Ladysmith Federation

SEN&D Information Report: Ladysmith Federation

Introduction

Ladysmith Federation consists 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 were 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?***

- Some children arrive with already identified needs which we can then translate into school and nursery provision.

- 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) sometimes 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 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
- Consider completing an 'Early Support' plan 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 an Early Help Assessment (previously known as a Devon Assessment Framework - DAF2a My Plan.)

Mrs Louise Williams works every Tuesday, Wednesday and Thursdays can be contacted via the school office, by phoning 01392 255554 or by emailing sen@ladysmithfederation.net

Mrs Helen Keenor works every Monday, Tuesday and Wednesday can be contacted via the school office, by phoning 01392 271596 or by emailing 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 Leadership Team and then further meetings with the SENDCo as required. Where necessary, more specific support related to the individual child's needs 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 seating and writing equipment may be used for a child with physical needs.

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. This is in conjunction with our School Improvement Plan.

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
- Devon Early Help
- Hearing impairment support team
- Visual impairment support team
- Physio therapy service
- Behaviour support
- Child and Adolescent Mental Health Services (CAMHS)
- EH4MH (Early Help for Mental Health) training and information
- 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 long term.

In Devon the process is now known as the Early Help Assessment, EHA (previously known as Devon Assessment Framework, DAF.) The EHA provides a coordinated system of support, for children and young people aged 0 to 25 years across education, health and social care. The process can include:

- Family Information and Assessment
- My Plan (through a Team Around the Child or Team Around the Family meeting)
- Education, Health & Care Plan (EHCP)

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 Leadership Team 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 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. 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 Teacher Assessments and some Standard Assessment Tests (SATs). This is a government requirement and results are published nationally, as well as on our school website.

Where a child has a My Plan 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.

Where children have an EHC plan then annual reviews take place with all agencies involved with the child.

Additionally, parents evening and reports provide another means of communication. For a child with SEND, 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 of 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.

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 use of iPads. We are continually developing this technology to enable children to record their work in alternative ways.

We establish individual work stations, 'safe places' and development of social skills. Social and emotional needs can be additionally met by either our Thrive practitioners, who works from dedicated rooms, where children receive either small group or individual support to address their needs.

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

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

The Leadership Team and the School Governors decide how to deploy this resource to meet the SEND childrens' needs, in both schools.

The Leadership Team 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 Checklist' 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)
- understand 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.
- Lifts to enable access.
- Easy level access to outdoor space and ramp access to the playground and field.
- Ramps into certain classrooms.
- We have disabled parking areas in both of the school car parks.

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 Teaching Assistants (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, 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 supported by the

School Nursing Team, 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/carers. 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 school.

Ladysmith Federation encourages parent/carers 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 CPTT (Children, Parents, Teachers Together, previously known as the PTFA) community and fundraising events.

As part of the Early Help 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. In addition, support is also offered through drop- in sessions called 'Working Together' and other informal style meetings.

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 setting, 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