



Ludlow Infant Academy Local Offer for Special Educational Needs and Disability (SEND)

Learning Inspiring Achievement

We believe that:

- All children should be valued regardless of their abilities and behaviours.
- All children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs.
- All teachers are teachers of children with special educational needs.
- All children can learn and make progress.
- *Effective assessment and provision for children with SEND will be secured in partnership with parents, children, and other partners.*

Education Framework

The following table demonstrates how we put support in place for all pupils with SEND (including the areas of need below).

- Learning difficulties
- Communication difficulties
- Autism spectrum
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health



	<u>Whole school response</u> <u>Universal Quality First Teaching</u>	<u>Targeted support for individuals or small groups</u> <u>Short/medium term</u>	<u>Specialised individual support</u> <u>Medium/longer term</u>
<u>Teaching approaches</u>	The school regularly monitors your child's progress in meeting their targets and if they are not making appropriate progress, support will be put in place. A learning environment with a visual timetable is provided in all classes. There are parents' evenings each term.	Assessment for learning is used to support planning for different levels of attainment. Small groups may be supported by either the class teachers or Teaching Assistants as appropriate.	Work is adapted to meet individual children's needs. There is careful targeting of individual support for pupils with individual education plans (IEP.) Interventions are designed to address under achievement.
<u>Learning / curriculum</u>	Children and young people will have full access to the National Curriculum and Religious Education. The National Curriculum will be adapted to take account of each child's particular needs and will be changed to suit each child's academic and personal development.	The school identifies children with special educational needs in a number of ways. Children are assessed regularly and parents are always informed of any concerns regarding their child's progress.	The school responds to any concerns raised by parents. The Special Educational Needs Coordinator (SENCO) may carry out additional testing when educational needs are identified and outside agencies may also be involved. Individual Education Plans (IEPs) are written and reviewed by the pupil, class teacher, SENCO and parents as appropriate.



<p><u>Support</u></p>	<p>The school uses activities to develop problem solving skills and memory skills. Children are encouraged to discuss their learning and pupil voice is a focus throughout the school. Visual timetables provide clear guidance to support learning and daily activities.</p>	<p>Access to small group and individual work on developing an understanding of the subtleties of language and conversational skills. A structured personalised multi-sensory, multi-modal programme of work to develop cognitive skills and literacy and numeracy skills with plenty of opportunities for over learning and consolidation of concepts. Regular daily opportunities to access individual and small group work to develop independence and organisational skills which includes working on targets agreed with the child and rewards for achievement of targets.</p>	<p>Children with SEND in school may also be supported by external agencies and parents are always consulted. The primary contact for these agencies is the SENCo although class teachers and Teaching Assistants are also involved. It is the responsibility of the SENCo to organise external support and to maintain records.</p>
<p><u>Environmental and physical resources</u></p>	<p>Ludlow Infant Academy is an inclusive school that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community.</p>	<p>ELSA intervention provides a structured programme of work to develop social and interactional skills with opportunities to work co-operatively with peers and develop ability to manage frustration. Ludlow Infant prepares children for changes and provides support to manage unpredictable events.</p>	<p>The school has an Emotional Literacy Support Assistant (ELSA) to provide one- to-one support for children who need additional emotional support. The SENCo co-ordinates the liaison and multi-agency working to support children with disabilities and to provide any specialist equipment or adaptations that may be needed.</p>



<p><u>Behavioural and emotional</u></p>	<p>Ludlow Infant Academy is committed to building positive relationships with families to meet the needs of all pupils with their social, emotional and behavioural development. The school uses the Social and Emotional Aspects of Learning materials in Year R and Year 1 and Rights and Responsibilities scheme of work in Year 2.</p>	<p>Class teachers together with support staff and ELSA will provide a focused, intervention strategy, which addresses barriers to learning arising from social and/ or behavioural difficulties, in an inclusive, supportive manner.</p>	<p>We have an ELSA who is also a Higher Level Teaching Assistant (HLTA) who has received additional training from educational psychologists on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up. Our ELSA can support pupils on a one-to-one basis when required. Outside agencies such as EWDO (Emotional Welfare Development Officer) are involved when a particular need has been identified.</p>
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Frequently asked questions from the parent/carer's point of view

Question	Answer
<p>How does Ludlow Infant Academy identify if children need extra help?</p> <p>What should I do if I think my child may have special educational needs?</p>	<p><i>Ludlow Infant Academy is committed to early identification of special educational need. A range of evidence is collected through the usual assessment and monitoring arrangements, observations, marking of work and tracking of progress and attainment. If these suggest your child is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary.</i></p> <p><i>Screening tests will be carried out during the Summer Term in Early Years Foundation Stage. This screening identifies pupils who are not making the expected progress with literacy skills. It will highlight specific literacy skills that will need additional support in Year 1, for example phonological awareness or visual/auditory memory.</i></p> <p><i>We link with other professionals such as Child and Adolescent Mental Health, Social Care, Educational Psychology, Springwell Outreach Support, Occupational Therapy, Physiotherapy, Speech and Language Therapy, and specialist teacher advisers for the hearing and visual impaired. These professionals can support us in identifying specific needs and advise on suitable strategies to support pupils.</i></p> <p><i>If you are in any way concerned about your child, you should speak to your child's class teacher or contact the SENCo, Miss Cutler. Appointments can be arranged by phoning the school on 02380433422 or calling in to the school office.</i></p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p><i>We have an open door policy at Ludlow Infant Academy. There are termly parent's meetings and you can ask for an appointment at any time during the school year to speak with your child's class teacher or the SENCo at any mutually convenient time. You will receive a written report at the end of each school year. We will always ask to see you if we have concerns about your child's progress.</i></p>



	<p><i>If your child has a statement of SEN, or an Education and Health Care Plan, an annual review is held according to the guidance in the Code of Practice.</i></p> <p><i>The SENCo reviews the progress of pupils with SEND half termly during pupil meetings and meetings with class teachers. New targets are set and recorded on your child's IEP. These are shared at termly parent's meetings and advice will be given on how to support learning at home.</i></p> <p><i>The impact of additional support received is closely monitored by the SENCo and class teacher to ensure interventions meet the needs of individual children. Their progress is compared to that of pupils who do not have SEND.</i></p> <p><i>The SENCo provides termly written reports to the Governing Body, providing details of the monitoring, data analysis, training and coaching that has been undertaken during the term. Anonymised data is provided to show the progress and attainment of pupils on the SEND register.</i></p> <p><i>The SENCo meets half termly with the designated governor for SEND. The designated governor is fully informed of all key issues and agrees a structured programme of support and challenge with the SENCo.</i></p> <p><i>Parent drop in meetings on Friday afternoons are offered, providing parents with an opportunity to develop strategies to support learning at home. These are advertised in the half termly curriculum newsletters.</i></p>
<p>How will Ludlow Infant Academy staff support my child?</p>	<p><i>All teachers plan to include everyone in their lessons and work is differentiated at appropriate levels for children to access their learning and make good progress. Planning is monitored rigorously by the Senior Leadership Team through an ongoing cycle of monitoring and evaluation.</i></p> <p><i>Teachers and teaching assistants work with pupils at all levels of ability.</i></p> <p><i>If your child has a statement or an EHC Plan they will be supported as specified in these documents.</i></p>



	<p><i>If your child has an IEP they will be supported by either the class teacher or a teaching assistant on a regular basis in order that they achieve their targets.</i></p> <p><i>Depending on the intervention required your child may be working in a small group with support during literacy and/or mathematics. Teaching assistants work under the direction of your child's class teacher or the SENCo. Targets are reviewed regularly by your child's class teacher. Your child's progress and attainment will be discussed on a half termly basis with the headteacher and SENCo.</i></p>
<p>How will the curriculum be matched to my child's needs?</p>	<p><i>All teachers are teachers of children with SEN. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Planning is monitored rigorously by the Senior Leadership Team. Your child's class teacher and the SENCo will oversee and plan your child's education programme.</i></p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p><i>The local authority provides funding for schools to meet the needs of all children with SEND. This is worked out using the information about the children's prior attainment and the socio-economic make up of our school cohort. We allocate support according to need. Additional interventions are funded to support children's progress. If your child has a statement of SEN or an Education Health and Care Plan, we will ensure that the provision specified in Part 3 is provided.</i></p> <p><i>Every half term, the leadership team meets with each class teacher to discuss pupil progress. If there is a need for some extra support this will be agreed by everyone that needs to help your child. You will be informed if your child has not made progress during a term.</i></p> <p><i>Your child's class teacher and the SENCo will oversee and plan your child's education programme.</i></p>



	<p><i>Sometimes a pupil requires support to access the curriculum or to manage his or her behaviour, a Teaching Assistant may support your child to be a successful member of the school community. It may be appropriate for your child to have one-to-one support with a speech language and communication programme, occupational or physiotherapy or for individual support for reading, writing or maths. This will all be explained to you by your child's class teacher.</i></p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p><i>We make every effort to include <u>all pupils</u> in school trips. If an individual risk assessment is required we will write this in order to ensure that everyone is fully included. If additional support is required to enable your child to participate this will be provided.</i></p> <p><i>Playtimes are well organised at Ludlow Infants with activities and games on the playgrounds or the school field, supervised by Teaching assistants. For pupils who find playtimes difficult a member of staff may be assigned to supervise them, or if necessary they can play in a supervised area where toys are available for them to play with.</i></p> <p><i>Lunchtime supervisors supervise structured play activities and games.</i></p> <p><i>At Ludlow Infants we run a number of after school clubs which are open to all pupils.</i></p>
<p>What support will there be for my child's overall well being both on a 1:1 basis, or in small groups?</p>	<p><i>We have an Emotional Literacy Support Assistant who has received additional training from educational psychologists on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up.</i></p> <p><i>There are close links with our partners in health, for example, the school nurse and the dental service. We have an EWO that you can ask to speak</i></p>



	<p><i>with. We also link with other professionals such as Child and Adolescent Mental Health, Social Care, Educational Psychology, Physiotherapy and Speech and Language Therapy.</i></p> <p><i>Prescribed medicines can be administered in school when a request form has been signed by a parent or guardian for each individual medicine. (Link to Medicines in School Policy)</i></p> <p><i>For pupils with serious medical conditions, health care plans are written in conjunction with the school nurse. Emergency notices, with the pupil's photo, and measures to take in an emergency are displayed in the staff room and office. Copies are given to the designated first aiders and the senior lunchtime supervisor.</i></p> <p><i>The eight designated first aiders have attended the First Aid at Work training course. Training is renewed every three years. Staff working in Foundation Stage have paediatric first aid training.</i></p> <p><i>All pupils are encouraged to share any worries or concerns with an adult at school. Seal scheme of work and Rights and Responsibilities focus on key issues that may cause concerns, i.e. bullying or friendships.</i></p> <p><i>They can contribute their views on school life generally through the regular school council meetings and all pupils are eligible to stand for election for their class councillor to represent class views at full school council meetings. If necessary children with additional needs will be supported to enable them to do this.</i></p> <p><i>The school has five members of staff who have had Child Protection Lead Officer training. All staff have yearly child protection training.</i></p>
<p>What training have staff supporting children and young people with SEND had?</p>	<p><i>Our SENCo is working towards achieving the Masters Level National Accredited SENCo Award. She has attended training on the new SEN Code of Practice, children's mental health and the effective use of outside agencies</i></p>



	<p><i>to support children with identified SEND. All staff receive regular training and updates.</i></p> <p><i>This academic year the staff have received training on:</i></p> <ul style="list-style-type: none"> • <i>SEND Code of Practice</i> • <i>Early Identification of underachievement</i> • <i>Effective use of data to track vulnerable groups</i> • <i>Effectiveness of intervention programmes</i> <p><i>The school nurse has provided asthma, epi-pen training and diabetes training.</i></p> <p><i>If a child were to attend the school with needs that we had not previously supported we would be able to access support from a variety of sources including: Child and Adolescent Mental Health, Social Care, Educational Psychology, Springwell Outreach Support, Occupational Therapy, Physiotherapy, Speech and Language Therapy and specialist teacher advisors for the hearing or visually impaired.</i></p>
<p>How accessible is Ludlow Infant Academy?</p>	<p><i>We make every reasonable adjustment possible. The school library is on the 1st floor but all other facilities are sited on the ground floor. The school site is across two levels but there is wheelchair access to each year group and the school hall/dining room.</i></p> <p><i>We would request support from signers as appropriate and we will provide interpreters.</i></p> <p><i>We have an accessible toilet and a shower.</i></p> <p><i>We have a ramp leading to the main entrance.</i></p> <p><i>Where necessary we work with other professionals to ensure specialist equipment is provided.</i></p> <p><i>We liaise with services such as occupational therapy and physiotherapy and carry out programmes within school.</i></p> <p><i>Parents are invited to review meetings.</i></p>
<p>How are parents/young people currently involved in our setting? How can parents get involved and who can you contact for further information?</p>	<p><i>We have an open door policy at Ludlow Infants. There are termly parent meetings and you can ask for an appointment to speak with your child's class teacher or the SENCo at a mutually convenient time. You will receive a written report at the end of each school year .We will always ask to see you</i></p>



	<p><i>if we have concerns about your child's progress.</i></p> <p><i>If your child has a Statement or EHC plan you will be asked to contribute to and attend the annual review. Your child will also be asked for their views as part of their annual review process.</i></p> <p><i>Your child's IEP or individual behaviour plan (IBP) will be shared with you and your child. You will be advised how you can support your child to work towards their targets.</i></p> <p><i>If your child is due to begin in the Foundation Stage in the Autumn term, you will be invited to meetings in school during the Summer term prior to your child starting in September. Children also attend two transition afternoons and a whole day in their new class.</i></p> <p><i>Family Mystery Hour sessions are held termly in each class, a range of learning activities are organised for parents/carers to share with their children.</i></p> <p><i>Headteacher news letters are sent home regularly and parents are also kept informed of events through year group curriculum newsletters. You may also be contacted individually by phone, text or letter.</i></p> <p><i>Our school policies and other important information. Year 2 has links to educational games that you can use to support your child's education.</i></p> <p><i>We have a parents association which supports the school by holding events and fundraising. New members are always welcome.</i></p>
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<p>What steps should I take if I have a concern about the school's SEND provision?</p>	<p><i>Our SENCo Miss Cutler, has responsibility for SEND provision within the school. Appointments can be made via the school office or by phoning 023 80 443422</i></p>
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	<p><i>If having met with our SENCo you are still concerned you can contact the Executive Headteacher, Mrs Corbin.</i></p> <p><i>If after this you are still concerned you can contact our Chair of Governors, Mr Andrew Pitcher, c/o the school office on the above number.</i></p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Children with SEND in school may also be supported by external agencies and parents are always consulted. The primary contact for these agencies is the SENCo although class teachers and Teaching Assistants are also involved. It is the responsibility of the SENCo to organise external support and maintain records.</p> <p><i>Children have one-to-one support from an Emotional Literacy Support Assistant if required. There a range of ELSA led sessions within each year group to develop social skills, behaviour management and friendship groups.</i></p> <p><i>There are close links with our partners in health, for example, the school nurse. We also link with other professionals such as Child and Adolescent Mental Health, Social Care, Educational Psychology, Occupational Therapy, Physiotherapy, Speech and Language Therapy and specialist teacher advisors for the hearing or visually impaired, Springwell Special School Outreach Service. In addition we can access Vermont Outreach and the Compass Centre for pupils with behavioural difficulties.</i></p>
<p>How will Ludlow Infant Academy prepare and support my child to join the school and then transfer to a new school?</p>	<p><i>When your child joins the school, you will be shown round by the head teacher or a member of leadership team. This will be a chance for you to ask any questions that you may have. There are visits to Pre-Schools</i></p>



	<p><i>in order that staff can liaise with the Pre-School staff about each child's individual needs.</i></p> <p><i>Regularly reviewed systems support successful transition to Junior schools. Extra transition visits are arranged as necessary.</i></p>
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Frequently asked questions from the young person's point of view:

Question	Answer
How does Ludlow Infant Academy know if I need extra help?	<i>Your teachers track your progress and they will know if you need extra help.</i>
What should I do if I think I need extra help?	<i>You can talk to someone at home and they can talk to your teacher. You can also talk to your teacher or Teaching Assistant.</i>
How will my work be organized to meet my individual needs?	<i>Your teacher will give you work that will allow you to learn will challenge you and make progress. They will make sure that it is not too easy and not too hard but it will make you think.</i>
How will I be involved in planning for my needs and who will explain it and help me?	<i>Your teacher will have a meeting with you to discuss how you are getting on. Your teacher will also tell you what your targets are.</i>
Who will tell me what I can do to help myself and be more independent?	<i>All the staff at Ludlow Infant Academy can help you to become independent.</i>
What should I do if I am worried about something?	<i>Talk to your teacher, Teaching Assistant or any other familiar adult in the school.</i>
How will I know if I am doing as well as I should?	<i>You will have a school report at the end of the school year and your teacher will meet with someone from home to explain how you are doing.</i>
How can I get help if I am worried about things other than my school work?	<i>You can talk to any teacher or Teaching Assistant. You can also ask to speak with an Emotional Literacy Support Assistant.</i>
Are there staff in school who have been trained to help young people who need extra help?	<p><i>Our Special Educational Needs Co-ordinator, Miss Cutler, is working towards achieving a qualification that means she is trained to help children with learning needs.</i></p> <p><i>We also have an Emotional Literacy Support Assistant.</i></p>
Can school staff get extra help from experts outside the school if they need to? (e.g advice and training on	<i>We work with lots of people who can support you too, for example, therapists, nurses and social workers.</i>



medical conditions)	
<p>If I have difficulty in taking part in school activities what different arrangements can be made?</p> <p>a. How will I know who can help me?</p> <p>b. Who can I talk to about getting involved in school activities if I need extra help?</p>	<p><i>We have disabled toilets and a shower.</i></p> <p><i>You will be introduced to all staff that will be working with you so that they understand your needs.</i></p> <p><i>You can talk to your class teacher or Teaching Assistant if you would like to be involved in school activities where you may need extra help.</i></p>
<p>What help is there to help me get ready to start at my school?</p>	<p><i>We will talk to your current school and your parents/carers. You are welcome to come and visit Ludlow Infant Academy. We can give you a school prospectus and write you a social story if this would help you. A member of staff will give you a tour of the school once you have started and make sure we have answered all of your questions. Every effort will be made to ensure transition to Ludlow Infants is a positive and enjoyable experience.</i></p>

This local offer was drafted and amended after consultation with staff, governors, parents and pupils.

Ludlow Infant Academy Local Offer will be reviewed annually following consultation with all stakeholders.

November 2017