

Larkswood SEN report

Larkswood Primary Academy local offer sets out what we provide for children with special educational needs and/or disabilities (SEN/D) throughout their time with us. It also explains how we support them on to the next stage of their education. Our SEN policy gives more detail about our day- to - day procedures.

London Borough of Waltham Forest Local Authority also publishes on its website a Local Authority Local Offer – setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEN/D. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP) – which is replacing the SEN statement.

You will also find information about:

- Where to go for advice and guidance on SEN and Disability matters
- Leisure activities for children with SEN/D
- Arrangements for resolving disagreements and mediation

The purpose of our Local Offer

- The purpose of the school’s local offer is to inform parents and carers about:
- How we welcome into our school children with special educational needs and/or disabilities;
- How we support them in all aspects of school life and remove barriers to achievement;
- How we work in close partnership with parents/carers and children;
- How we make effective provision for all of our children with special educational needs and disabilities – SEN/D.

Larkswood Primary Academy’s SEN report for children with Special Educational Needs or Disabilities

Larkswood is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs), This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN/D, in order that they can realise their full potential. It may not list every skill, resource and technique we employ to achieve this as these are continually developed and used to modify our provision to meet the changing needs for individual pupils.

Over the last year, the progress of pupils with special educational needs has been much faster and these groups, both at school action and school action plus, now achieve at least as well as similar groups nationally. This is a significant improvement.

OFSTED Inspection report 13-14th November 2012

Our vision at Larkswood

We have a clear 'moral purpose'. For us that moral purpose is simply to place pupils' learning and well being at the centre of all that we do and to judge our processes, performances and people against that standard. In short, putting children first. Our ambition is to work together to make a positive difference to the lives and opportunities of children, young people and adults within our school and the global community.

This ambition requires qualities of courage, risk-taking, determination and resilience, from both adults and children; it includes values of openness, zero tolerance of poor performance and a total refusal to tolerate low expectations; it is manifested through a commitment to partnership within and beyond the school.

This document explains how Larkswood School is providing for all of its children links to the information which The London Borough of Waltham Forest Local Authority provides for parents and carers of children with SEN/D. LBWF sets out a wide range of information about the specialist schools, colleges and organisations that can provide support and information for families of children and young people with SEN/D. It explains the procedures for requesting an assessment for an Education Health and Care PLAN (EHCP)- which is replacing the SEN/D statement



You can see this on the website:

<http://walthamforest.childrenservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page>

Should a child be identified with a special educational need or disability, we have specific needs-based plans and pupil profiles which help to support their development and accelerate progress.

Other useful documents such as our Inclusion Policy is available on the school website .If you would like any further information about what we offer here at Larkswood please do not hesitate to contact us directly.

Who to contact for more information

- Assistant Head Teacher Mrs Open is our Inclusion Manager
- Our School administration team can arrange appointments with above members of staff: Larkswood Primary Academy 0208 529 4979

The purpose of our Larkswood School Local Offer:

The purpose of the school's local offer is to inform parents and carers about:

- How we welcome into our school children with special educational needs and/or disabilities
- How we support them in all aspects of school life and remove barriers to achievement
- How we work in close partnership with parents/carers and children
- How we make effective provision for all of our children with special educational needs and disabilities

Admission arrangements for pupils with SEN or disabilities:

The Lime Trust monitors the attendance of all pupils and that of different groups. Also the Lime Trust closely monitors overall absence and persistence absence rates. Our admissions policy ensures that we do not disadvantage children from particular groups. The admissions process is monitored by ethnicity and disability to ensure that it is administered consistently and fairly to all children.

All staff follow absence procedures, aware of and sensitive to relative community issues. The Lime Trust schools are aware of the rights of staff and children to have leave of absence for religious observance. Children's attendance is monitored by ethnicity, disability, traveling and care status. Provision is made for children on extended leave or sick leave or for children travelling, to cover missed work. The Lime Trust makes prompt referrals to the Home Tuition Service when available. Action is taken to address any discrimination or inequality.

A fully inclusive approach:

We pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community. We aim to provide opportunities for all children to access a broad, balanced and creative curriculum, regardless of age, attainment, ethnicity, language or background.

Please refer to our inclusion policy which is an umbrella policy which covers and is inseparably linked to every other school policy including; special needs and disability (SEND), race equality, attendance, behaviour, disability equality, gifted and talented, ethnic minority achievement, equal opportunities and anti- bullying.

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How we know if a child has a special educational need

Each child 's progress is carefully monitored at pupil progress meetings which are held regularly with the senior leadership team, Class Teacher and Head of Year. At these meetings any concerns about children's rates of progress are raised (including the possibility that a child's special educational needs may not have been identified before this point). Each child is discussed in detail, progress towards their individual targets is reviewed and new targets are set. Programmes of support /interventions for individuals and small groups of children with SEND are established or reviewed. Children receive input into their learning goals so that they feel that their voice is heard and we include both children.

Our Head of Learning Support teacher manages the day- to -day specialised provision for SEND pupils and meets with the class teachers regularly to discuss and review children on the SEND register.

What we do to support children with special educational needs or disabilities:

We know that parents/carers are the first educators of their child- and by working in partnership we can learn about a child's strengths and interests and if they have any concerns, for example if they have a disability, special need or a medical need.

In additional we assess all children in the first half term in our school through careful and sensitive classroom observation and an early review of progress. We also listen carefully to children to find out how they are settling into school and the new term.

We take great care to establish whether limited progress is because a pupil has English as an additional language (EAL) and we work closely with parents and carers in their home language where possible. Larkswood School works closely with external agencies, for example Educational Psychologists and we have appointed our own speech therapist who works across the school one day each week supporting children with speech and language needs.

We carefully plan special educational provision to match each child's individual needs. A map of provision is reviewed regularly depending on the progress pupils make.

How we make sure that teaching and support help your child to learn and make good progress

Larkswood Primary Academy senior leadership team work closely with teachers and support staff to provide effective, quality first teaching and well- matched support for children with SEN/D in a variety of ways. These include:

- Carefully differentiated (taking account of different needs) planning which ensures that all children are able to make progress
- Supporting the Class Teacher to take full responsibility for the learning and progress of all children
- Using a wide variety of teaching approaches, including guiding learning through demonstration; providing visual support material
- Providing a stimulating, rich and interactive classroom environment
- Using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- Using a pupil performance tracking system effectively to ensure that a pupils' performance is closely monitored
- Using our Effective Marking policy to make sure that children know how to improve their work
- Providing additional adult support from well trained and well supervised Teaching Assistants
- Programmes of support/interventions are evaluated regularly to ensure progress is made by children using them

Reviewing your child/s progress

Each child 's progress, including those with SEN/D is reviewed in a continuous way; during pupil progress meetings each half term, every child is carefully monitored as well as regular opportunities whereby the Class Teacher, and Head of Year will constantly monitor a child's progress. At these meetings any concerns about children's rates of progress are raised

How we develop the skills, knowledge and expertise of school staff

All staff have regular training to meet the needs of our children as appropriate. We use the national Teaching Standards to develop the knowledge, skills and confidence of all of our staff as part of their professional work

How we work in partnership with parents and carers

We know that the active involvement of parents/carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement.

We make every effort to communicate clearly and regularly with parents of children with SEN/D about, for example:

- How we support their children
- Their achievement and their well being
- Their participation in the full life of our school

How we listen to and respond to children with SEND

- Clear policies and systems to support children expressing concerns that they have
- Ensuring Safeguarding policy and procedures are rigorous and robust and that staff receive frequent training
- Talking to children during and after lessons to understand their experience of the learning
- Inviting children to Annual Review meetings
- Inviting pupil voice through Effective Marking programme
- Ensuring that the School Council is fully inclusive and represents the pupil community

Access facilities for pupils with SEN:

Special educational needs and disability provision arrangements for the admission of pupils with disabilities:

The arrangements for the admission of children with disabilities (or Special Education Needs) are very much the same as the admission arrangements for all pupils. However as much detailed information as possible is gathered so that a child's disabilities, within the context of the school, can be rapidly and sympathetically identified and individual arrangements made where necessary. Pupils are assisted through programmes delivered in either 1:1 or small group sessions. They may also have in class support, particularly in numeracy or literacy. Pupils with significant disabilities or special educational needs may have a 'Statement of Special Educational Need' or may have practical arrangements outlined on an Individual Education Plan ensuring that every effort is made to remove any barriers to learning so that they may access all parts of the curriculum.

The school seeks to be inclusive to all and has a purpose built disabled toilets within its building to allow the admission of pupils with moderate physical disabilities.

All pupils are encouraged to take part in an extensive range of extra curricular activities at lunch times and after school. Every effort is made to ensure that all pupils are able to participate in the PE curriculum, clubs, trips and residential visits.

- The school has wheelchair access via the main entrance and accessibility to the playground entrance and car park exit.
- There is a lift connecting the ground and first floors that will accommodate wheelchair access
- Direct wheelchair access is available to all ground floor EYFS and KS1 classrooms
- A ramp is available to use at the rear of the building to provide further access from the KS2 entrance
- The school has pupil toilets with disabled access in all areas of the school

The school's accessibility plan

As required under the Disability Discrimination Act 1995, the school has an Action Plan which shows improvements that could be made in order to improve access to the school by pupils with disabilities.

(Issues have been identified and a variety of actions suggested, to remedy any deficiencies).
A full copy of the Accessibility Plan is available from the school office.