



Information for Parents and Carers of children



Our offer to our pupils and families with Special Educational Needs and Disabilities (SEND) at Launde Primary School

***Every child's academic, artistic, physical and social potential developed
to the full within the Launde family***

Nurturing happy, resilient, unique individuals

Our School

Launde Primary School is a mainstream setting catering for children aged from 4 to 11 years with 630 pupils on roll. All pupils are welcome, including those with special educational needs and disabilities (SEND). Launde is part of Scholars Academy Trust.

Applications for admission into Launde Primary School are administered by Leicestershire County Council.

At Launde we are committed to providing access to a broad and balanced and exciting curriculum with the highest quality of education for all pupils. We ensure that we are inclusive by providing appropriate provision and by the effective use of a range of high quality resources.

All children are expected and encouraged to be active participants in their education, in ways appropriate to their age and evolving maturity. This is achieved by encouraging pupils to express opinions, make choices, take part in target setting and participate in the community.

What does Special Educational Needs and Disabilities (SEND) mean?

SEND is a legal term. A child or young person aged from 0 to 25 years has special educational needs or disability (SEND) if they:

- have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age
- they require special educational provision to be made for them

The broad areas of special educational needs that we nurture at school are:

- Cognition and Learning difficulties
- Speech, language and communication difficulties
- Social, emotional and mental health difficulties
- Physical or sensory difficulties



How does Launde Primary School know if children need extra help?

Our procedures allow early identification of difficulties and close monitoring of progress in response to additional provision. Staff are able to adapt teaching within the lessons to support a high level of progression for all our pupils. We know when pupils need further help when one or more of the following is recognised:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made despite adapted teaching methods being used
- There is a change in pupil's behaviour or attitude that is persistent and ongoing
- Has communication or interaction difficulties and continues to make little or no progress
- The gap is increasingly widening between the pupil and their peers

Systems are in place at school to identify pupils who may have additional needs. We believe that early identification and response is always in the best interests of the child. The class teacher will complete a Cause for Concern form, gather evidence and in discussion with the SENCo they will look at the child's needs to identify barriers to learning and the area in which the child is having difficulty. At this point the parent is invited to work with the SENCo and class teacher to agree the next steps to be put in place to support your child.

How will Launde Primary School support my child?

We work closely with parents to review their child's strengths and areas for development. We will agree outcomes for the child and plan out any additional support that would help the child make progress towards these goals. The following strategies are used in school to support this individualised approach:

- All pupils work is planned by their class teacher, the work will be adapted accordingly to suit the pupil's individual needs
- If a pupil has needs related to a specific area such as spelling, handwriting or numeracy then the pupil will be placed in a small focus group. This group will be led by a teacher or learning support assistant. The length and frequency of the intervention will vary but it

is generally for 6-8 weeks. The interventions are reviewed and progress is monitored to ensure the effectiveness of the provision and to inform future planning.

- Regular progress meetings are held within the year groups and key stages, this is where the class teacher will discuss the progress of pupils in their class and the outcomes from any focus groups. If children or groups of children are making little progress or there is a continued lack of attainment, then strategies are reviewed and modifications are put in place.
- The targets and strategies are reviewed termly.
- There are two meetings a year for all parents to discuss their child's progress. Additional autumn and end of year reports are sent out so that the parents are able to monitor their child's progress over the year.
- If your child has an Individual Education Plan (IEP) regular meetings are held to discuss how your child is doing and what further steps may need to be taken in order to support your child achieving their full potential. There are three 30 minute meetings in a year as we recognise that there is the need for more time to be spent working together to support the child to make progress.
- For children with complex and enduring needs, or those children who have a significant attainment gap then a request for 'statutory assessment' can be made. If an Education, Health and Care Plan (EHCP) is agreed by a Local Authority then your child is likely to have more specialist provision within school. An 'Annual Review' will take place each year to talk about your child's achievements and progress, and what is working well and any changes that may need to be done.

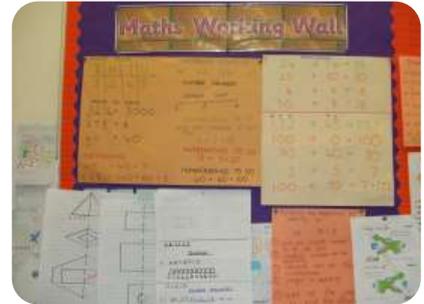
How will the curriculum be matched to my child's needs?



Launde Primary School provides a broad and balanced curriculum for all our pupils including those with SEND to ensure full curriculum entitlement and access. We are committed to and ensure that appropriate provision is made for pupils so that every child can make progress and achieve their full learning potential. We offer the following:

- Adapting the curriculum and learning environment to support for pupils with special educational needs
- A well differentiated curriculum incorporates a variety of learning styles to deliver quality first teaching to all pupils
- Questioning is used to support the children develop their understanding and to further their understanding and are adapted within the lesson to suit the child
- Teachers adapt their teaching and group children flexibly to allow the child to achieve in the areas they are able to, and to work with all members of the class.
- Pre-teaching sessions are used to give access to the learning before the teaching session
- post teaching sessions are organised to spend further time on areas that the child may need additional support on to deepen the child's understanding.
- A learning support assistant may be allocated to work with a pupil on a one to one or with a small focus group to target more specific needs.

- Children can benefit from the use of specialist equipment such as a writing slope, pencil grips, reading overlays, fiddle toys, sensory aids, adapted writing materials or concentration cushions
- Oracy skills are developed from when a child begins school and we promote a range of teaching techniques to allow the children to express themselves fluently and grammatically in speech.
- External agency specialist support input such as speech therapy is welcomed and advised followed to support the child.
- Our reward systems are based on attitudes to learning and values, allowing all children to feel a sense of achievement.
- We ensure that children with SEND have access to extra-curricular clubs including sports teams, as well as arranging for extra-curricular clubs to meet particular needs such as gross motor to support learning within class.



How will I know how my child is doing?

- We track the progress of our SEND pupils, and evaluate their SEND provision, very carefully. We look at how well they are meeting their objectives and how well support is meeting their needs. We use test and assessment data to help us measure progress and attainment.
- Your child's progress will be reviewed with you at their 'Review Meeting'. The review takes place each term. At the meeting we will review your child's progress based on the outcomes and targets that have previously been agreed together. Information will be shared with you on how your child is progressing in class and how effective the strategies as part of their personalised support have been.
- Your child's class teacher is available for a chat at the end of the day an appointment may be made if you wish to speak in more detail to the class teacher or SENCo. If you prefer you may email a member of staff through the office.

Who do I contact if I have questions or concerns about my child?

- The class teacher should always be your first point of contact, your child's teacher should be able to answer most of your questions, however if they are unable to resolve your query then they will talk to the relevant members of staff and get back to you.
- If you need to talk about a specific special need and support on offer then the school's Special Educational Needs coordinator – Mrs Melody is available to meet with you. You can ring the school for an appointment or email the school office.

How will my child be supported if they have medical needs?

Launde is able to make reasonable adjustments for medical needs as follows:

- We liaise the medical professionals who are working with your child in order to follow the guidance and advice.
- A care plan may be compiled and the plan will be discussed with all staff who are involved with your child.

- We have an allocated school nurse who is available for support and advice through a referral system.
- If staff require additional training to support your child we would endeavour to accommodate this.
- Launde has an administration of medicines policy and we are able to administer certain medicines.

How will you help me to support my child's learning at home?

- A Year group curriculum letter is sent home on a termly basis outlining what the children will be learning.
- The child's class teacher can support parents with ideas about what activities can be completed at home to support learning.
- Launde hold curriculum sessions for you to attend so that you can get actively involved in what your child is learning in school.
- Monthly parent/ carer coffee mornings are held to provide a range of practical training sessions which will help to further support the child at home.
- We hold parent training sessions in how to support the child with maths, foundation stage run parent workshops in phonics
- Our home school Parent Officer Mrs Groenewald can meet with parents to discuss strategies to use if there are difficulties with the child's learning/behaviour/emotional needs at home.
- We offer parents support at identification stage of special educational needs and clear pathways in order to help investigate a diagnosis, including access to Educational Psychologist advice.
- We communicate effectively with Community Paediatricians and general practitioners providing additional information in the form of checklists, detailed reports and access to observations.



Have staff received specialist training for children with needs?

- Launde School SENCo has been awarded the National Award for Special Needs coordination
- Several members of staff have been trained in positive handling strategies through Team Teach.
- Staff working with pupils with highly individualised needs have had specific training from the SENCo and external agencies such as learning support team, hearing impaired specialist teaching service, vision support specialist teaching service, Autism Outreach and speech and language therapists.
- Training has been delivered to staff for Dyslexia awareness, identifying Autistic traits, Numicon, Hearing Impairment, using Makaton and Colourful Semantics.
- Staff training is provided if a child has very specific needs so that the strategies from appropriate agencies involved can be followed.

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

Launde Primary School has access to and can buy into all the provision on offer by the Local Authority. These include:

- Educational Psychology, Specialist Teaching provision - Autism Outreach, Hearing Support, Vision Support, Speech and Language Therapy, School Nurse, Oakfield Outreach Support and Child and Adult Mental Health Services.
- Launde has an established community partnership with Leicester City Football Club and the South Leicestershire Sports Partnership to develop inclusive provision which promotes personal development and healthy life long behaviours.
- The school also runs a number of before school booster classes for children who have been identified for additional support for numeracy, literacy and fine and gross motor skills.

What support will there be for my child's overall mental health and well-being?

Launde offers a wide variety of support for pupils who are encountering emotional difficulties. We recognise the importance of good mental health and promoting wellbeing in a positive way. The school has a strong set of school values with an emphasis on developing character through nurturing happy, resilient and unique individuals. We have developed a strategic approach to supporting children with their well-being. These include:

- Launde staff have been trained to understand mental health difficulties and what to look out for.
- The Deputy Head is completing a Senior Mental Health Lead Practitioner as recommended by the DfE.
- A personal, social, health and economic (PSHE) curriculum that addresses mental health
- A clear behaviour management system and anti-bullying policy
- 'Happy Lunchtime' programme to develop turn taking, social and communication skills which is rewarded weekly when a whole class will win a golden lunch box prize
- A mental health and wellbeing 'Check-in Board', for daily or weekly use within the classroom, to monitor how the children are feeling in terms of their mental health and emotions, and to help identify those in need of extra support for their emotional wellbeing.
- A playground buddy system
- Lunch buddies
- A member of staff that your child can go and chat to
- An individual behaviour plan with strategies to support your child for all staff involved with your child
- An individual reward system.
- We promote mental health awareness amongst children, staff and families, through events such as Child Mental Health week which is associated with the charity Place2Be.
- We work closely with, Social Services, Family Support Workers and with professionals from the Child and Adult Mental Health Services (CAMHS).



How are the school's resources allocated?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's or group's needs. Additional provision may be allocated after discussion with staff at progress meetings or if a concern has been raised during any other times of the year. If your child has an Education Health Care Plan the requirements of meeting the needs will have been agreed with the local authority. The provision for your child will be based on the recommendations outlined on the plan and will be reviewed yearly at the 'Annual Review'.

How accessible is the school?

- We have 2 floors in the main building which are accessible via stairs.
- There is a sloping access to the playground and entrance to the office can be made via the hall in new building.
- Toilets for disabled pupils and parents are available in new building and a shower facility is in one of the disabled toilets.
- All steps have handles at the side of them.
- All steps have clear yellow edging strips to support children who are visually impaired



How will my child be included in after school clubs and on school trips?

Launde will make every attempt to ensure that every child has access to everything that is on offer. However, there are times when certain events and activities may not be suited to individual pupils. The school has a duty of care in the education and safety of all the pupils and staff.

- A risk assessment is always carried out if an activity is additional to everyday classroom activities. Based on the outcome of the risk assessment and your child's best interests, a decision in consultation with members of staff and parents will result in a number of options. These may include an additional adult for the activity or an accompanying member of staff trained in a specific medical procedure.
- Where there are financial hardship pupils who are in receipt of pupil premium will be subsidised by the school so that your child can attend a trip / club.

How will the school prepare my child when joining or transferring to a new school?

Many transition systems are in place depending on whether your child joins in foundation, part way through a year or at the beginning of an academic year.

- Foundation- the minimum transition will include a telephone conversation with the previous setting, usually foundation staff go to the early years setting and speak to the staff to gather information.
- Open days and arranged visits enable you and your child to visit Launde prior to starting school.

- In some cases, the class teacher and SENCo will visit your child in the setting and invite members of the setting to come over with your child and visit Launde.
- Additional visits are arranged for children who need extra time as they may find the change challenging.
- Discussions between the previous or receiving school prior to your child joining / leaving are important to ensure a smooth handover.
- We have good links and work closely with our local secondary schools.
- If your child has additional needs then the SENCo has a transition meeting with the secondary setting. The SENCo will set up a transition meeting for yourself in advance of your child moving on to their new school.
- Additional visits are also arranged for the children with SEND or considered more vulnerable to become familiar with the school.
- Local Secondary staff visit pupils and staff at Launde prior to them joining their new school.
- All pupils attend transition sessions at their new secondary setting to meet their new teachers.
- Staff meet new parents/carers prior to them joining Launde.

Where can I find out more information?

The local authority local offer and information about the Leicestershire local offer regarding SEND can be found here:

www.leicestershire.gov.uk/local-offer

Support for dyslexia

Leicestershire Dyslexia Association
<http://ldadyslexia.org.uk/>

Support for autism

<https://www.leicestershireautisticsociety.org.uk>

Support for ADHD

ADHD Solutions <http://cmsms.adhdsolutions.org>

Support for mental health

Child and adolescent mental health service (CAMHS)
Leicestershire and Rutland Team 0116 2952992
Young Minds helpline: <tel:0808-802-5544>

Support for admissions

Leicestershire County Council
School Admissions Team
Tel: 0116 2323232
Email: www.leicestershire.gov.uk/popular-now/school-admissions

