



# **SEN INFORMATION REPORT 2021-22**

## **Introduction**

At Leagrave Primary School we believe in high aspirations, leading to sustained progress and achievement for all children. We aim to meet the needs of individual children through accurate assessment and highly effective teaching and learning.

We place a strong emphasis on the early identification of pupil needs and aim to reduce any barriers to learning through supportive and preventative strategies. We undertake a rigorous system of monitoring children's progress, supporting academic and personal achievement. From this, we endeavour to foster a culture of lifelong learning and independent living skills for all children.

We work in a flexible way to develop effective partnerships with all stakeholders, ensuring that the school meets a broad range of special educational needs. Stakeholders include: children and their parents/carers, the Special Educational Needs Coordinator (SENDCo), governors, teaching assistants, specialist teaching staff both within the school and external professionals such as Educational Psychologist, Speech Therapist, SEND advisors and the Special Educational Needs team based at Luton Borough Council.

## **1. How does the school identify and organise support for children with special educational needs?**

Leagrave Primary School is dedicated to meeting the needs of children with SEND throughout the curriculum. Early identification by parents, teachers, support staff and outside agencies ensures appropriate support is put in place in line with the SEND code of practice.

Progress and attainment in all areas of the curriculum, including personal well-being, is monitored in a variety of ways. For example, informal class observations, pupil books, ongoing class assessments, diagnostic or summative assessments, class referrals, pupil progress meetings and conversations with children and parents. Any concern regarding the progress and attainment of individual children is flagged up quickly and barriers to learning are quickly identified.

The type of support children receive varies and is based on their individual needs. It may include bespoke class based teaching strategies, differentiated work, class based 1-1 or group adult support, timed interventions outside the classroom, sessions with a specialist practitioner, referral to alternative SEND service. The impact of this support is monitored regularly through pupil progress meetings and IEP reviews; adjustments are made where necessary.

## **2. Who are the key people in the school available to discuss parental/carers concerns about their child's difficulties?**

Parents and carers who may be concerned about the well-being or progress of their child should raise their concerns with the class teachers in the first instance. They work most closely with the children and are able to escalate the concern to senior members of staff should it be appropriate.

We have an open door policy and are always willing to meet parents and discuss any concerns. Appointments regarding your child's progress or wellbeing can be made via the school office with: the class teacher, phase leader, SENDCo or the assistant head overseeing inclusion.

**3. How will parents/carers be informed about a child/young person's progress within the school and how will his/her progress be measured?**

The achievement and progress of all children is carefully monitored throughout the year in line with the school's monitoring and assessment cycle. Assessment data is collated and recorded at pupil progress meetings termly. These meetings are led by the Leadership Team and the progress of children with SEND is discussed and underperformance is quickly identified, with agreed actions to remove barriers to learning.

Good communication between school and home enables teachers and parents to develop the most accurate picture of the child's capabilities and difficulties. The school provides a formal opportunity every term to discuss children's progress and achievement, alongside an open door policy at the end of the day and termly target reviews for any children on the SEND register. Other forms of communication might include:

- 1-1 meetings virtually if required
- Attending Professionals Meetings
- Letters and home/school communication books
- Formal Reports
- Email, website and monthly newsletters
- Signposting other services and resources

In addition to this, parents and carers are fully supported in facilitating further progress at home through monthly parent workshops, access to SEN surgeries with the SENDCo, support from the Community Education Officer, and signposting to other agencies.

Children who may require additional educational provision in order to access learning will be fully included on an IEP. IEPs clearly identify a child's barrier to learning and sets out agreed targets to overcome these. They are reviewed in writing each term by teachers, but progress towards targets is monitored frequently to evaluate the effectiveness of the provision available for children. Teachers should meet with parents regularly in order to share targets and agree strategies for children, which will include a certain level of home support. Some children on the SEND register with a high level of need will also have a Pupil Passport outlining their main barriers to learning and how these can be overcome.

The progress of children with an Education, Health and Care (EHC) Plan is formally reviewed at an Annual Review with all adults involved with the child's education, including parents, in attendance. All children with an EHC Plan will have a Pupil Passport and personalised timetable, which in addition to the IEP, clearly records targets and strategies the school intends to use to support progress in their specific area(s) of need. Regular meetings will take place between teachers and parents to review provision.

**4. What support will parents /carers receive if their child/young person has been identified as having special educational needs?**

At Leagrave Primary School, we pride ourselves on our positive and secure relationships with all children and their families, recognising that parents have a significant role to play in the successful education of their children.

To develop relationships with parents, we encourage regular day-to-day contact with the child's teacher. Leagrave recognises that parents and carers hold vital knowledge, experience and understanding about their child, and welcomes parents to work collaboratively with the school, to ensure the best support possible.

Support available for parents/carers might include:

- SEN Surgeries or parent workshops with the SENDCo
- Available information leaflets in the reception foyer in the different areas of SEND and information via the school website

- Suggested strategies for support provided on individual plans
- Support from the school's Community Education Officer or Nurture Base Lead
- Appointment with SENDCo or other relevant professionals, such as the Educational Psychologist regarding pupil referrals, outcomes and next steps
- Signposting to parental support groups – newsletter, fliers, website
- Support for parents going through the statutory process
- Support from Parent Partnership (SENDIAS)

**5. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?**

The wellbeing of all children at Legrave Primary is a priority. It is the responsibility of all staff to keep our pupils safe, both emotionally and physically. All staff promote the well-being of all pupils, but key staff in this area include:

- Class teacher/Phase Leader
- SENDCo
- Inclusion Manager & Safeguarding Lead
- Assistant Head for behaviour and attendance
- Community Education Officer
- Nurture Base Co-Coordinator
- HLTA for PE & Healthy Lifestyles

Legrave Primary pupil wellbeing is supported through the following:

- All staff having a detailed knowledge and understanding of the children in their care
- Children causing concern are discussed at phase meetings and referred accordingly
- Clear referral process for all pupil needs and cascading accurate information
- Well embedded procedures for safeguarding
- Close monitoring of attendance
- Medical needs recorded and addressed as required
- Care plans, risk assessments, generic protocols in place where appropriate
- First Aid & Medication policy and procedures established
- Designated medical room and facilities
- Signposting to external agencies to support the wellbeing of the child or family
- In-school and external interventions and advice

**6. How will teaching be adapted to support the child/young person with special educational needs?**

All children are entitled to an education that enables them to make progress, so that they can achieve their best and become confident individuals. This enables them to live fulfilling lives and make a successful transition into adulthood, whether this is into employment, further or higher education or training.

At Legrave, Special educational provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs. Differentiation may take the form of adapted resources, tasks, scaffolds, prompts, adult support, intervention or a modified curriculum. The school's SENDCo and external agencies may provide advice and resources to support teachers in delivering high quality teaching, so that it is tailored to meet needs. The child's Passport and IEP will often indicate where teaching needs to be adapted or reinforced.

**7. What different types of support can the child/young person receive in school? (e.g. small group or individual)**

At Legrave, all teachers are teachers of children with special educational needs and all children within the class have equal opportunities to be taught by their class teacher, irrespective of their level of need. For some children with more significant needs and in all cases of children with an EHC Plan, they will have access to specialist resources, enabling them the greatest access to learning. This could be in the form of a teaching assistant 1-1,

specialist intervention programme, time with bought in professionals such as a speech therapist.

Support for other children with a special area of need can be offered in a wide variety of ways and is dependent on a range of factors. For instance, at times a child may be supported through one-to-one, small group, split class teaching, whole class teaching, hover support and peer support. They will be supported by teaching and support staff within their classrooms, but may also work with a teaching assistant or teacher from another class, a year group leader, a member of the Leadership team or Specialist Service professional at times. A child may receive support in academic subjects such as Reading, Phonics, Writing and Maths or they could be supported to develop other skills such as their concentration, their fine motor skills or their social skills.

**8. How will the school support the child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?**

We are an inclusive school and make every effort to support our children in accessing all areas of school life. Support for lunch, playtimes, extra-curricular clubs, trips or other unstructured times is put in place depending upon a child's needs. This might be linked to staffing, resources, peer support or adapted activities.

Risk assessments for individuals and for particular activities are completed with the SENDCo and agreed with parents if relevant and necessary. The school complies with the Disability Discrimination Act (2010) in making reasonable adjustments for students with SEND.

**9. How does the school involve children/young people in decisions that affect them?**

Depending on the age and level of need of our pupils with SEND, some of the ways we may include them in decision making processes and expressing their preferences include:

- Sharing and reviewing targets on individual education plans and termly school reports
- Enabling them input and access to the pupil passports
- Children with an EHC Plan contribute opinions prior to Annual Review meetings
- Children have the opportunity to join the School Council and represent their class
- Using children's areas of interest as a focus for learning activities, allowing children to be involved in the planning and preparation for this
- Using self and peer assessment as part of children's learning in the classroom
- Completing school surveys to evaluate what's working and what needs developing
- Accessing support from the children's areas of interest and expertise, e.g. accessing music therapy, support from Lady Zia Outreach Team
- Evaluating teaching, learning and interventions they are involved in
- Promoting self-study skills and independence; self and peer assessment, building resilience and problem solving

**10. How are the school's resources allocated to support children with SEND?**

SEND funding is allocated to the school by the Local Authority, Luton Borough Council, via the formal budget. The Headteacher decides how the budget for SEND is distributed in consultation with the school governors, and on the basis of the needs of the children currently in the school.

Monies in the school's overall budget is allocated towards the school's SEND budget by considering factors such as the number of children already receiving extra support and the number of children who may be in need of extra support. The required resources, staff training and the increasing need to buy in professional services is also considered in order to meet the children's needs effectively

Additional funding is also allocated for children who have an EHC Plan. All SEND funding is used to provide children with SEND the extra support and resources required to meet their learning needs. This may include employing teaching assistants, delivering specific intervention programmes, purchasing specialist teaching materials or resources.

**11. What services external to the school can provide support to children with SEND?**

Within a school setting, liaison with external professional agencies is vital and we aim to work closely with colleagues in the fields of education, health and social care to best meet the wide and varied needs of those children with SEND at Leagrave Primary School.

We work effectively with professionals from the Local Authority, such as the Special Education Needs Service, Social Care Service, as well as from the NHS, such as the School Nursing Service, SaLT, the Child and Adolescent Mental Health Service and the Edwin Lobo Centre.

However, we also employ a number of private Specialist Services, such as the Educational Psychology Service, Speech and Language Therapy, Play Therapy, Behaviour and Counselling Services. The way in which we work with external services is varied. Some professionals come into school to meet with class teachers to discuss particular needs of children before verbally suggesting ways to facilitate greater access to learning, whereas others may observe specific children in their classroom environment and write a formal report to be shared with staff and parents that includes recommendations for further support.

Some professionals will carry out one-to-one work with groups or individual children, whereas others will attend multi-agency meetings to make suggestions to school leaders about the next steps for specific children. The way of working with any one external professional is wholly dependent on the service they offer and the needs of the individual child.

**12. How staff in the setting/school/college are supported to work with children/young people with special educational needs and what training do they have?**

Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention, as set out in the SEND Code of Practice.

Where a need is identified as being additional, specific training is given to all the staff supporting that child. All teachers receive termly school based training delivered by the SENDCo, in order for them to deliver high quality teaching that is differentiated and personalised to meet individual needs. Where appropriate the SENDCo will liaise with other professionals or services to source sessions, drawing upon a wide range of expertise. Professionals may also support through observations, reports, advice for teachers/parents and attend professionals meetings.

**13. How will the school support the child/young person in moving on to another school or college or to the next key stage in their education or life?**

At Leagrave Primary School, we recognise that moving on to another school or key stage can be difficult for all children. At Leagrave we take steps to ensure that any transition is as smooth as possible. For a child with SEND the SENDCo makes contact with the new school to transfer information regarding the child's social, emotional and academic wellbeing. A bespoke transition schedule is agreed and all files are passed onto the next school securely. Where possible extra transition sessions are arranged and where children have an EHC plan, high school SENDCo is invited to the annual review meeting.

**14. What provision is in place for pupils with disabilities, including how accessible the school environment is?**

We recognise the following:

- Our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001)

- It is unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services
- That schools and LAs must not treat disabled pupils less favourably and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the “reasonable adjustment” duty)
- That the Local Authority and school governors have the duty to publish Accessibility Strategies and Plans

Leagrave Primary School is a single storey building with specially adapted facilities and thus fully accessible to pupils with disabilities, including wheelchair users. The school is equipped with one disabled parking space, two disabled toilets at each end of the building, wide corridors and accessible meeting rooms. The school has areas around the building for the storage of larger equipment such as wheelchairs and outdoor spaces are all wheelchair friendly.

A hearing loop is available if required and visual timetables are displayed in each class throughout the school using symbols if required for individual children. Workstations can be set up in classrooms for children that require this area to assist them with their learning.

Additional admission arrangements are taken into consideration for children with disabilities. These include: preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

The social and emotional wellbeing of children with disabilities is paramount and supported through the wide variety of SMSC provision across the school and throughout the curriculum. In addition to this, interventions, peer mentoring and support from the nurture base are also available should they require it.

The school’s accessibility plan is available on the school website.

#### **15. Who can parents/carers contact for further information at Leagrave Primary School?**

Parents/carers who are concerned about the well-being or progress of their child should contact the child’s class teacher in the first instance, who will liaise with the Phase Leader and SENDCo. A meeting will be held with all stakeholders to discuss the next steps.

General information on the school’s SEND policies and procedures, including communication with parents/carers can be found on the school’s website and paper copies can be requested at the main reception.

If your child has additional needs and you are considering applying to the school, please contact the SENDCo via the School Office for an initial visit and details on how to apply.

Applications for students with an Education, Health and Care Plan should be made in conjunction with the Special Educational Needs Assessment Team (SENAT) at the Local Authority. The Luton Borough Council website contains information on facilities and services for all students with Special Educational Needs and Disabilities across Luton, and contains a link to the Luton Local Offer.

If you would like a place for your child at Leagrave Primary, you need to contact the admissions officer based at the school for an application pack: 01582 571951

Email: [admin@leagraveprimary.co.uk](mailto:admin@leagraveprimary.co.uk) Web: [www.leagraveprimary.co.uk](http://www.leagraveprimary.co.uk)

**For information about the Local Authority Local Offer please see**

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page?localofferchannel=0>

For any other information relating to special education needs you can contact the Luton Special Educational Needs Assessment Team (SENAT)

Tel: 01582 548132      Email: [senat@luton.gov.uk](mailto:senat@luton.gov.uk)

**For support from the Parent Partnership, please contact:**

SENDIAS (SEND Information, Advice & Support)

Futures House, The Moakes, Marsh Farm, Luton, Bedfordshire, LU3 3QB.

Parent Partnership Admin Tel: 01582 548094

<https://sendiasluton.co.uk/>

**Parent Partnership Officer:**

**Cathy Doran**

**Telephone:** 01582 548156

**Email:** [sendias@luton.gov.uk](mailto:sendias@luton.gov.uk)