



Special Educational Needs and Disability School Offer

Head Teacher:

Mr Colin Watson

**Special Educational Needs and
Disability Co-ordinator:**

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**Special Educational Needs and
Disability Governors:**

Miss Nicola Burgess

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What should I do if I think my child has a special educational need or disability?

At Ladybridge, we take concerns raised by parents seriously. If you think your child may have special educational needs, arrange to meet with the class teacher, the Special Educational Needs and Disability Co-ordinator (SENDCo) or the Head Teacher to discuss your concerns. Your concerns will be received sympathetically, and together we will identify the best course of action and next steps to be taken. You will be consulted at an early stage if your child is experiencing learning difficulties or presents with additional needs. We pride ourselves on building positive relationships with parents. At Ladybridge we believe that all children are special and unique and deserve high quality provision for learning according to their individual needs.

What is the school's approach to SEN and Disability?

At Ladybridge Primary School, we are proud of our inclusive ethos: each member of the school community is afforded equal respect and diversity is celebrated. We provide a warm and welcoming environment for all children. Our school's approach to pupils with special educational needs is derived from the Ladybridge ethos of seeking to educate the whole child, working with them in order to draw out their full potential.

We ensure the inclusion of pupils with SEND in activities both inside and outside the classroom. Inclusion is about much more than the type of school that children attend – it is about the quality of their experience and how they are welcomed; supported in their learning and enabled to participate fully in the life of the school. Risk assessments are carried out and procedures put in place to ensure that all children are able to participate in the wider experiences of school such as trips.

Arrangements for the admission of pupils with disabilities

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate pupils with disabilities should parents wish. We ensure steps are taken to ensure that pupils with SEND are not treated less favourably than other pupils. This includes raising awareness of additional needs and disabilities through our PSHE curriculum and weekly Big Question. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs and /or disabilities.

Existing facilities provided to assist access to the school by pupils with disabilities

- Wheelchair access at all entrances and sections of the school.
- Carpeted classrooms to aid hearing impaired pupils learning.
- A system to support the use of cochlear implants.
- Exterior lighting to improve evening access.
- Disabled Toilet located in a central area and disabled parking is available.
- A sensory room 'The Cave' which provides a space for children to regulate themselves
- An internal SEND unit 'The Nest' which is a small classroom that provides alternative provision to learning in our mainstream classrooms.

Identifying and assessing pupils with SEND

We assess children's progress against national expectations and age related expectations. Assessment is an ongoing part of the teaching process with teachers and teaching assistants noting achievements, areas for further development and next steps in learning.

We formally assess Reading, Writing and Maths each term. Individual targets are set for children and their progress is tracked from Baseline on entry through to the end of Year 6. The results are reported to parents at the end of each Key Stage – EYFS, Year 2 and Year 6.

In the case of some of our SEND children, they may be working on curriculum objectives from a different year group, these are matched appropriately to their individual needs. Progress and attainment of SEND children at Ladybridge is analysed termly by the SENDCo and shared with Governors.

Children with SEND often make slower academic progress than their peers, we highlight secured objectives to get a better and more detailed understanding of the small steps of progress they have made. Objectives are often broken down into smaller, more specific steps so teachers can be sure that SEND children are indeed making progress. (For children with an EHCP, their progress is usually tracked against their EHCP targets).

Academic attainment is broken down into the following bands for progress tracking purposes:

B=Below <20% / E = Entering 20-30% / D = Developing 30-59% / S=Securing 60-79% / M = Mastering 80% +

There is an expectation for children with SEND to make at least one band of academic progress. This is analysed closely for each individual.

Identification

On entry we carry out baseline assessments and identify the children's strengths and any areas for development.

Where issues such as behaviour or confidence are impacting on performance these issues will be raised.

The class teacher, working with the SENDCo will assess where a child is not making adequate progress or working below age related expectations despite high quality teaching targeted at an area of weakness.

They should draw on evidence from a clear analysis of pupil's need such as:

- Information on pupil progress, attainment and behaviour
- Teacher assessments and experience of the pupil
- Development of the individual in comparison to their peers
- Parent views
- The child's views
- Advice from external agencies working with the child

Early help

Early Help is intervention that is offered to all our pupils to prevent problems developing. It targets support to particular children and families with additional needs.

The purpose of Early Help is to support the well-being of children and families by tackling emerging needs at the earliest opportunity and prevent them from getting worse. This means working with you to identify any support you may need and gain access to additional services that can promote positive outcomes.

Effective Early Help may be delivered at any point in your child's life about any issue which is impacting or could affect their development and well-being, including education and health.

Working Together to Safeguard Children **2023** (a guide to Inter-agency working) identifies that supporting children to achieve positive outcomes is more effective when local agencies work together to:

- Identify children and families who would benefit from Early Help.
- Undertake an assessment with you (known in Bolton as the Early Help Assessment)
- Provide Early Help services to address the assessed needs of a child and their family to improve outcomes.

We will ensure that we:

- Gain your consent and are open and honest.
- Seek your views and opinions.
- With your consent, work jointly with other professionals and services already working with your family.
- Empower you to gain positive outcomes.
- Allocate a lead person to help co-ordinate any support put in place.
- Consider the age and stage of your child's development to make sure that actions are appropriate and inform our expectations and concerns.
- Keep you and your child involved and informed.

How we adapt the curriculum and learning environment for children & young people with SEN

We adapt the curriculum and learning environment for pupils with SEND.

Ladybridge has a range of approaches to supporting children with SEND needs. All children benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Work can adapted for different groups and individuals.

To ensure all children are able to access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- Make adaptations to ensure that all pupils have access to the school curriculum and school activities.
- Support pupils to achieve their full potential despite any difficulty or disability they may have.
- Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- Provide opportunities for pupils to develop confidence, self-esteem and resilience.
- Work in partnership with parents/carers, pupils and external agencies to cater for children's special educational needs and disabilities.
- Make provision for children with SEND to fully develop their abilities, interests and talents.
- Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- Ensure all children with SEND are fully included in all aspects of school life.
- Regularly review policy and practice in order to achieve the best outcomes for all our pupils

How will I know how my child is doing in school?

Where it is decided to provide a pupil with SEND support, parents are always notified. The teacher and the SENDCo, in consultation with the parent and the pupil, agree appropriate interventions and support to be put in place; agree the expected impact upon progress, development or behaviour; along with a clear date for review. This information, along with any intervention from outside agencies will be documented and shared with parents three times during the year via a child's Individual Learning Passport. There will also be further opportunities to discuss your child's progress at our twice-yearly parents' evenings (October and February). In addition to this, we operate an open door policy: we welcome parents into school to discuss matters arising whenever deemed appropriate.

Every child receives a written report at the end of each academic year detailing achievement and attainment, effort, well-being and emotional development.

If a child has an Education, Health and Care Plan (EHCP), the SENDCo will arrange an annual review, at which, all professionals involved in the education and support of the child will report to parents as to the progress being made towards the child's individual targets.

What support will there be for my child's overall well-being, in particular development of their social

and emotional skills?

Staff are friendly and approachable and welcome opportunities to listen to the views of all children, including those with SEND.

At Ladybridge, children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Regular planned opportunities for encouraging emotional and social development are an integral part of the curriculum.

Playtimes: Playtimes are key in the development of social and emotional skills; they are unstructured and promote children's independence. For those children who find socialising a challenge, we have a range of pupil voice groups that **provide the opportunity to support, seek friendship and engage in meaningful play.** They also alerts school staff to recognise that help, support or comfort is needed.

Extra-Curricular Activities: We provide a range of extra-curricular activities, at which all children are welcome. These have included: Dance, Gym Club, Cross-Country, Netball, Football, Sewing, Computing, Mindfulness and Yoga

Pupil Voice: At Ladybridge it is important that children feel valued and feel part of the school community. There are many opportunities for children to make choices, voice opinions and take charge of their learning, their environment and their school.

School Council – Eco Council – Prefects – Random Readers - House Captains – Well-being Champions.

Pupils with medical needs

If a pupil has medical needs then a detailed Healthcare plan will be completed with the teacher, parent/ carer and sometimes a medical specialist such as a diabetic nurse. These are shared with all staff involved with the pupil and reviewed annually, or more regularly if required. When a healthcare plan is implemented, we address any staff training that may be needed. Diabetes training and Anaphylaxis training is completed annually.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

Where a pupil is receiving SEND support, class teachers will meet parents at least termly to discuss the child's Individual Learning Passport. The aim of this meeting is to: set clear goals and discuss the activities and support that will help achieve them; and review progress and identify the responsibilities of the parent, the pupil and school. This meeting will be led by the class teacher, supported by the SENDCo where necessary, who will have a good knowledge and understanding of the child, their needs and their attainment. It provides an opportunity for parents to share their concerns and, together with the teacher, agree aspirations for their child.

How does Ladybridge Primary School involve children in their education and in the decision making process?

The school endeavours to include children with special needs in all areas of the curriculum through appropriate differentiation, and involve them in their own development as much as possible.

The SEND Code of Practice (2014) stipulates that: "Reviews must be undertaken in partnership with the child and their parent, and **must** take account of their views, wishes and feelings."

During reviews, the child's views will be included in discussions. Where appropriate, this may be through involving the child in all or part of the discussion itself, or gathering their views as part of the preparation. All Annual reviews of EHCPs are conducted in a child centred way.

During this review, the following will be discussed:

- parental aspirations for the child;

- the aspirations of the child;
- the achievements of the child to date;
- what is currently working/not working for the child;
- what is important to/for the child and their parents both now and in the future;
- how the child can be best supported (both academically and socially) at school and at home;
- outcomes for the next key stage and short term targets for the next 12 months to help the child work towards their aspirations.

Who, outside of school, can I turn to for advice and support?

Bolton Information and Advisory Service

01204 848 722
www.iasbolton.com

Bolton Information and Advice Service offer advice on statementing procedures, reviews and transition plans for children and young people with special educational needs and disability from birth to 25 years. The service also provides information on the options and support services available, both locally and nationally, as well as advice on specific areas of learning disabilities.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, Ladybridge will involve specialists, including those from external agencies. Ladybridge may involve specialists at any point to advise us on early identification of SEN and effective support. Parents are always involved in this decision. Please find below details of external agencies that may be liaised with to ensure that we are able to make provision for all children.

Educational Psychology Service

Educational Psychologists are specialists in learning, behaviour and child development. They work directly with children as well as providing expert advice to their parents and carers, and to other adults who teach and support them. At Ladybridge, the Educational Psychology Service provides a wide range of services, including advice on teaching and learning, formal assessments, counselling, staff training, behaviour management and practical evidence based interventions.

School Nursing Service

The School Nursing Service works with school-aged children, their parents/carers, other health professionals, education staff and other agencies to promote the health and wellbeing of children and enable them to reach their potential.

Speech and Language Service

Speech and language therapists (SALTs) work closely with children who have a range of speech, language and communication difficulties. SALTs provide direct advice and guidance on appropriate interventions that teachers, teaching assistants and parents implement, and which they monitor.

Learning Disability Nurse

Learning disability nurses provide specialist healthcare to those with a range of learning disabilities. They also offer support to their families.

Behaviour Support / nurture

Our Behaviour support outreach worker, works to support children with emotional and social difficulties in school. They provide early intervention and preventative work at whole school, group and individual level. Behaviour support workers can also be utilised to provide parents with strategies for managing behaviour in the home.

Ladywood Outreach

Ladywood Outreach consists of a range of specialist teachers who provide advice, direct support and guidance to staff and children with a range of SEN.

CAMHS

CAMHS is a local service that provides mental health assessment and treatment services to children, and their families. They also provide advice, consultation and support to other individuals and agencies involved in children's care.

Sensory Support Service

The sensory support service comprises of specialist teachers for children with hearing and visual impairment, including deaf blindness, and those with physical impairment. They support Ladybridge in modifying our curriculum and environment to ensure needs can be met.

Integrated Working Team (IWT)

The IWT ensure that children, and families receive appropriate and coordinated services, where practitioners work together effectively at the earliest point, to deal with the impact of difficulties and to prevent these from becoming more serious.

Paediatric Occupational Therapy

The role of the Occupational Therapist (OT) is to work with children who have difficulties with the practical skills necessary for their everyday life. An Occupational Therapist will aim to enable the child to be as physically, psychologically and socially independent as possible.

What specialist skills / expertise do school staff have?

We regularly invest time and money in training our staff to improve the teaching and learning of children including those with SEND and achieve the best outcomes. Training has included Signalong, Sensory harmony, Intensive interaction and Total communication using visuals.

Our Special Educational Needs & Disabilities Co-ordinator (SENDCo) is a qualified and experienced teacher and is kept up to date on current initiatives by attending Local Authority briefings, cluster meetings with other SENDCos and receiving ongoing SEND training in relevant areas.

All our teachers hold qualified teacher status and all staff members, including TAs, receive appropriate training to best support our pupils with SEND.

How are the school's resources allocated and matched to children's special educational needs?

The SEND budget is allocated each financial year. The budget for SEND has two elements; staffing and material resources.

Additional support or provision may be allocated after a discussion with the class teacher at pupil progress meetings or at any other time during the year, this may include deployment of support staff. As part of Termly committee meetings, Governors check and challenge how the SEND budget is spent and resources are deployed.

How does Ladybridge Primary School support pupils with SEND during transition?

We recognise that transition and change can be difficult for a child with SEND, and take steps to ensure that any transition is as smooth as possible.

We have an Induction programme in place for welcoming all new learners to our setting.

New starters in our Reception class are visited in their Nursery settings and then come to school for a 'taster' session before they start school.

We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition.

Additional, bespoke transition programmes can be arranged for children with additional needs transferring to high school, in conjunction with Ladywood Outreach or by liaising with the SENDCos in high school settings. Further support is provided as necessary for those with SEND including additional visits to the new setting. Our SENDCo forwards all relevant documentation to feeder secondary schools. When moving years in school, information about your child will be shared with their new teachers during a transition meeting.

Where can I find information about Local Authority provision for children and young people with SEND?

For more information about advice and support offered by Bolton Local Authority, please visit: www.bolton.gov.uk/sendlocaloffer/

How should complaints regarding SEND provision be made and how will they be dealt with?

Arrangements for considering complaints about special educational provision within the school will be dealt with according to the Governing Body procedures. Complaints will be heard by the complaints committee (a parent governor, curriculum co-ordinator, and SEND

Governor or nominees). Appeals against decisions concerning SEND complaints are heard by the remainder of the Governing Body not involved in the original decision.

How do I get a copy of the school SEND policy?

A copy of the school's SEND policy is available to download in the 'Parents' section of the school website.

www.ladybridgeprimaryschool.co.uk

Alternatively, please call into school to ask for a hard copy.

Who do I contact for further information?

The designated SENDCo at Ladybridge Primary School is **Mrs Tracey Hall** who works closely with the SEND Governor (Nicola Burgess) the Headteacher (Mr Colin Watson), staff and outside agencies on SEND issues and will monitor the effectiveness of provision.

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