



Hello and welcome to our Special Educational Needs Zone.

My name is Mrs Williams and I am the Special Educational Needs Coordinator (**SENCo**). I work with children, teachers, parents and agencies to ensure that our pupil's individual needs are met.

I am in school everyday and can be contacted by telephone on (01922 468004) or by email at cwilliams@landywood.staffs.sch.uk

In this **SEND zone**, you will find our **SEND Information Report** organized into three sections

Overview of SEN Information Report 3: Open and honest communication

Appropriate and effective teaching and learning.

A partnership approach

The report explains how we meet the needs of pupils with Special Educational Needs and Disabilities at Landywood Primary School.

**Open and Honest
Communication**

**Appropriate and
Effective Teaching
and Learning**

**A Partnership
Approach**



At Landywood Primary School we are committed to providing a nurturing environment in which all children can thrive. Our staff work together to provide an inclusive environment which meets a diverse range of learning needs. This helps children to feel valued, confident and make the best possible progress.

As a school, we work within the Staffordshire guidance on provision for children with SEND in mainstream schools which explains the ways children with different additional needs are provided for.

We follow our 'Equality and Disability' policy and also have an 'Accessibility' plan.

We offer a range of provision which supports children identified with;

- Communication and Interaction Needs
- Cognition and Learning Difficulties
- Social, Emotional and Mental Health Problems
- Sensory or Physical needs

This report describes the provision for children our school.



How do I speak to the SENCO if I have a concern about my child?

Will the information that needs to be shared with me be made clear and easy to understand?

If my child needs extra support, will I always be spoken to about this?

Open and Honest Communication

How will the SENCO ensure the necessary people know about my child's needs?

How will my child's progress be reviewed and when will I be invited into school to discuss this? Will my child be able to give their views?

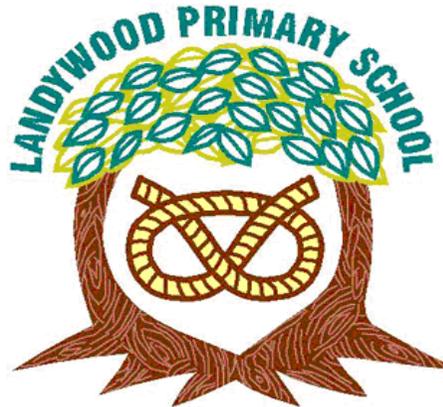
How will Landywood work with me to identify my child's needs?

How are staff trained to support the needs of my child?

How will Landywood provide good teaching and extra support, when needed, for my child?

How is work set at the right level to make sure my child makes good progress?

What types of learning resources are available for my child?



How will the SENCO ask for my permission to involve other professionals to work with my child?

How will I be given support in contacting organisations who can give me advice and support?

How will my child be involved in decisions about their learning?

How will I be involved in all decisions and have my views listened to?

Appropriate and Effective Teaching and Learning

What resources does Landywood offer if my child has significant social and/or communication needs?

What support is available if my child needs support with managing behaviour or dealing with social situations?

A Partnership Approach



Open and Honest Communication



How do I speak to the SENCO if I have a concern about my child?

If you have a concern about your child, Mrs Williams is available to speak to you. We will always encourage you to speak to your child's teacher too.

Mrs Williams works every day in school. However, sometimes she may be busy in meetings or teaching her class so she might not be in the building. If this is the case you can do the following:

Speak to Mrs Redfern in the office to find out when Mrs Williams may be available.

Make an appointment to see her or ask if she can telephone you.

You can also email her on cwilliams@landywood.staffs.sch.uk

We operate an open door policy and you are welcome to come into school. We hold regular termly meetings with parents during the day so that you can find out how your child is doing in school.





Open and Honest Communication



Will the information that needs to be shared with me be made clear and easy to understand?

We will make all the information we need to share with you clear and easy to understand.

You can read our Inclusion Policy available in our policies section of the school website. The policy explains how we identify and assess children who we think might have special educational needs.

Our Governing Body has a governor who is responsible for special educational needs. Her name is Mrs Nicki Hamilton.

What happens if there is a concern about progress?

There is a graduated response when responding to your child's needs...

Teacher/parent raises concerns regarding poor progress following **universal support**

We will meet to produce a plan of **targeted support** in school

Provision is made. This will require input from teacher, pupil, parent and SENCO

If there are still concerns, then the SENCO contacts external agencies for **specialised support**



Open and Honest Communication



How will the SENCO ensure the necessary people know about my child's needs?

Landywood Primary School works with a lot of **external agencies** to help identify and support specific needs. We are committed to supporting children with SEN and / or disabilities and work alongside professionals including those at **Access to Education** to ensure best outcomes for this group.

Pupil and School Support Service (PSSS)
Speech and Language Therapy (SLT) - Independent and NHS
Autism Outreach
Educational Psychology Service (EPS)

If your child requires support from these services, school will always consult you and request permission.





Open and Honest Communication



How will the SENCO ensure the necessary people know about my child's needs?

The SENCo, Mrs Williams, will make sure that all necessary school staff are aware of your child's needs and worries.

If your child has been identified with additional educational needs, an Individual Education Plan (IEP) will be developed with the teacher and shared with you and your child regularly.

If your child has emotional or behavioural needs an Individual Behaviour Plan will be agreed with the class teacher and shared with you and your child.

If your child has medical needs, a plan will be written and shared with you. In some cases risk assessments will be completed and agreed with you.

Key members of staff have access to copies of these plans and risk assessments. The plans identify how your child should be helped to stay safe, succeed and make progress.

Occasionally, your child's teacher may not be in class and this extra information is useful for the cover teacher.

All of these plans are reviewed on a regular basis.





Open and Honest Communication



If my child needs extra support, will I always be spoken to about this?

If school thinks your child needs extra support, we will always talk to you about this.

Your child's teacher will talk to you about the progress that has been made each term. We also operate an open door policy and you can make an appointment to speak to your child's teacher or the SENCo at any point during the year.

If your child has individual targets, these will be discussed and reviewed regularly with you and your child.

If your child has more complex needs, then we may review your child's progress and needs through a Person Centred Review. This approach very much values the views of the child, the parents as well as the school's.





Open and Honest Communication



How will my child's progress be reviewed and when will I be invited into school to discuss this? Will my child be able to give their views?

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child's views will also be listened to.

We use a set of criteria to track the progress made by children who are working below or significantly below national expectations. This helps us identify any targets your child may need to make faster progress in Reading, Writing or Maths.

We use the criteria to develop an Individual Education Plan (IEP). This plan is shared with you and your child and sets out what needs to be in place for your child to make as much progress as possible.

We then review the IEP each term and talk about what has gone well and what might still need to be worked on. Sometimes children don't need an IEP anymore because they have caught up with national expectations. At other times, when we need more specialised support for children identified with SEN, we involve **outside agencies**, such as the Educational Psychology Service (EPS) the Communication Autism Team (CAT) the Pupil and Support Service (PSS).





Open and Honest Communication



How will my child's progress be reviewed and when will I be invited into school to discuss this? Will my child be able to give their views?

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child's views will also be listened to.

If your child has an **Individual Education Plan** or **Individual Behaviour Plan** and you move your child to another school, the SENCos at both schools make sure that this information is shared.

If your child is about to start in Reception, we liaise with the SENCos at their nursery setting to find out as much information as possible about your child's needs. This will include any targets and paperwork or agencies which might have been involved in supporting your child.

There will be a transition visits to Landywood in July before they start in September. A schedule of home visits will also take place.

When your child moves from Year 6 to secondary school, Mrs Williams will ensure that all information regarding your pupil's special educational needs are passed on to the SENCo at their new school. Extra visits to the secondary school may be arranged and sometimes their SENCo may come to review meetings held at Landywood Primary School.





Appropriate and Effective Teaching and Learning



How are staff trained to support the needs of my child?

All school staff receive appropriate training so they have the knowledge and confidence to support children's needs.

At Landywood Primary School we hold a weekly staff meeting. These are used to ensure staff have up-to-date knowledge to teach children of all abilities. Sometimes training is run by external specialists eg epipen training, teaching children with autism.

Mrs. Williams meets regularly with staff to provide advice about teaching approaches and resources for children with additional needs.

Our Teachers and Teaching Assistants also have specialist training.





Appropriate and Effective Teaching and Learning



How will Landywood provide good teaching and extra support, when needed, for my child?

High quality, personalised teaching starts in the classroom for all pupils. At Landywood we use a range of approaches to reduce from the start, the number of children who need extra help with their learning or behaviour.

Although we do our best to ensure that all children's needs are met as far as possible within the classroom, some pupils may need additional targeted catch up support to help put them back on course.

Others may go on to need deeper intervention, offering more personalised and specialised support if they are to make the progress expected of them.

We provide this support through a range of interventions. We identify the children by looking closely at their progress and what we can do to support them.

This support is agreed, then provided from three to five times a week for half a term.

Following half termly progress meetings, and depending on the impact the intervention has made on progress, we will adapt the intervention as appropriate.

Maths

We provide catch up and booster groups using the Maths Toolkit. We are further developing provision in maths through small groups and one to one support for basic maths and number skills.

English

Precision teaching, and the HELP programme are interventions aimed at improving basic phonics, reading, writing, spelling and comprehension skills. Teaching Assistants and teachers work with small groups and on a one to one basis.

Speech and Language

Pupils with ongoing speech, language and language difficulties are supported over half-termly intervention periods. We provide therapeutic work with individuals and small groups for building confidence and self esteem.



Appropriate and Effective Teaching and Learning



How is work set at the right level to make sure my child makes good progress?

Teaching and support staff accurately assess the standard that children are working at and differentiate the curriculum to meet all children's needs.

We use a range of criteria and evidence to help us identify the curriculum standard that children are working at.

This might include:

- Checking the words children can read and spell independently
- Moderating writing together
- Making observations, particularly regarding speaking and listening and maths.
- Use of tests, where appropriate

This helps teachers to plan work for all children to make progress. The work and support is differentiated for the children appropriately.

We use the following to support children with additional needs to become independent learners:

- Interventions
- One to one or group support
- Pastoral support
- Adapted tasks and resources





Appropriate and Effective Teaching and Learning



What types of learning resources are available for my child?

A range of resources are available in all learning areas to support learning for children operating at different standards.

These are identified on children's Individual Plans. Specific resources for some children are made available for use in the classrooms.

- All classrooms have a range of maths practical and visual apparatus to support learning and progress.
- Our reading books, in class and to take home, are book banded so that they are at the right level for your child to make progress.
- We have a range of ICT equipment including laptops, cameras and recording equipment to support children recording their work in different ways across the school environment.
- Positions of tables and chairs are always considered for children with physical, hearing or sight impairment.
- Reading materials are enlarged for children with sight impairment.
- Our working walls have examples of teacher models to support independent learning.
- Children are encouraged to talk with partners or in small groups to develop their ideas, reason and articulate before recording them.





Appropriate and Effective Teaching and Learning



What resources does Landywood offer if my child has significant social and/or communication needs?

Where necessary, resources will be available to support the learning of children who have significant social and/or communication needs.

Our **Individual Education Plans/ Individual Behaviour Plans / Pupil Profiles** identify targets and the types of need a child may have. For example: autism, behaviour, cognition and learning.

We use **visual timetables** in all classrooms, so that children can better understand routines. This supports children who have difficulty with changes in routine.

We work with the **Communication and Autism Team**. Members of the team visit to carry out observations, assess and offer advice on ways to support children with autism.

Mrs Williams is the Pastoral Care Manager. She works with pupils and families to support their emotional health and well-being. Mrs Dillon is the Pastoral Assistant.

Our Attendance Assistant is Mrs Redfern, who supports families.





Appropriate and Effective Teaching and Learning



What support is available if my child needs support with managing behaviour or dealing with social situations?

The school will provide support for children if they need help managing their own behaviour and/or to build up skills and confidence in dealing with social situations.

We run social interaction and nurture groups. These groups take place across the school and include children who can find social situations difficult and who may need additional emotional support.

As a school we provide children with opportunities to be involved in activities to help deal with new situations and confidence building such as offsite visits, residentials, on site camping experiences and other self esteem enhancing activities.

We promote Spiritual, Moral, Social and Cultural development in all our pupils. The school makes links to these aspects of the curriculum through whole school assemblies, class assemblies and class-based activities.

We have a set of sanctions and rewards, as set out in our Behaviour Policy to encourage children to make the right choices. This is consistent across the school. You can read our Behaviour Policy available in our policies section on the school website. The policy explains how we identify and assess children who we think might have behavior, social and emotional needs.

Mr Clewer (Head Teacher), Mrs Thacker (Deputy Head Teacher) and Mrs Williams (Assistant Head Teacher, Inclusion Lead and SENCo) oversee and coordinate behaviour management across the school.





A Partnership Approach



We will work in partnership with you to identify the needs of your child and put in place the correct support including family support if you need this.

The governing body has a duty to ensure that the school adheres to the new **Code of Practice** under the **Children and Families Act 2014**. This means that the school governors hold the Head Teacher, Mr. Clewer and SENCO, Mrs. Williams to account. The governing body appoints a governor who is specifically responsible for special educational needs to ensure that the school and the SENCO carry out their duties. **This governor is Mrs N Hamilton.**

One of the key responsibilities of the governing body is to make sure that the school's policy for children with special educational needs and disabilities (SEND) is published on the school website. The information on the school website must be reviewed annually by the governing body. Please read our **Inclusion and Behaviour Policies** available in our policies section of the school website. The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who have SEND.

Mrs Hamilton, the SEND governor, meets regularly with the SENCO. The SENCO reports regularly to the governing body regarding the number of pupils and their additional needs.

The governing body regularly reviews both policy and the information published on the website to ensure it is up-to-date, parent and pupil friendly and in line with government policy and the Code of Practice.

When an outside agency works with your child, the content of the session/s is confidential and is only shared with parents, key professionals and the SENCO. Please speak to Mrs. Williams if you require any further information.





A Partnership Approach



The school will involve you in all decisions and listen to your views.

Parents or teachers raise a concern about the progress of a child. Discussion with parents/teacher/SENCO takes place.

Assessments are carried out to find out the specific need(s) of the child.

Possible involvement of outside agency.

Ways to support at home discussed.

Outcomes are assessed and reviewed with the parents and the child – what's worked well, what still needs to be worked on.



Targets to address the needs are written with parents and pupils. Resources and teaching approaches are identified. Individual Target Plan or Behaviour Plan is implemented



Concerns are addressed. Continued progress to be monitored

Teaching with regard to the Individual Target Plan, takes place. Appropriate support/interventions are included and progress is monitored with child.





A Partnership Approach



The school will try to involve your child in decisions about their learning.

Here are the things we do at Landywood Primary School to make sure your child is listened to and involved in decision making:

