

Special Educational Needs and Disabilities (SEND) Information Report 2021

**Who can I talk to about my child's special educational needs or disability?**

You can speak to your child's class teacher about any questions or concerns you may have.

You can also talk to the special educational needs co-ordinator (SENDCo), Mrs Burse.

**How does transition work?**

When it is time for your child to move to a new year group, we have move up days in the summer term. If a child needs additional support with moving up, we start the transition process earlier and do visits to their new class across the summer term. If your child is moving to a new school, Mrs Burse will meet with the new school's SENDCo to talk about your child's needs and how best to support them. All their paperwork is also given to their new school.

**Identifying children with SEND and assessing their needs**

Our SEND Policy can be found on the school website.

We involve parents and children in identifying any additional needs of pupils. All teachers regularly talk to the parents of the children they teach and keep them informed about any concerns. Concerns may also be raised at termly pupil progress meetings when teachers and senior leaders sit together and identify children whose progress is concerning.

**How do we support pupils with SEND?**

We work together with other agencies, e.g. speech and language therapists, school nurses, occupational therapists, specialist teachers and advisors.

We set termly targets that are specific to your child's needs.

We regularly monitor and track pupils to ensure they make good progress.

**How do we work together with parents, carers and children?**

We invite parents/carers and your child to join us for termly meetings, with the child's class teacher, to discuss your child's progress and look at their SEND targets. If a child has an EHCP, we will meet annually to review this, as well as the termly meetings.

We also record all children's effort and achievement grades for each month in their home/school books. In these, you can also see how your child is progressing towards their end of year targets.

Our family support worker hosts half termly SEND parent coffee and chat mornings.

**What SEND needs do you provide for?**

Children's needs are considered on an individual basis. We provide support for these areas: Language and communication, Cognition and learning, Social, emotional and mental health, Sensory and physical needs (hearing impairment; visual impairment; multisensory impairment).

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### What types of support are there for a child with SEND?

- Quality first teaching by the class teacher and supported by teaching assistants.
- Specific group work to target individual needs.
- Other programmes and strategies we use are: Sensory Circuits, Emotional Literacy Support Assistant, Precision Teaching, Beat Dyslexia, personalised interventions, Pre/Post Teaching, and speech and language therapy.

### How do you adapt the learning environment for SEND pupils?

We adapt the school in different ways to support individual pupil's needs. This may include moving furniture for pupils using a wheelchair; having larger print for a child with a visual impairment or having a quiet space to go when it is needed.

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

All teachers and teaching assistants have annual training, led by the SENDCo, around an area of SEND, e.g. Autistic Spectrum Disorder.

Where more specialised training is needed, staff will go on training that is run by experts outside of the school.

The SENDCo goes on regular training courses to keep up to date with best practice.

### What are the arrangements for complaints?

In the first instance, any concern about the implementation of the SEND Policy should be raised with the class teacher or SENDCo.

If there is a complaint, please follow the school's complaint procedure and contact the Headteacher, Mr Perkins.

### How do we teach children with SEND?

Children with SEND need provision which is 'different from and additional to' their peers. Most of this provision is through the class teacher planning different work for the child. This is known as differentiation. Differentiation can refer to:

- Allowing access to extra resources;
- Doing different activities; or
- Doing the same activity as others but with extra support.

All teachers plan in this way for the whole class and consider the needs of their SEND pupils when identifying the best pathways through learning.

### What is the 'Local Offer'?

The school forms part of Suffolk's local offer which can be accessed at [What is the Local Offer? | Suffolk County Council](#)

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**Where can I find more support and information?**

- Family Support Worker
- Parent Partnership
- School Nurse
- Health Visitor
- Children's Centre
- GP
- Speech and Language
- Special Educational Services
- Occupational Therapy
- Educational Psychologist

**Other support for the school**

As part of the Unity Schools Partnership, we work with other SENDCOs in the Trust. We are supported by their Directors of SEND, Lucie Calow and Georgina Ellis.

**How do we know if the support is right?**

All of the work we do with our children is carefully monitored. Overall progress is regularly discussed between staff and any causes for concern are highlighted.

- Pupil progress meetings happen termly.
- SEND targets help track smaller steps of progress
- We follow the system of *assess, plan, do, review* and if something is not working, we make changes to the support the child is receiving to ensure it has the impact we want.

**What does Ofsted say about SEND provision at Laureate?**

*"These pupils make strong progress because of the effective teaching and carefully considered additional support they receive."*

*"The inclusion manager and special educational needs coordinator (SENCo) are highly effective leaders. They ensure that they accurately identify pupils' barriers to learning and that teachers meet pupils' needs. They check that provision is supporting pupils' achievement effectively."*

Ofsted, 14th March 2019

**Who else in the school might I want to talk to?**

Below is a list of people in the school who are particularly concerned with the organisation of SEND in the school. They can all be contacted via the school office:

SENDCO: Mrs Ellie Bursey

SEND Governor: Dr Jana Tjihuis-Maritz

Family Support Worker: Clare Appleby

Assistant Inclusion Manager: Ms Lou Palmer

Named Teacher for Children in Care: Mrs Cath Dalton

Headteacher: Mr David Perkins