



**St Lawrence Church of England  
Primary School**

**Special Educational Needs and  
Disability (SEND) Information  
Report**

**September 2021**

## **What do we mean by SEND?**

### **Special Educational Needs and Disabilities**

- If a child has significantly more difficulty in learning than others their age
- If a child has a disability that makes it difficult to access facilities generally provided in school

Areas of difficulty may be in

- Communication & Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

### **What type of SEND support is available in our school?**

- Quality First Teaching by class teacher
- Specific small group intervention work by class teacher / teaching support staff
- Specialist support in school from outside agencies
- Special resources designed to make sure pupils can access the curriculum
- One to one work with additional specialist support

### **Who can you talk to about your child's difficulties with learning?**

Class teacher – they will be able to:

- discuss your child's progress against expectations and targets
- identify, plan and deliver any additional support your child might need
- explain this personalised learning to you
- suggest ways you can help at home
- meet you once each half term to share and review plans and targets

SENDCo (Special Educational Needs / Disability Coordinator) Mrs Ashford and Mrs Bush (Headteacher) – will be able to:

- help the class teacher to deliver your child's additional support
- coordinate support from outside agencies
- discuss your child's learning experience and progress
- make sure the school's SEND policy is adhered to throughout the school

The Headteacher – Mrs Bush will:

- be responsible for ensuring your child's needs are met
- make sure the Governors are kept up to date on all SEND matters within the school and all legal requirements relating to support for children with SEND

The SEND Governor – Mrs Pauline Cameron will:

- make sure the school provides the necessary specific and/or specialist support to all of its pupils with SEND
- hear your concerns if you are not happy with the response or support from the school staff

## **How do we identify a pupil for SEND support?**

There may be a range of factors that alert us:

- Pupil has physical or sensory needs that require specialist equipment, advice or support
- Class teacher identifies pupil is not making progress even when teaching has targeted an area of weakness
- Parent has concerns about their child's progress
- Parents and / or school staff identify behaviours that suggest unhappiness, confusion or distress
- Pupil themselves expresses unhappiness, confusion or distress in a Quality First Teaching environment

## **What happens next?**

The teacher and SENDCo review the appropriate support available. We will meet with the pupil and parents / carers and all three parties to discuss and agree:

- What the pupil can do now
- What we want the pupil to achieve, long and short term, with clear and specific targets
- What the barriers are to reaching those targets
- A plan of actions, resources, techniques and specialist support to overcome those barriers (this may be an Additional Support Plan - or 'ASP', a challenging behaviour plan, or other tailored plan, according to the pupil's need). These plans follow an 'Assess, plan, do, review' cycle to enable the provision to be revised as the understanding of the needs of the pupil grows.

## **How do we assess and review a pupil's needs?**

From then on, we will:

- Have a parent / pupil / teacher consultation meeting each term · Review the effectiveness of the support by assessing the pupil's progress in a) the ASP targets and b) how this has helped them close the gap on overall class targets
- Keep a regular check on whether the pupil needs continued support or different support

## **How will the teaching be adapted for a pupil with SEND?**

### **Planning and Teaching**

All teachers work using a 'Quality First Teaching' principle, which means that many pupils with special needs can participate in class without specialist help. For example, the teacher breaks down tasks into small 'bite-size' chunks, presents ideas using visual, audio and practical resources, allows thinking time before expecting answers and provides a variety of table top resources to help pupils with their tasks. Additional resources

The pupil's Additional Support Plan (ASP) highlights what additional resources should be used to support them. This may be physical resources in the classroom, additional time with a member of staff in school or specialist help from an outside agency. The school has a designated SEND budget to provide for these resources.

### **Teachers' professional development**

All teachers are teachers of special needs. As a part of their professional role, teachers will have professional development in the form of courses, mentoring and feedback. The school also arranges specific training for individual teachers in response to their pupils' needs.

### **Access and Integration**

We aspire to be fully inclusive and all children have access to a broad ranging curriculum that not only emphasises the skills, understanding and knowledge associated with core subjects but also incorporates their spiritual moral, social and cultural development.

As described above, children are taught using a range of approaches to take account of the different ways that children learn best. Staff get to know the individual children in their classes and can adapt teaching and learning on a case by case basis.

Our school environment is accessible by:

- Children & adults using wheelchairs – all on one level, wide opening doors, ramps, a disabled toilet and changing facilities. We have to recognise, however, that our facilities may not be adequate to meet the needs of all pupils, and we will make careful and informed assessments, in consultation with parents, for each individual application.
- Children with dyslexia – Our classrooms are dyslexia friendly and teachers are kept up to date with use of dyslexia friendly paper for pupils' information and worksheets, and receive training and guidance on a regular basis for all staff. Children with mild, moderate or high functioning autism – visual / individual cues, individual workspaces, 'safe haven' spaces
- Children & adults with English as an additional language (EAL) – signs use clear language and visual cues, teacher expertise in developing EAL skills, one-to-one language support, translation support (on request) at Parent Consultation Meetings

## **Emotional and Social Development**

St Lawrence Church of England Primary School is a restorative and Values-based School. It has achieved the Values Quality Mark. Values-based Education is taught in a structured way (in dedicated collective worship and in classroom lessons) throughout the school and underpins all our activities and relationships throughout the school. A structured PSHE curriculum includes an understanding and celebration of difference, Mental Health & Well Being, Protective Behaviours and resilience.

If a pupil needs specialist support for their social and emotional development, we can draw on specialist support from a range of agencies and this is accessed by using Bedford Borough's and Northampton's Early Help Assessment procedure.

## **Children Looked After by LA**

The school admissions policy ensures that any looked after child in our catchment will be ensured a place at school. In partnership with the pupil, carers and social workers, we will put in place the Personal Education Plan, as part of the child's Care Plan.

The school's designated adult for children looked after by the Local Authority is Mrs Morris (Deputy Headteacher).

## **What happens when it's time to go to another school?**

- When a pupil with SEND is preparing to transfer to another school, transition activities are incorporated into the Additional Support Plans (ASPs) for the final two terms. This may involve additional visits to the new setting or parent meetings with staff.
- The transfer to secondary school has its own managed programme which every child accesses. This includes a three-day induction period near the end of the summer term.
- SEND paperwork, such as the Education Health and Care Plan, and most recent Additional Support Plans are given to and discussed with the member of staff responsible for the pupil's support in the next school.

**[Bedford Borough Council's Local Offer can be found at https://sendSENDguide.bedford.gov.uk/](https://sendSENDguide.bedford.gov.uk/)**