

Laleham Primary School SEN Information Report

2019/20

	Questions	School Response
1	<p>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<ul style="list-style-type: none"> • The progress of all pupils is monitored half termly by class teachers and the senior leadership team through pupil progress meetings so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. • The Special Needs and disability Coordinator (SENDCO) may carry out observations and assessments to ascertain barriers to learning and advise on classroom strategies to support the pupil. Outside agency referrals can be made. • Prior to children joining us in Reception, we liaise closely with local preschools and take part in the Early Years Transition meetings so that we can discuss and plan for each child's identified special needs. • If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to the SENDCO.
2	<p>How will school staff support my child?</p>	<ul style="list-style-type: none"> • The class teacher is responsible for the pupil's progress with the support of Learning Support Assistants (LSAs) and the advice of the SENDCO. • The learning intention and success criteria within a lesson are differentiated to meet the needs of individuals, as are the resources and levels of support. • When the school identifies the need for additional support to enable a pupil to make expected progress an Individual Support Plan (ISP) is written with targets to support the child. These targets are then shared with the parent/carer. ISPs are reviewed twice a year. • The school provision map shows the range of interventions in place in our school which will be used where we identify children who will benefit from these interventions. • The progress of all children receiving additional support is monitored to ensure that the provision we have put in place is having an impact. • Outside agency involvement, e.g. Speech and Language Therapy, Occupational Therapy and Educational Psychology may also be involved and the recommendations made by these services will be implemented in the classroom.

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		<ul style="list-style-type: none"> Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with Special Educational Needs and Disabilities (SEND) and termly meetings are held with the SENDCO.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> Class teachers have information on the needs of individual pupils so that they can plan the learning and the resources accordingly to ensure that all pupils are able to make progress. If, for example, a child has Speech, Language and Communication Needs, teachers will use simplified language and pictures to support them to understand new vocabulary. Intervention groups may be in place to further support learning and support access to the curriculum, for example pre-teaching of vocabulary or additional phonics groups. For children with physical disabilities, PE lessons will be differentiated and supported accordingly so that the child can take part and make progress with their peers e.g. specialized equipment, small group or 1-1 support.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> The progress of all pupils is monitored half termly by class teachers and the senior leadership team. Parents/carers will be invited to Parent Consultation Meetings to discuss their child's progress. ISPs are reviewed twice a year and shared with parents/carers. For children with an Educational Health Care Plan (EHCP), an Annual Review is held with the relevant outside agencies and parents/carers to ensure that targets have been met and to collaboratively set new targets for the coming year. When outside agencies are involved, parents are invited to ensure their views are heard and that they understand and agree with the support that is being put in place. Advice will be given directly to parents on how to continue to support their child at home. All reports from outside professionals are shared with parents. If appropriate, communication books between home and school are set up for continued feedback. Parents/carers are supported by the school through workshops that are held throughout the year, for example, Letters and Sounds; Accelerated Maths; Challenging the More Able; Transition and Reading.
5	What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> All pupils are supported with their social and emotional development through the curriculum using the SEAL resources. Playtimes are well supported with high levels of support and staff trained in playground games. There is a wide range of play equipment available at lunchtimes.

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		<ul style="list-style-type: none"> • Social skills programmes will be implemented where appropriate and lunchtime supervisors will have an awareness of children to support at these less structured times. • School values have a high profile in the school and the pupils are involved in a range of learning opportunities to explore these further in mixed year group partnerships. • The school behaviour policy is based on positive reinforcement. Rewards like Pupil of the Week, positive memos, stickers and Excellence Award help to celebrate our values and build motivation and self-esteem within the children. • We have a fully trained ELSA (Emotional Literacy Support Assistant) • All staff are first aid trained and there has been additional input for all staff on the use of epipens and asthma. Training also takes place on specific medical conditions e.g. diabetes and the monitoring of blood sugars, for staff members that are directly involved with children with these conditions. Medication can be administered by the Office staff. • When additional support is necessary, and with parental consent, referrals can be made to the Home-School Link Worker, ELSA, Family Support Workers, Behaviour Support services, Child and Adolescent Mental Health Services (CAMHS), Brain Injury and Complex Learning Needs outreach teacher and Educational Psychology.
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Within the school setting, there is a wide range of experience and expertise of working with children with SEND, ranging from physical disabilities to autism. • Referrals can be made to access Surrey County Council specialist teaching services, these involve Learning and Language Support, Behaviour Support, Educational Psychologists;, Physical and Sensory Support Services (hearing impairment, visual impairment and physical disabilities), Brain Injury and Complex Learning Needs Outreach Teacher and Family Support. • Healthcare services can also be referred to through the school SENDCO. These services include Speech and Language Therapy; Occupational Therapy; Physiotherapy; CAMHS; Child Assessment Service; School Nurses and some paediatric assessments. • Freemantles Outreach (specialist ASD support) is also available to the school where a child has a medical diagnosis of autism. • The Educational Welfare Officer and the Home-School Link Worker provide additional support for parents/carers, where appropriate.

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7	What training have the staff supporting children with SEND had?	<ul style="list-style-type: none"> • There is continued professional development for all staff and recent training has included dyslexia, autism, brain injury and positive touch. • LSA training is carried out on a weekly basis and has involved supporting children with handwriting difficulties, questioning/feedback, ADHD, pre-teaching, maths intervention, supporting writing, assessment and dyslexia. • LSAs have attended The Cygnet course with parents for children who have recently been diagnosed with ASD, to ensure continuity of strategies and to build up the relationship between school and home. • Outside agencies will work with individual LSAs on specific programmes for children, for example: cued articulation to support the development of speech. • Members of staff have visited specialist centres, like Freemantles or the Fordway Centre to observe strategies used.
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Where appropriate, additional LSA support will be provided to ensure pupil's needs are met at break and lunchtime through targeted play and use of resources. • Personalised risk assessments are carried out for each trip to ensure that all pupil's needs are met and that they are safe. This may involve meeting with parents and discussing details and the flexible use of LSA support. • Social stories are sometimes used to support a child's understanding and ensure readiness for the trip. • For residential trips, parents are able to discuss concerns and any specific needs can be shared with the relevant centers before arrival. • If deemed necessary, a parent can accompany their child on a school trip.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • The school site is on one level so there is ease of access. • There is a disabled toilet situated in the main building by the Main Office. • Physical and Sensory Support Services will advise on any modifications needed for specific children. • There are a range of resources used in school to support accessibility, ranging from the hearing loop system in the Hall to the use of coloured overlays to reduce paper glare. • Laptops are used where appropriate and through Surrey, equipment to support visual and hearing impairments has been sourced.

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10	<p>How will the school prepare and support my child to join the school or to transfer to the next stage of education?</p>	<ul style="list-style-type: none"> • There are home-school visits and a phased induction for children starting in Reception, as well as communication and some visits to the child's nursery (including some SENDCO visits). • For children who find the transition difficult, there will be, where appropriate, discussions with and individualised programmes put in place. These may be additional transition days to secondary schools, visits to the new working classrooms, social stories or photographs. Transition groups have been held for Year 2 and Year 6. • Year 6 children attend transition days and there are close links between the primary and secondary SENDCOs for a successful handover. • Buddy activities between year groups helps to support confidence with older peers and foster a caring approach towards younger peers. • Transition evening for parents.
11	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • Schools receive funding in their allocated budget for all children, including those with SEND. The cost of additional equipment and support needs to be met from this budget. • The local authority may contribute additional funding if the cost of meeting the needs of an individual are more than £10,000 per year, this comes through a Statement of SEN – Education, Health and Care Plan (EHCP) from September 2014. • Timetabling of LSA team to plan and deliver effective intervention. • LSAs' experience and training are carefully considered before allocation of roles so that the needs of the children with SEND are met effectively. • Liaison with SENDCO to provide specific resources to support individual needs, for example, posture packs to support writing and pencil grips.
12	<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • Half termly pupil progress meetings identify areas of need, personalised learning strategies and intervention groups are set up as an outcome. The frequency and type of intervention will match the child's needs. Intervention group impact is closely monitored. • Outside agencies may advise and support the school with the type of provision that is needed to overcome barriers to learning and allow access to the curriculum. • ISP reviews will inform teacher planning and target setting – provision will be in place to meet these targets. • Parents are involved through review meetings and target sharing at parent consultation meetings.

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13	How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none">• Parents are welcomed into school for parent consultation meetings, curriculum evenings, parent workshops, assemblies and learning walks.• Friends of Laleham School are actively involved in fundraising and supporting the school. The Summer Fair and the Christmas Fair are opportunities for informal involvement.• There are questionnaires sent home to ascertain views and parents are welcomed in to the focus groups and prayer group.• Volunteers are welcomed into school to support with school trips, reading and cooking.
14	Who can I contact for further information	<ul style="list-style-type: none">• In the first instance, the child's class teacher should be contacted for information and with any issues.• The school SENDCO is available to discuss concerns and support for children with SEND.• The Head Teacher and Deputy Head are available.• Surrey SEND Information, Advice and Support Service (SSIASS)• More information on all aspects of SEN within Surrey are available at The Surrey Local Offer: https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page