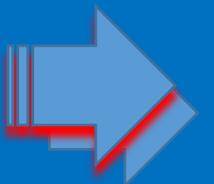




# **SPECIAL EDUCATIONAL NEEDS & DISABILITY INFORMATION REPORT**



**WELCOME TO OUR  
SPECIAL EDUCATIONAL NEEDS &  
DISABILITY (SEND)  
INFORMATION PAGES**



# INTRODUCTION



At Little London Community Primary School (LLCPS), we welcome everybody into our community. We believe every pupil, regardless of gender, race or disability has a right to equal access to a broad and balanced curriculum and ensure this happens through the attention we pay to different groups of children within our school family and provide a learning environment that enables all pupils to achieve their full potential.

Our SEND provision allows pupils with learning disabilities to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning so that they maximise their potential and grow into independent learners.

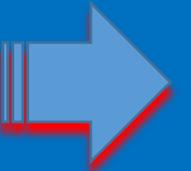


# What types of SEND do we provide for?



Children may have needs that fall within one area or have needs that fall across two or more areas and these will be recorded on the school's SEND register. The identified areas of need as laid out in the SEND Code of Practice (2015) are:

- ❖ Communication and interaction
- ❖ Cognition and learning
- ❖ Social, emotional and mental health difficulties
- ❖ Sensory and/or physical needs



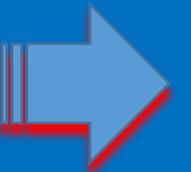
## How do we identify and assess pupils with SEND?



Pupils are identified as having SEN and their needs assessed through:

- ❖ Consultation with parents and pupils
- ❖ Information passed on from Children's Centres/previous schools
- ❖ EYFS baseline testing and Key Stage 1 & 2 progress data
- ❖ Feedback from teaching staff and observations
- ❖ Additional and different assessment tools may be required when children are making less than expected progress, which may be indicated by progress which:
  - is significantly lower than their peers starting from the same baseline
  - fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and their peers
  - widens the attainment gap.

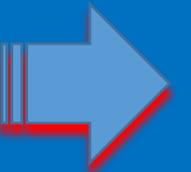
Progress in areas other than attainment is also considered. For example, where a child needs to make additional progress with social needs in order to be fully integrated into school life or make successful transition to high school. As with any area of concern, if a child's behaviour causes concern,, the class teacher will speak with parents to find out if there are any known underlying issues causing this.



## What is the school's approach to teaching children with SEND?



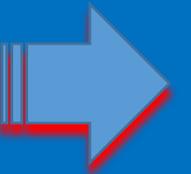
- ❖ Provision for SEND pupils includes:
- ❖ Quality First teaching, with appropriate differentiation in place
- ❖ extra adult support in classrooms where appropriate
- ❖ intensive personalised provision through time-limited programmes
- ❖ personalised provision through adapted resources and interventions.



## How do we evaluate the effectiveness of our provision for SEND?



We monitor progress of children with SEND at least termly and adapt/change what is in place for them if necessary. SENCOs also monitor progress and evaluate provision with class teachers in Pupil Progress meetings. Progress and evaluation is also reported to the Governor with responsibility for SEND regularly. SEND information is reported annually to the Governing Body.

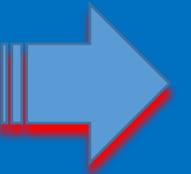


## What are our arrangements for assessing & reviewing pupils' progress towards outcomes?



Arrangements include :

- ❖ data tracking for pupil progress
- ❖ termly pupil progress meetings with teachers and members of senior leadership
- ❖ support plan and EHCP reviews
- ❖ observations and follow up
- ❖ Parents' meetings

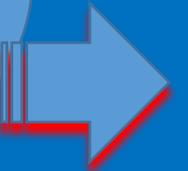


## How are adaptations made to the curriculum and learning environment of pupils with SEND?



### The curriculum/learning environment may be adapted by:

- ❖ groupings that target specific levels of progress
- ❖ differentiated resources and teaching styles
- ❖ appropriate choices of texts and topics to suit the learner
- ❖ access arrangements for tests and or examinations when necessary.
- ❖ all classes have a teacher and a teaching assistant; additional adult support is provided where funding is available.
- ❖ alternative coloured paper is available for pupils and staff with dyslexia
- ❖ For children who benefit from the use of electronic equipment to aid their learning, such equipment as lap-tops, iPads are readily available.
- ❖ writing slopes, writing grips, alternative scissors are available
- ❖ visual timetables and prompts for children with social and communication difficulties/autism.
- ❖ Small group rooms are available in both school buildings to provide quiet work areas for 1:1 or small group work
- ❖ visual timetables and prompts for children with social and communication difficulties.

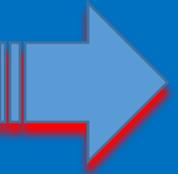


## What support is available for improving the social emotional and mental health of pupils with special educational needs?



Pupils are well supported by:

- ❖ An anti-bullying policy
- ❖ Behaviour policy and Good Behaviour Code
- ❖ A whole school approach to developing self-esteem and positive mental health through PHSE, assemblies and rewards.
- ❖ A variety of small group programmes to build self esteem.
- ❖ Targeted 1:1 support for individual pupils, eg. mentoring from Learning Mentors and support from our traded psychotherapist
- ❖ Lego based therapy sessions for children with social and communication difficulties
- ❖ School Council
- ❖ Pupil voice.



## What expertise and training do staff have to support pupils with SEND?

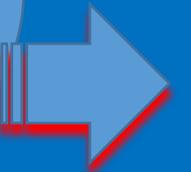


Staff receive training which supports children with a variety of needs, eg:

- ❖ Speech, Language and Communication
- ❖ Autistic Spectrum Disorder
- ❖ SEND Code of Practice (2015)
- ❖ Specific learning difficulties.

This training often comes from many specialist services, including:

- ❖ Specialist Training in Autism and Raising Standards (STARS) team
- ❖ Educational Psychologists
- ❖ Child and Adolescent Mental Health Services (CAMHS)
- ❖ North West Area Inclusion Partnership (NWAIP))
- ❖ Special Educational Needs Inclusion Team (SENIT)
- ❖ Speech and Language Services
- ❖ Occupational Therapy Services
- ❖ Team Teach



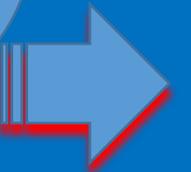
## How accessible is the school?



An appropriate and accessible learning environment is provided within the schools means and confines of the building, and is adapted where possible with additional funding, if available and necessary.

- ❖ There is a hygiene suite in both school buildings.
- ❖ A mezzanine lift is in place to support children in accessing the lower school hall which is on a slightly higher level than the rest of the school. There is also a lift in the upper school building. Accessibility is always of prime importance when considering any building alterations.
- ❖ Teachers adapt the classroom layouts to cater for children with special needs and/or disabilities.

The school's accessibility plan can be viewed on our website.



## How can parents of children with SEND get involved in their child's education?



We recognise that the partnership between parents and school will play a key role in promoting a positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, annual reports and SEND reviews. SENCOs are also always available to discuss individual needs and concerns.

Parent/carers themselves can be involved in supporting their child's education in consultation with the class teacher. We are eager to learn more from parents about how to support their children and will communicate any concerns we have as early as possible. Once a child has been identified as having SEND, the SENCO will make contact with parents to invite them into school to discuss the way forward.

Additional support may also offered from members of our Pastoral Team.

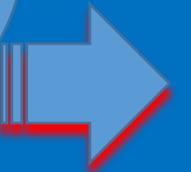
## What specialist services and expertise are available or accessed by the school?



When a child is demonstrating further cause for concern or their learning need is more **complex** and **persistent** than can be met by the school interventions already put in place, school will, in consultation with parents, engage with relevant external agencies.

School agency partners include:

- ❖ Child and Adult Mental Health Services (CAMHS)
- ❖ Leeds Community Healthcare, eg:
- ❖ Speech and Language Services
- ❖ Occupational Therapy
- ❖ Physiotherapy
- ❖ Child Development Centres
- ❖ Leeds Children's Services, eg:
- ❖ Educational Psychology Service
- ❖ Complex Needs Team. Including Deaf and Hearing Impaired Team (DAHIT) and Visually Impaired Team (VIT)
- ❖ Social Work Services
- ❖ SEND Information Advice and Support Service (SENDIASS)



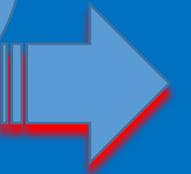
## How can parents of children with SEND get involved in their child's education?



School partnerships continued:

- ❖ SEND Information Advice and Support Service (SENDIASS)
- ❖ Extended School Services, eg.
  - Targeted Mental Health in Schools
  - Family Outreach Workers

**Further information about these services is available from school and on the Leeds Local Offer website: [www.leedslocaloffer.org.uk](http://www.leedslocaloffer.org.uk) or through the Leeds SEND Information Advice Support Service Helpline on 0113 395 1200 or email: [sendiass@leeds.gov.uk](mailto:sendiass@leeds.gov.uk).**



## How are pupils involved in their learning?



Pupils are always encouraged to share their views about their learning and well-being with class teachers and other adults in school as well as, when appropriate, professionals from outside agencies.

Pupils are also encouraged to participate in reviews, including reviews of Education and Health Care Plans.

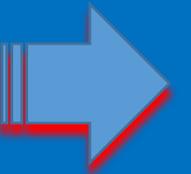
Pupil Passports are also used to gather information from pupils about what does or does not work for them – allowing teachers to better meet their needs.

## What if I have a complaint?



We hope that complaints about SEND provision will be very rare and that a course of action can be agreed with parents which results in a positive outcome. However, if there should be a continued concern, the process outlined in the school's complaints policy should be followed.

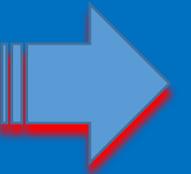
Parents may also wish to contact Leeds SEND Information Advice and Support Service (SENDIASS) for support.



## How does the Governing body oversee support for pupils with SEND?



In accordance with the SEND Code of Practice (2015), the Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The responsible person in our school this academic year is Mr **Sutcliffe**. Mr **Sutcliffe** meets the SENCOs each term to monitor progress for children with SEND and ensure appropriate provision is in place. In line with this, the Governing Body also ensures support is accessed from external agencies as necessary – see the School Partnerships' section of this report.

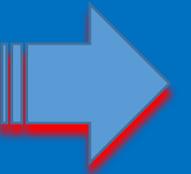


## How do we support children moving from different phases of education?



We have excellent links with local Children's Centres and High Schools and ensure there is ample opportunity for pupils, parents and staff to share relevant information prior to transition. Children are well supported moving from one phase to another within school. This is coordinated by the SENCOs. To alleviate any potential worry children may have on changing year group, it is the school's policy to move all children up into their next year group in the final week of the summer term.

Children who are in Year 6 and due to go onto High school may undertake additional visits.





Special Educational Needs Coordinators (SENCO):

Miss Woodcock

Telephone: 0113 244 2457

SEND Governor: Telephone: 0113 244 2457

Mr Sutcliffe

Please let us know if you require  
further information.