



St Lawrence's

CHURCH OF ENGLAND PRIMARY SCHOOL

Special Educational Needs Information at St Lawrence's CE Primary School 'Caring, Considerate, Courageous'

2022 - 2023

At St Lawrence's we pride ourselves on being an inclusive school and welcome into our community those from different cultures, backgrounds, beliefs and faiths. We celebrate that we are all special and all different.

We take into account the individual needs of every child and use a wide range of strategies so that their learning journey through school is as successful and enjoyable as possible.

How we achieve this is underpinned by our Mission Statement and actioned through our Key Priorities. High quality class teaching is vital and given high priority. However for some children extra help or a personalised plan may be required. This document describes how support is provided to maximise achievement for all children with a focus on what we offer for children with Special Educational Needs.



1. How does St Lawrence's CE Primary School know if children need extra help?

- When concerns are raised by parents/carers, teachers or the child
- When there is concern regarding a child's progress
- When the medical needs of a child require support
- When a child's behaviour impacts on their learning

2. What should I do if I think my child may have special educational needs?

- Class Teachers are the initial point of contact for responding to parental concerns.
- You can see your child's teacher at the end of the school day, or you may want to arrange a time for a longer chat.
- Your child's Class Teacher will listen to your concerns and share any relevant information that they have with you. They will continue to monitor progress and where appropriate discuss your concerns with the Special Educational Needs Co-ordinator.
- At St Lawrence's CE Primary school the Special Educational Needs and Disabilities Co-ordinator (SENDCO) is Mrs Ray.
- If a class teacher has concerns about the progress your child is making he/she will speak to you as parents or carer keeping you as fully informed as possible.

3. How will St Lawrence's CE Primary School support my child?

- Each pupil's education programme is planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. Assessment is key in helping the staff in school working with your child to understand your child's needs and identify their gaps in learning.

Support may include:

- Differentiated work appropriate to needs.
 - Additional resources e.g. number squares, writing frames, spelling banks.
 - A separate programme of study planned by the Class Teacher appropriate to the needs of the child.
 - Small group intervention.
 - 1:1 intervention with the Class Teacher or another adult.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be included in a small focus group. We sometimes call these intervention groups.
 - Focus / intervention groups and small group work is provided for a child where the teacher thinks they may benefit from some targeted support to improve their learning. This will be run by the teacher or teaching assistant.
 - This does not necessarily mean that your child has special educational needs. The focus groups will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of every child in their class and share opportunities to enhance their learning where this is needed. This shared discussion helps to prioritise future planning.

Occasionally a pupil may need more expert support from an outside agency such as a Speech and Language Therapist, Educational Psychologist, Children's Therapy Team, Paediatrician etc. This will always be discussed with parents/carers to enable a shared decision to be made, ensuring that this is appropriate and the best way forward. The first step that these additional experts take will be to assess your child to determine more precisely what their needs are and what can be done to help. Following an assessment, information or a written report will be provided to the school and shared with parents or carers. Professionals from outside agencies may be flexible in their approach using alternative methods of communication to ensure support continues such as video calls.

4. How does the school categorise different levels of need?

There are four broad areas of need as identified in the SEN Code of practice:

- **Communication and Interaction** – often described as Speech, Language and Communication Needs (SLCN).

Children may have problems with

- i) saying words clearly
- ii) expressive language – processing and putting their thoughts into words
- iii) Receptive language - processing and understanding spoken language or
- iv) a combination of any of the above

Children with autism would also be in this category

- **Cognition and Learning** - some children learn at a much slower rate than their peers, even with differentiation of activities. They may, for example, have problems retaining information from one day to the next.
- **Social, emotional and mental health difficulties** - children may experience a wide range of social and emotional difficulties. These could include becoming withdrawn or isolated, as well as displaying challenging, disruptive or concerning behaviour.
- **Sensory and/or physical needs** – children may have a visual impairment, hearing impairment or a physical disability.

Once a child has been identified as having a significant problem in one or more of these areas, they may be categorised as having Special Educational Needs or Disabilities (SEND). Their needs will usually be met through structured in-class support. For some children their needs may be very complex and support required may be more than this. In these cases, we may decide to put a more detailed support plan in place. This document provides information for teaching staff, parents and children about how we can all support the child. In a few cases, extra support requiring additional funding may be needed. If everyone involved agrees that this is the case and sufficient evidence is available, a request can be made for an assessment to determine whether a child needs an Education Health and Care Plan (EHCP). This Statutory document produced by the City of York Council outlines the responsibilities of all agencies involved in supporting the child. More information can be found on the York local offer website (<https://www.york.org.uk/families/Local%20Offer/sendlocaloffer>)

5 How will the curriculum be matched to my child's needs?

- Pupil's work is differentiated so that it is at the right level for them
- Pupils with special educational needs may, but not always require work and targets to be differentiated and broken down into smaller steps. Other adults may work with your child in a 1:1 or small focus group to target more specific needs. Some work may be 1:1 with the class teacher.
- If a child has been identified as having a special educational need, they may be given a tailored individual learning or behaviour plan with targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCo three times per year and shared at Parents' Evening.
- If appropriate, specialist resources may be given to the pupil to support their learning.

6. How will I know how my child is doing?

- Your child's class teacher is your first point of contact. Informal updates can work really well but if you need more time to talk it is usually best to arrange a time at the end of a school day.
- Appointments can be made to speak in more detail to the class teacher or SENCo by arrangement with the school office.
- You will be able to discuss your child's progress at Parents' Evenings.
- Every child has an end of year report.

7. How will you help me to support my child's learning?

- The first point of contact is your child's class teacher, they are the adults in school with the daily responsibility of supporting your child in school and liaising with you.
- Individual support and behaviour plans enable specific details of support to be recorded. These also include targets or outcomes to help your child progress.
- Mrs Ray the school SENCo may meet with you to discuss planning and strategies to use to meet your child's needs.
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are often provided that can be used at home to complement what is being done at school. These will always be discussed with parents/carers.

8. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional challenges.

- Again the first point of contact is your child's class teacher, often supported by their class teaching assistant.
- We also have a team of trained ELSA's (Emotional Literacy Support Assistants) who work with individual children or small groups. The school's allocated well-being worker may also work with individuals
- The school's Pastoral Officer, Mrs Nicholas-Brown, is available to liaise with parents and carers who wish to discuss any issues and concerns.
- Mrs Ray and Mrs Nicholas-Brown work closely together to support the well-being of all children in school.
- We value our home school partnership very highly. A strong home/school partnership is a major influence on a child's success.

9. Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents or carers and medical professionals.
- These are discussed with all staff who are involved with the pupil.
- Relevant staff receive specific training which is delivered by the school or specialist professionals.
- Where necessary and in agreement with parents or carers prescribed medicines are administered in school but only where a signed Medicine Consent form is in place to ensure the safety of both child and staff member.
- We have a number of staff who have first aid training.

10. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- City of York Learning Support Hub
- Child Protection Advisors
- Educational Psychologist
- CAST (Child & Adolescent Support Team)
- CAMHS (Child & Adolescent Mental Health Service)
- APP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy) Medway Hospital (Paediatricians)
- ICSS (Individual Children's Support Service)
- PMHW (Primary Mental Health Worker)

An Educational Psychologist (EP) is allocated to our school.

- Educational Psychologists would normally only work directly with pupils who needs are felt to be complex.
- Their involvement only occurs when it has been discussed and agreed with parents or carers.
- The aim of an EP assessment is to gain a deeper understanding of the pupil's educational needs.
- The EP will usually meet with the parent or carer and give feedback after the assessment has been completed.
- He/she will offer advice to the school and parent or carers on how to best support the pupil in order to take their learning forward.
- The Educational Psychologist becomes involved when a Resquest for Statutory Assessment (RSA) is made

11. What training are the staff supporting children and young people with SEN had or are having?

Staff will continue to have access to training, there are now many on-line providers of SEN training.

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to use Precision Teaching to support very specific, often small but significant steps in learning Implementing the new SEN code of Practice
- Trauma and attachment training
- Makaton
- Training is ongoing for all staff and is often specifically designed to meet the needs of an individual child
- Mrs Ray attends regular training for SENDCo's

12. How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all children.
- Specific risk assessments are carried out with necessary procedures implemented to enable all children to participate safely and as fully as possible.
- In very rare situations a visit may be considered unsuitable for a particular child's needs. This will be discussed with parents so that appropriate alternative arrangements can be made.

13. How accessible is the school environment?

- The very large majority of our school buildings and grounds are fully accessible.
- We will always try to accommodate all children and families so that every child has equal access.
- The School Governors play an important role in supporting and challenging the school to ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. The governors monitor and review the accessibility plan and all other statutory policies as defined by the DfE. One governor has specific responsibility for SEN and meets regularly with the Headteacher and the SENCo to review processes and procedures to support children across the school.
- We are always happy to discuss individual access requirements.
- The school accessibility plan is updated annually and is available on the school website.

14. How will the school prepare and support my child when joining St Lawrence's CE Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining or leaving. Transition sessions where children spend some time with their new class teacher.
- Additional visits are also arranged for pupils who may need extra time in their new school.
- School staff will meet parent or carers prior to their child joining the school. Secondary school staff visit pupils prior to them joining their new school.
- School staff will liaise with the SENCo from Secondary Schools to pass on information regarding SEN pupils. Where a pupil may have more specialised needs, a separate meeting may be arranged with School staff, the secondary school SENCo, the parents or carers and where appropriate the pupil.
- School staff meet with families who are new to this country before their start school.

15. How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year.
- The money is used to provide additional support or resources, including deployment of staff and is dependent on an individual's needs.
- This is discussed by the School Leadership Team SLT, class teachers and SENCo. How the school budget is used is monitored by the School Governing Body.
- Children with an Education, Health and Care Plan (EHCP – see section 4) have an allocated resource which varies on a case by case basis.

16. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with SENCo, Class Teacher and Senior Leadership Team.
- Decisions are based upon termly tracking of pupil progress and may include assessments by outside agencies.
- Ongoing reviews ensure that the needs of all children are met as fully as possible.
- The school will ensure that children with an EHCP receive the support laid out in their plan.

17. How will I be involved in discussions about and planning for my child's education?

We recognise that parents have invaluable contributions to make towards their children's education and overall development needs. We very much value our partnership. All parents are encouraged to fully contribute to their child's education.

This may be through:

- Supporting and encouraging their child
- Helping with individual homework activities
- Discussing progress with the Class Teacher regularly and during Parents Evenings
- Discussions with Mrs Ray or other professionals
- Supporting targets on an ILP
- Commenting on their child's ILP with possible suggestions that could be incorporated.
- Attending meetings when requested by school

18. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the School Office to arrange a meeting with the Class Teacher, Phase Leader or the SENDCo.

- The Headteacher, Mrs Coles is always available to discuss how we can support all children and families
- In very rare circumstances, mediation services are available.
- The link to the City of York Local Offer is

<http://www.yor-ok.org.uk/>

- SENIASS is an independent support service for parents. The link to York SENDIASS is -

https://www.york.gov.uk/info/20166/special_educational_needs_and_disabilities/1451/sendiasse_forerly_york_parent_partnership_service

19. Safeguarding

The Governors of St Lawrence's CE Primary School are responsible for entrusting a named person to monitor Safeguarding and Child protection procedures.

The Headteacher, Mrs Coles, is the named lead for Safeguarding and Child Protection across the school. The Deputy Safeguarding Lead is our Pastoral Officer; Mrs Nicholas-Brown.

Mrs Coles is responsible for monitoring of the school's Single Central Record which provides details of everyone who works at St Lawrence's CE Primary School.

Paul Miller is the designated School Governor for Safeguarding.

20. Looked After Children

Some children with SEND may also be looked after by the Local Authority.

Headteacher; Mrs Coles is the Lead Teacher responsible for Children who are Looked After (CLA). At St Lawrence's, Children who are Looked After are provided with an additional layer of support to ensure that their educational and welfare needs are met. We aim for them to be able to access and enjoy our full curriculum and to be fully included in the life of our school.

Class Teachers and other staff are informed about a child's circumstances and are sensitive to different situations. We provide additional training if required. Close liaison with Carers is nurtured and valued. Regular Personal Education Plans (PEP) and CLA meetings are held with Social Workers, Carers and School Staff to review progress and provision and to ensure that the needs of our CLA are being met. Our Pastoral Officer; Mrs Nicholas-Brown, provides further advice and support to Carers as required.

School Staff

- The Headteacher is Mrs Helen Coles
- The Special Needs Co-ordinator (SENDCo) is Mrs Carolyn Ray
- The Pastoral Officer is Mrs Tori Nicholas-Brown
- A full staff list can be found on our website

Roles & Responsibilities of the Special Needs Co-ordinator (SENDCo).

The SENDCo is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with special educational needs and disabilities (SEND).

The SENDCo will liaise with staff within the school to monitor pupil's progress and plan further support or actions. We regularly have contact with a wide range of external partner agencies that are able to give more specialised advice to

help us provide the best support for children. If you have any questions or concerns regarding SEND then please do not hesitate to contact us. We are very keen to provide the best support available to all our children and families.

There are many SEND terms that are abbreviated - these are detailed below

AAP - Attendance Advisory Practitioner
ADD - Attention Deficit Disorder
ADHD - Attention Deficit & Hyperactivity Disorder
ASC - Autistic Spectrum Condition
CAMHS - Child & Adolescent Mental Health Service
COP - Code of Practice
CP - Child Protection
DCD - Developmental Co-ordination Disorder
EAL - English as an Additional Language
EHCP - Education and Health Care Plan
ELSA – Emotional Literacy Support Assistants
EP - Educational Psychologist
FEHA – Family Early Help Assessment
FSM - Free School Meals
HI - Hearing Impairment
KS - Key Stage
CLA – Children who are Looked After
LEA - Local Education Authority
MLD - Moderate Learning Difficulty
OT - Occupational Therapist
PD – Physical Disability
PSP - Pastoral Support Programme
SaLT - Speech & Language Therapy
SEMH – Social, emotional and mental health
SEN - Special Educational Needs
SEND - Special Educational Needs & Disability
SENdCo - Special Educational Needs and Disability Co-ordinator
SENDIASS - Special Educational Needs and Disability Information, Advice and Support Service
SpLD - Specific Learning Difficulty
SLD – Severe Learning Difficulty
VI - Visual Impairment

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