



Introduction

Our motto at Lovelace Primary School is 'Learning together, Succeeding forever'. We want all of our children to achieve well and be successful and we aim to provide a broad and balanced curriculum that will allow everyone to make progress from their starting points and to leave our primary school ready for the next phase of their education.

We are a three form entry primary school with children attending from Nursery to Year 6 and we boast about the facilities that we have, providing opportunities to enrich children through every subject in the curriculum. We recognise that every child learns differently and through our quality first teaching we aim to support the children through making reasonable adjustments to support their learning and development.

This report outlines how we support children with special educational needs and disabilities.

Useful terms that are referenced through this report:

EHCP – Education, Health and Care Plan
MHST – Mental Health Support Team
QFT – Quality First Teaching
SEND – Special Educational Needs and Disabilities
SENCo – Special Educational Needs Co-Ordinator

What is special educational needs?

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or;
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational needs and disabilities are broadly categorised under four headings:

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health
- Sensory and/or physical

A majority of the children at Lovelace will receive provision from the school under our quality first teaching (QFT) strategies and support. There are some children who will require some more support and may also receive support or advice from outside agencies so these children can access the learning, meeting their needs and allowing them to make progress. This will mean that the child is placed on the SEN register as SEN support.

A few children may require even more support and specialist provision which is likely to be needed for the longer term and an EHCP may be more appropriate for them. These can be requested through the school or parents and will be approved from the local authority, Achieving for Children in Kingston and Richmond.

What different support is available?

As detailed in the document 'Ordinarily Available Provision', there are reasonable adjustments that can be made to the everyday high quality teaching that occurs in every class. <https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/education/ordinarily-available> Examples include use of visual timetables, breaking learning into smaller, achievable chunks, movement breaks through lessons, adapting tasks to suit children's preferred learning styles etc.

After this, some children may benefit from more targeted support which focuses on particular needs to enable children to make progress. Examples of this support include:

Cognition and Learning	<ul style="list-style-type: none">• Attention Autism activities• Small groups to review phonic lessons using Read Write Inc
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	<ul style="list-style-type: none">• Colourful Semantics• Additional reading• Flash Academy (to support English as an Additional Language (EAL)• Read Write Inc Fresh Start for years 5 and 6• Scoop up Maths
Communication and Interaction	<ul style="list-style-type: none">• Lego therapy• Social stories• Social Communication Intensive Package (SCIP)
Social, emotional and mental health	<ul style="list-style-type: none">• Nurture – The Meadow• Referral to the Mental Health Support Team (MHST)• Check ins with staff• Zones of Regulation toolkits
Sensory and/ or physical	<ul style="list-style-type: none">• Sensory circuits• Fine motor skills• Interventions from Occupational Therapists (following individual referrals)

How will Lovelace staff support my child?

Children are supported in class by the class teacher. There are members of support staff who also work within the year groups supporting in class and running interventions. The teachers will plan and base the learning according to what the children already know and then build on this, providing a sense of challenge according to their needs. Support is usually within the lessons, with differentiated activities or learning to match the children's needs and abilities. This is known as Quality First Teaching (QFT). Different teaching styles are used to engage the children and make learning fun. Some children have their own preferred ways of learning and the teachers will accommodate that as much as possible.

Some children may require more specific support through the use of intervention groups, which focus on a particular target or area that the children may need help with. Staff will also seek for additional advice and guidance where appropriate, in supporting the children and adopting particular strategies that will help in their development.

How does Lovelace know if children need extra help and what should I do if I think my child may have special educational needs?

Lovelace Primary monitors the progress and attainment of all children throughout the year. There are recorded Teacher Assessments each term which review the current pupil's achievement and progress since the last term. Teachers will consult with the Inclusion Team regularly to decide if there are particular areas that the pupils need support with. Teachers will talk to you about concerns they may have at the earliest opportunity.

There may be additional assessments and screens that the school can facilitate to help understand your child's needs and use these to help identify the next steps of learning for your child.

If you have concerns about your child, initially speak to the class teacher who will know your child the best when they are in school. If you would like to, you can also arrange to meet with one of the Inclusion Team. Miss Costello (SENCo) can be contacted on senco@lovelace.rbksch.org and Mrs Hurford (Assistant Head, Inclusion) can be contacted on inclusion@lovelace.rbksch.org

What will the school do if they have concerns about my child's progress?

We are always monitoring and reviewing children's progress within each lesson and activity that they are participating in. Along with this, half termly judgements from the teachers and then termly assessments will support and triangulate information about each child and the attainment and progress they are individually making.

If anyone has concerns we initially put in strategies around our quality first teaching to see what adaptations can be made to see how these impact on the child. We monitor and review, making notes about what has happened and what impact they have had. Teachers will complete 'cause for concern' forms and share their concerns with you, as parents. From these discussions additional strategies, support and interventions may be required depending on the child's needs. The Inclusion Team will become involved and together as a group we may all decide about seeking further guidance from outside agency professionals as appropriate.



How is the decision made about what type and how much support my child will receive?

Support in school is largely dependent on the child's individual needs. Children are placed on the special educational needs (SEN) register according to their level of need and dependent on the level of support that they require from outside agencies. These needs are cognition and learning; communication and interaction; social, emotional and mental health; sensory and/or physical. Children on the SEN register may receive some specific intervention to support their learning. This could involve groups to address outcomes that the children may need to achieve, or addressing children's additional needs, access to specific resources or equipment etc. Children with an Education Health and Care Plan (EHCP) will have specific objectives to work on that the children need to develop to make them independent learners and learning the required skills that they need to become more independent learners.

An EHCP can provide details about the specific resources and provision that the child may need. This is decided according to the advice and evidence provided from a range of professionals and agencies.

How will I know about how my child is doing and how will you help me to support my child's learning?

Teachers will continuously assess children through the year against the National Curriculum or the Early Years Foundation Stage. You are invited to attend two formal parent / teacher consultations a year – one in the Autumn term and one in the Spring term. Progress reports are sent home before parents evening so parents are aware of their children's attainment in relation to the end of year expectations. An annual report is written and sent home at the end of the Summer term.

You are welcome to meet with the class teacher through the year. This can be arranged by speaking to them directly or contacting the office to arrange an appointment at office@lovelace.rbksch.org

Curriculum Guides are available each term informing parents of the term's learning and how to support your child.

Over the recent years we have developed the use of Google classroom and this has provided the opportunity for remote learning. This allows the children to access learning at home which parents can also be involved with.

Children on the special needs register are monitored closely through the year. They may have some specific targets to support their learning and access to intervention groups. These are discussed with you through the year. Provision mapping will be used in school to plan interventions through the classes and year groups and support plans are written documenting individual children's targets and support for each term. These are reviewed termly and shared with parents.

Parents with children with an Education Health and Care Plan (EHCP) will be invited to attend Annual Review meetings. These meetings will focus on yearly outcomes for your child to work towards through the year and these are reviewed with all of the adults and professionals who have worked with that child.

What support will there be for my child's overall wellbeing?

The curriculum provides educating children on a variety of topics which cover skills for children through their life. These include healthy eating, fitness, emotional development, wellbeing, social skills etc. Each class teacher and any additional adult working in that class or year group will be the first port of call to support your child as they are the adults working with the children most of the time and will know your children well.

There are intervention groups that run through the school which focus on children's wellbeing such as social skills and self-esteem, which can be used to support your child.

We have a few staff who are Youth Mental Health First Champions in school who can support children in a nurturing way as and when children may feel they need this. We also have access to our Mental Health Support Team. This could involve different variations of support such as group work in school, 1:1 support with the parents on supporting their child, training for staff etc. The focus of this support is around anxiety, low mood, resilience and challenging behaviour.

The school may not be able to directly support some specific needs, but will help direct you to other professionals and agencies that are experts in that field.

What specialist services and expertise are available at or accessed by Lovelace?

Lovelace Primary have their own:



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- Youth Mental Health First Aid Champions
- Nurture provision called The Meadow which mainly focuses around social, emotional and mental health
- Staff that have been trained in a variety of aspects around special educational needs

Lovelace Primary can access:

- Educational Welfare Officer (EWO)
- Educational Psychologist (EP)
- Speech and Language Therapists
- Mental Health Support Team (MHST) including Education Wellbeing Practitioners, Drama Therapist, Art Therapist
- Emotional Health Service (EHS)
- Education Inclusion Support Service (EISS) including ASD outreach
- Child and Adolescent Mental Health Service (CAMHS)
- School Nursing Team
- Occupational Therapy (OT)
- Physiotherapy
- Educational Service for Sensory Impairments (ESSI)
- Ethnic Minority and Traveller Education
- Early Help/ Family Support

How are staff trained to work with children with SEND and what support do they have?

At Lovelace we work hard at continually developing our own knowledge and practice and undertake regular continuing professional development (CPD) through the school year. The Assistant Head for Inclusion is part of the school's Senior Leadership Team (SLT) and works with the team to plan a programme of training and support which reflects the staff's needs and the needs of the children in school. Examples of training that occurs within the school community:

Read Write Inc
Autism Spectrum Disorder (ASD)
Zones of Regulation
Nurture and the 6 principles of nurture
Emotion Coaching etc.

Individual staff have attended sessions on particular areas of SEN that are relevant to the children they are supporting eg. ASD (attending the Early Bird Plus programme), running occupational therapy programmes etc.

The Inclusion Team supports the class teachers and support staff in the planning and delivery of lessons and intervention support. The Inclusion Team and the staff will seek on advice and support also from outside agency professionals, particularly around individual children.

Both the SENCo and the Assistant Head for Inclusion have been awarded the National SENCo Qualification.

The staff and school have been awarded the Attachment Aware Schools Award.

How is Lovelace accessible to all children?

Lovelace has expanded over time and now includes lift access to the first floor. There are permanent ramps fitted to the doors leading to the two playgrounds along with hand rails on stairs to support anyone. Extra-curricular activities are accessible as much as possible and will accommodate most children's needs. These arrangements can be discussed in advance. Any adult or child visiting Lovelace should contact the school to notify of any arrangements that can be made to ensure a pleasant visit. We have a number of toilets that are accessible for wheelchair users.

How will my child be included in activities outside the classroom including school trips?

Every child is included in school in all lessons and activities wherever possible, as long as they are safe. Outside learning is used wherever possible to support children's learning. Lovelace is fortunate to have such lovely outside space that provides opportunities for a variety of learning experiences.



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There may be a need to adjust some activities to ensure that all children are safe and able to access the learning that takes place. This will be considered and noted on the risk assessment for that specific activity or trip. This will of course be consulted with any parents of children that it may affect.

How will Lovelace support and prepare my child for the next stage of their education?

When children are moving to a new school, Lovelace will try their best to provide a smooth transition. This includes informing the new school of current achievements, support that was in place and other important information. This is also the case for any child joining us from another school, where Lovelace will try to gather as much information from the previous school as possible, as well as meeting with the parents/ carers.

The Inclusion Team will meet with the SENCos of local secondary schools to pass on information about the children moving to their school at the end of Year 6. If the school is not local, other arrangements are made to ensure paperwork is sent on about the child and discussions are held where necessary. For some children, more strategies are required to support them about the change from primary to secondary education. At Lovelace we offer a transition intervention group in the summer term for a small group of children which helps children understand how to manage anxiety with school transition and allows them opportunities to explore and answer questions in a safe place.

At Year 5 Annual Review meetings for children with EHCPs, transition to secondary school is discussed with the professionals at the meeting and parents are asked for preferences of school placements. We will support parents as much as possible and support the children if they require additional transition visits to their named secondary schools in the summer term.

How does Lovelace Primary evaluate its effectiveness of its provision?

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the child, parents and class teachers will be taken into account. The assessment information from the teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- is similar to that of children of the same age who had the same starting point
- matches or improves on the pupil's previous rate of progress
- which allows the attainment gap to close between the pupil and children of the same age

For children with an Education Health and Care Plan (EHCP) there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

What are the arrangements for consulting with the children with special educational needs and involving them in their education?

When a child has been identified as having special educational needs because special educational provision is being made for him or her, the child will be consulted about and involved in the arrangements made for them as part of person-centred planning where this is appropriate.

Children in the Early Years phase and Key Stage 1 will be asked to share their views in a more friendly way. We use 'Pupil View' which asks children in simple terms how they feel about the different subject areas in school. They are also asked what help they would like. Usually parents will play a more significant role during these years. For most children in Key Stage 2 they will be able to access and answer for themselves how they believe their progress is and what is helping them in school and what would be even better.

At Lovelace we also document children's strengths and strategies that support them through the use of 'One Page Profiles'. This useful sheet allows others to understand what works well for them and what helps them in school, written from their point of view.

What are the arrangements made by the governing body relating to the treatment of complaints from parents of children with special educational needs concerning the provision made at the school?



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The same arrangements for the treatment of complaints at Lovelace Primary School are used for complaints about provision made for special educational needs and disabilities. Parents should discuss their worries with the class teacher, year group leader, SENCo initially as they will be the professionals who know your child best. If the issue cannot be resolved the Headteacher may then be contacted to resolve the complaint before making the complaint formal to the Chair of the Governing Body.

Link to the complaints policy can be found here on the policies section of the school website - <https://www.lovelace.kingston.sch.uk/statutory-information/policies/>

What are the contact details of the support services for the parents with children with special educational needs

SEND Information, Advice and Support (SENDIASS) – Service offering independent and impartial support for parents and families who have children and young people with Special Educational Needs and /or Disability (SEND). Offering support at school meetings, including Educational Health Care plan discussions and annual reviews, and signposting to services offering advice on medication, appeals and tribunals.

Contact details:

Richmond and Kingston

Telephone: 0808 164 5527

Email: info@RKsendiass.co.uk

Additional information, advice and support in Richmond and Kingston can also be found on **The Local Offer**: https://kr.afcinfo.org.uk/local_offer