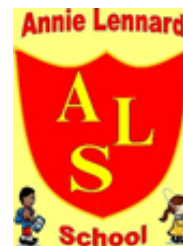


Annie Lennard Primary School SEN Information Report/ Local Offer



Annie Lennard Primary School is a fully inclusive school, which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils. Children are identified as having SEN when their progress has slowed or stopped and the interventions, resources etc. put in place do not enable improvement

You may already be a parent of a child at our school or even a prospective parent, which ever, we strongly encourage you to come in and see us. We are a warm and welcoming school that always seeks the best for all our children regardless of their abilities or disabilities.

Progress of children with SEN at Annie Lennard Primary School

The majority of children with Special Educational Needs and/ or disabilities make at least expected progress in reading writing and maths.

Universal Offer-What Annie Lennard provides for all children:

This is what the school offers to all children including those who may have difficulties in learning or difficulties with behaviour or physical/medical needs.

As a parent/carer or young person you can expect that:

- We encourage you to familiarise yourself with our policies and approaches to learning.
- We welcome you and your child to our school, we invite you to discuss your child's needs before they start school.
- The teachers and support staff who teach your child have had professional development and training so that they know about how children learn including those children who have difficulty learning.
- Our school provides a variety of teaching and learning programmes to meet the individual learning needs of each child (See whole school Provision Map).
- We accurately assess the level at which your child is learning from Early Years Foundation Stage (EYFS) and P level (P levels help to measure progress for children who are working below level 1) to National Curriculum. This informs how and what we teach and our teachers differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at an appropriate level.
- We use a range of resources, strategies and teaching methods to take account of any barriers to learning, this may include offsite educational visits.

- We will keep you informed about how your child is progressing at least twice yearly and through a written annual report detailing progress. Additionally we will invite you in to school if we feel new issues present themselves. If you or your child has any concern we encourage you to make an appointment as we feel that a partnership between school and home is essential in supporting you and your child.
- The school will put in place a range of short term, small group or individual programmes (interventions) that may help your child 'catch up'.
- School will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. The school's Special Educational Needs Coordinator (SENCo) may talk to you about this.
- We will signpost you to support, advice and any extracurricular activities that may be available.
- We will ensure a smooth transition between all the stages in your child's educational life. E.g. Between home and school, Early Years to Key Stage 1 and Key Stage 1 to Key Stage 2.

Additional SEN Support Offer-

What Annie Lennard provides for those children not making progress

The Department for Education provides us with funding to support children with SEN. The amount of funding means that most children's need for support and interventions can be met without a need for a statement.

If your child has a special need or a disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
- Make an assessment of your child's learning so we know which skills they need to learn next.
- The Special Educational Needs Coordinator (SENCo) will support and advise teachers so that your child can learn in the best way.
- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour (See Provision Map).
- Check on progress at least once a term and invite you to meeting to discuss that progress.
- Work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to support your child's progress.
- Tell you how to get in touch with Parent Partnership Services who can offer support and advice.
- Talk to you if we think we need to consider asking the Local Authority to make a Statutory Assessment of your child's needs because more advice/resources are needed to help your child to make progress.

If you wish to complain about schools response to meeting your child's needs you must first raise your issue with the Head Teacher. If you are still unhappy, raise your concerns with the Chair of Governors at school. If you are still not satisfied then register a complaint with the Local Authority at Sandwell Council House. The Parent Partnership Service is also there to help.

Statement of SEN –

The school may seek a statement of special educational need in order to provide additional support for children with severe and complex needs.

- Children who have severe levels of physical, learning, communication or emotional/behavioural difficulty, that are lifelong and complex, may need a Statement of SEN. If the LA agrees to begin the process; a Statement takes 24 weeks to complete. Your child will continue to be supported from the school's SEN resource while the Statement is completed.
- For most children this is likely to be initiated following assessment made between 2 and 2 ½ years of age by the Health Visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will require a Statement due to the complexity of their need.
- The Statement will specify what sort of provision your child will need in order to access the curriculum and make progress.
- Your child will also have access to all the provision detailed on the school's provision map, in the Universal Offer and School Based Category of SEN which are appropriate to their learning needs.
- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child.
- Many children who need a statement will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the Statement is developed.
- The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the Statement.
- If your child is not making expected progress then the school may request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty.

Additional Activities which are available for pupils with SEN

Annie Lennard Primary School is a fully inclusive school, which ensures that all pupils achieve their potential. We believe that additional experiences, provided by offsite educational visits, enhances the learning and social experience of the child. We endeavour to ensure that all children regardless of their SEN are able to participate, this includes residential visits. We provide a variety of After School clubs and activities (paid for and free) that all children are entitled to access during their time at Annie Lennard.

Link to Sandwell LA offer - <http://www.sandwell.gov.uk/send>

Annie Lennard School Provision Map

Whole School Provision Map			
Area of Need	Wave 1	Wave 2	Wave 3
	Provision	Provision	Provision
Cognition and learning	<ul style="list-style-type: none"> • Differentiated curriculum • Differentiated delivery • Differentiated outcome • Increased visual aids • Visual timetables • Use of writing frames 	<ul style="list-style-type: none"> • Support for handwriting • Support for reading • Support in numeracy • Support for phonics • Target readers • ELS • Phonic catch-up 	<ul style="list-style-type: none"> • Speech and Language intervention • 1:1 withdrawal- Precision Teaching for literacy • Wellcomm • Supporting children with gaps in their mathematical understanding • Enable+
Communication and interaction	<ul style="list-style-type: none"> • Flexible teaching arrangements • Structured school and class resources • Differentiated curriculum delivery • Differentiated outputs • Increased visual aids • Use of symbols and pictures 	<ul style="list-style-type: none"> • Early language group • Speech and language therapy programme delivery within class 	<ul style="list-style-type: none"> • Speech and language intervention • 1:1 withdrawal for literacy or numeracy work • Speech and language therapy programme delivery-1:1
Emotional, behavioural and social	<ul style="list-style-type: none"> • Whole school and class rewards system • Whole school and class rules • Whole school policy for behaviour • Circle time • PSED • Behaviour boards 	<ul style="list-style-type: none"> • Behaviour charts • Playground buddies 	<ul style="list-style-type: none"> • 'My Time'
Sensory and physical	<ul style="list-style-type: none"> • Teacher awareness of sensory and physical needs • Availability of resources • Write dance 	<ul style="list-style-type: none"> • Brain Gym • Scissors • Triangular pencils/ white board pens • Pencil grips • 	<ul style="list-style-type: none"> • One to one support following OT programme • One to one support following Physiotherapy programme • Write From the Start- handwriting programme • Adaptation of resources