



Annie Lennard Primary School

Local Offer

Annie Lennard Primary School is a fully inclusive school, which ensures that all pupils achieve their full potential. This document is intended to give you information regarding the ways in which we support all of our pupils, including those with SEND. 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. We are a warm and welcoming school that always seeks the best for all of our children.

Progress of children with SEND 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 with cognition and learning, speech, communication and interaction, social, emotional and mental health and sensory/ physical 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 and how every child has individual needs.
- Our school provides a variety of teaching and learning interventions 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 Sandwell Skills Ladders (for children working below Year 1) to the National Curriculum. This informs how and what we teach and how 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, carefully tailored for their specific needs.
- 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 during parent consultations and through a written annual report detailing progress. Additionally, we will invite you in to school if we feel new issues present themselves as well as having an open-door policy to meet more regularly (if needed). 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 interventions that may help your child make progress.

- 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, Key Stage 1 to Key Stage 2 and then Year 6 to high school provision.

Additional SEND Support Offer- What do Annie Lennard provides for those children not making progress?

The Department for Education provides us with funding to support children with SEND. The amount of funding means that most children's need for support and interventions can be met without a need for an Educational Health Care Plan (EHCP).

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 interventions to help children who need extra support in a specific area (See Provision Map).

- Check on progress at least once a term and invite you to a meeting to discuss that progress.

- Work with and seek advice from difference agencies such as 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 to reach their full potential.

If you wish to complain about school's 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 if needed

Educational Health Care Plan (EHC plan) – The school may seek an EHCP in order to provide additional support for children with severe and complex needs.

What is an **Education, Health and Care Plan**?

An Education, Health and Care (EHC) plan is a legal document which describes a child or young person aged up to 25 special educational needs, the support they need, and the outcomes they would like to achieve.

The special educational provision described in an EHC plan must be provided by the child or young person's local authority. This means an EHC plan can give a child or young person extra educational support. It can also give parents and young people more choice about which school or other setting the child or young person can attend.

An EHC plan can only be issued after a child or young person has gone through the process of an Education, Health and Care needs assessment.

Click this link for a video

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/advice.page?id=NcmrEYKJDAA>

This link has helpful information about an EHCP.

<https://www.sandwellsendiass.co.uk/pages/home/young-people-s-section/ehcp-s-information>

<https://www.youtube.com/user/WatchCDC>

Additional Activities which are available for pupils with SEND

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 SEND 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. We also have an onsite sensory room and access to a family support worker hub.

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

Whole School Provision Map

Area of Need

Wave 1

Wave 2

Wave 3

Cognition and learning

- ☐ Differentiated curriculum
- ☐ Differentiated delivery
- ☐ Differentiated outcome
- ☐ Increased visual aids
- ☐ Visual timetables
- ☐ Use of writing frames

- ☐ Support for handwriting
- ☐ Support for reading
- ☐ Support in numeracy
- ☐ Support for phonics
- ☐ Target readers
- ☐ ELS
- ☐ Phonic catch-up (Little Wandle)

- ☐ Speech and Language intervention
- ☐ 1:1 withdrawal- Precision Teaching
- ☐ Wellcomm
- ☐ Supporting children with gaps in their mathematical/ English understanding (SENI maths)
- ☐ Intervention teacher for Maths and English.

Communication and interaction

- ☐ Flexible teaching arrangements
- ☐ Structured school and class resources
- ☐ Differentiated curriculum delivery
- ☐ Differentiated outputs
- ☐ Increased visual aids
- ☐ Use of symbols and pictures

- ☐ Early language group
- ☐ Speech and language therapy programme delivery within class

- ☐ Speech and language intervention- NHS
- ☐ 1:1 withdrawal for literacy or numeracy work
- ☐ Speech and language therapy programme delivery-1:1

Emotional, behavioural and social

- ☐ Whole school and class rewards system
- ☐ Whole school and class rules
- ☐ Whole school policy for behaviour
- ☐ Circle time
- ☐ Jigsaw/ Rse curriculum
- ☐ Behaviour boards

- ☐ Behaviour charts
- ☐ Playground buddies
- ☐ Sensory room
- ☐ Nurture room

- ☐ 'My Time'
- ☐ Emotional coaching- 1:1 sessions.

Sensory and physical

- ☐ Teacher awareness of sensory and physical needs
- ☐ Availability of resources
- ☐ Write dance/ Dough disco

- ☐ Brain Gym
- ☐ Scissor work/ cutting group
- ☐ Triangular pencils/ white board pens
- ☐ Pencil grips
- ☐ Pencil control group

- ☐ One to one support following OT programme
- ☐ One to one support following Physiotherapy programme
- ☐ Penpals-handwriting programme
- ☐ Adaptation of resources

☐ Weighted cushions,
sensory toys.

☐ Sensory room time