



Long Lawford Primary School

Love, Learn, Persevere and Succeed

SEND Policy and Information Report 2022-23

Approved by:	Head teacher	Claire Stringer
	Chair of Governors	Sharon Smyth
Adopted by Governors	July 2022	
Last reviewed on:	July 2021	
Next review due by:	July 2023	

General Statement/Universal Offer

It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We passionately believe that every teacher is a teacher of every child including those with Special Educational Needs and Disability. We endeavour to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the current Code of Practice (September 2015).

All children are entitled to be valued equally and to enjoy respect as individuals. Our goal is the highest achievement of all kinds for all of our pupils. We aim to celebrate their successes and to foster their development in partnership with families and the wider community. We continue to provide a relevant, engaging and inclusive curriculum which inspires the children to develop **love** of themselves and others, their own **learning**, continued **perseverance** and future **success**.

This Policy should be read in conjunction with the [LLPS SEND and Inclusion Offer](#)

Celebrating Success

"Pupils with SEND are well supported in class and through additional support. This helps them to access learning at an appropriate level and make good progress on their journey through school."

Ofsted Inspection Jan 2019.

What are special educational needs?

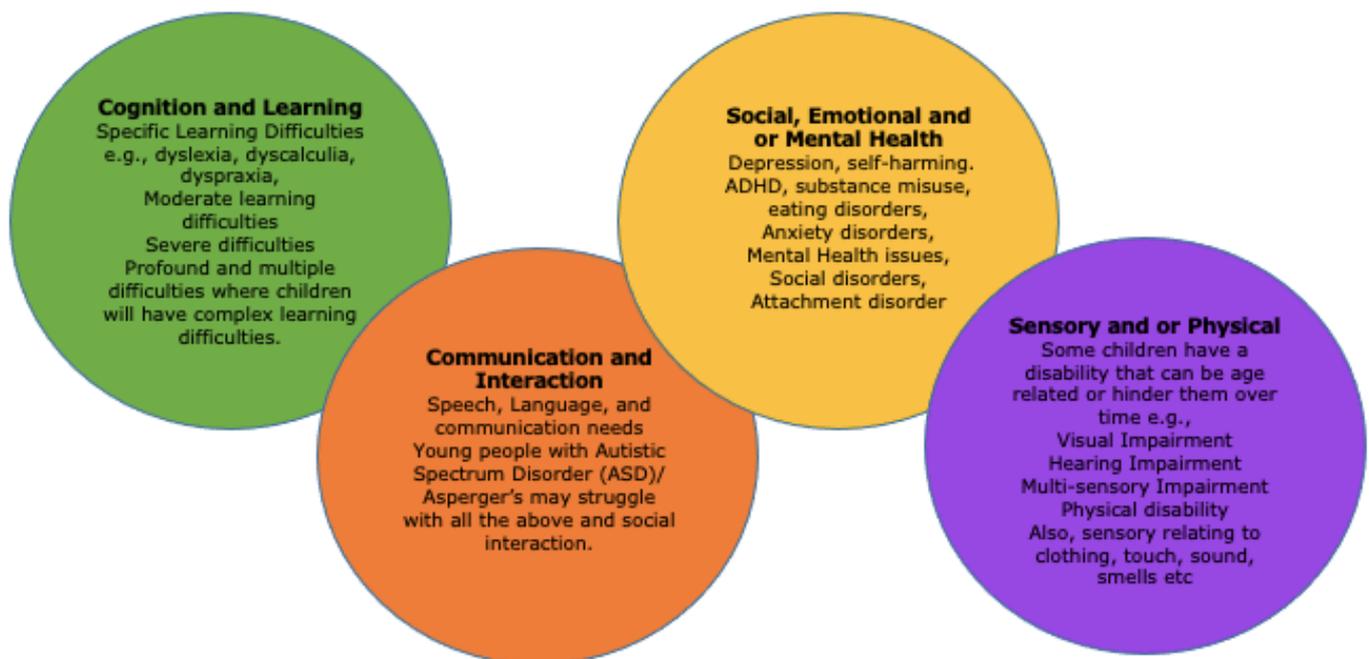
A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. (Code of Practise 2015). A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- a child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. Clause 20 Children and Families Bill.

Long Lawford Primary School prides itself on aiding all pupils in achieving their maximum potential. Through Quality First teaching our pupils' needs are met. It may be necessary for some pupils to receive additional support. This additional support may be in the way of resources, individualised strategies or interventions. This support will help to boost skill levels, confidence and eventually much needed independence for the pupil to develop in preparation for life beyond school.

This SEND policy details how, at Long Lawford Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them.

Categories of SEND



- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, mental and emotional health, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory/physical, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

Aims and objectives

The aims of this policy are:

- To ensure that all pupils have access to a broad and balanced curriculum;
- To ensure the needs of all pupils with SEND are met through a positive culture, good management and appropriate deployment of resources
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum and where necessary, an adapted curriculum is provided
- To ensure early identification of pupils requiring additional support;
- To ensure that all pupils with SEND are enabled to reach their full potential, taking into account targets based on prior attainment and teacher assessment
- To enable full participation alongside other pupils
- To ensure that an open, productive communications are developed and maintained with parents and carers of pupils with SEND understanding the importance of parents input.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs;
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;

- To provide support for pupils with medical conditions and inclusion in school activities by ensuring consultation with health and social care professionals;
- To work in cooperation and productive partnerships with SEND Services and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To ensure that pupils with SEND, where there may be a vulnerability, are kept safe at all times within the school environment and are enabled to integrate as fully as possible with the school population having equal opportunities.

Equal Opportunities and Inclusion

Throughout the curriculum we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in society.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's participation in learning, and in physical and practical activities;
- helping children to manage and own their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Who is responsible for Coordinating SEND Provision?

All teachers are teachers of children with special educational needs. Provision for children with special educational needs is a matter for the whole school. The governing body, the Headteacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

Key Staff:

- The SENDCo at Long Lawford Primary school is; Mr M Hindmarsh
- Assistant Headteacher for Behaviour and Inclusion; Ms T Tomes
- Headteacher (who has completed NASENCO award); Mrs C Stringer
- SEND Governor; Srividya Venkatas

You can contact the SENCO on 01788 543332 or email; SENCo2405@welearn365.com

The Role of The SENDCo

The Special Educational Needs and Disabilities Co-ordinator's [SENDCo] responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher, senior leaders and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- working alongside the lead DSL in school to support with Early Help meetings and Child Protection cases

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of all children especially those with special educational needs will be treated as partners, playing an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have meetings as and when required to discuss progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

What Parents can Expect

If your child has a special need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Make an assessment of your child's learning so we plan their next steps.

- Provide well-differentiated learning opportunities that enable your child to make expected or better progress
- Ask the Special Educational Needs Coordinator (SENCo) to support and advise teachers so that your child can learn in the best way for him/her.
- Implement a range of programmes/interventions to support their individual needs
- Check on progress at least once a term and invite you to a meeting to discuss that progress.
- Ask for advice from external agencies to help your child make progress.
- Tell you how to get in touch with Warwickshire SENDIAS who can offer advice and support
- Inform you about how to make a complaint if you are not happy with what we are doing to support your child
- Talk to you if we think your child needs more support than what school can provide within their delegated SEND budget. This may mean considering the process for an Education and Health Care Plan.

The use of outside agencies

The SENCo and Assistant Headteacher maintain a professional dialogue with all external agencies involved with a child, or will initiate a professional dialogue if external support is required. External agencies regularly attend Long Lawford Primary School to review children with SEND in order to ensure the correct and appropriate provision is in place. CRB checks are sought by the school before external agencies have access to any children. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

Some of the services we have access to are;

- Specialist Teacher Service and Educational Psychology Service (for learning, social, emotional and mental health difficulties, hearing and visual impairments, training and advice)
- Physiotherapy and Occupational Therapy services
- Speech and Language Therapy (SALT) service
- School Nurse
- CAMHS (Child and Adolescent Mental Health Service)
- Counsellor
- Family Support Services
- Social Services
- Children Looked After (CLA) Service (e.g. Virtual Schools)
- Warwickshire Transport Services

School Request for Statutory Assessment or Education Health and Care Plans

If all the additional support and strategies employed by the school result in a continued lack of progress, or there is significant cause for concern, a request for statutory assessment will be made by the school to the LA (only with parental permission). This is called an **Education Health Care Plan**. The LA SEND Services will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational

needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

Annual Review of Education, Health and Care Plans

All pupils with an EHCP will be reviewed at least annually with the parents, the pupil, the LA (if appropriate) and relevant outside agencies. Collectively, we will discuss the child's progress against the targets as detailed in the plan and consider the need for any amendments in relation to the description of the pupil's needs or to the special educational provision specified. The Annual Review should focus on a combination of successes as well as any difficulties that need to be resolved, review the levels of attainment in relation to basic literacy, numeracy, and life skills, and set new targets for the coming year. The reviews held in the child's final year at the school will be particularly significant in preparing for the child's transition to their next school.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done.

In order to help children with special educational needs at Long Lawford Primary School, a graduated response is adopted. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through internal planning and the SENDCo will have responsibility for ensuring that records are kept up to date.

Identification, Assessment and Review of SEND

- The school will assess pupils as appropriate to determine their needs and the support required in line with current guidelines.
- The school will support pupils and their needs when they join the school with existing special educational needs.
- The school will work with parents and outside agencies to support pupils with SEND.
- The SEND referral process can be initially triggered by Teacher, TA or parental concern directly to the SENDCo by letter, email or written communication.
- Parents and other professionals (external agencies) may also raise concerns via the SENDCo, which may also lead to identification of pupils with SEND. The SEND list will be updated to reflect these changes.
- Records of all SEND pupils will be formally recorded on a SEND database. This will be updated at the start of each new academic year to include the new cohort and to remove outgoing pupils, when new pupils start at the school mid-year, and regularly updated as new information or data becomes available. It will be stored on the teaching area of the school network.
- The SENCo and Assistant Headteacher, will oversee transition involving any pupil with pre-defined SEND. The SENDCo will liaise with the parents and external agencies. TAs will play an active role in the transition of new pupils.
- The school will regularly report to parents about the progress of their child, including three Parents' Evenings and one written annual report.

- *The impact of COVID-19 may mean that there will be gaps in children’s learning. This does not mean that children falling behind due to the pandemic are now classed as SEND. Please see the next section for SEND indicators.*

SEND Guidance Criteria

	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)			

If children are achieving below age-related expectations but above the guidance criteria stated above, these children are classified as ‘underachieving’ and their needs must be met through Wave 1 teaching, appropriate differentiation, additional adult support and possible withdrawal intervention (Wave 2). These children will be fully discussed during termly pupil progress meetings.

The pre-key stage standards must be used for statutory assessment at the end of KS1 and KS2 for pupils who are working below the standard of the national curriculum assessments and engaged in subject-specific study.

The **Engagement Model** is an assessment tool used for any pupils who are working below the level of the national curriculum and who are not accessing subject-specific study.

Engagement Model

The engagement model will be used for pupils at KS1 and KS2 who are working below the standard of the national curriculum assessments and not engaged in subject-specific study. Subject-specific study occurs where a pupil can demonstrate recognisable and specific skills, knowledge and understanding in English language comprehension and reading, English writing and mathematics. The engagement would be used in conjunction with school’s existing planning, assessment and recording systems

The model has 5 areas;

- exploration
- realisation
- anticipation
- persistence
- initiation.

The 5 areas are not hierarchical, so there is no expectation that pupils need to demonstrate progress in all 5 areas. Instead, each of the areas represent what is necessary for pupils to fully engage in their development and reach their full potential. The areas also provide the scaffolding to enable pupils to become independent in developing a new skill or concept.

Pupils assessed using the engagement model are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive

impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They operate at very early stages of cognitive, physical, social and emotional development. In addition, these pupils are likely to experience at least one or more of the following:

- significant sensory impairment
 - significant communication impairment
 - significant motor impairment
 - complex medical needs
 - dependencies on technology (including augmentative and alternative communication)
- (Engagement Model DfE Guidance July 2020)

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum. Our curriculum is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. Teaching staff receive ongoing training on 'Teaching and Learning styles' and this has led to members of staff planning lessons that incorporate the different learning styles and needs that children have. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

SEND Provision

Long Lawford Primary School's records all additional support that has been put in place to support the pupil's development and learning throughout their time at school and provide summaries of its effectiveness. We also use pupil passports. Passports detail their identified needs, giving strategies on how best to meet these additional needs during the school day, provide high quality teaching that is differentiated and personalised to meet the individual needs of our children. All **Individual Provision Maps and Group Provision Maps** are reviewed termly. The **Access, Plan, Do, Review cycles** will also be reviewed termly and Parents, children and teachers will be invited to these reviews which will be held in line with parents evenings, by the SENDCo. Achievements and next steps will be discussed, and new SMART targets set with an emphasis on achieving the targets at home as well as at school. Within our provision we will also;

- use our best endeavours to ensure that the best provision is made for those who need it.
- ensure our special educational provision is underpinned by high quality teaching.
- know precisely where children and young people with SEN are in their learning and development.
- ensure decisions are informed by the insights of parents and pupils.
- have high ambitions and set stretching targets.
- track progress towards goals
- keep under review the additional or different provision that is made (observations, learning walks, data analysis, book monitoring etc.).
- promote positive outcomes in the wider areas of personal and social development.

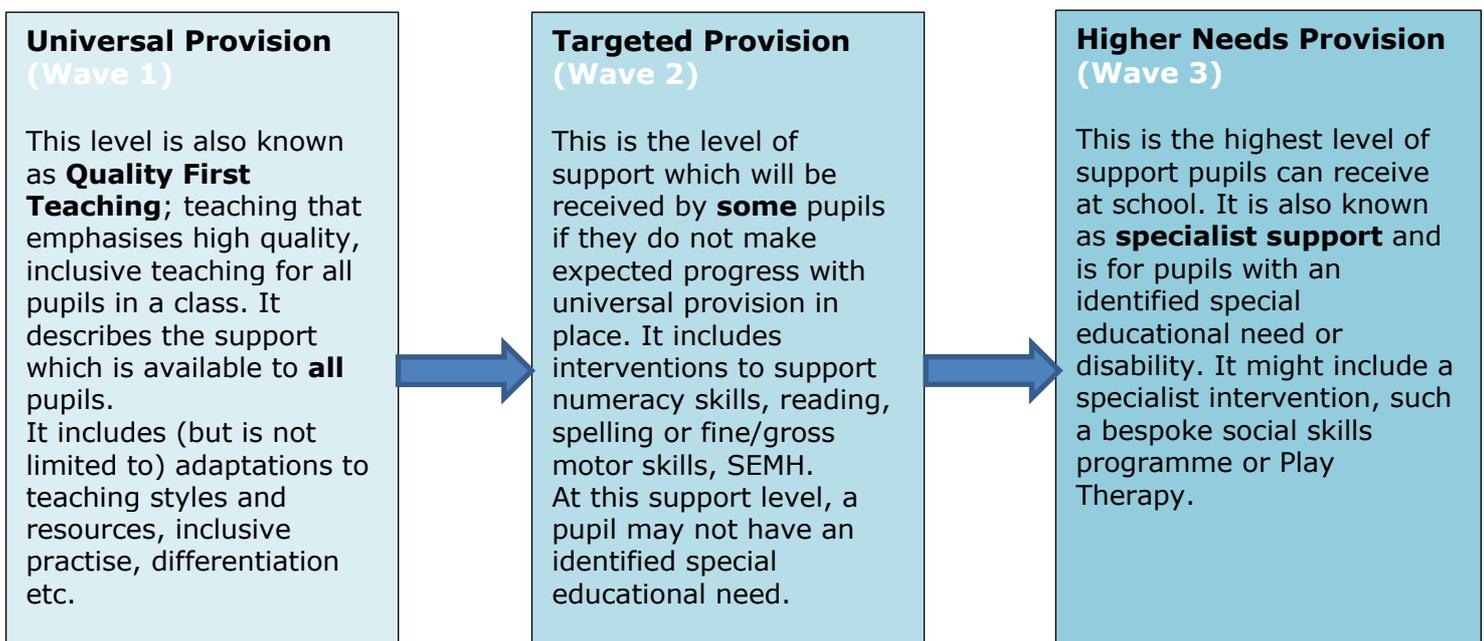
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- review the provision and support of all pupils with outside agencies
- ensure our staff receive relevant training/guidance/support to meet the needs of all pupils with SEND
- support SEND children with attending outside activities, trips and residential as far as possible
- support children emotionally as needed through mentoring, individual pastoral plans and family support as needed.

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.

**Please note the below are not exhaustive*



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 pupil's 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 pupil's 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.



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 	<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 'Word walls'/displays to develop understanding of new vocab 	<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 	<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

	<ul style="list-style-type: none"> • Use of ICT/apps as solution to difficulties e.g., dictation, typing • 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"> • 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"> • Reward system and praise • Learning ladders to break down steps • 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"> • Face the pupil when speaking & keep hands away from mouth <p>Co-ordination/Physical</p> <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
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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
Higher Needs Provision – Wave 3	<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

The Nature of Interventions

Teaching staff, the SENDCo and the Inclusion team will decide on the action needed to help the child progress in light of previous reviews and monitoring assessments. This may include:

- different learning materials or specialist equipment;
- identified group or individual support, which may involve pupils being taught in smaller groups with a Teaching Assistant with the support of interventions such as Phonics, Precision Teaching, Rapid Reading;
- extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness;
- staff development and training to introduce more effective strategies.

After initial discussions with the SENDCo, the staff leading the intervention will be responsible for working with the child and ensuring delivery of any individualised programme. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the interventions team and SENDCo.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

Allocation of resources

The SENDCo/Assistant Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with identified special educational needs and Education Health and Care plans.

Monitoring, Evaluation and Training

The SENDCo monitors the movement of children within the SEND system in school and provides staff and the Headteacher with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up plans of support for children and the communication of these for implementation by teaching staff. The SENDCo and the Assistant Headteacher hold regular meetings to review the work of the school in this area.

It is the responsibility of the SENDCo to update all staff with regards to any changes in SEND procedures and assessment tools. The SENDCo/Assistant Headteacher will provide whole school INSET or CPD sessions if, or when, any SEND training needs are identified.

The SENDCo attends regular LA Network Meetings, Local Consortium Meetings and SEND Update sessions in order to keep fully informed about change in legislations, LA procedures and availability of resources, giving regular feedback to SLT. Headteachers also receive regular SEN updates from WCC.

The role of the governing body

The SEN Governor works alongside the SENDCo. Their role, on behalf of the Local Governing Body, is to monitor progress and provision for pupils with SEN and to monitor the budget for Special Educational Needs. The Governing Body reviews this policy annually.

SEND Information and Advice Support Service (SENDIASS)

We believe that close working partnerships with parent/carers of pupils with SEND is essential if the learning process is to be maximised. In keeping with the guidance contained in the 2014 Code of Practice, the school aims to ensure that parent/carers are fully involved and consulted over their child's progress and provision, including the drawing up of Individual Provision Maps.

We are developing a SEND parent partnership in school and encourage parents to contact the free and impartial SEND support service for parents of children with SEND.

SENDIAS (Kids)
Exhall Grange Specialist School,
Easter Way,
Off Pro Logis Park,
Coventry
CV7 9HP
Telephone - 024 7636 6054
Email: warwickshire@kids.org.uk

Concerns/Complaints

In the event of any complaint being made, the SENCo should be contacted in the first instance. Should the matter remain unresolved:

- the case will be passed to the Headteacher for further investigation
- the case will be passed to the SEND Governor for further investigation
- formal complaints should be made in writing and the school Complaints Policy (available on the school website) should be followed

Further information regarding SEND complaints can be found at:

<https://www.warwickshire.gov.uk/mediationappeals>

Transition

At Long Lawford Primary School we strive to provide a smooth transition for all pupils including those with SEND.

Transition from Long Lawford to another Primary setting;

- SENDCo holds a consultation/transition meeting, where information about the child is exchanged
- Involvement of Specialist Teacher Service (STS) during the meeting (where necessary)
- In class observation/meeting with the child
- Keep Warwickshire LA informed as to any movement of children with SEND into or out of the school.

For transition to Long Lawford Primary School, the reverse of the above is applicable where possible.

Transition from Long Lawford to Secondary Settings

- The Assistant Headteacher coordinates transition to all Secondary Schools.
- They liaise with secondary school SENDCo and staff through meetings to discuss provision required

- Transference of all SEND records promptly
- Identify children required enhanced transitional support.
- Follow carefully designed transition programme (with input from STS team) for specific pupils
- Organise regular visits for the child to the new setting to ensure a smooth transition (if needed).

Transition to new classes

Every child will be aware of their new class teacher 2-4 weeks before the end of the Summer term. Class teachers then plan time to meet small groups of their new class to allow relationship building time. Class teachers also discuss the needs of the child with their previous class teacher during a meeting which also enables strategies, achievements and targets to be shared. Some children will require more planning time to ensure transition is smooth and will undergo an enhanced transition, coordinated by the SENDCo and Assistant Headteacher.

Transport to and from the School

For children with physical needs, children are physically handed over from parents to staff, and back to parents from staff at the end of the day. Children transported by Taxi are handed over to school staff in the Main Office area of the school, and handed back to the taxi driver for transport home.

Warwickshire County Council no longer provide chaperones for children transported in taxis.

Approved Moving and Handling techniques are always be used.

Warwickshire Local Offer

Warwickshire County Council has produced a Local Offer for parents with children who have SEND which shows what is available within Warwickshire. There is a direct link on our website for you to access this information.

<https://www.warwickshire.gov.uk/send>

