

The Laurels Primary School

Information Report 2019-20

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.westsussex.gov.uk

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities.

This report will be reviewed annually by staff and governors, and the process will also involve pupils and parent. If you would like to give us your views about the report, please contact the school office.

Our School Profile as of September 1st 2019

Please note, the SEND register is fluid, with children being identified, and children being discharged throughout the year.

The Laurels Primary school currently has 31 children on the SEN register which is 18% of the total number enrolled. The categories of SEND are as follows:

Area	Number of Pupils
Cognition and Learning	11
Social, Emotional and Mental Health	6
Sensory and Physical	0
Communication and Interaction	16

Please note some children have needs in more than one category.

Relating Statutory Policies

Schools are required to have the following policies in place:
(DfE advice published February 2014)

- Accessibility Plan
- Admissions Arrangements
- Behaviour Policy
- Child Protection Policy
- Early Years Foundation Stage
- Equality Information and Objectives statement
- Supporting pupils with medical conditions
- Freedom of Information

Relevant but Non- Statutory Policies

- Pupil Premium
- Teaching and Learning
- Assessment

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Who do I contact if I have concerns?

If you have any concerns about your child then the first person you should speak to is your child's class teacher.

The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for managing and co-ordinating the support for children with Special Educational Needs (SEN), including those who have an Education Health & Care Plan (EHCP). The SENDCo also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

School SENDCo: Helen Pinney

Contact: hpinney@laurelsprimary.co.uk or 01903 830 901

SENDCo working hours: Monday to Friday school hours

Contact: office@laurelsprimary.co.uk or 01903 830 901

Best time to contact: Monday to Friday – school hours

School Governor responsible for SEN: Mary Mugridge

Who does the school provide for?

The Laurels is a Primary School and part of the Durrington Multi-Academy Trust. We admit pupils from age 4 to 11. We are an inclusive school which means we provide for children with all types of special educational needs. If you want a place for a child who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at West Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

- The Laurels Primary School Admissions Policy
- School Admissions: <https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/contact> Information for Families for admissions advice 0345 60 80 192

How do we meet the needs of children with SEND?

At The Laurels we have an inclusive curriculum (in line with the Children and Families Act 2014 and Equalities Act 2010) that enables every pupil to succeed and enjoy learning, whatever their abilities or needs. We provide a supportive environment where everyone feels valued and is included. Our learning culture of self-motivation, challenge and high expectations allows all pupils have a mind-set to achieve and fulfil their potential.

Support is given to pupils who at any point in their school journey require additional or different provision to help them succeed. We use a person-centred approach, where pupils and parents are actively involved in all discussions and decision-making, from identifying needs, to the best form of provision required. Pupils and parents can seek advice and support whenever needed. We are fully

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committed to meeting the needs of all. These children maybe on the SEN register or nationally recognised vulnerable groups such as children looked after (CLA), those that receive free school meals (PP), English as an additional language (EAL) or those from ethnic minorities.

We use the 'assess, plan, do review' approach:

Assess

- Evidence is gathered from the class teacher, SENCo, pupil and parents to identify specific needs.

Plan

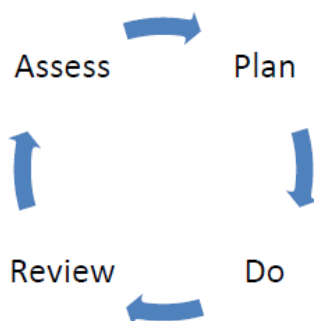
- Through discussion, the best provision and support is decided. Targets are set out on an Individual Learning Plan. These are reviewed three times a year.
- A Provision Map is drawn up to show how the provision will be delivered.

Do

- The class teacher will implement the provision and provide support to meet the targets through highly quality, differentiated first class teaching and resourcing. Depending on the provision, some pupils will receive interventions, extra resources, small group focused activities or support from outside agencies.

Review

- Targets and interventions are continuously reviewed for effectiveness and progression, and changes are made in line with the pupil's needs by the class teacher and SENDCo. Class targets and support plans are also reviewed 3 x a year. Children are asked for their views on their progress and areas they feel they need continued support. Outcomes of targets are also shared with parents.



If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the SEN Individual Needs Plan, and will involve foster carers and social workers in discussions.

How do we identify pupils with SEND?

We aim to identify children's special educational needs or disabilities (SEND) as early as possible, so that the child achieves the best possible outcomes. A pupil has SEN where their learning difficulty or disability calls for special educational provision. That is provision which is different from, or additional to, that normally available to pupils of the same age.

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Children may have one or more broad areas of special educational need:

- **Communication and Interaction** – including speech and language difficulties and autism
- **Cognition and Learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health**– including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or Physical** - including visual and hearing impairment, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

We assess each pupil's skills and level of attainment when they start school and there is an ongoing cycle of monitoring and assessment throughout the school year. Pupils that join the school with an Educational Health and Care Plan (EHCP) will have transition meetings with the SENDCo to put in place a suitable provision and relevant interventions/resources before the pupil begins. The discussion will involve the previous setting, parents, teachers, support staff and the pupil where appropriate.

The Reception teacher has in-depth meetings with all the nurseries/pre-schools for children who are joining the school; detailed assessments are exchanged and any needs identified. If a pupil has a disability under the Equality Act 2010 we make reasonable adjustments.

Children are continuously assessed and observed in class by the teacher and teaching assistant throughout the school. Assessment for learning (AFL) is part of daily practice at The Laurels. We also ask children to self and peer assess so we know how confident they feel on different tasks which might highlight areas of difficulty/need. If the class teacher thinks a particular child is not making expected progress, academically or socially, then they will alert the SENDCo to this.

Termly pupil progress meetings with the headteacher, class teacher, support staff and SENDCo ensures that everyone has the opportunity to discuss any concerns they have about particular pupils and decide what may be the best provision to put in place. If a child is making less than expected progress for their age or individual circumstances, we will consider whether they have special educational needs. Discussions will take place with parents and pupils (pupil voice). From this, individual target setting sheets, provision maps, one page profiles and individual learning plans are put together that highlight individual/group interventions needed. All targets are specific, measurable, achievable, relevant and time-based targets (SMART) so the impact of every intervention can clearly be shown.

If you, as a parent, are worried about whether your child has special educational needs, firstly you should contact the class teacher and then they will discuss the matter further with the SENDCo. Initially, we will look at relevant information and data relating to your child and carry out observations. Through discussions with the parent/carer, we will then think about the best support strategies to put in place for the child, including how they can be helped at home.

English as an additional language

Care needs to be taken when assessing and identifying SEND with children who have English as an additional language. The child's performance in all areas of learning and development need monitoring, and difficulties that are identified as solely due to limitations in English as an additional language, will not be categorised as SEND. These children will sometimes have support from

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Additional Language Services who will work with the school offering support and advice to promote progress.

Behaviour

If the behaviour of a pupil is a concern, the class teacher will gather and record information on that pupil using The Laurel's behavioural system (CPOMS); they would pay particular attention to the kinds of behaviours, times of day, context and the impact it has on learning. Observations may be carried out in class and in the playground to gather further information. Discussions with parents and the pupil would also take place. From the information gathered, interventions and behavioural strategies would be put into place to support that pupil. This may include modifications to the Behaviour Policy. External agencies may also be involved if behaviour does not improve or specialist advice is required. Disruptive or withdrawn behaviours do not always necessarily mean a child has SEND and conversely, not all children with SEND present with difficult behaviour.