

Name of School: St Lawrence CE Primary School

**SCHOOL CONTRIBUTION TO WARWICKSHIRE'S LOCAL AUTHORITY'S
LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND
DISABILITIES**

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).

Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school
<p>St Lawrence CE VA Primary School takes children from age 4-11. Pre school age children are accommodated in our preschool, Little Lawrences.</p> <p>This is our vision statement:</p> <p style="text-align: center; color: green;">‘A happy church school that nurtures the unique talents of individuals and brings’ them together so that ‘they will soar on wings like eagles’ (Isaiah 40:31)</p>
How we identify if your child may need additional help and/or has special educational needs (SEN)
<ul style="list-style-type: none"> • Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. • Once a pupil has been identified as possibly having SEN they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties. • The child’s class teacher will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. • The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
How we involve parents and carers in meeting the needs of their child and in whole school developments
<ul style="list-style-type: none"> • Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. • The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school’s SEN register. Parents are given this information. It is recorded by the school on a Cause

<p>For Concern form, as an aid to further progression and for future reference. The child may be given targeted support within class.</p> <ul style="list-style-type: none"> • Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records.
<p>How we will involve your child in the planning and review of their support</p>
<p>Children are involved in the SEN support plan process, contributing their opinions and feelings in discussion with staff.</p> <ul style="list-style-type: none"> • Children's thoughts and feelings are shared at review meetings with parents. • Children's aspirations and feelings are taken into account when considering future needs for support.
<p>How we match the curriculum, teaching and learning approaches if your child has SEN</p>
<p>The class teacher remains responsible for working with the child on a day-to-day basis. They use differentiation, scaffolding and a range of interventions to enable the children to access the curriculum or a curriculum catered for their needs. Teachers work closely with teaching assistants, Senco and outside agencies to ensure children are able to achieve their potential.</p>
<p>How we provide additional support if your child has learning needs</p>
<p><u>All students at St Lawrence can access</u> Quality First teaching with appropriate differentiation (including best SEND practice). Visual aids and timetables to support key vocabulary, concepts and themes. Differentiated reading groups. Differentiated Maths groups Differentiated phonics groups in KS1. Access to assessment for identification of significant needs. Dedicated and caring staff who value all students regardless of ability.</p> <p><u>Support for targeted groups of students may include</u> Blocks of 1:1 small group lessons that focus on a range of needs such as literacy, comprehension and spelling in the Learning Centre listen here. Where needed, help from an external agency (e.g. Specialist Teaching Services, Educational Psychologist). Teaching Assistant support in some lessons. Comprehension groups. Handwriting groups Year 6 Maths Club Reading with dogs</p> <p><u>Targeted individual support may include</u> On-going tailor made 1:1 tuition, led by a specialist teacher or teaching assistant. Where needed, help from an external agency (e.g. Specialist Teaching Services, Educational Psychologist). External agency advice where needed. Precision Teaching NESSY Numicon</p>

Power of 1/Plus 2
 Read Write Ink
 Exam Access Arrangements.
 On-going monitoring and regular feedback to parents and students (at least termly)

How we provide additional support if your child has social and communication needs

All students at St Lawrence can access

Quality First teaching with appropriate differentiation (including best SEND practice)
 Access to assessment for identification of significant needs.
 Whole school The Big Umbrella project in collaboration with MIND
 Whole school Reward System.
 Whole school policy for behaviour management with graduated response.
 Year 6 transition support.
 Anti-bullying policy.

Targeted support for small groups may include

Year 6 Big Umbrella Wellbeing Support.
 Intervention groups – behaviour/social skills/self esteem/stress management.
 In-class support in some lessons.

Support for individual students may include

Counselling.
 Outside agency input (eg. Educational Psychologist, Early Help, CAMHS, Specialist Teaching Services).
 In-class support for students at risk of exclusion.
 Behaviour Action Plan
 Child Looked After support.

How we provide additional support if your child has physical, sensory and/or medical needs

All students at St Lawrence can access

Quality First teaching with appropriate differentiation (including best SEND practice)
 Visual aids and timetables to support key vocabulary, concepts and themes.
 Amplification of sound for aid users.
 School adheres to guidelines on physical access.
 Access to assessment for identification of significant needs.
 Dedicated and caring staff who value all students regardless of ability.

Support for targeted groups of students may include

Medical Care Plans.
 Handwriting /fine motor/ skills training.
 Access to teaching assistant support.
 COMPS

Targeted individual support may include

1:1 Outside Agency support from IDS, Physiotherapist or Occupational Therapist
 Individual handwriting /fine motor/keyboard skills training.
 Specialist equipment and materials, such as low vision aids and enlarged adapted resources.
 Access to assistive technology (via IDS HI or VI).
 Targeted TA support for complex medical needs, including practical support.
 Exam Access Arrangements.

On-going monitoring and regular feedback to parents and students (at least termly)

How we provide help to support your child's emotional health and well being

All students at St Lawrence can access

Quality First teaching with appropriate differentiation (including best SEND practice)
 Access to assessment for identification of significant needs.
 Whole school The Big Umbrella project in collaboration with MIND
 Whole school Reward System.
 Whole school policy for behaviour management with graduated response.
 Year 6 transition support.
 Anti-bullying policy.

Targeted support for small groups may include

Year 6 Big Umbrella Wellbeing Support.
 Intervention groups – behaviour/social skills/self esteem/stress management.
 In-class support in some lessons.

Support for individual students may include

Counselling.
 Outside agency input (eg. Educational Psychologist, Early Help, CAMHS, Specialist Teaching Services).
 In-class support for students at risk of exclusion.
 Behaviour Action Plan
 Child Looked After support.

How we promote developing independence

We have a creative curriculum which encourages children to innovate and apply their learning and ideas in problem solving scenarios. We encourage pupils to adopt ownership of their learning which cascades to all pupil groups including those with SEND.
 All children in school are encouraged to complete work independently. Some children may need more support to reach an age appropriate level of independence. Where necessary, children will be given targets which include completing tasks and learning independently.
 Children are encouraged to deal with their own personal care needs as is appropriate. Where assistance is required, children are supported to work towards independence if medical professionals report that long term this is possible for the child as they develop through school.
 Regular home-learning is given with the expectation that older children will self-organise and thus help with independence upon transition to secondary school.

How we measure and review your child's progress against their targets and longer term outcomes

When providing support for pupils with SEND that is 'additional to' or 'different from' we engage in a 4 stage progress: **Assess, Plan, Do and Review.**
Assess- this involves taking into consideration all the information from discussions with parents/carers, the child, class teachers and assessments.
Plan- This stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be

recorded on SEN support plans. They will form the basis for termly review meetings, held as part of parent/teachers consultations.

Do- providing the support- extra assistance for learning or learning aids- as set out in the plan.

Review- measuring the impact of support provided, and considering whether changes to that support need to be made. This is recorded as part of the child's individual Support Plan. This stage then informs the next cycle, if necessary. Parents/carers are informed through termly meetings or consultations. Children are informed of their progress towards targets regularly by their class teacher.

All children are also discussed during termly Pupil Progress meetings with the Senior Leadership Team (SLT). Data is collected for a child on a termly basis. This is analysed by SLT (including the SENCO) to look at progress and impact of intervention and teaching.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

St Lawrence Primary School aims to ensure that all children can access the school building regardless of their Special Educational Need or Disability. As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Toilets adapted for disabled users
- Flat surfaces to make our school buildings accessible to all
- Sensory rooms, in the main school building and Nursery.

On-going adaptations take place where necessary.

How we include children with SEND in the life of our school

Children with SEND have the same entitlement and opportunities as all children, we work with professionals to overcome any issues that may need supporting to ensure this. St Lawrence Primary School makes reasonable adjustments to ensure that children with SEND can take part in a full range of school activities. Any adaptations to the curriculum are based on individual needs with the goal of including the young person with SEND socially and academically.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

St Lawrence Primary School has a team made up of skilled staff who support the delivery of interventions and targeted work. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. Staff attend training and courses run by outside agencies that are relevant to the needs of the pupils they are working with, including:

- Team Teach
- Read Write Inc
- Numicon
- PECS
- Communication in Print

Our Special Educational Needs Co-ordinator regularly attends local network meetings.

Specialist expertise is also sought when a child's needs present themselves as above and beyond that of a mainstream classroom teacher's training

External support and expertise we can call upon to help us to meet children's needs

. Regular contact takes place between the SENCO and numerous external agencies including:

- Educational Psychologist
- Speech and Language Team
- Occupational Health
- School Nursing Team
- Health Visitors and other professionals
 - o SEND Supported

How we prepare children to join our school

Most children join our preschool prior to joining our Reception class. This gives us the opportunity to identify any needs at an early stage, and put measures in place to ensure a smooth transition in the main school. This may include referrals to external agencies. Whether children attend our pre school or not, all parents are offered a meeting with the Reception teacher within the first week of term to give the opportunity to discuss any concerns.

How we prepare children to move on from our school

We ensure early and timely planning for transfer to a pupil's next phase of education. Pupils with an Education Health and Care Plan will have next phase destinations and transition arrangements discussed at Annual Review meetings. Pupils and parents/carers will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. Support for the pupil in coming to terms with moving on, will be carefully planned and will include familiarisation visits. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits. Parents/carers will be given a reliable named contact at the next phase provider with whom the SENCO will liaise.

How we deploy our resources to meet the needs of children with SEND

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. Currently, we have teaching assistant to support with interventions and are assigned to children with EHC plans.

Contacts for more information

Head teacher/ Principal: John Brine

Chair of Governing Body: Jan Sanchez and Mark Ivey (co Chairs)

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