

## SEN&D Information Report: Ladysmith Federation

### *Introduction*

Ladysmith Federation is comprised of two mainstream schools in Exeter, Ladysmith Infant and Nursery School and Ladysmith Junior School. We aim to be inclusive, with the needs of the pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The staff and governors will aim to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

### **What is the definition of SEND (Special Educational Needs and Disabilities)?**

Ladysmith Federation regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/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 (SEND Code of Practice 2014)

### *What does the Local Authority Offer children with SEND?*

The Children and Families Bill came into force in March 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the 0-25's. This is called the "Local Offer".

Devon County Council has taken a multi-agency approach in supporting young people with Special Educational Needs and Disability (SEND). This means new ways of working where schools, care workers and the National Health Service work together to provide for a SEND child.

The link below will take you to the Local Authority's Local Offer.

[Devon County Council Local Offer](#)

## *What does Ladysmith Federation offer a child with SEND? Does my child have a special educational need?*

- Children are identified early in their schooling and offered the appropriate support according to their needs.
- High quality differentiated teaching across the Federation
- Ladysmith Federation offer targeted intervention work and support in the classroom for children with learning difficulties or for pupils that are not making required progress.
- We have very skilled Teaching Assistants, who will work with children under the supervision of the Class teacher, SENDCo and Head of school.
- We work closely with outside agencies to ensure that pupils with learning needs in our school receive high quality support.
- Children with learning difficulties are closely monitored through the school in completing a termly overview for the class which outlines different needs at different stages – from raising and monitoring a concern to information finding and sharing the concern with parents; from short term to long term provision and support; from accessing assessments and support via external agencies, to requesting a Statutory Assessment for an Education Health Care Plan (EHCP).

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN&D) will be considered within one or more of the following categories of need:

### **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and

communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## **Sensory and/or physical needs**

Some children special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **What should I do if I think my child has special educational needs?**

Please talk to us. The first point of call is to talk to your child's class teacher as they will have been regularly assessing your child and monitoring their progress. The class teacher may decide to direct you to their Special Educational Needs Coordinator (SENDCo), Louise Williams (Juniors) or Helen Keenor (Infants and Nursery), for an appointment.

At that appointment the school will:

- Gather views and aspirations of your child
- Listen to any concerns you may have
- Complete a 'Concerns Sheet' with specific targets
- Plan any additional support your child may need.
- Discuss any referrals to outside professionals to support your child.
- Consider starting a Home School Action Plan or a Devon Assessment Framework - DAF2a My Plan.

Mrs Louise Williams who works at the Junior school, every Tuesday, Wednesday and Thursdays can be contacted via the school office, by phoning 01392 255554 or by emailing [sen@ladysmithfederation.net](mailto:sen@ladysmithfederation.net)

Mrs Helen Keenor who works at the Infant and Nursery school, every Monday, Tuesday and Wednesday can be contacted via the school office, by phoning 01392 271596 or by emailing [hkeenor@ladysmithfederation.net](mailto:hkeenor@ladysmithfederation.net)

We can most successfully support children with SEND when parents and schools work in close partnership together.

## *How does Ladysmith Federation know if my child needs extra help?*

The class teacher is the key person leading a child's learning journey at school, whether or not they have SEN&D. Our high quality teaching is differentiated to ensure that all needs of children are met within the class.

Children with SEN&D are monitored through a half termly Pupil Attainment Meetings (PAMs) with members of the SLT and then further meetings with the SENDCo as required. Where necessary, more specific support related to the individual child's needs need will be provided either within the class environment or in small group/1-2-1.

The classroom and resources may be adapted to meet a child's needs. For example a sound system may be used for a hearing impaired child.

The child's progress will be carefully monitored and any gaps in their learning will be identified and bridged accordingly using the "assess, plan, do, review" approach.

In some cases the school may seek the advice of specialist services and expertise (outside agencies).

### **What may happen when an outside agency is involved?**

The outside agencies are called on when the school has identified a need for specialist support. They are identified by the SENDCo in conjunction with the class teacher.

Parents will be asked to give permission to the school so they can refer their child to the relevant outside agency. This helps the school to understand the child's particular need in more detail and the best way in which to support him/her effectively within the school.

The specialist agency worker will come into school and work with the child to understand their needs and make recommendations on ways to support the child further in their education.

## **What specialist services and expertise may be available at Ladysmith Federation?**

Outside agencies are called on when the school has identified a need for specialist support. They are identified by the SENDCo in conjunction with the class teacher.

Children at our school may be involved with one or more of the following agencies:

- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Services
- Hearing impairment support team
- Visual impairment support team
- Physio therapy service
- Behaviour support
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse
- Children centres
- Family Support Workers
- Integrated children's services
- Youth offending team
- Specialist outreach teachers

Often these services have waiting lists and we need to be mindful of this.

## **Specified Individual Support**

This support is available for children whose learning needs are severe, complex and lifelong.

In Devon the process is known as the Devon Assessment Framework (DAF). DAF's have been developed to provide a coordinated system, which covers children and young people aged 0 to 25 years. This has been developed as a comprehensive system that includes support across education, health and social care. The whole process includes:

DAF 1: Family Information and Assessment

DAF 2a: My Plan (through a Team Around the Child or Team Around Me meeting)

DAF 2b: Education, Health & Care Plan (EHCP)

DAF 3: Request for Additional Resources (not dependent on an EHCP)

DAF 4: Transition Assessment (post 16) This is replacing the old system of Statements.

If a child already has a statement this will continue to be supported. A phased programme for converting statements to education, health and care plans will start from November 2014.

## *How will both you and I know how my child is doing and how will you help me to support my child's learning?*

Your child will be continually monitored by the class teacher and their progress will be reviewed by the Head Teacher and SENDCo every half term. Children's attainment and progress is assessed against the same criteria as other pupils, linked to the New National Curriculum.

Marking and feedback systems are in place that show where children have succeeded in something in particular and what they could try next, or need to think about. Children respond to this feedback using purple pen. This provides an instant picture of how well they are doing in their books.

At Year 2 and 6 all children are required to be assessed using the Standard Assessment Tests (SATs). This is a government requirement and results are published nationally.

Where a child has a My Plan (DAF 2a) or a Home School Action Plan (HSAP) the desired outcome are set termly and updated the following term so parents can see whether they have met these. Children who are on a DAF 'My Plan' will also have a 'My Learning Journal' where evidence of the desired outcomes are gathered and then shared to parents.

Where children have a statement or EHC plan then annual reviews take place with all adults involved with the child's education.

Additionally, parents evening and reports provide another means of communication. For a child with SEN&D, extra time for parent consultations is often allowed, additional meetings often occur and further meetings with the SENDCo are always available. The class teacher is always available to talk to parents after school and (by arrangement) before school. A 'contact book' can also be used to communicate 'non urgent' information and advice.

## *How will the curriculum be matched to my child's/young person's needs?*

Our high quality teaching is differentiated to ensure that all needs of children are met within the class. Our teachers and school leaders regularly assess and monitor the children's learning to gain essential information on abilities, progress and achievements. Where a child is not making progress and requires provision that is additional or different from that of their peers, support and intervention will be put in place.

Ladysmith Federation seek to make any reasonable adaptations to ensure that learning environments are accessible to all. This can include responding to advice from external agencies such as the Physical Advisory Team or an Occupational Therapist, to ensure a safe environment. Ladysmith Junior School is currently being re-built and access to this school and the learning environments have been carefully considered.

Risk assessments and Personal Emergency and Evacuation Plans (PEEPS), where needed, for SEND children are completed annually and revised accordingly.

We are constantly updating our technology to support SEND, e.g. with the latest use of iPads. We are continually developing this technology to enable children to record their work in alternative ways, e.g. developing the use of voice recognition.

We establish individual work stations, 'safe places' and development of social skills session via one of our play therapists. Social and emotional needs can be additionally met by either our Thrive practitioners, who work from dedicated rooms, where children receive either small group or individual support to address their needs or by our Emotional Literacy Support Assistants in Ladysmith Juniors.

## *How is the decision made about the type and how much support my child will receive?*

The school receives from Devon County Council in its budget a sum of money to support children with SEND.

The Head Teacher, Senior Leadership Team and the School Governors decide how to deploy this resource to meet the SEND children's needs.

The Head Teacher and SENDCo co-ordinate and discuss all the information they have on SEND within the school, this includes what support is already in place, which children need additional support and which children are not making as much progress as expected. From this the school allocates resources to best meet the needs of individual children.

Class teachers all have a 'Federation Provision menu' which outlines the provision and support that we have available to our Federation. This ensures that teachers consider all options and arrangements. Support can look different for



each child and might include classroom strategies, physical resources or allocation of staff.

## *How will my child be included in activities outside the school classroom including school trips?*

### **Accessibility to the school**

As a School we recognise:

- our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001)

“from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services”

Schools and LEAs must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- that Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plan

Ladysmith Federation is a mix of old and new buildings. Advice has been sought and followed from Occupational Therapists (OTs) and the Physical Difficulties Team to ensure safe access for all.

The Federation currently has:

- Slopes, doors widened and disabled toilet facilities are available.
- Outside, the steps, drains and edges are highlighted with yellow painted strips.
- A lift to enable access to classrooms on the second floor in the Infants
- Easy level access to outdoor space and ramp access to the playground and field.
- Ramps into certain classrooms.
- We have a disabled parking area in the school car park.

All trips, visits and wider educational activities are risk assessed, via the schools 'Evolve' procedure. Where needed, individual Risk Assessments are carried out as well. A member of staff has responsibility for making secure arrangements and any adaptations, as necessary, taking on advice from external agencies. Appropriately trained TAs in consultation with the class teacher, adapt lessons and activities to ensure inclusion.



Within the classroom advice from Occupational Therapy (OT) is followed and a number of children have access to writing slopes, foot rests, pencil grips, wedge cushions and voice recording and listening aids.

The school will always be open to discuss any special requirements a disabled child may need when coming to our school and will work with parents/carers, and specialist support workers to make arrangements to accommodate any child with a disability.

## *What support will there be for my child's overall well-being?*

Across the Federation, all staff believe that children need to learn and progress emotionally, mentally and socially, as well as academically. Throughout our schools, we advocate the Thrive approach, based on attachment theories of children's emotional and psychological development.

Pastoral care is provided, in the first instance, by the Class Teacher and/or TA. The adults work hard at forming secure and caring relationships with the children as individuals from the very start of the year. All classes follow the Thrive philosophy and techniques and Teachers monitor their class's emotional progress.

We have a dedicated Family Support Worker (FSW), Lindsey Blackwell, who can support families, individual children and also runs parenting courses and social groups. She is based in both the Infants and Junior schools, therefore ensuring good continuity of care and support for families. We are also well supported by the School Nursing Team, with a named practitioner.

We recognise the need to support any emotional and social needs of children, to ensure they do not become barriers to their learning. Ladysmith Juniors have two members of staff who are training to become Emotional Literacy Support Assistants (ELSAs) and the Infant School have TAs who are trained as 'mentors'. They will plan and deliver individualised programmes of support to develop the child's emotional literacy.

Within the DAF process we work closely with External agencies, such as the Behaviour Support Team, Devon Inclusion Officer and Social Care to ensure continuity of provision and support for a child.

## *How can I get involved?*

### *Who can I contact for further information?*

As soon as your child joins Ladysmith Federation, we embark on their continued educational journey in partnership with parents. There are daily opportunities for

contact with the class teacher, in addition to the termly parents' evenings and a yearly school report. Regular access to information can be sought via the schools secure online assessment data, Pupil Tracker.

Ladysmith Federation encourages parents to become involved in their child's learning and school life, through attending the class based open afternoons, volunteering as a helper, a governor or with the PTFA, community and fundraising events.

As part of the DAF and HSAP process, the SENDCo forges close links with the parents and decisions, paperwork and meetings are worked through in partnership and agreement as part of the 'plan, do, review' cycle.

For parents of children with SEND, we can signpost to other services such as [DIAS \(Devon information and Advice Service\)](#). Our Family Support Worker has access to DIAS advice and services available.

Other useful sources of information can be found on the [DISC](#) website which can also sign post other services that are available to parents in this area.

## *Transition to another school*

When children transfer to a different settings, every effort is made to share and gather information from the previous setting and the family. This offers reassurance to the parents who might feel anxious and forms the basis of a good relationship.

Within the school transition between year groups can be an anxious time for both parents and children. We allow time for teachers, TAs and MTAs (Meal Time Assistants) to share information about individual needs and use documents like 'all about me' or the 'one page profile' to share information. For the children there are planned opportunities for them to visit less familiar classrooms or areas of the school, work and spend time with new staff, ahead of transition.

Year 2 and 6:

We plan a comprehensive transition to/from our schools.

- Our SENDCo and class teacher will discuss the specific needs of the SEND child with the SENDCo from the infants/secondary school. In most cases a meeting will take place between both SENDCos to discuss the SEND children.
- Additional transition will be arranged, with our TA's and FSW helping in the process to keep familiarity in the transition period.

Opportunities to meet at coffee morning eases the transition for parents and meetings and information sharing times are planned in as required depending on the individual.

## *Complaints*

Concerns about SEND should be addressed via the Class teacher in the first instance, or to the SENDCo. Typically these concerns can be resolved through dialogue and the formation of a robust partnership between home and school. We believe that communication is key and consistent two-way information sharing is essential.

Ladysmith Federation operates a complaints policy which is available to all parents. Please ask in the office for details of this or look on the school website. [www.ladysmithfederation.net](http://www.ladysmithfederation.net)