



Lawn Primary and Nursery School

Children To Be Proud Of

SEND Annual Report for Parents

January 2024

This SEND Annual Report for Parents is part of the Local Offer for learners with Special Educational Needs and Disabilities. All governing bodies of maintained schools have a legal duty to publish information on their website and update it annually or sooner if required, about the implementation of the governing policy for pupils with SEND.

The Governors and all Staff at Lawn Primary and Nursery School recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum.

We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- Celebrate diversity by acknowledging that each child is unique and a valued part of our school community.
- Ensure that our curriculum is accessible and relevant to all children whatever their individual need.
- Promote positive attitudes and individual confidence, ensuring all children experience success.

We believe that "Every interaction is an intervention"

- meaning that ever time we engage with a child we can make a difference for them.

We welcome everybody into our community and endeavour to make it a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. We aim to offer equality of opportunity for all our children and we strive to provide a learning environment that enables all pupils to make the greatest possible progress in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes and other learning interventions developed to personalise learning. Having a good attendance is key and we are pleased that pupils want to come to school to experience our high quality learning provision.

We pride ourselves on being an inclusive and supportive school that ensures all children have a curriculum and school experience that is relevant to their needs.

This SEND Information Report and Contribution to the Local Offer are provided to comply with the 'Special educational needs and disability Code of Practice 0-25 years (January 2015)'.

How do we identify and support children and young people with SEND?

Lawn Primary and Nursery School is an inclusive mainstream primary. Admission of children with special educational needs is considered in line with our admissions policy, which relates equally to all children. We also recognise that some children may have needs beyond those which we can cater for. We work with parents/ carers and specialists to facilitate the appropriate placement of children with special educational needs.

Lawn Primary and Nursery School follows the Special Educational Needs and Disabilities Code of Practice (2014) in identifying and supporting children who:

- have a significantly greater difficulty in learning than the majority of others of the same age;

or

- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of Practice 2014, para xiv)

We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEN), in cooperation with the local authority. We make reasonable adjustments to ensure that children are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our school and curriculum.

Special Educational Provision is that which is additional to, or different from, that which is made generally for most children in school. Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Reception through to Year 6. If a child is not making the expected progress, then we identify their need and determine the reasons why.

Children with additional needs are supported using Swindon Core Standards. The Core Standards outline the Local Authority's expectations of education providers in relation to the identification of SEND and the provision for pupils with SEND. Core Standards take the four broad areas of need as described in the Code of Practice and divides them in to the following seven areas:

- Cognition and Learning
- Communication and Interaction – Speech and Language
- Communication and Interaction - Social Communication and Interaction Difficulties
- Social, Emotional and Mental Health Needs
- Physical/Medical Needs
- Hearing Impairment
- Visual Impairment

If a teacher or parents feels that a child has additional needs then a discussion will be undertaken as to why they feel this. This ideally would also involve the SENCo. At this stage the SEN Needs Checker is completed to determine the area or areas of additional needs. At this point the child may be added to the SEN Register.

Once a child has been recognised as having additional needs in one of these areas, Identifying Criteria checklists are used to ensure that all barriers to learning are clearly identified. These records will be reviewed to maintain a clear picture of a pupil's ongoing needs. Universal Provision checklists are also completed to ensure that provision in school is broad and encompassing, and all relevant strategies have been put in place.

An SEND Support Plan is created for each child identified as having SEND. The class teacher, supported by other staff who know the child well, complete each of four areas:

- Strengths
- Barriers to Learning
- Desirable Outcomes
- Strategies to Support

This document is created at the end of term 1 and is reviewed at the end of term 3 and term 5. Parents are sent a copy and it is used as part of the discussion about progress and current achievements for their child during Parents' Consultation evenings. Parents are invited to have a further meeting with the SENDCo if they desire it.

Each class teacher places quality first teaching at the heart of support for children with SEND and we work on the premise that 'every interaction is an intervention'.

Across each year group, a timetable of support (Provision Map) is put together so that staff can offer individual provision where appropriate, both inside and outside of the classroom. All interventions are monitored for their impact using quantitative data at the start and end of each intervention period.

For children whose needs go beyond these levels of support an Educational Health and Care Assessment (EHCP) is applied for and may be put in place in line with national guidance and with support from the Swindon Borough Council SEND Services team. For all EHCPs, there is an annual review to update targets and review the documents. Parents and a range of relevant professionals are invited to attend or submit reports. At three points throughout the year an EHCP Target Review is completed to review progress towards their specified targets.

Further information about EHCPs can be found as part of the Swindon Local Offer (<https://localoffer.swindon.gov.uk/home>).

The inclusion of parents and carers in the process

We believe working alongside and in partnership with parents is key, so we welcome regular discussions and have an open door approach. All the staff are involved in monitoring the children's progress carefully and interventions are put into place to support any child that needs support or challenge beyond normal class adapted teaching. Parents and carers are fully involved in this process too as this way of partnership working is vital. The school holds parents and carers meetings in the Autumn and Spring terms. More regular meetings are instigated by both parents and staff if the need arises. The school actively uses the Swindon Core Standards, Early Help Process and Team

around the Family meetings to identify need, share information and work closely with families and other professionals.

We are always happy to discuss your child with you - a member of staff is usually available first thing after school or appointments can be made at the School Office.

Annual reports to parents are completed in July each year.

In some circumstances, we will, in agreement with you, set up additional communication sessions or home-school books to help support your child.

We sometimes offer parent drop-in sessions to look at show cases of children's learning or parent information sessions about how we teach and how you can become involved at home.

There is a large amount of parent information on the school website : <https://www.lawn-pri.swindon.sch.uk/>

How do we adapt the curriculum?

We offer a broad and balanced curriculum for all children and young people including those with SEND. Teachers are responsible for the progress of all children and lessons are scaffolded or adapted appropriately to ensure success and progress for everyone. Staff also put in place strategies and resources to support where needed. Each class has an Enable Table of resources to help children complete their tasks. Children are encouraged to independently access these strategies and collect equipment to help them. Some children will need more assistance with this than others.

The school provides many intervention programmes, in addition to the core curriculum, to boost and support children's learning. Children who have been identified as having special educational needs will receive additional targeted support aimed at enabling them to make progress, in order to close the learning gap with their peers or, if currently working below their year group level, to make progress at a suitable rate to their needs. The amount, type and frequency of support will depend on the needs of the child. Sometimes this will be done in class, either by the class teacher or the teaching assistant. Sometimes the child might be learning using a specific programme either 1:1 or in a small group, which may be completed outside of the classroom. The SENDCo works to support, monitor the impact of and advise with this work. Details of these interventions and strategies are detailed on the pupil's individual support plan document and there may be reference on here of work that parents can complete at home to support a specific intervention.

These interventions may support a particular aspect of learning such as reading and comprehension or maths and we also offer social/nurture groups to enable children to develop communication and social skills and increase their self-esteem. Please see the Family Support and Nurture page of the website for more information.

What expertise can we offer?

All of our TAs receive regular professional development to keep them up to date with the needs of the children they work with under the direction of the class teacher and the SENDCo, to undertake and carry out any assessments or interventions as identified.

Staff training is undertaken in various aspects of SEND, according to the current needs of the SEND children, to ensure that the provision made and support given to pupils is appropriate and effective.

The training needs of staff are reviewed as part of the process of continuing professional development in school.

Training may take the form of attendance at external courses on particular themes or is offered through in-house training run by the SENDCO, pastoral lead or other specialists from Local Authority agencies we work alongside. We also subscribe to the National College which offers a wide range of online training opportunities.

We commission a range of specialist support services including:

- Educational Psychology Service
- Speech and Language Therapy Service
- Hearing Support Team
- Social Emotional and Mental Health Team (SEMH)
- Advisory Teacher for Physical Disabilities and Complex Health Needs
- Cognition and Learning Support Service (CLASS)
- TaMHS (Targeted Mental Health Services)
- Community Paediatrician
- Swindon Assistive Technology Services
- Swindon Autism Support Services (SASS)

When a child is demonstrating further cause for concern, after initial strategies and interventions have been tried and completed, or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with the relevant external services.

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation. A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment for evidence gathering
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

- provide support to parents and carers

We refer any children identified as needing support from these services alongside discussion with parents. Parental consent is always obtained before any outside agencies are involved.

We also work alongside a range of charitable and voluntary services to the advantage of young people and their families.

In addition, close liaison with Health and Social Care enables us to ensure that all aspects of a child's identified needs can be supported.

Children with SEND needs may or may not be included in the Early Help Assessment Process and there may be regular TAF (Team Around the Family) Reviews.

How do we know if SEND provision is effective? – the monitoring of progress

The aim of support given to children with SEND is to 'diminish the difference'; to reduce the gaps between learners with SEND and their peers by having high aspirations through quality first teaching in the classroom. All class teachers plan carefully, and are effective, in achieving the highest standards of teaching for their pupils.

We follow the Graduated Response (assess, plan, do, review) model to ensure individual progress has been effective.

Monitoring progress is an integral part of teaching and leadership within Lawn Primary and Nursery School. Children are assessed at three points per each academic year using a range of tests such as PIRA for Reading, PUMA for Maths or Youngs for spellings. If the child has very high needs and cannot access these assessments then we may make a judgement using more specific SEND assessment tools such as the Pre-Key Stage Standards or The Engagement Model. The progress of all children/young people is tracked throughout the school through using an online tracking system called DCPro. This data is analysed regularly during Pupil Progress meetings attended by teachers and Senior Leaders and an overview fed back to the Governors.

In addition, for children with SEND, we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and identify what we need to do next. We evaluate this progress against each individual child's flightpath.

Children on the SEND register have 3 x yearly support plan reviews – these are shared with parents.

Children with an EHCP have 3 x yearly EHCP target reviewed – these are shared with parents. These children also have an Annual Review (Six Monthly if under 5 years of age) where parents, relevant staff and outside agencies are asked to attend a meeting or submit a report / comments to review progress and check the documentation is still correct and relevant.

The SENDCo continually champions SEND pupils and SEND practice at Staff Meetings, Leadership Meetings and throughout the school day.

The SENDCo meets regularly with the SEND Governor to discuss SEND provision.

During the Summer of 2023, our Dyslexia Friendly Schools Award came up for renewal. We completed the resubmission of evidence and a re-verification visit was completed. The outcome from this was that we were given the award again. This remains valid for the next three years.

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

Around the school we have bright and welcoming learning spaces, where groups of children can receive tailored intervention work, to help them progress in their learning. We have identified areas which offer a calm and quiet place for those times when children need to take time out of the busy classroom either to talk or just to take a break.

These spaces may be desk areas just outside the classroom or specific areas for SEND pupils to be taken to. We have :

A Breakout Space

A Sensory Room

A Nest

A Nurture Room

Some children visit these areas on a regular basis as part of their curriculum vision, others visit on a more adhoc basis when needed. Other areas in the school such as the library, music room, hall etc can also be used as spaces to withdraw to if time away from the classroom is needed.

Some children have a “base” outside of the classroom where they are supported and complete the majority of their work. They always have a space inside the classroom to ensure they still feel part of that entity, and are encouraged to be in class as much as possible, with support if needed.

We endeavour to include all children and young people in clubs, activities and trips following risk assessments and reasonable adjustments where needed and in accordance with our 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. Sometimes it is appropriate to adapt the activity to meet the needs of the SEND pupil and sometimes parents may be asked to attend in order to support their child.

How are the children / learners involved in the process and how do we listen to their views?

Pupils who have a higher level of SEND need are asked their views as part of an EHCP Annual Review, if this is able to be expressed by them.

For other SEND children, a Pupil Voice exercise is carried out annually to find out what their thoughts are around their school experience, and any additional help that they receive.

SEND children, and all children at Lawn, can share their feelings, thoughts and opinions in a range of ways. These include :

- Talking to any adult at any time
- Putting thoughts in the class worry box
- Stating their thoughts during classroom monitoring visits
- Stating their thoughts during subject pupil voice gathering exercises
- Telling a member of School Council their ideas and opinions
- Asking parents to communicate an idea or thought for them
- Being involved in a range of surveys and information gathering exercise throughout the year

What do we do to support the emotional and social wellbeing of children with SEND?

As a school we use the Zones of Regulation to teach all learners about their emotions and how to cope with changes in these.

All children have the opportunity to share their views through the annual Keeping Safe survey and we encourage all children to talk to a trusted adult if they have a problem.

The Pastoral Team work closely with children with social, emotional or behavioural difficulties to enable them to feel safe, happy and supported in the school environment. Some children and families have lots of contact with this team and have targeted interventions from our trained ELSA specialists or are referred to other agencies for additional support and help.

Bullying is not tolerated, and procedures followed can be found in our Behaviour Policy and our approach in our Anti-Bullying Policy which can be found on the School website and is available as a paper copy from the School office if required. We complete activities each year relating to Anti-Bullying Week and World Mental Health Day / Childrens Mental Health Week.

Around the school we have information on display about organisations that can help and trusted adults around the school.

In individual classrooms there are 'worry envelopes' which children are encouraged to use.

Joining the school and moving on – how we support transition

We encourage all new children to visit the school before starting to get a flavour of our school community and the provision we offer.

For children with SEND a meeting with the SENDCo is recommended.

Children are encouraged to undertake a classroom transition visit "try out" session before starting at our school.

At all times of transition, SEND information is gathered together and records transferred to the new teacher or school. There are induction sessions for each year group at the end of each year to support transition. Each child, whether SEND or not, has a transition document, detailing specific provision needed, which is passed to the next teacher. There are also teacher to teacher handover meetings organised once new classes and staffing have been finalised at the end of the academic year.

Some children need additional transition documents to refer to over the summer break. This are created and discussed with the child and parents.

At the end of Year 6 pupils move on to new settings. Year 6 children transferring to local Secondary Schools have the chance to visit the new school. Representatives from the Secondary Schools visit to talk with the children. This is arranged by the SENCo.

The SENDCo and Year 6 teachers and a member of the Pastoral Team liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff.

All relevant documents and details of provision are sent onto the receiving school.

Additional meetings are arranged for those children who may require more than one visit prior to transfer.

Feedback and complaints

At Lawn Primary and Nursery School we welcome feedback from parents. If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will then be arranged, which may include the Phase Leader, Head teacher and/or SENDCo to discuss the concern.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Head teacher and follow the Swindon LA procedure in the first instance. Please see Lawn Primary and Nursery School's Complaints Policy on the policy page of the website for more details.

Useful Links

Details the Local Offer for Swindon

<https://localoffer.swindon.gov.uk/home>

The SEN Code of Practice issued by the government is available at

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Swindon SEND Family Voice- Gives advice and support to parents.

<https://swindonsendfamiliesvoice.org.uk>

Related Policies – see school website (hard copies can be supplied upon request)

SEND Policy

Admissions Policy

Accessibility Plan

Teaching and Learning Policy

Assessment Policy

Anti-Bullying Policy

Equality Scheme

Personnel

Headteacher : Mrs Sally Robins

SENDCo : Mr Charlie Berry (senco@lawn-pri.swindon.sch.uk)

SENDCo Assistant for Early Years : Shelley Ibrahim

SEND Governor : Mr Russell Hall

Useful abbreviations of acronyms, used within Special Educational Needs

SEND – Special Educational Needs and Disability

SENCo – Special Educational Needs Coordinator

EHCP – Education Health and Care Plan

SEMH – Social Emotional and Mental Health

SASS – Swindon Autism Support Service

SCID – Social Communication and Interaction Difficulties

SALT – Speech and Language Therapy

EHR – Early Help Record

TaMHs – Targeted Mental Health service

EP – Educational Psychologist

IPP – Individual Play Plan

ISP – Individual Support Plan

HNF – High Needs Funding

SIASS - Special Educational Needs & Disabilities Information Advice & Support Service

SMART – Specific, Measurable, Achievable, Realistic and Timed

CI – Communication and Interaction

CL – Communication and Language

VI – Visual impairment

HI – Hearing impairment

ELSA – Emotional Literacy Support Assistant