

Where children come FIRST

Special Educational Needs and Disabilities (SEN/D) Information report 2021

The needs of pupils with disabilities are considered on an individual basis, and discussed with the child and their parents on arrival at the school. Their ability to move around the school, hear or see what is going on in the classroom and access to toilets and playgrounds is considered and classrooms and timetables set accordingly and reviewed regularly. See school accessibility plan.

What is the local Offer?

All local authorities in the UK are required to publish information about education, health and social care services available in their area for children and young people (0 - 25 years old) who have special educational needs and/or disabilities (SEND). This is called the 'Local Offer'.

The Local Offer:

- gives information about education, health and family support services
- gives information about leisure activities and support groups
- makes service provision more responsive to local needs and aspiration
- will be developed and reviewed with service users and service providers

The Local Offer is for:

- children and young people with SEN and/or disabilities (SEND) from 0-25 years
- parents and carers
- practitioners and professionals

Ealing's Local Offer is available on the following website

[SEND Local Offer | Ealing Directory \(ealingfamiliesdirectory.org.uk\)](https://ealingfamiliesdirectory.org.uk)

Our approach to teaching children with SEN

Lady Margaret Primary School aims state that:

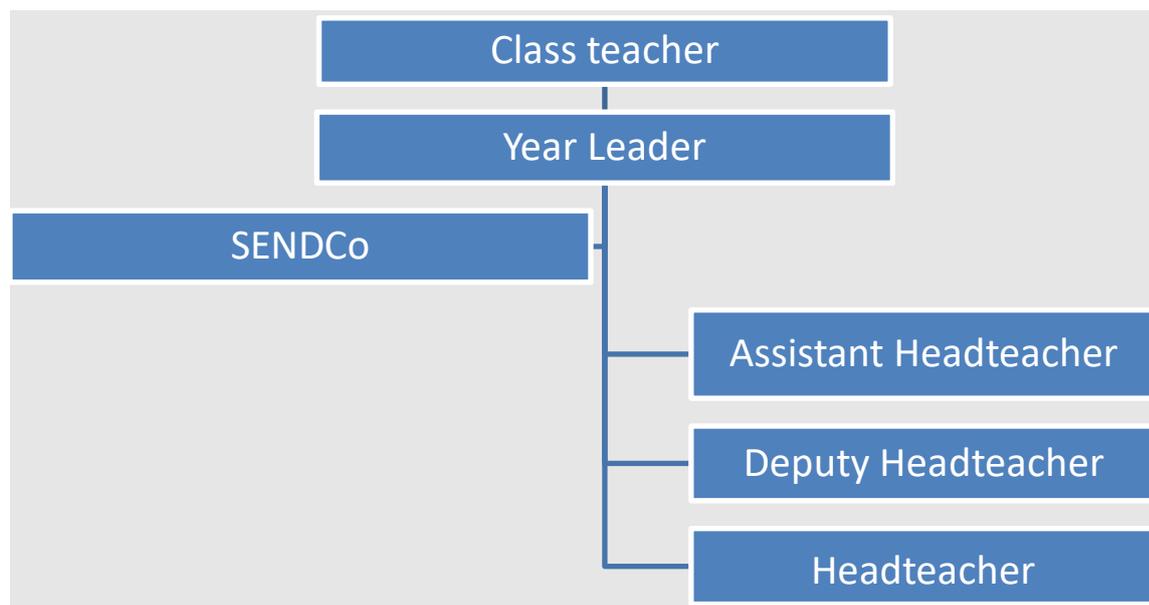
- We value and help children to develop a healthy respect for themselves and others, with a clear moral code that will positively guide their life choices.
- We value the development of our children's academic progress and nurture ambition, resilience and excellent skills for life as essential outcomes of their experience as learners.
- We value everyone within our school, regardless of race, gender, religion or abilities and provide equal access to all aspects of our curriculum.
- We value the cultural diversity brought to this school by our children as an enrichment to all that is shared and respected, so that our children will grow up and live harmoniously within the community.

These aims include all the children in our school including those with SEN/D.

What kinds of needs can be supported at Lady Margaret Primary School?

Children with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for transition to secondary school and beyond into adulthood.

Who can I talk to about my child's needs?



If you have spoken with the staff named above and feel that your concern has not been addressed then you are also welcome to make an appointment to speak with the following staff.

- Deputy Headteacher - Ms. Simpson
- Headteacher - Mrs. Rai
- SEN/D governor – Ms R Bhinder

How are children's needs identified?

All children are different; at Lady Margaret Primary School we spend time identifying the needs

of all children, whether they have a special educational need or not and asking for advice from external professionals e.g. Speech Therapists, Educational Psychologists or specific learning difficulties teachers as necessary, before they enter school and throughout their school life.

At different times in their school life, a child or young person may have a special educational need. (SEN) The Code of Practice 2015 defines SEN/D as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) *has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions.*

Where pupils' progress is significantly slower than that of their peers or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it maybe that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil as well as from teachers and assessments.

There can be many reasons for learners 'falling behind.' These may include

- absence
- attending lots of different schools
- difficulties with speaking or understanding English
- worries or other circumstances that distract them from learning.

At Lady Margaret Primary School, we understand that children who experience these barriers may be vulnerable.

This does not mean that all vulnerable learners have SEN/D.

Only those who require special educational provision that is different from or additional to that provided to all learners at the school, will be identified as having SEN/D.

How are children's needs identified before they start at our school?

As soon as a child is confirmed to attend our school, we start finding out more about each child so we can plan for their needs and ensure that they settle into school happily and make good progress in their learning. We do this in the following ways.

- Parent/carer information meetings
- Talk to previous schools or educational settings
- School or class visits before children start
- Meetings with parents at school

How are children's needs identified whilst children are at our school?

By pupils telling us

- Talking to their teacher or another member of school staff
- Circle time
- Worry boxes - boxes where children can place notes to the teacher with their concerns
- Feedback in books - children can write notes in their books for the teacher to see when they mark
- Pupil voice - regular interviews from a variety of different teachers to find out how pupils are finding their learning.

By parents telling us

- By informally talking to the teacher
- Parents consultation evenings
- By making an appointment to speak with a specific member of staff

Through assessment information

All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, at least once a term, in order to ensure that all pupils are making sustained progress and are on track to achieve their targets. Children who are not making expected progress will be identified and monitored closely. Pupils working significantly below age related expectations have their progress monitored using tracking booklets at their level and are planned for accordingly. All progress is discussed at pupil progress meetings each term. If pupils making less than expected progress their needs are discussed and further interventions and support are put in place as required. Continued lack of progress may result in a pupil being added to the SEN register or an application for an EHC Plan being considered.

Other information that may be used to identify pupil needs

We also use other sources of information to ensure that pupils are happy and making good progress.

- analysis of behaviour logs
- analysis of welfare logs
- reports from outside agencies e.g speech and language therapy, child development team.

During a review of progress against SEN desired outcomes (SEN Review Meeting)

Parents meet teachers every term and once a year with the SENDCo if their child is on the SEN register. SEN targets are reviewed rewritten to ensure work is targeted appropriately.

How will parents be informed if there are additional concerns about a child's learning?

As soon as a teacher has concerns about a child's learning parents will be called into school for an informal discussion to find out if there are any external reasons for difficulties. Targets may be discussed and the child will be monitored closely.

If a child continues to find learning difficult, they may be added to the SEN register after a further meeting for parents with the SENDCo. At this point children may be referred to outside agencies e.g., speech and language therapists who may provide assess the child to find out if there are any specific difficulties.

How does the school work in partnership with parents of children with SEN?

We work closely with all our parents to ensure that all pupils are happy and make progress. Working in partnership with parents of children with SEN/D is even more important so we do the following things:

- Communicate regularly and informally through home school books and/ or phone calls and letters and informal chats at the beginning and/or end of the school days.
- Have an open-door policy so that parents can make appointments to see the class teachers and SENDCo when they are concerned and would like a longer discussion.
- Offer a longer termly parent / teacher meeting (termly SEN Review Meeting) so that a more thorough identification of a child's needs can take place and the desired outcomes that we are all working towards can be decided upon.
- Report on the progress children with SEN/D have made towards their individual targets in their annual report.
- All children on the SEN register have an individual provision map that describes a child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.
- Parents are provided with a copy of the targets agreed for their child and the strategies and interventions set up in school to help children achieve these targets. Parents have access codes to add comments to their child's provision map via <https://edukeyapp.com> using a personal code provided by the school. Targets are updated termly.
- Annual Reviews are held for any child with an EHC plan/statement.

How does the school make sure that children with SEN can be involved with decisions about their education?

We encourage all children, including those with SEN, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through

- asking questions in lessons
- quality feedback
- being aware of the next steps in learning
- feedback review sessions
- contributing to their 'pupil passports' and learning plan targets through pupil voice interviews.

Children with SEN support

Children with SEN support have a learning plan that outlines the different approaches that are needed to achieve agreed outcomes. These outcomes are reviewed and updated during the SEN Review meetings. Parents will receive a copy of the plan and the outcomes as soon as it has been completed. Parents have access codes to add comments to their child's

provision map via <https://edukeyapp.com> using a personal code provided by the school. The outcomes and the additional support needed to help the children achieve them are recorded on our school provision map which enables us to evaluate the impact and success of these plans and interventions.

Parents are encouraged to attend SEN Review meetings as this is the best way we can work together with you. If you need help to get to the meeting, or you need someone to help you (eg: a translator) then we can arrange that too if you give us some notice.

How do we help children when they move to our school?

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to visit the school and spend a short time in their new class, so they know what to expect. (Please see section on identification of needs before coming to our school)

Once we know that a child has SEN/D we will meet with parents to decide on the desired outcomes we are all working towards and develop a plan to support each child to achieve these aims. Some plans may detail a "transition plan" including social stories and images to help a child settle into school easily and happily. The period of transition should only take a short amount of time and will be decided upon during the initial meeting.

Where possible, the previous school will be asked to provide all relevant documentation following GDPR guidelines.

How do we help children when they move to another school?

All school records are passed on to a new school when a child moves school. If a child has SEN/D we also:

- Liaise with the SENDCo of the new school to clarify any information necessary.
- If possible, we invite the new school to the last annual review of a child with an EHC plan and a transition plan can be set up as part of this meeting.
- For high school transfer in Year 6, meetings are set up with SENDCOs from the new school of all children with SEN. During these meetings all documentation is passed onto the new school and specific needs and targets discussed so transition can be as smooth as possible for the children.
- Pupils moving to high school follow a transition programme designed by the Speech and Language service.
- Parents are supported in their decision making around high schools and those with an EHCP are offered a visit around potential school with the SENDCo

How do we help children when they move between classes and /or phases of education?

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a meeting will take place with the new and old teacher. All individual learning plans, achievement tracking booklets and personal resources including behaviour charts and busy boxes will be shared with the new teacher.
- The SENDCo will also meet with the new class teacher to pass on any additional information.

- All children visit their new class and meet their new teacher.
- A 'Transition Book' or social story may be used to support children with SEN/D when moving and understanding change.

How are adaptations made to the school to help children with SEN or disabilities?

- Quality first teaching and differentiation within the classroom led by the class teacher aims to provide for all children according to the specific needs of all groups of children in their class, to ensure that all children's needs are met.
- Concrete manipulatives and a variety of different teaching methods are always used to support different learning styles.
- Arrangements are made for pupils with mobility issues to provide them with the support they may need to move around the school safely.
- Classroom environments are altered to ensure those with sensory issues, including visual and hearing difficulties, have appropriate environments in which to work.
- A small, quiet lunchroom is available for pupils who find the main school dining hall too overwhelming or require additional support whilst eating.
- Pupils working significantly below age related expectations may be invited to work in our Kaleidoscope group which targets specific difficulties grasping basic concepts in English and Maths.
- The needs of pupils with disabilities are considered on an individual basis, and discussed with the child and their parents. Their ability to move around the school, hear or see what is going on in the classroom and access to toilets and playgrounds is considered and classrooms and timetables set accordingly and reviewed regularly. See school accessibility plan.

Interventions

In addition to quality first teaching, we run the following interventions/programs to support learning as and when appropriate:

Language and Communication

- Box Clever (speech and language program for early years) Talkboost (speech and language program for year 1 and 2)
- Speech and Language support sessions throughout school (individual and group) working on targets set by Speech and Language Therapists Auditory memory groups
- Lego barrier groups
- Social Communication groups Social Skills groups (KS1 and KS2) Inference through Blanks program Zones of Regulation workshops
- Attention building programs such as 'bucket game'
- Class room teacher led strategies such as task planners, Now and Next boards, reward charts, timers to support learners with motivation.
- Cued articulation and phonological awareness programmes

Cognition and Learning

Literacy

Reading Support 1:1 and Reading Eggs online
Little Wandle Letters and Sounds Phonics Support

Patoss Inference Training
 Colourful Semantics reading and writing scaffolds
 Access to laptops for dictation software
 Spelling frame
 IXL personalised learning programme

Maths

Numicon Intervention Program (maths support program from Year 2-6) Additional maths keep up sessions for children who may need longer to understand new concepts.
 Concrete manipulatives
 IXL personalised learning programme

Physical and Sensory

Access to laptops for children with specific needs to support their learning
 Occupational Therapy programs throughout school (individual and group) - including movement breaks
 Prewriting activity groups
 'Write from the Start': Toederescu program for developing Visuo-Perception and fine motor skills (KS1)
 'Speed Up' Handwriting program (KS2) Postural Control sessions
 Wobble cushions
 Chew toys

Social, Emotional and Mental Health

Cool Kids Anxiety program
 Volcano in my Tummy
 Lunchtime and playtime structured activity program and additional adult support
 Lego therapy
 Social Communication groups
 Social Skills groups (KS1 and KS2)
 Zones of Regulation
 School counselling support
 Edible playground lunchtime access

What skills and training do our staff have?

Staff members	Training completed
All staff	Are trained in the requirements of: The SEN code of practice 2015 The Equality Act All general school policies on Learning and Teaching and behaviour include information on how to include children with SEN/D Where necessary and applicable individual staff are also trained to support specific needs such as diabetes, visual /hearing impairment, ASD etc. Positive Handling

<p>Learning Support Assistants, Individual Learning Support Assistants and SEN Teaching Staff</p>	<p>Training is provided to staff to match with the requirements of their current placement within the school and the needs of the children they work with.</p> <p>Training has been provided in:</p> <ul style="list-style-type: none"> AET Autism training through offer from Springhallow Special School Speech and Language support programmes Occupational Therapy programmes Reading support programmes Writing support programmes Maths support programmes Supporting learners with Visual and Hearing Impairments Positive Handling PECS, cued articulation, Makaton PATOSS inference training
<p>SEN leadership (SENDCo)</p>	<p>NASENDCo accreditation (Ms Simpson and Mrs Hodgkinson)</p> <p>Speech and Language Training with Core and buy in therapists</p> <p>Positive Handling training</p> <p>Managing medication in schools updates</p>
	<p>Dyscalculia Level 2 accredited training</p> <p>Dyslexia Level 5 accredited training (on going)</p>

Does the school work with other agencies/services?

The school works with a range of different agencies and professionals to support children's needs. We currently work with the following external agencies:

- Speech and language therapy 6 days per term to provide support for pupils in Year 1 - 6 (bought in by school)
- Speech and Language therapy for Early years (core support provided by Ealing)
- Early start team
- Occupational therapy service (clinic based, provided by Ealing)
- School nursing service
- Educational psychology service (5.5 days per term to include 2 days per term purchased additionally by school)
- Social services
- SAFE team (Supportive Action for families in Ealing)
- CAMHS (Children and Adolescents mental health support)
- Behaviour support team
- Child Development Team (Ealing Service for children with additional needs - ESCAN)
- Early Intervention Panel (Ealing Service for children with additional needs - ESCAN)
- Specialist Assessor for Specific Literacy Difficulties
- Ealing Parenting Service

Referrals to external professionals

Referrals will be suggested to parents when the school feels that additional specialist advice is needed to help a child make progress. The waiting times to be seen by a specialist vary from each service and you will be advised of this when a referral is agreed.

School will never make a referral to a specialist for further SEN assessment without first discussing it with parents and gaining agreement from them.

For further information about the services that Ealing offers parents and children with SEN/D please click here.

[SEND Local Offer | Ealing Directory \(ealingfamiliesdirectory.org.uk\)](https://ealingfamiliesdirectory.org.uk)

How do we support the emotional and social development of all of our children?

We teach children strategies to help them socially and emotionally in the following ways:

- PSHE lessons
- Circle time
- Assemblies
- Small group sessions to build social skills
- Access to quiet spaces for children who need them including edible playground spaces
- Additional adult support at play times and lunchtimes
- Space – supported by school counselling service.

If necessary, we also support children's social and emotional development with individual support plans that teach social skills and coping strategies and may include counselling and /

or referral to external agencies if appropriate.

This document should be read in conjunction with the Behaviour policy, SEN/D policy and Learning and Teaching policy. These are available on the school website.

Funding for SEN 2021-22

The SEN budget for the academic year 2021-22 is **70 x SEN support children = £420,000**

Estimated Top up / high needs funding received for children with EHC plans is £61,922.40 with an additional £66,000 included in the delegated funds above bringing the total funding for pupils with EHC Plans to £127,922.40

Expenditure on SEN 2020-21

The allocated budget for 2020-21 was £420,049

<i>Staffing</i>	<i>£ 399,761</i>
<i>Bought in professional services</i>	<i>£ 17,923</i>
<i>Staff training</i>	<i>£ 550</i>
<i>Resourcing</i>	<i>£ 1,950</i>

The support provided for pupils on the SEN register cost a total of £420,184

How effective is our SEN provision?

Since September 2018 the school has tracked the progress of SEN pupils who are working significantly below age related expectations against all the learning outcomes from EYFS to Yr 4 providing them with a personalised approach to their own progress. Currently there are 43 children (61% of the SEN cohort) in the school who have their learning tracked this way. Progress against these targets is monitored termly to ensure they can work at their own pace and have work tailored to their own specific needs.

Attainment of pupils with SEN

We track the progress of SEND pupils against their individual targets and report to parents each half term on progress. Due to COVID there is no recent nationally produced data, so a comparison cannot currently be made around the attainment of pupils with SEND against this group nationally

Accountability for SEN provisions and progress

The SENDCo reports on a termly basis to governors regarding SEN progress and achievement.

Data is analysed on a termly based and examined to ensure that negative trends do not develop. For pupils attaining below attainment or with attitudes that require improvement additional parent meetings have been arranged and interventions altered to be more suitable.

Current SEN information

There are currently 70 children on the SEN register. A number of children on the SEN register moved schools and their files were transferred to their new setting.

11 children have an EHC plan, and one child is receiving early help additional funding.

What do I do if I am concerned about the quality or effectiveness of support my child is getting?

All schools check the quality of the support for each child and report the effectiveness of provision to the governors.

But if you are concerned at any time, please contact the school in this order

- Class teacher
- Year leader
- SENDCo
- Assistant heads
- Deputy head
- Head teacher
- Chair of governors

The school complaints policy can be found on the school website.

Information specific to Looked After Children (LAC) with SEN

There are currently no looked after children at LMPS. If the situation does arise all involved individuals will be invited to all key meetings regarding the child. In addition, the SENDCo and Designated Child protection team (led by Ms L Simpson) for looked after children will ensure that copies of action plans following any such meetings are distributed securely to all adults involved in the care of the child.

The SENDCo and Designated Teacher work together closely to ensure that the implications of a child being both looked after and having SEN are fully understood by the relevant school staff. This may include joint attendance at meetings, update meetings between these two members of staff as and when required, and as mentioned before, close communication with the other adults involved in the care of the LAC.

In addition, information from the SENDCo regarding the SEN of the looked after child will be used as part of the planning for the child's Personal Education Plan and Health Plan.

If a looked after child with SEN requires an EHC plan then care will be taken to ensure that only information from the Health Plan that is **relevant** to meeting the child's SEN will be referenced.

Because we recognise that looked after children with SEN are at dual vulnerability with regards to bullying and other social and emotional issues, we take particular care to track the emotional needs of LAC using screens such as Emotional literacy screening (GL assessment) on a regular basis to ensure the social, emotional and mental health of such

children is monitored.