

# Special educational needs (SEN) information report

Lawns Park Primary School



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## Contents

<a href="#">Contents</a> .....	2
<a href="#">1. What types of SEN does the school provide for?</a> .....	2
<a href="#">2. Which staff will support my child, and what training have they had?</a> .....	3
<a href="#">3. What should I do if I think my child has SEN?</a> .....	4
<a href="#">4. How will the school know if my child needs SEN support?</a> .....	5
<a href="#">5. How will the school measure my child's progress?</a> .....	5
<a href="#">6. How will I be involved in decisions made about my child's education?</a> .....	6
<a href="#">7. How will my child be involved in decisions made about their education?</a> .....	6
<a href="#">8. How will the school adapt its teaching for my child?</a> .....	7
<a href="#">9. How will the school evaluate whether the support in place is helping my child?</a> .....	10
<a href="#">10. How will the school resources be secured for my child?</a> .....	10
<a href="#">11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?</a> .....	10
<a href="#">12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?</a> .....	11
<a href="#">13. How does the school support pupils with disabilities?</a> .....	11
<a href="#">14. How will the school support my child's mental health and emotional and social development?</a> ....	11
<a href="#">15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?</a> .....	12
<a href="#">16. What support is in place for looked-after and previously looked-after children with SEN?</a> .....	12
<a href="#">17. What should I do if I have a complaint about my child's SEN support?</a> .....	12
<a href="#">18. What support is available for me and my family?</a> .....	13
<a href="#">19. Glossary</a> .....	13

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	EXAMPLE OF CONDITION
Communication and interaction	Autistic Spectrum Condition (ASC)

	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Jenny Pashley

She has seventeen years experience, in this role. They are a qualified teacher, Deputy Head, Designated Safeguarding Lead and Senior lead for Mental Health in school.

They are allocated one day a week to manage SEN provision.

### HLTA for Inclusion, Health and Wellbeing

Sarah Miles is the lead for behaviour, lead practitioner for Autism and also the designated safeguarding lead.

She has ten years experience in this role and has also worked as a behaviour support worker and teaching assistant.

She has STARS level three autism training and STARS autism assessment training. Mrs Miles has extensive training in supporting the inclusion and progress of pupils with autism and pupils with SEMH needs. She is also a mental health and paediatric first aider.

### Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. This includes specific training. This year the whole staff have participated in training to promote their role as teachers of SEND and improve the inclusion and progress of pupils with special needs by using a graduated approach.

All staff are Webster Stratton trained, have autism awareness training, trauma training and zones of regulation training. Some staff also have TEAM TEACH training.

## Teaching assistants (TAs)

We have a team of teaching assistants, who are trained to deliver specific SEN provision and interventions. Interventions include Intensive Interaction, Picture Exchange (PECS), Visual Timetables, Start/Finish boxes, Speech and Language intervention, Little Wandle, Zones of Regulation, Alpha Omega

In the last academic year, all staff have had Little Wandle training with regular boosters.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or pediatricians
- Child Development centre.
- Private assessment agencies.
- School nurses
- Child and adolescent mental health services (CAMHS)
- Cluster attendance and family engagement
- MINDMATE
- SENIT
- SENSAP
- Speech and Language Therapy
- OWLS
- Early Years SENIT
- STARS
- Social services
- Voluntary sector organisations

## 3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher. You can do this at a parent consultation meeting or by making an appointment through the school office.

They will pass the information on to our SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO directly using the [info@lawnspace.org.uk](mailto:info@lawnspace.org.uk).

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will talk to the child about their strengths and difficulties and make a note of what's

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

been discussed and add this to your child's record. We will set a review meeting.

## 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress within the four broad areas of need.

- Communication and Interaction
- SEMH
- Cognition and Learning
- Physical needs

If the teacher notices that a pupil is not making progress, using the schools' assessment processes they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, after a period of intervention (for example two terms) the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data and progress over time.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

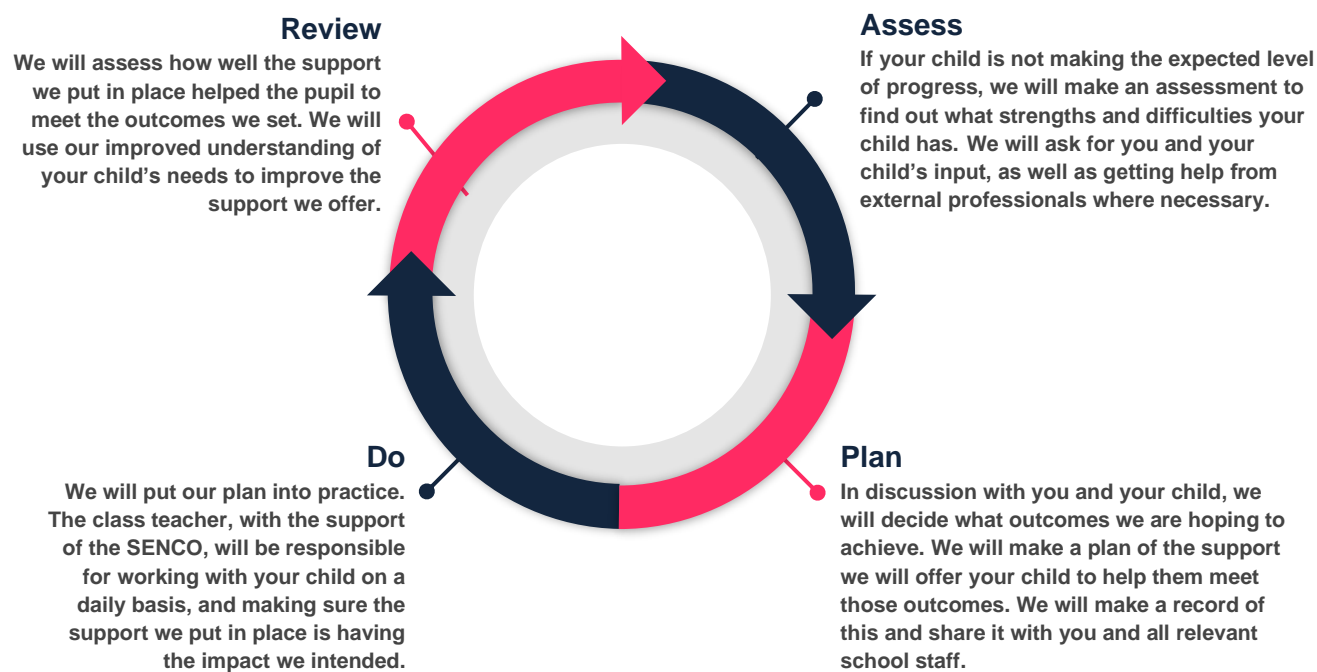
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.





As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

We will provide reports on your child's progress annually or termly if they have EYFFI funding.

Your child's class/form teacher will meet you three times a year to:

Set clear outcomes for your child's progress

Review progress towards those outcomes

Discuss the support we will put in place to help your child make that progress.

Identify what we will do, what we will ask you to do, and what we will ask your child to do.

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After a formal review meeting, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher through the school office.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

Attend meetings to discuss their progress and outcomes.

Prepare a presentation, written statement, video, drawing, etc.

Discuss their views with a member of staff who can act as a representative during the meeting.

Complete a survey.

Pupil voice during monitoring activities by senior leaders, subject leaders and governors.

## 8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. Every teacher is a teacher of SEND and every teaching assistant is a teaching assistant of SEND.

High-quality first teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, peer working, adapting the teaching style or content of the lesson, alternative outcomes.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, explicit instruction, revisiting, specific vocabulary, essential knowledge, active learning, recording, frequent recall, alternative methods of recording, use of media, time constraints, models and scaffolds, self-research.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, IPADS, concrete apparatus. (Further information can be found in our accessibility plan).

To promote independent learning skills teaching assistants will support pupils on a 1-to-1 basis only at times when it is essential to so that a child can access the curriculum. When without this intense support the child would be unable to access the curriculum. For example, the use of a visual timetable, start finish boxes. A teaching assistant may also support a child 1-1 for short periods during specific bespoke intervention such as speech, language and communication, intensive interaction physio, occupational therapy, interaction, reading or very specific learning tasks. A pupil maybe supported 1-1 if it is necessary to keep the child and others safe from harm. A risk assessment will be in place

Teaching assistants will support pupils in small groups for additional interventions to close gaps in knowledge, same day interventions and at times within a lesson to scaffold and model the learning.

Pupils with complex needs will have an individual evacuation plan reviewed annually.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS

<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories Start/finish boxes Intensive interaction PECS Objects of reference External professional support Daily check ins Free passes Calm down spaces
	Speech and language difficulties	Speech and language therapy Calm down spaces Emotional regulation breaks. Lunch time passes.
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays/paper Concrete apparatus Additional phonic/spelling interventions. Little Wandle SEND intervention package. Occupational therapy/physio Writing tools. Font size Book bands Alpha Omega Jelly and Bean
	Moderate learning difficulties	Group intervention sessions Same day intervention School marking and feedback policy. Quality first teaching. Enabling environments Numbots/TT rockstars



	Severe learning difficulties	1-1 bespoke learning sessions Adapted teaching and learning tasks. Individual learning plans Funding for Inclusion External support Alternative timetable Life skills
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Calm down space Placement in the room Short adapted tasks Start and finish expectations Timers to maintain attention. Movement breaks. Life skills TEAMTEACH Calm down room
	Adverse childhood experiences and/or mental health issues	Nurture groups Free passes Daily check ins Zones of regulation Cluster support Counselling MINDMATE interventions.
<b>Sensory and/or physical</b>	Hearing impairment	Placement in the classroom Risk assessment.
	Visual impairment	Limiting classroom displays Font size Online texts Highlighted buttons on keypads Edges on steps

	Multi-sensory impairment	See our accessibility plan for further details Risk assessment
	Physical impairment	See our accessibility plan for further details. Physio/OT Squiggle whilst you wiggle Care plans Risk assessments

These interventions are part of our contribution to Leeds City Council's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

At Lawns Park pupil progress is discussed at termly pupil progress meetings with the SENCO and senior leaders. This is backed up through whole school monitoring processes such as book scrutiny, pupil interview, pupil voice and shared moderation. Individual pupils with SEND have individual provision maps (IPM) which include a passport, provision mat, data and individual targets. These are reviewed termly. If a child is working at a level whereby, they are working below the national curriculum B squared will be used to track progress and set targets. In the Foundation Stage, we use the Developmental Journal. Pupils with Funding for inclusion will have termly ISAR meetings with reports shared with the local authority to quality assure the quality of provision. Pupils with FFI in KS1/KS2 will have termly reviews in line with whole school parent consultations with an additional transition meeting in summer term if needed. If a pupil has an EHCP then there will be a formal professional review annually. Funding for Inclusion is reviewed in alternative year groups.

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Bespoke resources
- Further training for our staff
- External specialist expertise
- Access to alternative provisions
- Transport to access alternative provision.

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority in line with their processes and thresholds for accessing this funding (FFI)

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip.

All pupils are encouraged to take part in whole school and class based activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

Admission of pupils with SEND is in line with the local authority admissions policy.

## **13. How does the school support pupils with disabilities?**

Supporting pupils with Disabilities

- Disabled parking spots marked and allocated next to the school entrance.
- All steps have the edges highlighted to ensure they are easier for those with visual impairments to negotiate.
- Personal evacuation plans completed for pupils with SEND and staff with additional needs.
- Buttons on keypads at access points are highlighted to support anyone with a visual impairment.
- School has two adult accessible toilets and one pupil accessible toilet.
- We have changing facilities to support those pupils who need it who will also have a care plan.
- We have a newly furnished calm-down room for pupils to access when required.
- We have a small sensory room within our Foundation Unit to support the inclusion of pupils with complex communication needs.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information via the school website.

## **14. How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to improve their emotional and social development in the following ways:

- A member of staff is trained as a Mental health First aider.
- The SENCO is training as a strategic lead to promote mental health in school.
- We are a MINDMATE friendly school.
- We have weekly MINDMATE and PSHE lessons.
- Free pass for pupils to come when struggling to regulate their emotions.
- Daily check in
- Cluster support
- Counselling
- Zones of regulation
- Access to external agencies for expert and bespoke advice and intervention.
- Designated 1-1 and small group SEMH intervention using bespoke and research-based interventions.

- Strong working relationships with target families
- Pupil voice through school council and pupil surveys and interviews
- Annual parent questionnaire.

We have a zero-tolerance approach to bullying. Our antibully policy can be found on our website.

## **15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

### **Between years**

To help pupils with SEND be prepared for a new school year we:

Ask both the current teacher and the next year's teacher to attend final meeting, of the year when the pupil's SEN is discussed. Parents may attend this meeting.

Have pass up meetings, which the SENCO attends.

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### **Between phases.**

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Ask questions
- Extra visits

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

Jenny Pashley is the SENCO and Designated teacher for looked after and previously looked-after children. It is her role to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEN support?**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the SENCO.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. The schools' complaint's policy is on the website.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

Admission

Exclusion

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Leed's local offer on Leeds City Councils website.

- Parent Partnership Service (SENDIASS) offer independent advice and support to parents of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>
- SENDIASS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters provide guidance to parents regarding the EHCP process. A FAQ factsheet is located here <http://www.councilfordisabledchildren.org.uk/what-we-do/independent-support>
- For parents who are unhappy with the LA or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://www.gov.uk/special-educational-needs-disability-tribunal/before-youappeal>
- Parents can also appeal to the Government's SEND tribunal if you disagree with the LA decisions about your child's special educational needs. You can also appeal to the tribunal if the school or LA has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/special-educational-needs-disability-tribunal/overview>

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

## 19. Glossary

**Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

**Annual review** – an annual meeting to review the provision in a pupil's EHC plan

**Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

**CAMHS** – child and adolescent mental health services

**Differentiation** – When teachers adapt how they teach in response to a pupil's needs

**EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

**EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

**First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

**Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

**Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

**Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

**Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

**SENCO** – the special educational needs co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

**SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

**SEN support** – special educational provision which meets the needs of pupils with SEN

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages