

LLPS – SEND and Inclusion Offer

A Guide for Parents/Carers

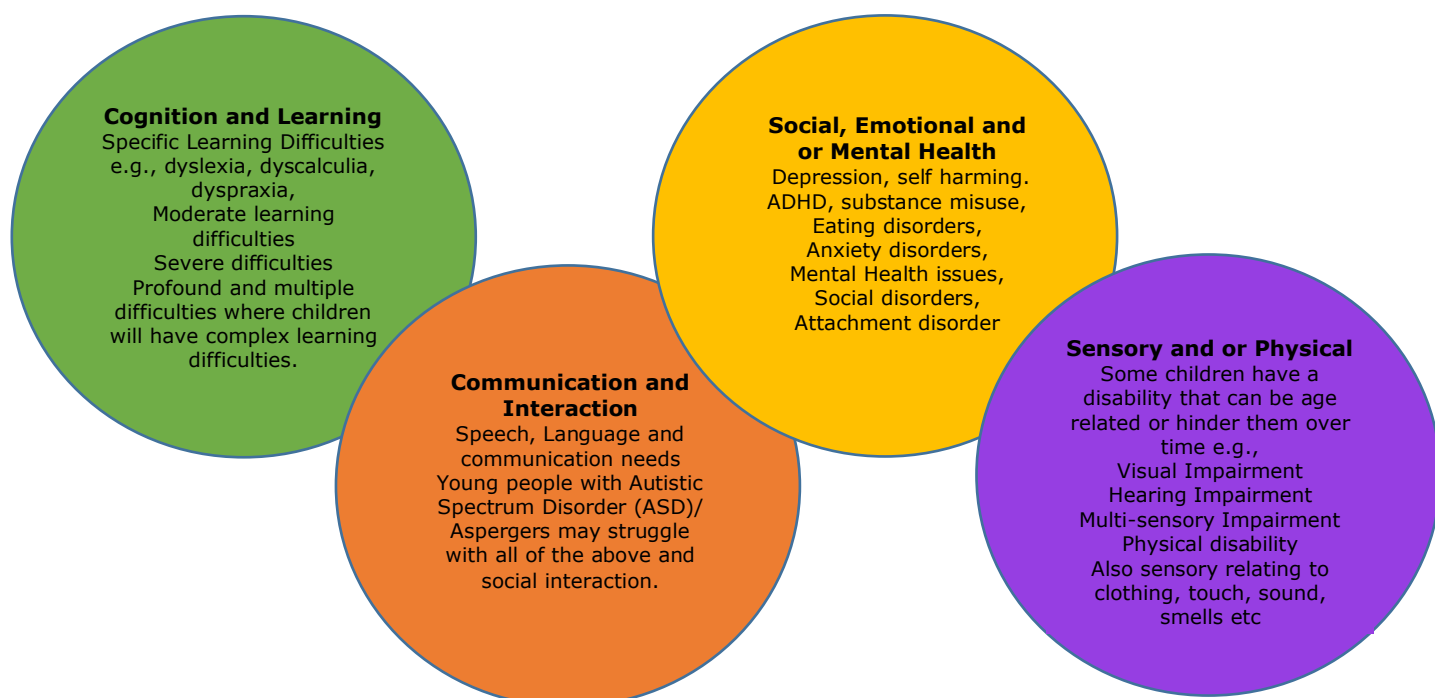
This document provides parents/carers with an overview of what SEND/Inclusion support is provided at Long Lawford Primary School and how we meet the needs of all children.

SEND Assessment Guidance/Categories

Firstly, each child should be assessed using the assessment criteria set out below:

	End of Y1 Working at or Below:	End of Y2 Working at or Below:	End of Y3 Working at or Below:	End of Y4 Working at or Below:	End of Y5 Working at or Below:	End of Y6 Working at or Below:
SEN Support 2 yrs or more below age related expectations	Skills Ladder/PYG		Skills Ladder/ PYG	Y1 curriculum	Y2 curriculum	Y3 curriculum
Consideration for EHC Assessment	Working at or below Skills ladder/PYG		Pupil working within or below the Yr. 1 curriculum at the end of KS2 (up to Y1 Secure)			

There are 4 broad areas of need:



How will the school know if a child needs any extra help?

Termly pupil progress meetings take place with the Headteacher, SLT and Class teachers to discuss the outcomes of assessments in order to track all of our children's progress. Behaviour, well-being and SEND are all discussed within these progress meetings.

We aim to quickly intervene where gaps are highlighted in children's learning, and this may take the form of interventions or other support. If your child has not made expected progress or they might require ongoing, additional support, the class teacher will contact parents to discuss this.

SEND Register

Children who have been identified as having a Special Educational Need or Disability will be put on the school's SEND register. All children who are on the SEND register will have an IEP (Individual Education Plan) or Pupil Passport, as appropriate. Their progress will also be monitored through our Assess-Plan-Do-Review cycle in consultation with parents. The SEND register is updated termly.

How will school let you know if we have a concern about a child?

There are opportunities for all parents to discuss their child's progress with the class teacher twice per year, with reports being written in the summer term.

Class teachers will monitor progress and behaviour; if they have any concerns about an individual child, they will raise them with the SENDCo. A discussion will take place and if necessary, extra support or intervention will be provided.

Teachers will telephone parents to discuss their concerns or to arrange a meeting. Alternatively, concerns may be raised at parent/teacher meetings, or by e-mail.

What should parents do if they have concerns about their child?

In the first instance parents should discuss their concerns with the class teacher.

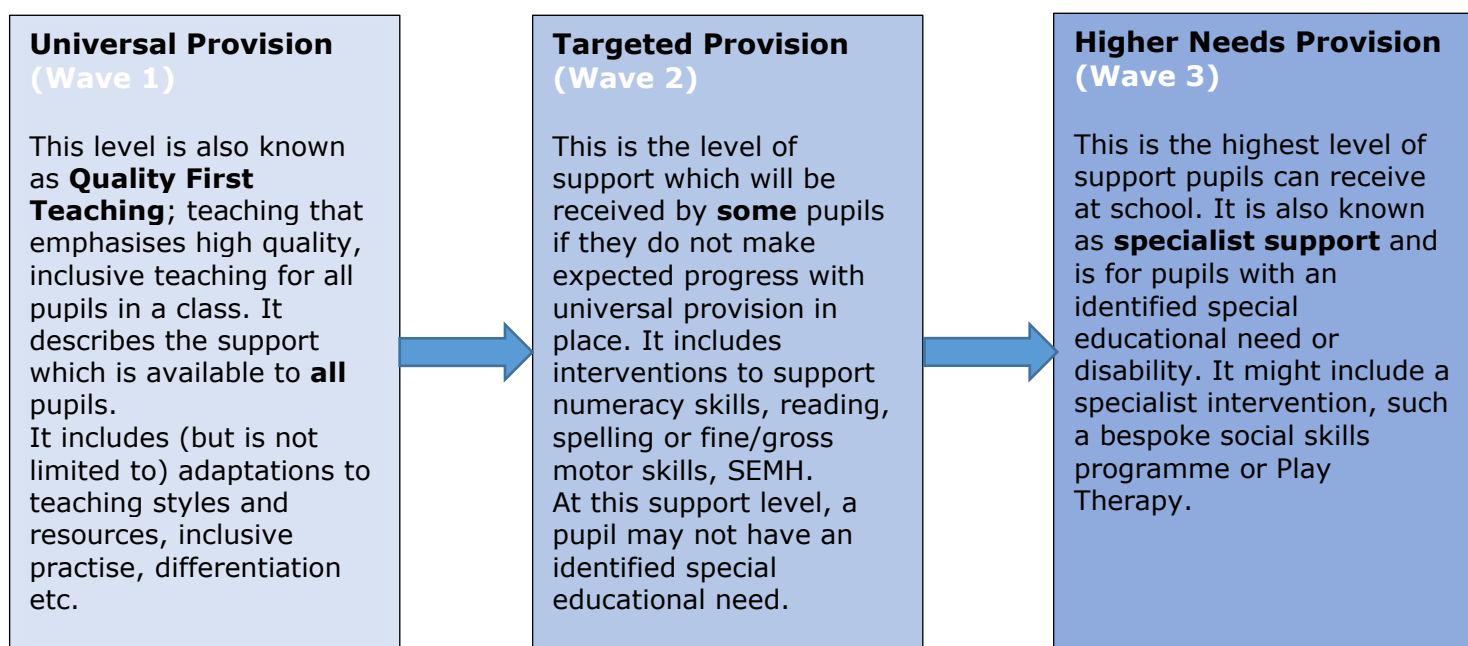
If they are still concerned, they should contact the SENDCo; Mr M Hindmarsh

Provision Overview

At Long Lawford Primary School we use a '**Graduated Approach**' (as outlined in the SEND Code of Practice), for identifying and meeting the Special Educational Needs of our children and follow our

LLPS – Long Lawford Pathways of SEND

The level of required support identified for a child is categorised into three types:



Long Lawford Pathways of SEND for each of the 4 board areas of need include an overview of support and the pathway to be taken for that category.

There is a more in-depth list of strategies and support for each pathway at the end of this document.



Long Lawford Pathways of SEND

Cognition and Learning Pathway

Once we have identified a pupil with cognition and learning needs we will follow this pathway:

Wave 1 – Universal Provision

This is support provided by all Teachers and Teaching Assistants

It may include, but is not limited to:
Broad and balanced curriculum, scaffolded writing, modelling, differentiation, task boards, supportive resources



Wave 2 – Targeted Provision

This is support that is targeted and specific to a pupils needs

It may include, but is not limited to:
SENDCo specific observations, pre-teaching, targeted interventions, NELI, Phonics catch-up



Wave 3 – Higher Needs Provision

This support involves specialist professionals and their recommendations

It may include, but is not limited to:
STS, EP, Specific learning difficulties assessment

Teachers will use the SEN Wave 1 strategy sheets to address needs of children as well as reviewing progress against APDR. After implementing and reviewing strategies they can make a referral to the SENCo/AHT. If applicable outside agency referrals will be made. Termly pupil progress meetings will specifically discuss SEN

C&L includes an extensive range of needs that affect a pupil's ability to learn at the typical pace/level of year group peers



Long Lawford Pathways of SEND

Communication and Interaction Pathway

Once we have identified a pupil with communication and interaction needs we will follow this pathway:

Wave 1 – Universal Provision

This is support provided by all Teachers and Teaching Assistants

It may include, but is not limited to:
Word banks, social stories, visual timetables, picture/word mats, broken down instructions, alternative recording



Wave 2 – Targeted Provision

This is support that is targeted and specific to a pupils needs

It may include, but is not limited to:
SALT interventions delivered by TA, social skills groups, Time to Talk, spelling/reading/writing interventions



Wave 3 – Higher Needs Provision

This support involves specialist professionals and their recommendations

It may include, but is not limited to:
STS, EP, SALT, IDS, SLCN assessment

It is likely that these needs will be identified prior to starting LLPS or during Nursery. Reception staff will need to alert the SENCo/AHT as soon as possible if there are SLCN. Referrals can then be made if necessary for further support. If parents have concerns prior to starting LLPS they should discuss this with the SENCo

C&I involved Speech Language & Communication Needs (SLCN). Pupils may have difficulty with forming or hearing speech sounds or recognising language



Long Lawford Pathways of SEND

Social, Emotional and Mental Health Pathway

Once we have identified a pupil with SEMH needs we will follow this pathway:

Wave 1 – Universal Provision

This is support provided by all Teachers, Teaching Assistants and Midday Supervisors

It may include, but is not limited to:

Emotion coaching, Restorative practise, Attachment Aware, JIGSAW PSHE lessons



Wave 2 – Targeted Provision

This is support that is targeted and specific to a pupils needs and will involve Inclusion Team

It may include, but is not limited to:

Learning Mentor support, Nurture Interventions, Lego therapy, Draw & Talk, Anxiety support



Wave 3 – Higher Needs Provision

This support involves specialist professionals and their recommendations

It may include, but is not limited to:

Play Therapy, Art Therapy, Counselling, CAMHS/RISE, SAP

Inclusion Team support is overseen by AHT.

The LLPS Inclusion Team meet weekly to discuss pupils needs and provision, as well as reviewing current SEMH support.

Teachers can refer pupils to this team via the referral form and Boxall profiling.

PIPs and support plans may be written for those at risk of exclusion and further outside agency involvement may be sought.

SEMH needs refer to those pupils who find it difficult to regulate their emotions, behaviour or responses to situations.



Long Lawford Pathways of SEND

Physical and Sensory Pathway

Once we have identified a pupil with physical and sensory needs we will follow this pathway:

Wave 1 – Universal Provision

This is support provided by all Teachers and Teaching Assistants

It may include, but is not limited to:

Fiddle toys, wobble cushions, writing slops, pen grips, movement breaks, therapy bands



Wave 2 – Targeted Provision

This is support that is targeted and specific to a pupils needs

It may include, but is not limited to:

Sensory circuits, movement breaks, fine motor skills interventions, dough disco



Wave 3 – Higher Needs Provision

This support involves specialist professionals and their recommendations

It may include, but is not limited to:

STS, sensory screening, IDS, OT, visual impairment specialist

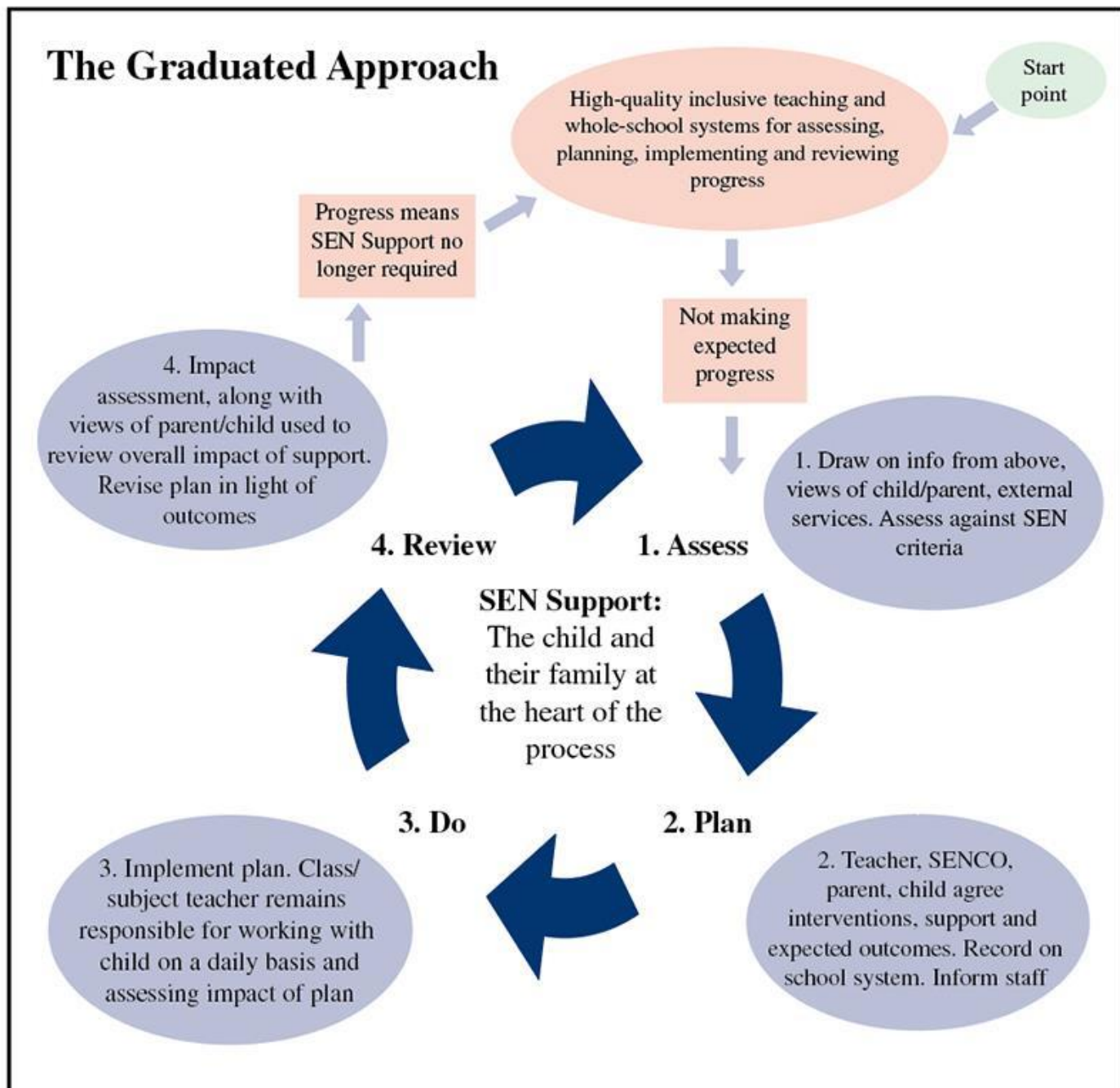
Many pupils will long term physical and sensory needs will be supported by outside agencies or via NHS services. Teachers will monitor pupils against these P&S needs and will make wave 1 adjustments. If following review there are further concerns then they will refer to the SENDCo/AHT to look at further support.

P&S needs refer to those pupils who are unable to access their environment/learning without additional support.

Assess-Plan-Do-Review Cycle (APDR)

For those children on the SEND register, in order to ensure the correct level of support is provided, we follow a four-part cycle known as **Assess-Plan-Do-Review**, whereby earlier decisions and actions are revisited, refined and revised.

If staff have a concern about a child who is not making progress/attainment, then they, along with the parents, will consider what has been put in place already using the 'assess, plan, do review' (APDR) cycle.



APDR cycle reviews will be undertaken termly and will involve parents. These will normally take place alongside the scheduled parents evenings. Parents will receive copies of the APDR cycle following the reviews.

SEND and the Curriculum

At Long Lawford Primary School, **every teacher is teacher of SEND.**

Long Lawford Primary school has established a 'Inclusive Approach', providing adaptations to the learning environment and curriculum where necessary for the individual needs of our children. All learning tasks are differentiated and adapted to ensure all children can access their learning. Where a child is struggling to access the curriculum independently, additional measures and strategies are discussed and put into place (as outlined in our LLPS Pathways). For example, they may be identified to take part in a targeted intervention to support the development of a particular skill or may require a bespoke curriculum.

Group Provision Maps

Group Provision Maps help us to show provision that is 'additional to' and 'different from' what's offered through our main school curriculum. The SEND Code of Practice (see paragraph 6.76) recommends them for helping keep an overview of programmes and interventions for different groups of children. These are kept by the class teacher/year group team to monitor the interventions which have been implemented at a class level. These are reviewed and updated at least termly.

Individual Provision Maps

Individual Provision Maps will be written for any child that is assessed as being two years or more behind that of their current year group. The children are set 2 reading, 2 writing and 2 maths targets (as appropriate), to achieve half termly. Targets are taken from the National Curriculum or pre-curriculum 'ladders' (where needed) and will be monitored by the class teacher, TA and child. If a target is achieved before the end of the half term, the class teacher sets a new target straight away.

Target Setting

Throughout all of our SEND processes, effective target setting plays a prominent role. When setting targets staff will ensure these are **SMART**. SMART targets are targets that are **Specific**, **Measurable**, **Achievable**, **Realistic** and **Time bound** whilst also being personal to the child. These will be set as small steps towards the child meeting their long term outcomes and be used as part of a graduated approach in consultation with parents and the child.

Needs Observations

The SENDCo/Assistant Head may undertake in class and/or out of class observations of children when needed to support staff with identifying needs and recommending strategies that may be implemented as part of the graduated approach. This may also be undertaken following parents sharing any concerns they may have.

Boxall Profiling

The school uses Boxall Profiling as a method of identifying needs pupils may have and highlight any support that may be required. Boxalls are also used as a method of assessing the impact of support/recommendations/interventions and progress made in relation to these needs.

Every half term, staff will complete Boxall Profiles for specific children under the guidance of the Assistant Head. In addition to this, they will also Boxall any additional children they or parents may have emerging concerns regarding.

Supporting children's overall well-being?

Long Lawford Primary School is committed to supporting the holistic development of your child. Their emotional well-being is as important as their progress towards targets. With this in mind, we have an Inclusion Team. They are available to work with identified children and they collectively oversee the emotional well-being of the children.

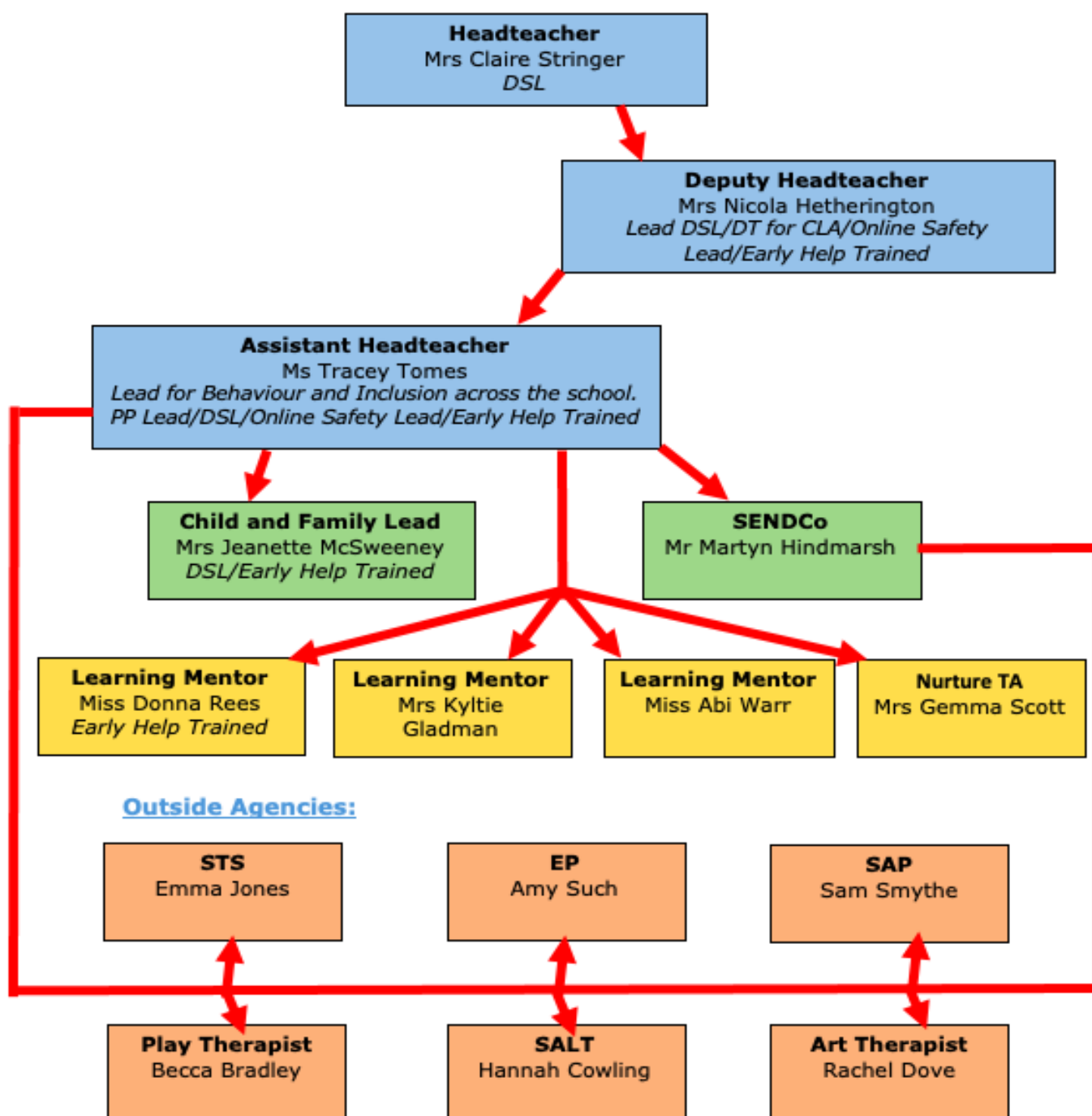
If you have a concern about your child's emotional well-being please discuss these with your child's class teacher in the first instance.

Other strategies, also outlined in the SEMH pathway, are: Specialist Teacher Service support, Circle of Friends Intervention, 1:1 support at break and lunch times, support from the Educational Psychologist Service, or services under RISE. The Early Help process may be initiated with the family's consent.

PSHE and SMSC is delivered through a cross curricular approach using the Jigsaw programme.

Protective behaviours programme is in place for all children in school and we are currently developing our Forest School provision.

The Inclusion Team



Inclusion Team Support

As part of the Pathways of Send, the Inclusion Team will be involved in supporting the needs of children.

This support may take numerous forms, including:

- 1:1 sessions with a learning mentor
- Small group social skills groups
- Small group nurture provision
- Drawing and Talking Therapy
- Bereavement support
- Lego Therapy
- Emotional literacy sessions
- Personal toolkit sessions
- Self-esteem building
- Anxiety support
- Bespoke SEMH target plans
- Boxall Profile assessments/analysis
- Family support for SEMH support at home
- Guidance for parents in supporting children at home

All support is planned as a bespoke programme, specifically tailored to the child or group. These are run in half term blocks and are reviewed regularly by the Inclusion Team.

All support is logged and feedback given to staff as part of the graduated approach. Parents are informed of Inclusion Team support via a letter.

Staff Training

Long Lawford Primary School is committed to on-going training in regards to SEND and Inclusion. All staff working with a child who has an EHC Plan receive regular support from the appropriate specialists and outside agencies.

In addition to this, specific training for individual staff, groups of staff or whole staff is undertaken and regularly reviewed to reflect the needs of the children within school. For example, staff have undertaken training in the following areas; Autism, ADHD, PDA, Lego-based therapy, Attachment, Emotion Coaching, Early Help and Restorative Practise to name a few.

If a child requires significant support for a specific need, we liaise with and seek expertise and strategies from external professionals. The SENDCo attends regular Gateway Network training and the SENDCo and Assistant Head provide regular in-house staff training on a wide variety of topics.

Outside Agency Support

Following the Pathways of SEND, referrals for outside agency support will be made where appropriate. Parents will be consulted before any referrals are made and will be kept updated regarding the process. Teachers and parents will be sent a copy of any recommendations via a 'Recommendations and Impact Review' form. This will show what the outside professional has recommending as next steps. A review date will be set for a half term/term later. At which point the teacher and parent will be asked for their feedback regarding the impact of these recommendations.

EHCP Applications

In certain circumstances, despite implementation of APDR and progress through the Pathways of SEND, some children may still not be making progress. If this is the case, we will look for further support. With the agreement of the child's parents, the school may request the Local Authority (LA) carry out a statutory assessment in order to determine whether it is necessary to write an **EHCP**; a personalised plan for pupils who need more support than is available through SEND support. EHCPs identify educational, health and social needs and set out the specific additional support required to meet those needs.

Monitoring those children with EHCP's

In addition to the termly APDR cycles, a child who has an EHC Plan will have an **'Annual Review'** to review their progress against the identified objectives.

As well as parents/carers, the class teacher and teaching assistant, the SENDCo, the Headteacher, and all agencies involved in working with your child will be invited. The meeting will be arranged at a mutually convenient time. The meeting will summarise the effectiveness of the previous year's work as well as discussing appropriate next steps and strategies.

Your child's annual review is an opportunity to discuss whether Long Lawford Primary School remains the best placement for them. If you are thinking about changing your child's school place, you do not have to wait for their annual review. Please contact the SENDCo to discuss your concerns and plan a way forward.

Information about the Local Authority's (Warwickshire's) Offer

Here is the link to the Local Authority's offer: <http://www.warwickshire.gov.uk/sendlocaloffer>

For additional information, visit SEND Information and Support Service (SENDIAS):
<https://www.kids.org.uk/warwickshire-sendias-front-page>



LLPS – Long Lawford Pathways of SEND



Universal Provision - Wave 1 – Quality First Teaching	Cognition & Learning	Communication & Interaction	Social, Emotional Mental Health	Sensory & Physical
	<ul style="list-style-type: none"> Differentiated curriculum – planning, learning, resources, scaffolding etc. Pre-teaching of subject vocab Teaching sequencing as a skill Text presented clearly – bullet points, clear font, headings Pupils encouraged to explain what they have to - check understanding Links to prior learning explicitly made /retrieval practice integrated into lessons Key learning points reviewed throughout lesson Conceptual variation in Maths Alternative ways of demonstrating understanding e.g. Diagrams, mind maps, use of voice recorders Provide a range of writing frames Word mats designed for specific subjects/lessons Opportunities to work with a scribe or use ICT when necessary Use of ICT/apps to reinforce what has been taught Use of ICT/apps as solution to difficulties e.g., dictation, typing 	<ul style="list-style-type: none"> Structured class routines Using songs for routines Increased visual aids including dual coding Visual timetables at eye level of children Pupils aware of pre-planned cues for active listening e.g. prompt cards, symbols Multi-sensory approaches Use of sign language/basic Makaton Use of key words/vocabulary emphasised when speaking Multi-sensory approaches used to support spoken language e.g. Symbols/pictures/concrete apparatus/artefacts/role-play Instructions in manageable chunks Checklists and task lists Delivery slowed down with time given for processing Prompt cards used to support understanding Talking partners used Classroom seating plan considered so children can see teacher and visual prompts Access to a quiet workstation 	<ul style="list-style-type: none"> Inclusive school ethos Restorative practise and relational approach Emotions coaching techniques Emphasise positives in front of others to develop children’s self-confidence Give pupils classroom responsibilities Refer regularly to school/classroom rules Calming music Weighted blankets Team around the child approach Use of ear defenders to support focus Breaks between tasks Moving around/sensory breaks Interactive strategies e.g. Whiteboards to hold up answers Clear behaviour expectations modelled by staff Quiet zone or sensory space Visual timer/stopwatch Use post-its for questions rather than interruptions ‘Fiddle’ toys Concrete resources easily at hand to support Give a ‘set time’ for written work Personalise teaching to reflect pupils’ interests Transition from whole class work to independent is taught and actively managed Reward system and praise Learning ladders to break down steps 	<p>Visual</p> <ul style="list-style-type: none"> Coloured overlays/ different coloured paper Consider lighting – natural and artificial Eliminate inessential copying from the board Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge Read aloud as you write on the board Avoid standing in front of windows – your face becomes difficult to see Use iPad for reading if text is too small in physical book Consider seating – sat at the front closer to board/resources <p>Hearing</p> <ul style="list-style-type: none"> Careful seating – closest to the teacher Keep background noise to a minimum – if severe use felt in pencil pots etc., reduce use of Velcro Slow down speech rate Allow more thinking time Repeat contributions from other children – their voices may be softer and speech more unclear Check that oral instructions have been understood Face the pupil when speaking & keep hands away from mouth <p>Co-ordination/Physical</p>

	<ul style="list-style-type: none"> • Coloured overlays, coloured paper for worksheets & coloured background on SMART board • Extra time to complete tasks • Learning ladders to break down steps • Next steps display in classroom • Learning buddies/B's before me • Teach and model memory techniques • Use different colour pens • Minimise copying from the board • Tactile resources e.g., Lego phonics • Outdoor learning • Child led learning • Now and Next • Task boards • Word mats/banks • Working walls used effectively 	<ul style="list-style-type: none"> • 'Word walls'/displays to develop understanding of new vocab • Minimise use of abstract language/language tailored to individuals • Eye contact as necessary for the child • Social stories and comic strip conversations • Use of Blooms • Take up time • Thinking time/processing time • Modelling • Minimise abstract language • Gain attention before questioning 	<ul style="list-style-type: none"> • Wobble cushion/resistance bands to support sitting in chairs or on carpet spot • Meet and greet at key transition points e.g., start of day, lunchtime etc. • JIGSAW PSHE scheme • Personalise learning to pupils' interests • Roles and responsibilities for pupils • Safe space 	<ul style="list-style-type: none"> • Sat at table where there is sufficient space • LH & RH pupils not next to each other with adjacent hands • Desks at elbow height • Sloping desk stand if appropriate • Seated with minimal distractions. • Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting. • Dough disco to support fine motor • Range of fine motor and gross motor activities • Fiddle toys • Wobble cushions • Writing slants • Standing stations • Movement breaks
Targeted Provision - Wave 2	<ul style="list-style-type: none"> • Reading Buddies • Mentoring sessions (small group) • Wellcomm (EYFS) • Phonics Catch-Up • English as an Additional Language (EAL) • In class group support • Small group work • NELI • Task Boards • Visual timetables • Pre teaching • TA small group support 	<ul style="list-style-type: none"> • NELI • Phonics • EAL Group Language Support • Additional Link/Communication Books • Time to talk program EYFS/Year One • Socially speaking program (small group) • SALT interventions with TA • Social skills groups • Turn taking skills group 	<ul style="list-style-type: none"> • PSHE small group activities • Circle time • Mentoring sessions (small group) • Nurture support (small groups) • Anti-bullying Ambassadors • Lunch clubs • Fiddle toys • Circle of Friends • Use of break-out space • Visual timetables • TA pastoral interventions • Zones of regulation 	<ul style="list-style-type: none"> • Interventions as directed by Specialist Teacher Service/ IDS pre-school team • Fine motor skills program (NHS/OT) • Access to sensory boxes • Fiddle toys • Brain and body breaks specifically timetabled activities • Sensory screen • Sensory circuits • Dough disco • Sensory breaks

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Higher Needs Provision – Wave 3</p>	<ul style="list-style-type: none"> • Mentoring sessions (1:1) • 1:1 in-class support • Individual Provision Maps (children with SEND for learning needs) • SpLD programme (1:1) from STS • 5 Minute Box • Tailored interventions as directed by Specialist Teacher Service and Educational Psychology service • Precision teaching • Direct instruction • Communication Books as needed • Tutoring • EPS 	<ul style="list-style-type: none"> • Five Minute Box • EAL 1:1 support (In class) • 1:1 speech and language targets • Speech and language 1-1 block sessions • SALT interventions • Meet and greet 1-1 • Makaton (as needed) • Widgets • Now/Next routines • Communication Books as needed • Interventions as directed by Specialist Teacher Service • Learning Mentor 1:1 • SCLN assessment 	<ul style="list-style-type: none"> • Mentoring sessions (1:1) • Family support • Learning mentor check-in programme • 1:1 in class support • 1:1 Pastoral Support Plan (PSPs) • Meet and greet 1-1 • Positive Behaviour Rewards/ Trackers • Team Teach • Mid-Day Supervisor Support • Interventions as directed by Specialist Teacher Service • Communication Books as needed • Nurture provision • Drawing and Talking therapy • Lego Therapy • Circle of Adults • Art Therapy • Play therapy • EPS • SAP • PIPs • Emotional Literacy 1:1 work through STS 	<ul style="list-style-type: none"> • Physiotherapy programme • Occupational Health Programme • Use of specific resources/equipment • Toileting support • Hearing Impaired support • Visual Impaired support • School nurse team support • Interventions as directed by Specialist Teacher Service • Communication Books as needed • Play Therapy • OT
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