



Special Educational Needs or Disabilities (SEND) Information Report

Lea CE Primary School 2017-2018



SEND Co-ordinator: Catherine Brevet
SEND Governor: Lin Welch
Telephone: 01989 750296
Email: admin@lea-primary.hereford.sch.uk

Lea Primary School is committed to providing an appropriate and high quality education where all children are supported to achieve their potential personally, socially, emotionally, physically and academically in all areas of the curriculum, including those children identified as having additional needs. We recognise that each child is unique, and the support and strategies used reflect this. This document is intended to give you information regarding the many ways in which we ensure that we support all our children to realise their full potential. It will not list every skill, resource and strategy we use in order to achieve this as these are continually developed and we modify our provision to meet the changing requirements for individual children.

When children join our school we assess where the children are and their what their next steps should be in many ways. For some children this may include: **British Picture Vocabulary Scheme BPVS** (receptive vocabulary), **RENFREW** (expressive vocabulary), **YARK**(reading accuracy, comprehension and reading rate), **YARK** (phonological awareness), **Hedderly Speed Writing Test, SWST** (Single Word Spelling Test), to pinpoint any areas of difficulty. We may also request the expertise of outside agencies to complete assessments if the area of need is not one we are experienced in assessing. As a result of these assessments, some children may require support that is over and above Quality First Teaching.

Quality First Teaching involves class teachers differentiating the curriculum to suit our pupils' different styles and rates of learning. Each class has a trained teaching assistant every morning to help with this. Our teaching assistants and teachers may work with groups of children within the class or sometimes outside of the classroom. Some children may have a disability or need more help than others to reach their full potential to make expected progress. They may require extra support that is different from or additional to other children of their age. These children are said to have special educational needs. They are carefully monitored and listed on a Special Educational Needs, Disability and Additional Needs Register (SEN Register).

Many children will have special educational needs (SEN) at some point in their time at school.

This means they may have difficulty with:

- Reading, writing, mathematics
- Thinking, understanding and using language
- Organising themselves
- Sensory or physical abilities
- Managing their behaviour
- Making friends or relating to adults

These different types of difficulty, or need, have been put into four categories by the Department for Education (DFE):

Sensory and Physical This includes physical disability, hearing or vision impairments and medical conditions	Communication and Interaction This includes speech and language delay. Communication difficulties that are complex in nature including autism.	Social, Emotional and Mental Health This includes emotional wellbeing, social behaviour and learning behaviour such as difficulties with attention, focus, organisation of self or resources.	Cognition and learning This includes difficulties with literacy (reading, spelling and phonics) and numeracy.
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Parents are encouraged to speak to the class teacher or SEND Co-ordinator if they have concerns that their child may have a Special Educational Need. If school identifies any areas causing concern or difficulty your child's class teacher will speak to you directly.

If required, an Individual Provision Plan (IPP) is drawn up and this is discussed with parents and child. The IPP shows the strategies and support that will be provided by school, home and other agencies as required, to achieve the targets set within the plan. These are reviewed regularly, at least termly, using various methods of assessment to monitor the effectiveness and impact of the interventions and provision using an approach of Assess, Plan, Do, Review.

For children with more complex needs, it may be necessary to apply for an Education Health Care Plan. Additional funding may be sought to provide for these complex needs and Annual Reviews are arranged with appropriate outside agencies to discuss how to best meet the needs of the child.

Children may have an additional need at any time throughout their time in school. Some needs may be long term and other difficulties can be addressed over a shorter time. The school team continually monitor the progress of all our pupils. Class teachers meet each term with

the Head Teacher and any additional support, to address the needs of our pupils, are highlighted. The Head Teacher will then meet with the SEND Co-ordinator and resources, support and strategies are adapted as necessary. The SEND Co-ordinator also meets regularly with class teachers to review interventions and discuss the children's progress.

If a child requires support that is over and above Quality First Teaching, we may offer the following:

Literacy (including Speech and Language, Communication and Interaction Support):

- Small Speech Group (Elklan training based)
- Implementing strategies/activities as advised by the Speech and Language teams from Gloucester and Hereford
- Toe by Toe (a structured multi-sensory system for children with reading difficulties)
- Language Steps (a practical resource to develop early language skills from a one to a four word level and improve comprehension and expressive language skills)
- Language for Thinking (a structured verbal reasoning programme to enable children to apply their language skills to reading comprehension)
- Black Sheep (illustrated worksheets to assist the development of speech and language)
- Schofield and Sims Reading Comprehension KS1 & KS2 (graduated programme to help develop reading and understanding different types of text)
- Rapid Reader Scheme (each book contains a fiction and non-fiction text relating to the same topic, promoting plenty of discussion about the characters and the story to increase his comprehension skills. The accompanying quiz and worksheets provide opportunities for developing spelling and comprehension)

Numeracy

- Plus 1 (repeated explanation and practice 1:1 coaching system to develop basic number concepts)
- Power of 2 (repeated explanation and practice 1:1 coaching system to develop mathematical vocabulary and mental maths calculations)
- Perform with Time (repeated explanation and practice 1:1 coaching system)
- ICT: computer programs that uses games in a highly visual way to teach and reinforce the understanding and use of numbers for those with a weak short term memory, limited attention span and poor sequencing skills)
- Numicon (Maths resources and strategies to develop fluency by using a visual, practical base to develop conceptual understanding helping children to reason mathematically through the use of concrete objects and become confident problem-solvers)

Emotional Well-being (all the schemes below develop communication, eye contact, listening skills, awareness of others, social conversation techniques, non-verbal messages and appropriate behaviour)

- Socially Speaking
- Social Skills Programme
- Nature group
- Walk Tall - (young people are taught to know how to stay safe in their environment - improving their confidence and empowering children to have the skills to deal with intimidating situations).
- Young Leaders (Scheme to encourage children to make a valuable contribution to their school community and give service to others)
- ELSA 6 week emotional support programme

Physical Development and Health

- Fizzy Training Games (A programme compiled by Occupational and Physiotherapists to improve manual dexterity, body awareness and co-ordination and balance)
Colour filters to help those with visual perception problems to see print more clearly
- Writing slopes are provided for children to help maintain a better posture, decreasing the strain on the neck, back and shoulders. The closer proximity of the slope to the head also helps prevent eye strain.
- Start Write, Stay Right & Nelson Handwriting Scheme (Handwriting resources to improve the size, spacing and positioning of letters to help children develop the skills to write clearly and with ease.
- The entire site is fully accessible (an accessibility audit carried out by a specialist teacher for children with physical disabilities rated the school as very good)
- All staff are aware of any medical or food related issues that a child may have. With written parental consent staff can administer both short term and long term medication to pupils. There is a rolling programme of epi-pen, inhaler and first aid training to ensure that up to date support is always available.
- For older children who have toileting problems an 'Intimate Care Plan' is drawn up with parents to allow their child to be supported discreetly.

We are also working with the following agencies from Herefordshire and Gloucestershire and have a good working relationship with them:

Speech and Language Therapist, Occupational Therapist, Children's Centre, Children's Physiotherapist, Behaviour Support Team, Learning Support Team, Butterflies Play Therapist, Child and Adolescent Mental Health Services (CAMHS), Women's Aid, School Nursing, Educational Psychologist, Social Inclusion Officer for Herefordshire Local Authority, Health and Safety consultant... members of these services regularly advise or visit school to assess children, provide resources and guidance to staff and parents, to

ensure the recommended targeted support is delivered to a high standard; this is reviewed frequently.

For more specific information and details regarding the needs of your child or children, please speak to your child's class teacher or the Special Educational Needs and Disabilities Co-ordinator, Catherine Brevet. The teachers and SEN Co-ordinator are available at the beginning and end of the day if you would like to arrange an appointment to meet to discuss your child's progress or to discuss any concerns you may have. Alternatively, parents can book an appointment through the school office.

(Tel: 01989 750296 or email admin@lea-primary.hereford.sch.uk)

For further information and a wider range of support you can access look at the **local offer** available from both Herefordshire Council and Gloucestershire Council.

Herefordshire: <https://www.herefordshire.gov.uk/education-and-learning/local-offer>

Gloucestershire: <http://www.gloucestershire.gov.uk/schoolsnet/article/116672/The-Local-Offer>

If you are not happy with any aspect of the provision for your child, please discuss this with their class teacher first. If you would like further discussions then you are able to contact the following:

Catherine Brevet - SENCo

Sally-Anne Vines - Head of School

Di Atkinson - Executive Head Teacher

Lin Welch - SEN Governor

email: admin@lea-primary.hereford.sch.uk Tel: 01989 750296

or the following independent services:

Herefordshire SENDIASS service (SEND Information, Advice and Support)

Herefordshire SENDIAS, Franklin House, 4 Commercial Road, HR1 2BB

Email: sendias@herefordshire.gov.uk

Tel: 01432 260955 9am - 4.30pm

SENDIASS GLOUCESTERSHIRE 2nd Floor Messenger House, 35 Michael's Square,
Gloucester. GL1 1HX

Email: sendiass@carersgloucestershire.org.uk

Tel: 01452 389344/01452 389345

Other useful documents such as our SEND Policy, Access and Equality Policy and all other policies are available from the school office. Please contact school if you would like a copy of any of the school's policies sent to be sent to you.

You may also find these publications helpful

SEND: A guide for parents and carers 2014

SEN Code of Practice 2014

Both are available from www.gov.uk and the latter through the Local Authority website. A summary is also available online.