



SEN Information Report

Laughton All Saints' C of E Primary School

Welcome to our Special Educational Needs and Disabilities (SEND) Information Report, which is part of the Rotherham Local Offer for learners with SEND. All governing bodies of maintained schools have a legal duty to publish information on their website about the school's policy for pupils with SEND, which is written in line with the Special Education Needs and Disabilities Code of Practice: 0-25 years 2014.

At Laughton All Saints', we are committed to working together with all members of our school community. This Information Report will be reviewed annually by staff, governors, parents and pupils. We would welcome your feedback.

Types of Special Educational Needs

At Laughton All Saints', we embrace the fact that every child is different, and, therefore, the educational needs of every child is different. We endeavour to provide provision for any kind of SEND and will make any reasonable adjustments possible to include pupils and parents in our school. The categories of need are outlined in the SEND Code of practice and are as follows:

Communication and Interaction - for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and Learning - for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths.

Social, Emotional and Mental Health difficulties - for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or Physical needs - for example, children and young people with visual and/or hearing impairments, or a physical need that means they need additional ongoing support and equipment.

Some children with SEND may have needs in more than one of these areas. We also have a number of children who are being assessed for a Special Educational Need but do not yet have a diagnosis.

Who do I talk to if I think my child may have Special Educational Needs?

If you have any concerns regarding your child's learning or social or emotional needs speak to our SEND co-ordinator, Miss Sabin. She can be contacted through the school office.

If we identify your child as having special educational needs, we will contact you to discuss our concerns. Initially this contact may be made by your child's class teacher and the SENDCo in school, who will discuss our concerns in greater detail. We will endeavour to work in partnership with you and your child on the planning and reviewing of effective and impactful additional support in order for them to progress to their full potential.



Miss Sabin

How do we identify children and young people with SEND?

Children's progress is tracked closely throughout school and if a child seems to have difficulties in one or more areas we will make adaptations or offer opportunities for overlearning. Sometimes the issue is gaps in learning, which we address. However if the issue remains unresolved, it may indicate an area of SEND and we explore this further. As well as this, there is a graduated response to identifying and providing for pupils with SEND.

If we feel that our assessment systems do not enable a child to demonstrate the small steps in progress that they make, we use an alternative system called PIVATS which enables children, parents and staff to value a child's small steps to success.

If difficulties persist, and again in consultation with parents, the advice of specialist agencies is requested. This could include Specialist Inclusion Team (SIT), Speech and Language Therapy Service (SALT), Child Development Centre (CDC), Educational Psychology Service or Child Adolescent and Mental Health Team (CAMHS). Advice and strategies from these services can provide specific and focussed strategies for school to implement which will enable children to make the most of their learning journey. The school will NEVER make a referral or ask an outside agency to assess a child's need without parental permission.

If appropriate, we will support families through the application for an Education, Health and Care Plan (EHCP).

What is the process of our SEND journey?

All children in school receive **Quality First Teaching**. This means their class teacher sets learning activities matched to their level of ability and gives them an appropriate level of challenge. They may take part in targeted focus activities within their classroom or in an intervention space.

Any children who require additional support may be identified on the Inclusion Register. This could include activities such as: additional reading; booster classes; support at break times; targeted activities to support Mathematics or English activities.

This is called 'Monitoring' and for your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve strategies such as; using technology; practical learning through making or exploring; or using specific equipment to support them.
- Specific strategies (which may be suggested by the SENDCO) are in place to support your child to learn following suggestions and strategies from the Graduated Response.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress which may be run in the classroom or an intervention room.

If a pupil has been identified by the SENDCO/class teacher as needing some extra specialist support in school, advice from an appropriate agency is sought. This could be from the Local Authority central services, such as the Specialist Inclusion Team (SIT), School Nursing Services or the Education Psychology Service (EPS). Pupils with an identified Special Educational Need will be placed on the school's **SEND register**.

This is called 'SEN Support' and would mean:

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist, Specialist Teacher or Educational Psychologist. This will help the school to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional may work with your child to understand their needs and make recommendations as to the ways in which your child is given support in school.

If your child has a diagnosis of a condition such as Autism or is already known to a service such as the Speech and Language Service, they may be included on the school's inclusion register, or (with parental permission) the SEN register.

If your child is still struggling in school and is not making progress and school has made all reasonable adjustments, the SENDCO will discuss a request for a more complete assessment of needs. This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an **Education, Health and Care Plan (EHCP)**. This means your child will have been identified by professionals as needing a particularly high level of individual support. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child may also need continued specialist support in school from health or educational professionals not based in school.

For your child this would mean:

- The school (or you) can request that Local Authority Services begin the assessment process for an EHCP after consultation with all involved. This is a lengthy, statutory process, which sets out the amount of support that will be provided for your child when it cannot be reasonably provided within the resources of the school.
- This process has a statutory timescale of 20 weeks after all of the evidence and advice from other professionals has been sought. A panel of experienced, lead professionals will assess the application and make a decision as to whether or not to proceed with an EHCP

Further details can be found here: <https://www.rotherhamsendlocaloffer.org.uk/education-health-care-plans>
All children with a SEND plan (including those with an EHCP) will usually have termly reviews and follow the cycle of: plan, do, assess, review.

How do we review and communicate progress?

Children's progress towards their targets is reviewed termly and communicated with them and their families in a variety of ways, depending on the circumstance. All children with a SEND plan (including those with an EHCP) will usually have termly reviews and follow the cycle of: plan, do, assess, review.
Parents of pupils with an EHC plan will be invited to an annual formal review of the plan. We work closely with parents in order to offer targeted support, adapted when appropriate.

What support do we have for you, as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will usually be discussed with you with the person involved directly, or where this is not possible, in a report. We hold termly review meetings to discuss personal progress targets or Support Plans with parents of pupils with SEND.

We hold termly SEND Parent Support groups where parents and the SENDCO can meet together, support and advise each other and discuss similar situations. We endeavour to provide a listening ear.

We are a very welcoming school and we encourage you to contact us if you have any worries or concerns regarding your child. If you feel you require help at home with your child, we can contact the Early Help Team who work with many families in the borough. They will often work on strategies that can help parents and pupils who are having social or emotional difficulties in the home, not just in school.

How will my child be consulted about their opinions?

Your child's views and opinions are important and they will be consulted, particularly where there is a change of provision or setting, in order to ensure that they feel fully prepared. Wherever possible, we encourage children to share their thoughts and feelings appropriately with a key adult.

How do we assess and review the progress towards the agreed outcomes?

Your child's progress will be continually monitored by his/her class teacher. We use a range of assessment tools in school and will be happy to discuss these with you if you require more detailed information. A child on the

SEND register may have a Support Plan or a SEND Plan which will be reviewed termly. In addition to termly reviews, the progress of children with an EHCP will be formally reviewed at an Annual Review with the child, parents and all adults involved with the child's education. The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in, including personal and social development.

How do we support transition arrangements for pupils with SEND?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school we can:

Arrange visits to Pre-School providers; provide taster sessions; create transition books and share photographs and information for children and families.

If your child is moving to another school we can:

Share information; hold a planning/transition meeting with the SENDCO from the new school; pass on records as soon as possible; create transition books and arrange visit days.

When moving classes and year groups within school we will:

Share information; continue Support plans/SEND plans if needed; ensure specific needs are planned and provided for as part of the review process.

How do we teach children with SEND?

All children will receive Quality First Teaching. In addition to this, specific resources and strategies can be used to support children individually and in groups where necessary. Some children with SEN receive learning through interventions and this can be ongoing or for a block of support. Lesson planning and teaching will be adapted, on a daily basis if needed, to meet children's learning needs and the support staff (under the direction of the class teachers) may adapt planning/activities to support the needs of your child where necessary. Some children may access bespoke planning in a small group or individually if appropriate. Where appropriate targets may be set by using advice from other services or using PIVATS (small steps in learning).

How is Laughton All Saints' accessible for children with SEND?

The school site is mostly accessible to wheelchairs. Most entry and exit points are flat and can be easily traversed by an adult or child with a physical disability. The school has an accessible toilet large enough to accommodate changing. We liaise with the Local Authority who assist us in supporting our families with English as an additional language. Displays, labels and notices are printed in suitable, clear fonts and children have access to coloured reading overlays and coloured exercise books. Extra-curricular provision is accessible to all children ensuring adaptations where necessary.

How does the expertise and training of staff help support pupils with SEN?

The SENDCO's job is to support the class teacher in the planning and provision for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues and training led by the Inclusion Support Service. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children within their class.

As a school, we liaise with a variety of agencies who can help to provide specialist support to both parents and children following a referral. The class teachers or SENDCO are willing to discuss the support available to your child if it is appropriate. These services include:

- Specialist Inclusion Team
- Educational Psychology
- Speech and Language Therapy
- Child Development Centre (Under 5s)
- Early Help

- Hearing Impairment Team
- Visual Impairment Team
- Occupational Therapy
- Physiotherapy
- CAMHs
- Health Visiting Team (0-19 service)
- Parents and Carers Forum

How are children supported in their emotional and social development?

We recognise that some children have additional emotional and social needs that need to be understood, supported and nurtured. These needs can show themselves in a number of ways, including anxiousness, behavioural difficulties and being uncommunicative. We encourage all children to be an active participant within the school day and we model the appropriate social skills, behaviour and learning skills. Children have access to a wide range of activities and games during lunchtimes/playtimes. These activities are changed regularly and staff encourage participation, communication, positive play and positive friendships.

All classes follow a structured PSHE (Personal, Social, Health Education) curriculum to support this development.

Our pastoral lead, Mrs Veitch, works with children during the afternoon in small groups or individually. These groups promote bonding and social skills through planned activities and group work. As well as this, Mrs Veitch works with individual children for specific reasons, such as bereavement, anxiety or emotional regulation.

If your child still needs extra support, with your permission, the SENDCO will access further support through relevant agencies such as Early Help.

How do we ensure that learners with SEND are included in non-classroom based activities?

Activities that are fully accessible to learners with SEND are arranged in school so that every learner with SEND can be included. Close consultation with parents when planning trips and activities is sought and school can assist learners with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary. Where necessary school will make physical adaptations to allow learners with SEN to be included.

Where can I find extra information?

There are a wide variety of sources of information for parents available online. This includes the 'local offer' for Rotherham which will give you a great deal of information regarding the services available locally.

The School Website: www.laughtonallsaints.org

The Local Offer: <https://www.rotherhamsendlocaloffer.org.uk/>

The Government guide to SEND for Parents: <https://www.gov.uk/government/publications/send-supporteasy-read-guide-for-parents>

Independent advice for parents in Rotherham can be found at: <http://www.rotherhamsendiass.org.uk/>

Support for parents and families of children with SEND can be found here on the Rotherham Parent Carers Forum: <https://www.rpcf.co.uk/>

If you require any further information, please do not hesitate to call, email or make an appointment to see a member of staff.

In the unlikely event that you need to make a complaint, a copy of the complaints policy is available from the school office.

