

# St Laurence CE Primary School



## Special Educational Needs & Disabilities

Information Brochure  
for Parents and Carers 2024-2025

## What is SEND?

Special Educational Needs and Disabilities (SEND) Children and young people with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

If your child's first language is not English, does that mean they have a learning difficulty? The law says that children and young people do not have learning difficulties just because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well.



Many children and young people will have SEN of some kind at some time during their education. Some children and young people will need extra help for some or all of their time in education and training. The school provides for SEND which is Special Educational Needs and for disability as stated in the SEND Code of Practice (2014). <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Special Educational Needs:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning when compared to the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from that made generally for others of the same age in a mainstream setting in England.

### Disability:

Many children and young people who have SEN may have a disability under the Equality act 2010, a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities, this includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer as well as dyslexia and speech and language disorders.

## SEN Provision

St Laurence School provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning.

As a school with a strong Christian ethos, we celebrate the fact that each child is unique and is a valued part of our school community.



## About our SENDCo

Our special educational needs and disabilities co-ordinator (SENDCo) is Mr Jonathan Stewart. He is a qualified teacher and SENDCo. He oversees the provision and monitoring of children's learning and progress throughout the school and to support the families of those children with special educational needs. As part of the SENDCo role, Mr Stewart:

- ensures the right support is put in place for your child
- advises other teachers on how to help your child.
- arranges training for staff so they understand and can best meet your child's needs.
- Liaises with other professionals who can observe and provide further advice and support for your child and their needs
- works closely with you on a regular basis to talk with you about your child's needs and listen to any ideas or concerns you might have.

Mr Stewart works in partnership with teachers and teaching assistants and a range of external educational specialists as required.

Mr Stewart can be contacted via the school office on: 01865 858270 or via the SEN email: [SENCO@st-laurence.oxon.sch.uk](mailto:SENCO@st-laurence.oxon.sch.uk)

Our governor with responsibility for SEN is: Mrs Rowberry. Our SEN policy can be found on the school website: <http://www.st-laurence.oxon.sch>

### **How might school know if my child needs extra help?**

Pupils can have a variety of different special educational needs and some may have needs in more than one area. For example, a pupil may have Dyspraxia but may also have Social or Emotional difficulties. Pupils may have a disability alongside other needs which could make it harder for a child to use the same educational facilities that the school provides, for the majority of children. For some children they may experience a temporary special educational need, while others may have a long term need which requires further additional support.

At St Laurence School we believe that working in close partnership with parents is essential to provide a supportive approach to helping children. All children work closely alongside and are monitored regularly by their Class Teachers, if the Class Teacher has any concerns about the progress or attainment of a child, these will be discussed with the Special Educational Needs and Disabilities Co-ordinator (SENDCo).

#### **Early Identification:**

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Working with outside agencies including medical professionals.
- Pupil achievements in national curriculum areas against age related expectations.
- Pupil progress in relation to objectives in the National Literacy / Numeracy and PSHE curriculum
- Standardised screening or assessment tools.

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

#### **This guidance sets out:**

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs along with how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes involving the child and their family.

Children thought to have special educational needs will be placed on the school's special educational needs register and receive an additional level of support which could be SEN Support or an Education Health Care Plan Assessment. The level of support required may change throughout a child's time at school. School staff will speak with parents and carers if they think this should happen and will discuss this during a pupil profile meeting. If you have any concerns about your child or their progress, please arrange a meeting to discuss this with your child's Class Teacher.

## **Working together with parents and children**

We will always contact parents if we have a concern that a pupil may be presenting with any difficulty impacting on their learning, academically, socially or emotionally. We work closely as a school team with pupils and parents to discuss pupils' difficulties, explain assessments, agree outcomes, plan provision for school and home and then review progress regularly.

Pupil and parent views are always key to this process. By ensuring we incorporate the pupil's voice about their strengths, difficulties and targets on their Pupil Profile, it enables pupils to feel valued and central within their learning experiences at school. Parents are asked for their own views and contributions about their child's needs and progress and thoughts and feelings of school staff, families and pupils are brought together during planning and review meetings.

Once targets are set and agreed upon, we actively encourage parents and carers to participate in linked activities with their child at home. This may include supporting pupils with set home learning tasks set alongside school, as well as engaging their child in tasks which would enable further opportunities to be supported and achieve.



Each pupil requires support that is specific to their needs and therefore the plan for this support will be explained to parents by the Class Teachers. The Class Teacher will oversee, plan and work with all children in their class, including those with SEN. Each class has at least one full time Teaching Assistant (TA) who will work with your child as part of a group or individually.

In order to meet the needs of your child, the SENDCo and Class teacher may plan tailored interventions to support your child in overcoming barriers and making progress. Interventions are short and frequent opportunities for children to gain support which is 'additional to and different from' the support which would be ordinarily provided to all other pupils within the class.

The SENDCo consistently analyses the impact of the interventions and reviews and plans how these will be adapted or changed for each pupil. The Class Teachers work together with parents, the pupils and the SENDCo to find ways to support each individual with their needs. Included in this, parental support is provided to families and carers with ideas on how they can best help their child at home.

### **What specialist services are accessed by the School?**

At St Laurence we are very lucky to work closely with a number of external agencies who work with schools and their pupils to offer advice and strategies which may benefit the children in overcoming certain barriers and improving their outcomes in education.

#### **Some of the key agencies we work alongside include:**

- Educational psychologists
- SENSS – Special Educational Needs Support Service Communication and Interaction Support Service
- Autism and Communication Advisor
- Speech and language therapists
- Occupational therapists
- Hearing impairment and advisory teachers
- Child and Adult Mental Health Services (CAMHS and PCAMHS)
- Behaviour support services

### **What is a Pupil Profile?**

A Pupil Profile identifies what we as a school, the class teacher and the SENDCO plan to do to help your child learn. All teachers are aware that children learn in different ways.

A Pupil Profile is written especially for your child.

It will include:

- A child's strengths and areas they need support with
- Outcomes for the child which are linked to their needs
- Details of any extra support the child will receive
- Who will support the child and in what ways
- How regularly a child will be provided with additional support
- How and when the school will look at your child's progress again

A copy of the Pupil Profile is created with all stakeholders and is then given to parents and discussed with school staff to agree on a plan.

How will I know how my child is doing?

At St Laurence, there are Parent Meetings in the Autumn and Spring terms. In addition to this, for pupils with Special Educational Needs there are three meetings throughout the year which you and your child are invited to attend.

At these meetings, Class Teachers will review previous outcomes on the Pupil Profile and discuss and set new outcomes for the new Pupil Profile. The Class Teachers will discuss the provision that will be in place to enable a child to achieve their outcomes. They will also explain to parents how outside agencies such as SENSS or Speech and Language will support the child (if appropriate) and also how parents and carers can support a child at home.

All participants will receive a copy of the new Pupil Profile at the meeting, in addition to the reviewed Pupil Profile. Parents are fully involved in the planning of the outcomes for their child and in the review of the Pupil Profile, they will be asked to comment and sign the reviewed Pupil Profile.

Children with statements or EHC Plans have an annual review, where progress is discussed and targets set. Written reports are provided and sent out in advance. Children are invited to contribute to this review as well as parents.

A mid-year report is written and then an annual report to parents is written by the class teacher at the end of the academic year, which details the achievements, strengths and areas of development in the different curriculum area.

What is SEN support?

If your child is receiving SEN support this is what you can expect from our school:

- Teachers, teaching assistants and the SENDCO will continue to work together to find ways to support your child in school
- The school will seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:
  - Carry out further assessment of your child's needs
  - Provide advice to schools on how to best support your child
  - Suggest resources that would help your child make progress
- Parents will receive copies of any plans or pupil profile targets to meet their child's needs.
- The views of parents are always important in planning for any child's education. Progress for how children are doing is reviewed regularly, either at Parents' Evenings or during review meetings with the Class teachers or school SENDCO.

### **What is an Education Health Care Plan Assessment?**

If your child's needs are more complex and they require further or more specialist support the school may ask the Local Authority to carry out an EHC Assessment: This is a very detailed assessment of your child's needs.

- Parents or carers, the school and a range of professionals will all be asked to provide written reports and recommendations specifically tailored to the needs of the child.
  - At the end of the assessment phase, the Local Authority will consider these reports to help decide whether or not to issue an EHC for your child.
  - Parents and carers also have the right to ask the Local Authority to carry out this assessment although, it is usually best if you can do this with the support of the school.
  - Statutory Assessment is only appropriate for a small number of children. Your school SENDCO or the Parent Partnership Service will be able to advise you further about this assessment process.
- What is an Education Health Care Plan? If assessments show that your child needs an EHC a detailed individual plan will be produced advising schools what they must do to support your child. If your child has an EHC the school will:
- Implement additional strategies, resources and support to meet the outcomes set out in the plan
  - Hold an Annual Review Meeting to which you and other professionals will be invited.
  - Continually monitor and review progress and barriers they may be experiencing
  - Provide your child with the full range of support specified in their statement.



### **Who should I contact if I am concerned?**

If you are concerned about your child, in the first instance, speak to your child's teacher. If you are still concerned, please arrange to speak to Mr Stewart.

If you'd like to feedback, including compliments and complaints about SEN provision, please contact Mr Stewart, our school SENDCo or Mrs Cooper, our Headteacher.

### **Further support**

You can access further support through SENDIAS which is an organisation that provides impartial information, support, advice and training for parents of children with SEN and also to children and young people with SEN and disabilities.

<https://www.oxfordshire.gov.uk/cms/public-site/sendias-oxfordshire-formerly-parentpartnership>.

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents.

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

