

Special Educational Needs (SEN) Information Report

Introduction

Ludlow Primary School treats all pupils as individuals; we therefore refer to all pupils who may need educational provision which is additional to or alternative to their normal timetable, as being a pupil with Special Educational Needs (SEN).

The Governors and staff at Ludlow Primary School recognise the importance of identifying and supporting those pupils who have a Special Educational Need. We have an 'open door' policy for parents, for both behaviour and educational support, where a team approach is necessary to help the pupil make progress. We acknowledge the unique strengths, knowledge and experience that parents are able to contribute to the shared view of their child's needs and the best way of supporting them.

The range of support deployed will be tailored to individual needs following thorough internal assessments or by external agencies. It is designed to promote pupils working towards becoming independent and resilient learners.

Information and Guidance

Who should I contact to discuss the concerns or needs of my child?

Class teachers

Each class teacher is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils;
- Monitoring the progress of your child and identifying, planning and delivery of any additional support;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.

Special Educational Needs Coordinator (SENCo)

If you have concerns about your child you should speak to your child's class teacher. You may then be directed to the SENCo.

Miss Jennie Marsden

SEN time 3 days per week

Email: jennie.marsden@ludlowprimaryschool.co.uk

Telephone: 01584 873602

Responsible for:

- Overseeing the day-to-day operation of the school's SEN policy;
- Coordinating provision for children with SEN;
- Advising on a graduated approach to providing SEN support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively;
- Liaising with parents of pupils with SEN;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;

- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEN up to date.

Headteacher

Mrs Kate Mather

Responsible for:

- Working with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school;
- The overall responsibility for the provision and progress of learners with SEN and/or a disability.

Governance through the Strategic Task Group

The STG representatives will:

- Help to raise awareness of SEN issues at STG meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Strategic Task Group (DHMAT) on this;
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Staff at Ludlow Primary School provide a broad and balanced curriculum to all pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Monitoring of the quality of teaching and learning takes place at Ludlow Primary School through learning walks and lesson observations. Teachers are skilled at adapting their practice in order to meet the diverse range of needs within their classes. Planning takes into account individual pupil's needs and requirements, whether that is additional equipment such as a writing slope, coloured overlays or a pencil grip or adapted resources or materials.

Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge within their learning.

Additional adults are used flexibly within groups or individually, where pupils are working towards a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

The support staff hold a range of relevant qualifications and expertise within the areas of autism, speech and language, literacy, numeracy and dyslexia.

Intervention

What strategies are in place to support my child's learning?

Strategies/programmes to support speech and language:

- Speech and Language Therapist provides programme to be followed by staff in school
- Specific differentiation or modification of resources e.g. use of symbols
- Pre-teaching vocabulary

Strategies to support/develop literacy including reading:

- Focused reading time in class, with group or paired reading
- Daily 1:1 reading with a teacher or Teaching Assistant

- Evidence based intervention programmes, e.g. Nessy
- Small group/1:1 intervention programmes where required, e.g. reading comprehension, extra phonics, handwriting support, spelling support
- Daily phonics for Key Stage 1 following Read, Write, Inc.

Strategies to support/develop numeracy:

- Small group intervention programmes, e.g. Catch Up Maths
- In class differentiation
- Evidence based intervention programmes such as; 123 Maths or Power of 2.

Mental health and wellbeing

What support is there to help my child's mental health and wellbeing?

- Small group/ 1:1 ELSA (Emotional Literacy Support Assistant) programmes supervised by the Educational Psychology Service. This may help with self-esteem/confidence, social skills, friendships, anger management or anxiety.
- Quiet space in the library available lunch/break time when required
- Year 6 transition support
- Regular contact and liaison with parents as necessary
- Strategies to support/modify behaviour, including reward systems and behaviour support plans set up where appropriate
- External agency support for behaviour (e.g. Woodlands Outreach service)
- One Page Profiles (Essential information shared with class teachers and support staff) when required.

Increasing accessibility - getting about

What support is there to help my child's occupational /physiotherapy needs?

- Advice of professionals disseminated and followed by all staff
- Use of any recommended equipment
- Specialist equipment as required on an individual basis to access the curriculum

Partnerships with External Agencies

What outside help does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Educational psychologist;
- Emotional Health and Wellbeing Service (Bee U) – formally known as Child and Adolescent Mental Health Services (CAMHS);
- Specialist teachers with a specific SEN qualification for pupils with; impairments, such as visual or hearing (Sensory Inclusion Service);
- Therapists (physio, occupational and speech & language);
- Woodlands Outreach Service (support for pupils who have learning and behaviour difficulties, and for pupils with autism);
- LSAT (Learning Support Advisory Teacher);
- Educational Welfare Service present in school;
- School Nurse available in school;
- Initial Contact Team and Child in Need Teams.

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

How will I know how my child is getting on?

- Parents' evenings in autumn and spring terms
- Additional meetings as required with class teacher and/or SENCo
- Discussion about referrals to outside agencies as required
- Pupil Support Plans shared three times a year

Transition

How will the school help my child move to a new class/year group or to a high school?

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition by:

When moving to a new year group: Information is shared with new staff to ensure continuity and a smooth transition. One Page Profiles will be shared and updated as required. A transition day is timetabled in the summer term for children to meet their new teacher and teaching assistants.

When moving sites from Key Stage 1 to Key Stage 2: information is passed on to new teachers as above. Several transition days are timetabled for the summer term where children can visit the different site and meet their new teachers. Additional visits can be planned as required.

When moving schools (In Year Transfer): Information is gained from the previous school when a child is transferring to Ludlow Primary School. If a child is leaving our school, information will be passed as it is when a child transfers to their chosen high school.

When moving to a high school: We will contact the school SENCo/other relevant staff and share information about special arrangements and support that has been made to help your child achieve their learning goals. In some cases more visits to the new school and/or additional visits from the new school can be planned. We will ensure that all records are passed on as soon as possible.

Complaints

What can I do if I am not happy with the support my child is receiving?

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Ludlow Primary School to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCo.

If parents/carers feel their child's needs are still not being met they should make an appointment to see the Headteacher or the school governors. If concerns continue to be unresolved parents may wish to use the [Shropshire Information Advice and Support Service](#) (IASS) or engage with the [School's complaints procedure](#). Ludlow Primary School is part of the Diocese of Hereford Multi Academy Trust. Their complaints policy can be found [here](#).