

Latimer Primary School

Special Educational Needs and Disability Information

Our Contribution to the Local Offer

A Guide for Parents



Address	Latimer Street, Anstey, Leicester LE7 7AW
Contact Details	0116 2362138
Co-Headteachers	Mrs C Cooke & Mrs C Moran
Special Educational Needs Co-ordinator (SENCo)	Mrs M Swarbrook Contactable via: office@latimer.leics.sch.uk
Website Address	www.latimerprimary.co.uk
Age Range	4-11 years
Ofsted	March 2019 – Good
Designated unit/additional learning support department	No Mainstream Primary
Number of children with a Special Educational Need or Disability	53

‘What should I do if I think my child may have special educational needs?’

If you have a concern about your child’s development or feel that they may have a special educational need, it is important that you come and talk to us so that we can work together to ensure the best possible provision for your child. You can do this by making an appointment with your child’s class teacher who will be more than happy to discuss your child’s progress and educational needs with you.

‘How does the Latimer School identify children with special educational needs?’

In the first instance, the class teacher will talk with you about your child’s progress and suggest ways in which they may be supported at school and how you could help at home. Additional support in class or a targeted intervention group may be provided, depending on the individual needs of your child. If difficulties persist, the SEN

Co-ordinator (SENCo) will become involved. Your child's class teacher and/or the SENCo will discuss the next steps with you and your child.

Children may be identified as having special educational needs when their learning difficulty or disability is such that they are not making expected levels of progress and they require a provision different from or additional to that which is normally available to pupils of the same age. For some children, SEN can be identified at an early age. For other children, difficulties become evident only as they develop. We are committed to the earliest identification of these needs, so that effective provision can start as soon as possible.

Our SENCo supports teachers in their identification of children with special educational needs and disabilities (SEND). If a class teacher thinks that a child might have SEND, they will: monitor the progress of the child; carry out observations; put in appropriate levels of support and include children in small group work that targets their area of need.

The class teacher will also discuss their concerns with parents at the earliest opportunity. If the concerns continue, we may then place your child on the SEN record. There are different levels of placement on the SEND record:

- SEND Support
- Education, Health and Care (EHC) Plan

This is a graduated response relating to the child's level of need. Children are assessed as to which level they should be placed, by referring to the Local Authority's guidance for the criteria for placement. This tells schools how to work out which level of support children need according to the areas of need they have.

These areas of need include:

- Communication and Interaction: Autism Spectrum Disorder
- Communication and Interaction: Speech, Language and Communication
- Cognitive and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs: Hearing Impairment
- Sensory and/or Physical Needs: Visual Impairment
- Sensory and/or Physical Needs: Physical Disabilities and Medical Difficulties

The class teacher and SENCo will work closely in order to provide a targeted approach to supporting your child with any difficulties. Our staff has extensive knowledge, skills and experience working with children with SEND and are trained to identify pupils who may have specific needs (e.g. Dyslexia, Dyspraxia, ADHD, Autistic Spectrum needs etc.). The school can also seek further support and advice from other specialist agencies.

‘How does Latimer School approach individual learning?’

At Latimer School we aim to provide the very best learning experiences through a broad and balanced curriculum, which meets the needs of all pupils and enables them to fulfil their potential.

All of our classrooms are inclusive and friendly. We aim to teach in ways that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice, which supports all children but is vital for those who particularly need it. Our children have access to the full curriculum and we recognise their achievements in all areas. As part of normal classroom differentiation, curriculum content can be simplified and made accessible by using a range of resources and varying levels of support.

Teachers are trained to differentiate the curriculum and take into account ability and the different ways in which pupils learn. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement.

Where the progress of any pupil is below that expected, teachers make reasonable adjustments within the classroom setting, to enable pupils to learn most effectively. When adapting teaching to meet specific needs, we may use the advice of outside agencies (Speech and Language, Educational Psychologists, Autism Outreach Service etc.) to make sure that work is accessible to all and meets the needs of specific pupils.

Additional support is tailored to meet the individual needs of pupils. This support may be from the teacher and/or teaching assistants; this may be on a 1:1 basis or in small groups depending on the child’s needs. The exact nature of any additional support depends on the pupil’s needs. Teachers will discuss additional provision with parents and pupils. Our aim is to enable the pupil to become more independent in their learning, not over reliant on support, while at the same time accelerating their progress.

If your child has a SEND Support Plan, we will use this as a way of clearly identifying your child’s needs and work alongside parents and professionals to ensure specific targets are met by personalising the learning experience.

‘How will both the staff and I know whether my child is doing well and how will you help me to support my child’s learning?’

If your child is identified as having SEN, in addition to in-class support, the specific support needed to address your child’s area of need will be arranged. Interventions are provided in a variety of areas including: reading, maths, writing, communication and social skills. If your child has an EHCP (Education Health and Care Plan), we will put provision in place as outlined in that plan. If your child has a Health Care Plan for a medical condition, the advice and directives will be carefully followed and monitored.

Our SEN support is revised through a four-part process (assess, plan, do, review) and will be considered together during extended parent's evenings. Both the parental views and views of the child are gathered as part of the review. Provision will be revised in light of the pupil's progress and development; taking into account the views of all parties.

We use a range of assessment tools at Latimer School to ensure that our pupils are making progress.

- A whole school tracking system, which allows us to monitor progress made by all of our pupils.
- Classroom observations. Your child's class teacher is continually checking their progress through marking work and asking questions.
- Monitoring and review of the pupils' individual targets.
- Discussions with outside agencies, such as the Educational Psychologist and Speech and Language Therapy, where necessary.
- Small Step Tracker, Boxall Profile and Strengths and Difficulties Questionnaires.
- In class assessments and tracking of maths and literacy such as phonics checks and through schemes such as Test Base.

Parents are supported and advised on how to work on targets at home in addition to the ongoing intervention and reasonable adjustments within the classroom. This usually takes place during extended parents' evenings' with your child's class teacher. There are some occasions where it may be deemed necessary to review these at other times of the year, for example where additional concerns arise outside of that already discussed.

'How will my child be included in activities outside the classroom, including trips?'

We provide a range of extra-curricular activities (clubs, trips and residential visits), which are made available to all pupils. Where necessary, amendments and adaptations are made to meet the needs of all pupils and to ensure they can be fully involved in the experience.

All children are given roles and responsibilities within the school to ensure that they participate in all aspects of school life and feel equally valued. At times SEND pupils may even have their needs prioritised to give them greater access to a wider range of opportunities during and beyond the school day.

'How will my child's views be heard?'

We value the contributions our pupils make and recognise that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop confident pupils, who are able to effectively communicate, convey, negotiate and assert their own

interests, desires, needs and rights; by becoming increasingly able to make informed decisions and take responsibility for their learning and future.

The school will do this by:

- Supporting pupils to understand their own strengths, needs and approaches to learning and to have the confidence to voice their concerns, hopes and aspirations.
- Teaching children to be active learners through the whole school 'Responsible Learning Behaviours'.
- Providing personalised learning approaches throughout the school; encouraging the development of key skills and attitudes.
- Developing social skills and opportunities to discuss specific aspects of PSHE (Personal, Social, Health and Education).
- Involving pupils with SEN in reviewing their progress and making decisions about future support.
- Ensuring all staff listen to and address any areas raised by children themselves.
- Planning in additional support for pupils at key times, for example, when considering and making a referral for a co-ordinated assessment for an EHC Plan and at times of transition into the school or to the next phase of education.
- Seeking pupils' views through questionnaires, individual and group interview activities.

Our pupils' views are very important to us. Those who have an EHC Plan or a SEND Support Plan will be asked their views about the support that they received. All children are encouraged to think about their learning and to recognise their own strengths and areas for development.

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

All children at Latimer Primary School are treated as individuals and all adults work together to meet every child's academic and pastoral needs. We work to develop children's attitude towards learning through the Responsible Learning Behaviours such as developing resilience, independence, initiative and adaptability. By developing such skills, children learn how to be learners, giving them the confidence to keep going even when schools seems challenging.

At Latimer, we ensure that pupils have the opportunity to succeed, setting work that is attainable for them. It is important that children continue to access a full curriculum, affording them the opportunity to succeed in areas they find less challenging and allowing them to find an area in which they thrive.

Where a pupil's well-being is seemingly affected, support is implemented to encourage children to see the strengths and positives in themselves.

If parent / carers and teachers continue to be concerned about a child's social, emotional and mental health the school may offer interventions, often known as ELSA, to support children in their specific area of need. If there are long-term concerns regarding a child's mental health, school may make a referral to the school nurse or parents may be encouraged to ask their GP for a referral to CAHMS (Child and Adolescent Mental Health Services). All school staff have received training regarding the recognition and support of children with well-being and mental health concerns.

'How are parents involved?' Who can I contact for further information?'

We are fully committed to forming meaningful partnerships with parents.

The school will do this by:

- Making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Inviting parents of pupils with SEND to meet with the class teacher periodically through the year, to set targets and review outcomes of support. Additional appointments can be made with your class teacher and/or SENCo.
- Supporting and guiding parents in ways that they can support their child's learning and development at home.
- Seeking parents' views through occasional questionnaires and considering adjustments to practice in the light of analysis.
- Planning additional support for parents at key times, for example, when considering and making a referral for a co-ordinated assessment for an EHC Plan and at transition into the school or to the next phase of education.
- Providing all information shared with parents in a clear accessible way.

The SEND Information Advice and Support Service (SENDIASS) is available to give further impartial advice and support should you need it.

[Independent advice for special educational needs and disability \(SEND\) | Leicestershire County Council](#)

'How accessible is the school both indoors and outdoors?'

Accessibility is reviewed annually as part of our Accessibility Plan.

- There is a disabled toilet, a shower area and changing facilities.
- Portable ramps are available which provides some wheelchair accessibility.
- We use a range of ICT resources and equipment to ensure that all pupils have full access to the curriculum.
- Disabled parking is available at the front of the school.

‘What specialist services and expertise are available at, or accessed by the setting?’

We work in close partnership with a range of agencies to help us provide effective, targeted support. Where a pupil continues to make less than expected progress, the school will consider involving these specialists. Parents, the class teacher and in appropriate cases, the child themselves, will be involved in any decision to involve specialists. Specialist agencies will only be contacted where parents are in agreement.

The SENCo will contact the specialist agencies and ensure that anything discussed or agreed will be recorded and shared with parents, teaching staff and where appropriate, the child.

The cost of accessing specialist agency support will come from the SEN budget and will be monitored by the SENCo and head teachers. Where pupils have an EHC plan, the school will work in close partnership with any specialist agencies that are named on the Plan to provide support and specialist advice.

Examples of specialist agencies include:

- Educational Psychologists
- Paediatricians and School Nurse
- Speech and Language Therapists
- Occupational Therapists and physiotherapists
- Specialist Teachers for children with visual or hearing impairment, multi-sensory impairment, physical disability or behavioural difficulties
- Child and Adolescent Mental Health Services (CAMHS)
- Autism Outreach Service
- Specialist schools (e.g. Oakfield PRU, Birch Wood)

‘What training has been given to staff supporting SEND or what training are they having?’

We provide support, advice and training for all staff working with pupils with special educational needs to enable them to respond to the needs of all pupils. Training needs of staff are identified through the school’s self-evaluation process.

All staff undertake an induction process on appointment, including a meeting with the SENCo to explain the school’s SEND provision and practice and to discuss the needs of individual pupils. The school’s SENCo regularly attends SENCo Network Development meetings and keeps up to date with local and national updates in SEND.

'How will Latimer School prepare and support my child's transfer to a new setting or to the next stage of education and life?'

We fully understand that transition can be very unsettling for a child with SEND and therefore feel that it is very important to ensure that any transition is as smooth as possible. As a result, the following steps are taken:

If your child is joining us from another school/pre-school:

- The EYFS Co-ordinator will visit the pre-schools to establish initial links.
- The SENCo will also attend these meetings and where appropriate, attend annual reviews for pre-school children.
- Your child will make visits to the school in the summer term before they start.
- Parents of children new to EYFS will be invited to attend an information evening in June, prior to their child starting school and will be offered a 1:1 meeting with their child's class teacher to share any concerns and to discuss possible additional needs.
- We will contact the previous setting to gather information about your child's additional needs and how best these are supported.
- Where appropriate, a transition meeting will be organised, to which you will be invited, with the SENDCo of the pre-school setting and with agencies that may be working with your child e.g. EYIT.

If your child is moving to another school:

- We will contact the school's SENCo and ensure that they know about any special arrangements or support that need to be made for your child.
- Where appropriate, additional visits to the new school may be arranged.
- We will make sure that all records about your child are passed on as soon as possible to the receiving school.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher
- Targeted individual plans and existing education plans will be shared with the new teacher

In Year 6:

- The SENCo and class teacher will discuss the specific needs of your child with the SENCo of the secondary school.
- Where appropriate, a transition review meeting, to which you will be invited, will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

‘What is the role of the school governors in meeting the needs of pupils with SEND?’

An identified governor from the governing body works with the SENCo to monitor the SEND provision across the school and reports their findings back to the committee.

They do this in a number of ways:

- Attending SEND focused staff training
- Participating in monitoring activities such as pupil interviews
- Reviewing the data
- Monitoring progress made towards the SEND action plan
- Keeping up to date with SEND statutory requirements and in-school policies

It is the responsibility of the governors to ask questions about the SEND provision at Latimer and to hold the school accountable for the provision of pupils with SEND.

‘How will I be able to raise any concerns that I may have?’

The normal arrangements for the treatment of complaints at Latimer School are also used for complaints about provision made for special educational needs and disability. We encourage parents to discuss their concerns with the class teacher, SENCo or one of the head teachers to resolve the issue before making the complaint formal.

Please see the Complaints Policy on our website for more information.

‘Where can I find Leicestershire County Council’s Local Offer?’

The Leicestershire Local Offer can be accessed at:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer>

If you have any further questions about our provision for SEND pupils, please contact us using the details provided.

Telephone: 0116 2362138

Email: office@latimer.leics.sch.uk