produced by Leighterton Primary School specifically for parents whose child has been placed on the Special Educational Needs and Disabilities (SEND) Register. It demystifies some of the terms used when talking about SEND issues and gives parents an overview of how we support children with particular needs. As a small school, we have low numbers of children with SEND. However, as we make clear in our Ethos, Vision and Aims statement, we aim to meet the needs of all learners and we truly value the contribution each child brings to our school.

## **What are Special Educational Needs and Disabilities?**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions

(SEN Code of Practice 2014)

A special educational need can be a number of different things. For example, your child may be having problems with reading, maths or behaviour, which school can help by putting extra support in at school and by working in partnership with yourself. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

Types of special educational needs can include:

- Generalised Learning Difficulties– children whose learning progresses at a slower pace
- Specific learning difficulties with reading, writing, number work (such as dyslexia, dyspraxia, dyscalculia)
- Speech and Language development
- Social, Emotional and Behavioural Difficulties
- Communication and Interaction difficulties (such as Autism Spectrum Conditions)
- Sensory needs such as visual or hearing difficulties
- Physical difficulties which may impact on a pupil's motor skills and mobility
- Medical or Health needs

## **How does Leighterton Primary School help children with Special Educational Needs and Disabilities?**

Children learn and develop in different ways. Teachers at Leighterton recognise this and use different teaching styles and resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called Quality First Teaching and is something schools provide for all children. However, many children need extra help at some time in their school life.

Because of this, schools must:

- Talk to parents/carers if they think their child has a special educational need and let them know what special help the school is giving
- Appoint a member of staff as the Special Educational Needs and Disabilities Coordinator (SENDCO)
- Have a written Special Educational Needs and Disabilities Policy – a copy should be made available for parents
- Take account of the Special Educational Needs (SEN) Code of Practice. This is advice given to schools by the government which outlines what schools must do to support pupils with SEND and gives recommendations for good practice.

At Leighterton Primary School, we recognise that you, as your child's parent/carer, play a crucial role in their development and we will involve and support you and your child every step of the way.

If a child has been identified as SEND the SENDCo, teacher, parents and child will meet to plan support for the child. When the child is supported in school by the teacher, SENDCo, and teaching assistants, we call the plan a 'My Plan'. If there is external support, such as Speech and Language therapy, Educational Psychologist, School Nurse, Occupational Therapist or Paediatrician, then the plan is called a 'My Plan +'. When a child has been supported on a 'My Plan +' it may be decided by the parents and professionals to apply for an Educational Healthcare Plan.

### **What does the SENDCO do?**

If your child has Special Educational Needs or a disability, the SENDCO will work to:

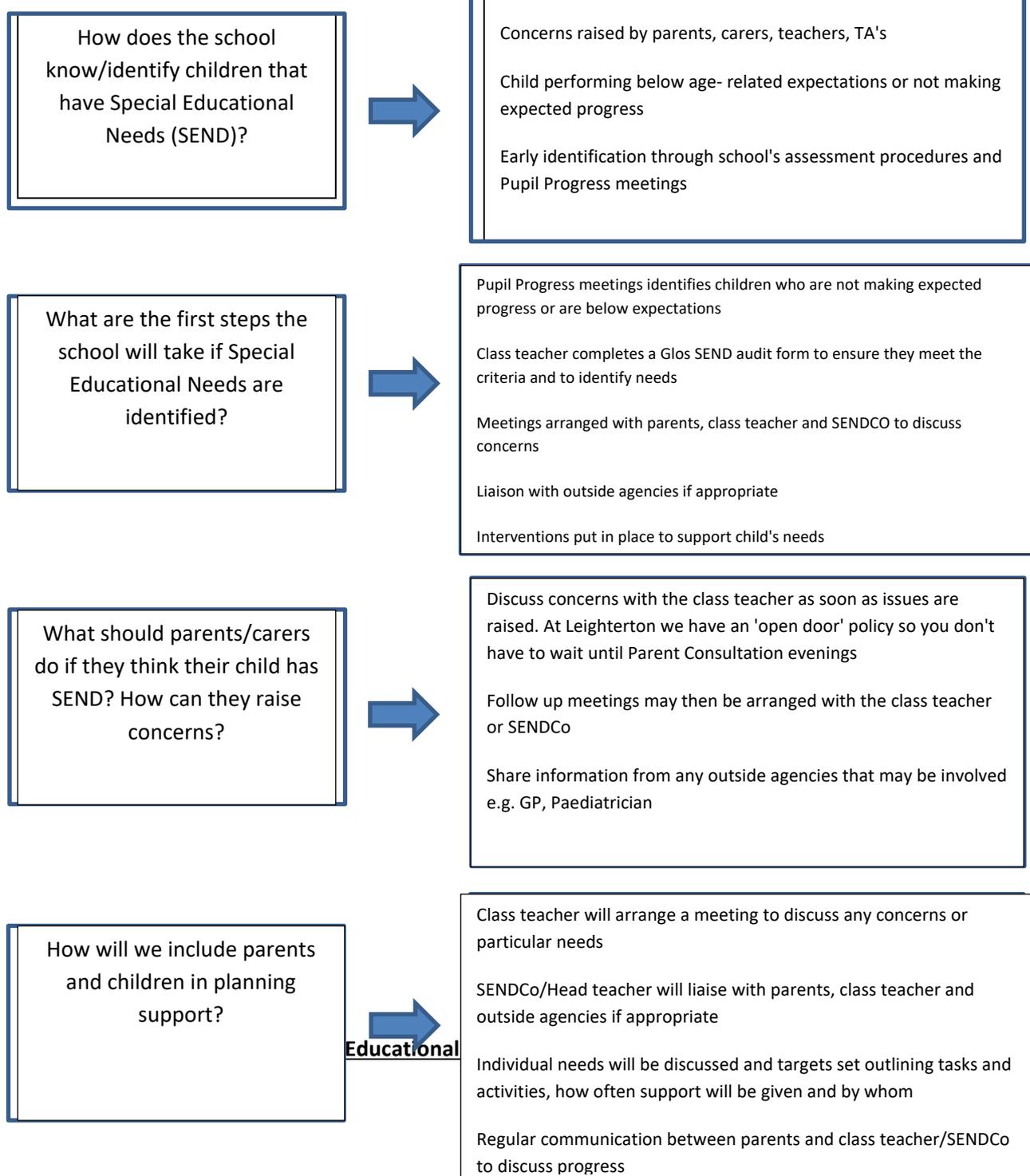
- Ensure the right support is put in place for your child
- Advise other teachers on how to help your child
- Arrange training for staff so they understand your child's needs
- Involve you as an integral part of the process, listening to your views and concerns
- Where appropriate, involve your child in decisions on how best to support their learning whilst bearing in mind the age of the child. This would only be done in a positive way.
- Work with other professionals (if necessary) who may be able to help your child, e.g. speech and language therapist /medical/professional/ educational psychologist

## What does the SEND Governor do?

The SEND governor is responsible for:

- Ensuring that the school has an up to date SEND Policy
- Keeping up to date with the school's SEND provision including resources and funding
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Visit the school to understand and monitor the support given to children with SEND and be part of the process to ensure children achieve to their potential in school.
- Work in partnership with the SENDCO

### Identifying Special Educational Needs



**Educational**

How do we teach and support children with SEND? For children without an Education, Health and Social Care Plan (EHCP)



Access to quality first teaching as part of whole class teaching  
Planned interventions  
In class support from class teacher/TA  
Small group work/differentiated activities  
Circle time/social skills or PHSE activities  
Interventions addressing individual needs  
Contact and involvement with outside agencies to support and monitor progress

How do we teach and support children with SEND? For children with an Education, Health and Social Care Plan (EHCP)



All support mentioned above and in addition:  
Individual targets set to address needs  
Small group or 1:1 support\use of appropriate support materials e.g. Dancing Bears, Beat Dyslexia, Power of 1  
Social skills support  
Individual counselling  
Individual reward system

How do we plan support and how are resources allocated and matched to needs?



Support is planned against the needs and targets set out in the My Plan, My Plan+ and EHC plan.  
Individual targets are set and support allocated to carry out interventions  
Individual plans are devised and shared with parents  
Advice and support materials from other agencies where appropriate  
Support time allocated to carry out interventions  
Individual TA hours allocated to meet needs of individuals  
Budgets may be used to provide TA support/resources

How is the decision made about the support your child will receive?



Head Teacher/SENDCo and Class Teacher will discuss EHC Plan with any outside agencies and decide appropriate support for each individual  
Support arrangements discussed with parents  
Discussion with parents regarding use of personal budget  
Casework team allocate hours and set targets for EHC Plan

## Progress and Effectiveness

How will progress towards identified outcomes and effectiveness of the SEND provision be assessed and reviewed?

Individual targets will be set and progress monitored using the school's tracking system and termly assessments every term

Small group/individual assessments carried out

Objectives and targets reviewed and amended to meet individual needs

Annual review meetings with parents, class teacher, SENDCo and outside agencies to discuss needs, progress and next steps

Child to be involved in discussing their targets and their progress

Who will be working with your child?

Head Teacher/SENDCo

Class Teacher, TA and ELSA

Outside agencies when necessary

What role will my child's teacher play?

Class teacher will discuss the EHC Plan, My Plan or My Plan + with SENDCo and outline how support will be allocated

Class teacher will support individual needs through differentiated class activities

Class teacher will set tasks for TA to support individual needs

Class teacher will monitor progress and change targets/activities as and when necessary

Liaise with parents keeping them informed of progress and any areas of concern

How does our school ensure information about a child's SEND /EHC Plan is shared and understood by all the relevant staff who come into contact with the child?

Class teacher will discuss SEND needs/EHC Plan with TA

SENDCo to meet with class teacher and TA to discuss SEND/EHC Plan

### **Expertise in Relation to SEND**

As part of on-going professional development, staff have regular training on a number of SEND issues, including dyslexia. Where additional training is required to ensure staff can fully support children with specific needs, tailored training will be actively sought. The SENDCo regularly attends cluster meetings to update knowledge and keep up to date with good practice.

### **Managing the Administration of Medicines**

Staff have regular up to date First Aid training. The school follows the Local Authority policy regarding the administration and managing of medicines in school. (See the Medicines policy for details.) For specific conditions such as diabetes, staff working closely with a particular child will have full training as necessary in order to enable the child to have full access to the curriculum.

### **What is the Policy on Trips, School Outings, Health and Safety Arrangements**

We are an inclusive school and put the needs of individuals very much at the heart of what we do. Trips/offsite activities are fully risk-assessed and we will put in place reasonable steps to ensure children with SEND have equality of access to the full curriculum. All trips and outings follow recommended pupil/adult ratios.

### **What are Gloucestershire schools expected to provide from their budget**

Further information regarding this is available at [www.gloucestershire.gov.uk/schoolsnet/sencospot](http://www.gloucestershire.gov.uk/schoolsnet/sencospot)

### **Other Support**

On transfer to secondary school communication is made through visits and discussions with staff. Liaison with the child's pre-school setting and visits to Reception are made on transfer to Primary School. Liaison between teachers and a "Moving Up" day helps with the transition between classes or Key Stage.

Other services such as the school nurse, Educational Psychologist, Speech and Language Team and occupational health can all be accessed to support children where required.

### **FAQ's**

#### ***Who will explain and discuss the provision made with my child?***

The class teacher will discuss the targets and progress with the individual child. Children are encouraged to recognise when they have achieved their targets and their views sought before any review meetings if appropriate. By explaining things in child-friendly terms children are able to

understand why they might be working in a particular group or on a one-to-one activity. This is important for children as their self-esteem can have a noticeable impact on their ability to learn.

***How will I know how well my child is doing?***

Progress and attainment is tracked and discussed with parents at Parents Evenings and other informal meetings. Additional meetings with the Class Teacher and SENDCo are offered during the year to review and monitor progress and discuss new targets. Targets are reviewed and the outcomes of the interventions are monitored and recorded. Setting of new targets are amended and updated according to the needs and the progress made.

***How does school help with personal care where this is needed (e.g. toileting, eating)?***

Extra support is given as and when necessary. Mid-day supervisors provide support when needed at lunchtime. Disabled access facilities are available if necessary.

***What support arrangements are in place to listen to pupils with SEND and what measures are in place to prevent bullying?***

The Class teacher has overall responsibility for the pastoral care of every child in their class. Extra support is given by TAs if appropriate. A clear anti-bullying policy and procedures are in place.

***What specific types of support are provided at Leighterton Primary School?***

Details of these can be found below on our provision map below. This details the range of extra support that we can provide currently with the resources we have.

Provision Map for Leighterton Primary School

Area of Difficulty	All pupils where appropriate Wave 1	Catch up Wave 2	SEN Wave 3
Cognition and Learning	Differentiated curriculum planning, activities, delivery, outcome and level of support Visual timetables Increased practical support Open ended questioning	Daily phonics In class TA support Reading support/ extra reading Times table support Big maths support	Extra reading Daily phonics work Starspell My Plan target time Times table support Dancing Bears
Communication and Interaction	Differentiated curriculum planning, activities, delivery, outcome and support eg simplified language, word banks Visual timetables Use of symbols Structured class and	Language and verbal activities planned at least 3 x each week eg small group, maths games, drama	Speech and Language support with TA Conversation work regularly throughout the day

	school routines		
Emotional Behaviour	Whole school/ class rules and expectations Rewards (team points, stickers, certificates) Circle time Positive praise and feedback Buddies at playtime		Parent/ teacher contact – daily feedback Individual reward systems Positive play modelled Extra support on playground for behaviour ELSA (Emotional Literacy Support Assistant) time
Sensory and Physical	Pencil grips Pastel background on IWB flipcharts Children with hearing and/ or visual impairments sitting near the front, sitting in front of teacher's computer, support in writing (date, LO etc) Writing slopes	Additional handwriting practice Starspell	Access to larger print materials Coloured paper to suit child's needs Laptop Touch typing Support during lunchtimes Extra TA support for medical needs Lunchtime support for medical needs

### **Where can I find your SEND policy?**

The SEND policy is available on the school website [www.leighterton.com](http://www.leighterton.com) or through the school office.

### **What can I do if I'm not happy?**

Discuss issues with the Class teacher, SENDCo or Head Teacher. They will be able to advise you on the formal complaints procedure if necessary.

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