



Bedford Local Offer template for settings, schools and colleges

Name of School/College/Setting	St Lawrence Church of England Primary School
Type of setting	Primary 3 – 11 years
Name of Inclusion Lead	Linda Prior
Address	Manor Lane, Wymington NN10 9LL
Phone Number of Inclusion Lead	01933 353530
Email of Inclusion lead	lprior@st-lawrenceschool.co.uk
Email of SENDCo	zzaman@st-lawrenceschool.co.uk
Website	www.st-lawrenceschool.org
Link to SEND Information Report	Statutory documents tab www.st-lawrenceschool.org
Link to SEND page of schools website	www.st-lawrenceschool.org
Information Attached	Yes

School's Inclusion/Mission statement

We are a Church of England village school, serving the community of Wymington. Our school is committed to providing education of the highest quality within a happy, secure Christian environment.

1. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

What opportunities are there be for me to discuss my child's progress with the staff? How does the setting / school / college know how well my child/young person is doing? How will I know what progress my child/young person should be making? What opportunities will there be for regular contact about things that have happened at early years setting / school / college e.g. a home school book? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college? How and when will I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?

The class teacher will continually monitor your child's progress.
 Their progress will be reviewed formally with the Head teacher, class teacher and Inclusion Lead every term in reading, writing and numeracy.
 If your child is in Reception or above, a more sensitive assessment tool can be used, which shows their attainment in more detail by breaking learning down into smaller steps.
 At the end of key stage 1 (i.e. at the end of year 2), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and these are the results that are published nationally.
 Where necessary, children will have an IPP based on targets set by outside agencies specific to their needs. Targets are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan (next steps) made.
 The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
 The class teacher and Inclusion Lead will also check that your child is making good progress within any individual work and group that they take part in.
 Regular book scrutinies and lesson observations will be carried out by the Senior Leadership Team to

ensure that the needs of all children are met and that the quality of teaching and learning is high.

2. How accessible is the setting / school / college environment?

Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting /school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?

The school is fully compliant with DDA requirements.

The school is on different levels but there is easy access via ramps.

The reception desk is at a height accessible for a wheel-chair user.

There is a disabled toilet.

Where there are steps or a ramp there are handrails. Externally there are textured paving slabs for additional safety.

Steps are edged in yellow paint to aid visual impairment.

We ensure wherever possible that equipment used is accessible to all children regardless of their needs.

Before and After-school provision is accessible to all children, including those with SEND.

Extra-curricular activities are accessible for children with SEND.

3. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

How do you identify children/young people with special educational needs? How will I be able to raise any concerns I may have? If the setting / school / college is specialist which types of special educational need do you cater for?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to

- Listen to any concerns you may have.
- Ensure you know how to support your child at home
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Inclusion Lead, Senior Teacher or the Head teacher. The school SEND Governor can also be contacted for support.

4. How will early years setting / school / college staff support my child/young person?

Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting / school / college governors or trustees involved and what are their responsibilities? How does the setting / school / college know how effective its arrangements and provision for children and young people with special educational needs are?

The types of support available:

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning or using IT.
- Specific strategies (which may be suggested by the Inclusion Lead) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific group work
- Intervention which may be in the classroom or a group room and run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the class teacher as needing some extra specialist support in

school from a professional outside the school. This may be from Local Authority services, such as the Behaviour Support Team or Sensory Service (for students with a hearing or visual need) or agencies such as the Education Psychology Service (EPS).

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from Local Authority central services such as the Behaviour Support or Sensory Service (for students with a hearing or visual need) or outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This legal process sets out the amount of support to be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

The Inclusion Lead's job is to support the class teacher in planning for children with SEND, to work with SEND children and to liaise with external support agencies. The Inclusion Lead will be available to explain this more fully to you.

There is a named Governor who meets regularly with the school staff and who then reports back findings to the Governing body. The Governors monitor pupil progress throughout the school and they monitor how the school SEND budget is allocated.

The Inclusion Lead offers appointments for parents and this is an opportunity for parents to discuss our provision. We talk about the strengths and weaknesses of children and involve the child in this discussion as much as we can.

5. How will the curriculum be matched to my child's/young person's needs?

What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person? How does the school adapt the curriculum and learning environment?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning specifically to support the needs of your child where necessary and prepare additional resources.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

6. What support will there be for my child's/young person's overall well being?

What is the pastoral, medical and social support available in the setting / school / college for children with SEND? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child/young person be able to contribute his or her views? How will the setting / school / college support my child / young person to do this?

We have a school policy (available on request) for managing the administration of medicines. The document follows local guidelines. Many of our staff are First Aid trained and six of our staff have had training on administering Epi-Pens.

One of the administration team oversees, registers and, with the Head teacher monitors attendance. If a child is causing concern then the Head teacher speaks to the parent to find out the cause.

We have whole school policies to support behaviour so that everyone is familiar with rewards and sanctions. We use the expertise of the local authority for specific areas such as Behaviour Support, Child bereavement and emotional wellbeing service.

7. What specialist services and expertise are available at or accessed by the setting?

Are there specialist staff working at the setting / school / college and what are their qualifications? What other services does the setting / school / college access including health, therapy and social care services?

School provision:

- An HLTA is used for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants often working in a quiet space, with either individual children or small groups.
- IT support in the form of writing, maths, phonics and spelling programmes, are delivered by teaching assistants in small group or individual sessions, according to need.

Local Authority Provision delivered in school:

- Educational Psychology Service
- Speech and Language Therapy
- School nursing team

8. How will my child/young person be included in activities outside the classroom including school trips?

Will he or she be able to access all of the activities of the setting / school / college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips? Do you welcome all children to breakfast and afterschool clubs? What plans have you in place to support children with special educational needs at these clubs?

Wherever possible we try to involve parents in planning trips as they have so much knowledge about their child and can anticipate their needs. All children are invited to attend trips. All children take part in inter school sport festivals. Sometimes particularly for a sporting event, we are only asked to send a certain number on a team but we try to share out these opportunities.

Occasionally we telephone parents when we are out on a trip, just to reassure them. Sometimes parents accompany their child on the trip.

All children are welcome to attend Before and After School Club. Those who need it can be allocated an additional adult.

9. How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?

What preparation will there be for both the setting / school / college and my child/young person before he or she joins the setting / school / college. How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- Staff will visit schools when appropriate.
- If your child would be helped by a book to support them in understanding moving on, then one will be made for them.

- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book to support them in understand moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. IPPs/Provision Map will be shared with the new teacher.
- If it helps, a book will be made to support them in understand moving on.
- Teachers and TA's will hold joint transfer meetings so that details can be shared fully.

In Year 6:

The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. Where appropriate, a transition review meeting, to which you will be invited, will take place with the SENDCo from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

If your child would be helped by a book to support them in understand moving on, then one will be made for them.

10. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?

How is the decision made about the type and how much support my child will receive? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting / school / college judge whether the support has had an impact? How is the setting's / school's / college's special educational needs budget allocated?

Support for children is decided between the school staff who are involved in the day to day provision. Parents are always asked their opinion. Following assessments, teachers meet with the Head/SLT and Inclusion Lead at a Pupil Progress Meeting. The progress of all children is discussed and we talk about which children would benefit from further support. Often this support is allocating one-to-one support with a trained Teaching Assistant or with our HLTA. We discuss and agree the programme which would best suit the child, for example a younger child with a speech problem might benefit from a short, daily programme which could be continued at home over the weekend. An older pupil might benefit from 3 longer sessions over the school week. Staff report this back to parents so that you are aware of our actions and can further support your child at home. This joined up approach is essential.

Often this type of additional support will last for the half term. We are careful to date work and make notes on the progress made so that we can track the impact. This helps us decide what we need to do next.

11. How are parents involved in the setting / school / college? How can I be involved?

Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.

We welcome parents into the school and offer opportunities to help out in class. Sometimes parents are invited into lessons to see how different skills are taught, in order to better support children at home.

Parents are able to meet with the SENDCo or send the SENDCo an email on progress checks, whether academic or personal development at any time throughout the year.

Parents are invited to SEND parent consultation meetings during the Autumn and the Spring term. Parents and children are invited to be part of review meetings when reviewing and discussing IEP/IPP progress and new targets. Parents are always included in annual reviews. We show video clips of the children during annual reviews if they are not able to attend the meetings. Questionnaires are sent out to evaluate our service and to ensure that we grow and adapt our approach and provision with the demands of our pupils and parents.

12. How are children and young people included in the planning for their support and provision?

How do you involve my child in planning what their education provision and support looks like? How are

children and young people supported to ensure that their voice is heard?

During review meetings, we make sure that we know the pupils strengths and try to ensure that pupils can have access to things that they enjoy and are good at as well as receiving support for weaker areas. Children will often request an intervention to suit their needs through discussions with the class teacher and support staff; pupil voice is paramount.
IPPs are regularly discussed with the pupil both to review their progress and share next steps.

13. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer

If you want to contact us to discuss your child or whether you are considering joining our school please contact either the Head teacher or Senior Teacher on Tel: 01933 353530 so that we can arrange to meet with you.

We operate an open door approach at school and all parents are welcomed into the school. We do try to be available to answer queries and concerns as soon as possible.

Are you a school specifically supporting people with:	Please Tick
Autistic Spectrum Conditions	√
Communication Impairment	√
Hearing Impairment	√
Learning Disability	√
Mental Health Conditions	√
TIA (Transient ischaemic attack-brain injury)	√