



Ladybridge Primary School

Special Educational Needs and Disability School Offer

Head Teacher:

Mr Colin Watson

**Special Educational Needs and
Disability Co-ordinator:**

Mrs Tracey Hall

**Special Educational Needs and
Disability Governors:**

Mrs Nicola Burgess

Reviewed:

Annually

Date Reviewed:

30th August 2017

What should I do if I think my child has a special educational need or disability?

At Ladybridge, we take concerns raised by parents seriously. If you think your child may have special educational needs, arrange to meet with the class teacher, the Special Educational Needs and Disability Co-ordinator (SENCo) or the Head Teacher to discuss your concerns. Your concerns will be received sympathetically, and together we will identify the best course of action and next steps to be taken. You will be consulted at an early stage if your child is experiencing learning difficulties or presents with additional needs. We pride ourselves on building positive relationships with parents.

What is the school's approach to SEN and Disability?

At Ladybridge Primary School, we are proud of our inclusive ethos: each member of the school community is afforded equal respect and diversity is celebrated. We provide a warm and welcoming environment for all children. Our school's approach to pupils with special educational needs is derived from the Ladybridge ethos of seeking to educate the whole child, working with them in order to draw out their full potential.

We ensure the inclusion of pupils with SEND in activities both inside and outside the classroom. Inclusion is about much more than the type of school that children attend – it is about the quality of their experience and how they are welcomed; supported in their learning and enabled to participate fully in the life of the school.

How will I know how my child is doing in school?

Where it is decided to provide a pupil with SEND support, parents are always notified. The teacher and the SENCO, in consultation with the parent and the pupil, agree appropriate interventions and support to be put in place; agree the expected impact upon progress, development or behaviour; along with a clear date for review. This information, along with any intervention from outside agencies will be documented and shared with parents three times during the year via a child's Individual Learning Passport. There will also be further opportunities to discuss your child's progress at our twice-yearly parents' evenings (October and February). In addition to this, we operate an open door policy: we welcome parents into school to discuss matters arising whenever deemed appropriate.

Every child receives a written report at the end of each academic year detailing achievement and attainment, effort, well-being and emotional development.

If a child has an Education, Health and Care Plan (EHCP) or a statement, the SENCo will arrange an annual review, at which, all professionals involved in the education and support of the child will report to parents as to the progress being made towards the child's individual targets.

What support will there be for my child's overall well-being, in particular development of their social and emotional skills?

Staff are friendly and approachable and welcome opportunities to listen to the views of all children, including those with SEND.

At Ladybridge, children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Regular planned opportunities for encouraging emotional and social development are an integral part of the curriculum.

Playtimes: Playtimes are key in the development of social and emotional skills; they are unstructured and promote children's independence. For those children who find socialising a challenge, our friendship bench provides the opportunity to seek friendship. It also alerts school staff to recognise that help, support or comfort is needed.

'Just Dance': Daily 'Just Dance' sessions in the hall, open to all pupils in key stage two, are extremely popular. Children relish the opportunity to have fun and socialise whilst exerting their energy by following dance routines to popular music.

Extra-Curricular Activities: We provide a range of extra-curricular activities, at which all children are welcome. These have included: Glee Club, Gym Club, Cross-Country, Netball, Football, Phonics, Computing and Knitting.

School Council: School Council representatives attend meetings and ensure that all pupils at Ladybridge Primary School have a voice which can be heard.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

Where a pupil is receiving SEND support class teachers will meet parents at least termly to discuss the child's Individual Learning Passport. The aim of this meeting is to: set clear goals and discuss the activities and support that will help achieve them; and review progress and identify the responsibilities of the parent, the pupil and school. This meeting will be led by the class teacher, supported by the SENCo where necessary, who will have a good knowledge and understanding of the child, their needs and their attainment. It provides an opportunity for parents to share their concerns and, together with the teacher, agree aspirations for their child.

How does Ladybridge Primary School involve children in their education and in the decision making process?

The school endeavours to include children with special needs in all areas of the curriculum through appropriate differentiation, and involve them in their own development as much as possible.

The SEND Code of Practice (2014) stipulates that: "Reviews must be undertaken in partnership with the child and their parent, and **must** take account of their views, wishes and feelings."

During reviews, the child's views will be included in discussions. Where appropriate, this may be through involving the child in all or part of the discussion itself, or gathering their views as part of the preparation.

Person-Centred Reviews: All Annual reviews of Statements or EHCPs are conducted in a child centred way. Those children who are in the process of being transferred from a Statement of SEND to an Education, Health and Care Plan (who are likely to be in Year 2 or Year 6), will have a **person centred transfer review**. During this review, the following will be discussed:

- parental aspirations;
- the aspirations of the child;
- the achievements of the child to date;
- what is currently working/not working for the child;
- what is important to/for the child and their parents both now and in the future;
- how the child can be best supported (both academically and socially) at school and at home;
- outcomes for the next key stage and short term targets for the next 12 months to help the child work towards their aspirations.

Who, outside of school, can I turn to for advice and support?

Bolton Information and Advisory Service
(formally known as Parent Partnership)

01204 848 722
pps@boltoncog.co.uk

Bolton Information and Advice Service was previously known as Bolton Parent Partnership Service. They

offer advice on statementing procedures, reviews and transition plans for children and young people with special educational needs and disability from birth to 25 years. The service also provides information on the options and support services available, both locally and nationally, as well as advice on specific areas of learning disabilities.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, Ladybridge will involve specialists, including those from external agencies. Ladybridge may involve specialists at any point to advise us on early identification of SEND and effective support. Parents are always involved in this decision. Please find below details of external agencies that may be liaised with to ensure that we are able to make provision for all children.

Educational Psychology Service

Educational Psychologists are specialists in learning, behaviour and child development. They work directly with children as well as providing expert advice to their parents and carers, and to other adults who teach and support them. At Ladybridge, the Educational Psychology Service provides a wide range of services, including advice on teaching and learning, formal assessments, counselling, staff training, behaviour management and practical evidence based interventions.

School Nursing Service

The School Nursing Service works with school-aged children, their parents/carers, other health professionals, education staff and other agencies to promote the health and wellbeing of children and enable them to reach their potential.

Speech and Language Service

Speech and language therapists (SALTs) work closely with children who have a range of speech, language and communication difficulties. Increasingly, SALTs provide direct advice and guidance on appropriate interventions that teachers, teaching assistants and parents implement, and which they monitor.

Learning Disability Nurse

Learning disability nurses provide specialist healthcare to those with a range of learning disabilities. They also offer support to their families.

Behaviour Support

Behaviour support teams work to support children with emotional and social difficulties in school. They provide early intervention and preventative work at whole school, group and individual level. They can also be utilised to provide parents with strategies for managing behaviour in the home.

Ladywood Outreach

Ladywood Outreach consists of a range of specialist teachers who provide advice, direct support and guidance to staff and children with a range of SEN.

CAMHS

CAMHS is a local service that provides mental health assessment and treatment services to children, and their families. They also provide advice, consultation and support to other individuals and agencies involved in children's care.

Sensory Support Service

The sensory support service comprises of specialist teachers for children with hearing and visual impairment, including deaf blindness, and those with physical impairment. They support Ladybridge in modifying our curriculum and environment to ensure needs can be met.

Integrated Working Team (IWT)

The IWT ensure that children, and families receive appropriate and coordinated services, where practitioners work together effectively at the earliest point, to deal with the impact of difficulties and to prevent these from becoming more serious.

Paediatric Occupational Therapy

The role of the Occupational Therapist (OT) is to work with children who have difficulties with the practical skills necessary for their everyday life. An Occupational Therapist will aim to enable the child to be as physically, psychologically and socially independent as possible.

What specialist skills / expertise do school staff have?

We regularly invest time and money in training our staff to improve Wave 1 provision for all pupils, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions).

Our Special Educational Needs Co-ordinator (SENCo) is a qualified and experienced teacher and is kept up to date on current initiatives by attending Local Authority briefings, cluster meetings with other SENCos and receiving ongoing SEN training in relevant areas.

All our teachers hold qualified teacher status and all staff members, including TAs, receive appropriate training to best support our pupils with SEND.

How does Ladybridge Primary School support pupils with SEN during transition?

We have an Induction programme in place for welcoming all new learners to our setting.

New starters in our Reception class are visited in their Nursery settings and then come to school for a 'taster' session before they start school.

We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition.

Additional, bespoke transition programmes can be arranged for children with additional needs transferring to high school.

Further support is provided as necessary for those with SEN including additional visits to the new setting. Our SENCo forwards all relevant documentation to feeder secondary schools.

Where can I find information about Local Authority provision for children and young people with SEND?

For more information about advice and support offered by Bolton Local Authority, please visit: <http://www.localdirectory.bolton.gov.uk/send.aspx>.

How should complaints regarding SEND provision be made and how will they be dealt with?

Arrangements for considering complaints about special educational provision within the school will be dealt with according to the Governing Body procedures. Complaints will be heard by the complaints committee (a parent governor, curriculum co-ordinator, and SEN Governor or nominees). Appeals against decisions concerning SEND complaints are heard by the remainder of the Governing Body not involved in the original decision.

How do I get a copy of the school SEND policy?

A copy of the school's SEND policy is available to download in the 'Parents' section of the school website.

www.ladybridgeprimaryschool.co.uk

Alternatively, please call into school to ask for a hard copy.

Who do I contact for further information?

The designated SENCO at Ladybridge Primary School is **Mrs Tracey Hall** who works closely with the SEN Governor (Nicola Burgess) the Headteacher (Mr Colin Watson), staff and outside agencies on SEN issues and will monitor the effectiveness of provision.

Ladybridge Primary School - 01204 333 646
office@ladybridge.bolton.sch.uk

Ladybridge Mission Statement

**Every child special, every child nurtured,
achieving excellence together.**