



## Ladygrove Park Primary School SEND Information Report

This report sets out information about how Ladygrove Park Primary School meets the provision for children and young people with special educational needs and disability (SEND).

### About our school

Ladygrove Park Primary School is all about 'growing excellence' and 'inspiring to succeed'. We acknowledge and celebrate that each child is unique and is a valued member of our school community.

Ladygrove Park Primary School provides for children and young people with a wide range of special educational needs including those with:

- **Communication and interaction needs -**

this includes children who have speech language and communication difficulties including autistic spectrum conditions;

- **Cognition and Learning needs -**

this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia;

- **Social, Emotional and Mental Health needs -**

this includes children who have greater needs than their peers for support with their social, emotional and mental development and well-being;

- **Sensory and/or Physical needs -**

this includes children who have visual or hearing needs, or a physical disability that affects their learning.

Our Inclusion Manager is Carrie Barringer.

You can contact Carrie Barringer by calling the school office:

Tel: 01235-519235.

Email: [office.2609@ladygrove-park.oxon.sch.uk](mailto:office.2609@ladygrove-park.oxon.sch.uk)

Our Special Educational Needs Co-ordinator (SENCo) is Carol Turner.

You can contact Carol Turner by calling the school office or email (see above for details).

Our Assistant SENCo is Heather Manthorpe.

Our governor with responsibility for SEND is: Luce Carter.

Our SEND Policy can be found on the school website or is available from the school office.

Our Disability Equality Scheme, Access Plan and Accessibility Policy can be found on the school website or is available from the school office.

### **How do we identify and give extra help to children and young people with SEND?**

The school uses Oxfordshire County Council's guidance ['Identifying and supporting Special Educational Needs and Disability in Oxfordshire schools and settings'](#).

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this.

### **How do we work with parents/carers and children and young people?**

The partnership we develop between home and school is really important to us at Ladygrove Park Primary School. Before putting the child on the SEND register, we will contact parents if we have a concern that a child or young person may have a special educational need, to discuss with them the child's needs and how we plan to assess, address and support their needs.

We work closely with children and young people with SEND and their parents to agree outcomes and how to work towards these, and then to review progress. SEND review meetings with parents are held three times a year.

We communicate in a variety of ways:

- meeting with the parents and child to share the SEN Support Outcomes Plan or Education, Health and Care Plan (EHCP) that will help address the child's need. The plan outlines the desired outcomes (and small step targets) for the child's learning, as well as the interventions and strategies used to support these;
- SEND review meetings which are held three times a year to share and celebrate the progress made with the Outcomes Plan or EHCP and to adjust or develop new outcomes with parents and the child;
- home/school diaries are used with pupils who need this additional support;
- Parents' Evenings, to discuss general work done in school, are held twice a year and there is also an opportunity to talk with the class Teacher in the summer term, after the school report has been sent home;
- parents are welcome to either make an appointment to talk to the class teacher at the end of the day or to talk to the class teacher on the telephone regarding concerns;
- for more immediate concerns, parents can arrange time to talk to the class teacher at the end of the school day.

### **Adapting the Curriculum**

We offer a broad and balanced curriculum for all children and young people including those with SEND. Please look on the school website for information on the broad and exciting curriculum we offer for the children. This is differentiated or adapted for our children with additional needs, to ensure success and progress for all. We use a number of interventions to support learning, e.g. with literacy, we use the

ReadWriteInc. Phonics and Fresh Start programmes and the 5 Minute Box. In maths, we have two highly skilled Maths Mastery approach leaders and interventions, fluency groups and the 5 Minute Number Box. We also have a learning mentor to support our children with social, emotional and mental health needs, who also works to support parents with their child's needs.

### **What expertise can we offer?**

Staff training is undertaken in various aspects of SEND, according to the needs of the children, to ensure the provision and support given to our children is appropriate and effective. Training may take the form of external courses or in-house training extended to all teaching and support staff which is delivered by school staff or specialists, such as the Educational Psychologist or Communication and Interaction Team. In the past, training has included sessions on emotional literacy, "Incredible 5-Point Scale" and "Zones of Regulation" interventions, autism, autism and girls, dyslexia and dyspraxia, Maths Mastery approach, literacy, Cued Articulation and phonics.

Carol Turner (SENCo) has achieved the National Award for SENCo. Our SENCo and Inclusion Manager have attended various training courses such as interventions with literacy skills (including supporting disadvantaged children); Autism Education Trust Level 3 training; using iPads with children with SEND; supporting children with physical and sensory needs; supporting primary-aged children with motor coordination difficulties; Talk Boost language intervention; SEND review training; SENCo survival; Drawing and Talking intervention; Team-Teach 'positive handling' training; ADHD and supporting trauma and attachment difficulties.

Our learning mentor, Carol Saunders, has received training in supporting children experiencing emotional trauma, and is trained as an Emotional Literacy Support Assistant (ELSA). Another member of staff is currently being trained as an ELSA..

We also have access to a range of specialist support services including:

- Educational Psychology
- Communication and Interaction advisory teachers, who support children with communication and language, sensory needs and physical needs
- Child and Adolescent Mental Health Services (CAMHS)

- Speech Therapy services
- Early Intervention
- Children's Social Care
- Physical Disability Service
- Down Syndrome and Complex Needs Service
- Occupational Therapist
- SENICT (Special Educational Needs Information Communication Technology)
- Art Therapist

Information about these services and what they offer can be found on the Oxfordshire County Council web pages for SEND by clicking the link below:

[SEND: The Local Offer](#)

We will always discuss the involvement of specialist SEND services with parents and gain their permission before referring children to the service.

We also work with other services and organisations that are involved with a family, with the family's permission.

### **How do we know if SEND provision is effective?**

The progress of all children is tracked throughout the school by class teachers. They use formative assessment, which includes on-going classroom observations, regular marking of work, learning dialogues with children and a program called Target Tracker, which enables regular tracking of each child's progress against the curriculum through Early Years and Key Stages 1 and 2.

In addition, for children with SEND, we regularly review progress towards agreed outcomes. We assess whether this support has made an impact and what we need to do next. We evaluate this progress against age-related expectations. When we run special intervention programmes for groups of children, we assess their effectiveness and measure the impact on the child's progress. Recommended (standardised) assessments are also used.

All assessment data is analysed termly by staff, with class teachers and SLT (the Senior Leadership Team), to evaluate each child's learning and progress to identify next steps.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the governors' SEND Annual Report, which is available on the school's website.

### **How are children and young people with SEND helped to access activities outside of the classroom?**

All children and young people are included in activities and trips, following risk assessments where needed, and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

We have a Sensory Room offering a calm and quiet area for children to take time out of the classroom if they need a break from the busy classroom.

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the [Family Information Directory](#).

Oxfordshire's Accessibility Strategy can be read at [Schools Accessibility Strategy](#)

### **What do we do to support the wellbeing of children with SEND?**

All children have the opportunity to share their views through their school council representatives. We encourage all children to talk to the class teacher or teaching assistants, if they have a problem. Our learning mentor is available to meet and support children experiencing emotional or behavioural difficulties, helping them to feel safe and supported in the school.

Bullying is not tolerated, the procedures the school follows are found in our Behaviour Policy, which is on the school website.

### **Joining the school and moving on**

We encourage all children new to the school to visit before starting. For children with SEND, we arrange a meeting with the parents and all relevant school staff as well as key adults from the child's previous setting and other professional services, if applicable. The child, if age-appropriate, is also invited to this meeting, at the parents' discretion.

In addition, prior to the child joining the school, we provide the following: extra visits to the school and class setting for the child (and their parents); we liaise with colleagues from other professional services, who are involved in the child's provision, to ensure all pertinent information is shared for a smooth transition and successful start to the school; we invite parents and child to share information through a one-page profile which details the child's strengths, needs and areas for support and which is shared with all staff who come into contact with the child; we visit the child's previous setting (e.g. a nursery) to observe the child at play and learning in order to better understand their interests and needs and we produce a Transition Booklet to help the child and family prepare for starting at the school.

Year 6 children transferring to local secondary schools have the chance to visit the new school for two days. Representatives from the schools visit to talk with the children. The SLT, Assistant SENCo (who works in Year 6), learning mentor and Year 6 class teachers liaise with the secondary schools regarding the transition process. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school. Additional meetings are arranged for those children who may require more than one visit prior to transfer.

### **SEND feedback and complaints procedures**

At Ladygrove Park Primary School, we welcome feedback from parents about our SEND provision. If you are concerned about your child, initial contact should be made with the class teacher. If necessary, a meeting will then be arranged to discuss the concern. This meeting may include any of the following people: the class teacher, Headteacher, Deputy Headteacher, Inclusion Manager, SENCo. and learning mentor.

Impartial advice and support for families of children with special educational needs and disabilities is available through [SENDIASS Oxfordshire](#).

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the [Family Information Directory](#).

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: [SEND: The Local Offer](#)

Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems.