

Laburnum Primary School

SEND Information Report 2024/25



Last reviewed on: September 2024

Next review due by: September 2025

How are we catering for Targeted and Specialist needs?

Laburnum Primary School : SEND Information Report

Welcome to Laburnum Primary School's SEND Information Report. Laburnum Primary School is an inclusive, co-educational school and **'we believe, given the right circumstances, all children are capable of extraordinary things'**. This applies to all children, including those with SEND.

The Children and Families Act 2014 requires governing bodies of or the proprietors of schools to publish and keep information on their website about the implementation of the Governing Body's or the proprietor's policy for pupils with SEND. This SEND information report is kept under review and updated regularly. This report outlines Laburnum Primary School's offer for our pupils with SEND, as well as answering other frequently asked questions.

We would welcome your feedback and comments on our offer, so please do contact the SENDCo, Ania Haleem, on SEND@laburnumprimary.co.uk the school office on office@laburnumprimary.co.uk or call the school on 01767 680691.

1. What kinds of SEN are provided for at Laburnum Primary School?

We are a non-selective, co-educational school in Sandy, Central Bedfordshire. We believe that all children can be successful given the right support. We can provide an education for the following needs, as long as the child is able to access mainstream education (this is not an exhaustive list) after our adaptations are made:

- Autistic Spectrum Conditions
- Communication Impairment
- Hearing Impairment
- Learning Disability
- Mental Health Conditions
- Visual Impairment
- Physical Impairment

2. How accessible is the school?

- The whole site is single story. Where there are steps, alternative ramped access is also available.
- Safe and clear access is maintained throughout the school e.g. corridors are kept clear, paths are kept clear and weed free.
- All corridors are accessible for wheelchairs and wide enough for manoeuvre.
- There are disabled toilets available in each of the main three school buildings.
- Specialist auditory equipment is installed in one classroom for a pupil with hearing impairment.
- The school car park has a designated parking bay for disabled visitors.
- The school liaises with external professionals where necessary for example for advice and training.
- If a child with SEND needs access to specialist equipment or facilities then this will be purchased, within reason, from the school's SEND budget depending on the cost and the level of support that the child is entitled to
- If communication is difficult for parents, then the school will strive to overcome the barrier, for example by finding a translator or conducting home visits if necessary

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

Many of the children who join our school have already attended an early educational setting and often children join us with their needs already assessed. All children are assessed when they join our school or

nursery using the Reception Baseline Assessment. In addition, all children entering the school will complete the British Vocabulary Scale standardised testing to assess a child's receptive (hearing) vocabulary.

Laburnum Primary School operates a hierarchy of graduated responses to pupil needs which aims to ensure early intervention and implementation of strategies necessary to meet individual pupil needs. Interventions will be triggered through concern that, despite receiving Wave One support through Quality First Teaching within class, a pupil:

- Makes little or no progress
- Shows (ongoing) difficulty developing literacy or numeracy skills
- Presents with persistent emotional and behavioural difficulties
- Has sensory or physical problems, which continue despite the use of specialist equipment (or may require additional specialist equipment or advice)
- Has communication and/or interaction problems which continue despite curriculum adaptations, or may prevent the development of social relationships, or hinder learning

In the first instance, concerns are likely to be raised by a pupil's class teacher, but may also be raised by a member of support staff, a senior leader, pastoral staff or the SENDCo, who will then liaise with appropriate members of staff.

4. How are parents/carers and children consulted and involved in the school?

At Laburnum Primary School, we highly encourage parents to be in regular contact with the school. We also encourage children to be open about sharing any feelings, difficulties or anything they wish to share with members of staff (this will be mainly done through the child's class teacher). We believe this regular contact will have a significant impact on a child's success at school. The primary person of contact is your child's class teacher. In addition to their class tutor, you can contact the SENDCo if you have concerns.

The main ways that parents and children are involved with the school are:

- Parent Lesson Drop-Ins in the Autumn and Spring Term
- Parents evenings in the Autumn and Spring Term
- Annual Class Assembly
- Meetings with the SENDCo as needed
- Termly SEND Support Plan reviews for pupils with SEND
- Annual reviews for pupils with SEND
- Becoming a parent governor or liaising with the existing parent governor

If you feel an additional meeting is required, please contact your child's class teacher in the first instance. You may wish to request that the SENDCo also attends this meeting.

5. How does the school assess and review my child's progress towards outcomes?

The SENDCo will constantly assess SEND children's progress towards their outcomes by having regular feedback from their class teachers. Assessment data will also be reviewed and scrutinised to see where strengths and weaknesses are. The SENDCo may also meet directly with a child to conduct further assessments.

This will then be communicated primarily through three meetings per year (either in-person or via telephone) These meetings will usually be led by the class teacher, although the SENDCo may also attend. During these meetings, parents/carers and children can feedback their own views on progress towards outcomes. If your child has an EHCP, one of these meetings will be the Annual Review.

The school constantly reviews all children's progress through:

- Collecting current attainment levels
- All pupils are assessed on entry to school
- Regular quizzing and assessments are conducted by class teachers
- Current attainment grades are communicated regularly to parents.
- Any child who has, or is suspected to have, additional SEND will be assessed further to identify and henceforth cater for specific needs
- Daily observation and interaction between the class teacher and child
- SEND Support Plans are put in place where there is a need for one, these provide information about need and advised support strategies
- Termly reviews of SEND Support Plans and an annual review of EHCPs

6. How will the school prepare and support my child to join the school then transfer on to a new setting/school or the next stage of education and life?

At Laburnum Primary School, we want the best for every child. This means that whether your child is joining us or leaving us for a new destination, we will liaise with other organisations and schools to try and ensure your child has a successful transition. See the 'Policies' page on our website (www.laburnumprimary.co.uk) for our Admissions and Transition Policies.

Once you have decided that Laburnum Primary School may be the right place for your child:

- Private tours are offered during school open hours
- The transfer process is initiated directly after successful application to the school
- Pupils joining Nursery: Pupils attend a 'Stay and Play' with their parent/carer. Parents also have a 1:1 meeting with our Nursery lead (and SENDCo by request)
- Pupils joining Reception: Parents attend an initial information evening meeting and then pupils attend two mornings alongside their new peers. Parents also have a 1:1 meeting with our Nursery lead (and SENDCo by request)
- Parents/Carers of pupils with SEND (and their child if appropriate) are invited to and will be expected to attend a 1:1 meeting with a key member of staff (usually their class teacher) where a SEND Support Plan is established – this provides an opportunity for parents to share information about their child
- For most pupils the SEND Support Plan will only be developed further where there are Special Educational Needs
- Members of staff from Laburnum Primary School liaise with staff at the child's current school
- Laburnum Primary School's SEND and pastoral team will have additional conversations with current school SEND teams when this is deemed necessary (i.e. where a child has been highlighted as having additional needs either by the parent/carer or current school)
- Extra transition days are organised where deemed helpful to aid a settled and calm transition
- There is additional liaison with a new school and in-depth information is passed on to any school a pupil moves on to when this is deemed necessary

If your child is moving to another school as part of a phase transfer:

- The SENDCo will discuss the specific needs of your child with the SENDCo of their new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- Discussions between the settings will take place to ensure all records are transferred and information shared, any queries will be raised and discussed with necessary parties.
- Throughout all processes the SENDCo and class team will assist with changes and ensure your child's needs are being met.

When your child moves class in school:

- Information will be passed on to the new class teacher in advance and in most cases, a transition meeting will take place with the new teacher. SEND Support Plans will be shared with the new teacher.
- Additional transition visits to their new classroom will be provided if required prior to 'move up days'.
- All children will visit their new classroom on their 'move up days'. Children starting our school will be invited to this session.

7. How will teaching and the curriculum be adapted for children with SEND?

At Laburnum Primary School, we have clear expectations, strategies and routines for all children, not just those with SEND. This means that all children benefit from 'quality-first teaching' (Wave 1 support). If the child is not making sufficient progress with Wave 1 support, the school will consider implementing Wave 2 and Wave 3 support where necessary, in coordination with parents/carers.

We provide:

- Tight structures and routines that lead to a very calm and secure school e.g.
 - Very high behaviour expectations
 - Calm/quiet corridors
 - Clear entry and exit routines
 - Seating plans and line orders
- Teaching strategies based on Teach Like a Champion by Doug Lemov
- Provision of all required equipment. In Year 2-6 this is in the form of a pencil case of individual equipment.
- Opportunities to complete homework in school time if needed
- Differentiated learning strategies through staff development or training
- Utilising and devising interventions and monitoring their effectiveness
- Specific intervention programmes devised by specialists e.g. Speech and Language Therapy (SALT) and delivered by school staff and/or specialists.
- Providing additional adult time targeted at need
- Targeted Emotion Literacy and/or Social Communication Support
- Seek Local Authority and specialist support for advice on strategies and equipment or staff training
- Adaptations and intervention in line with the child's SEND Support Plan
- In occasional and extreme cases, a pupil's curriculum may be personalised

8. How are staff trained to support my child with SEN? Are specialist staff available?

All teaching staff and teaching assistants receive high-quality, regular and mandatory training on quality-first teaching practices, as well as training around how to meet the needs of pupils with specific needs. This will be delivered by the SENDCo and/or other relevant staff. Specialist external training and staff will be deployed as necessary, for example staff will be trained in how to support pupils with allergies and diabetes.

Specialist staff will be referred to and may be commissioned based on the need of the child and in coordination with the parent/carer and local authority. See the Central Bedfordshire Council's Local Offer for more information on what services the local authority provide: [Central Bedfordshire SEND Local Offer](#)

9. How will the school monitor the effectiveness of provision for my child?

At Laburnum Primary School, we try our utmost to do what we say we do. This means that we constantly monitor the quality of teaching. Lessons and individual pupils will be monitored in lessons by observers, such as the senior leadership team and SENDCo.

10. How will my child/young person be included in activities outside the classroom including school trips?

Laburnum Primary School is an inclusive school where we will always try and extend all opportunities to all pupils. Risk assessments will be carried out prior to trips and activities and reasonable adjustments/adaptations will be made to accommodate pupils.

We have an enrichment curriculum in which every child in school is expected to take part. This means that enrichment days and opportunities (alternative curriculum such as educational visits, sporting events, residential visits) take place in school hours (except residential) and are timetabled. This puts us in the unique position of saying that 100% of our pupils take part in a very wide variety of cultural activities over the course of their schooling at Laburnum Primary School.

11. How do you develop pupils' emotional and social skills?

We know that a happy child is a successful child. Our staff will always prioritise the wellbeing of the child over all else. At Laburnum Primary School, we explicitly teach children how to manage emotions in a healthy way. We also build social and emotional skills through ensuring all pupils experience challenge and take part in our visits and other events such as sports fixtures and sports day which will require team building.

If pupils need specific social and emotional interventions, these will be discussed and agreed on a case-by-case basis. Pupils are also supported by a wide range of staff: class teachers, senior leaders and pastoral staff.

12. How do you prevent bullying?

Laburnum Primary School has a zero-tolerance approach to all types of bullying including and not subjected to: online, face-to-face, verbal and physical. Bullying is recognised by Laburnum Primary School as a form of child-on-child abuse and can have an adverse effect on children's emotional development.

Bullying can happen to anyone in any of the following forms:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying

Prejudicial bullying (against people/pupils with protected characteristics):

- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying

Responding to bullying

Laburnum Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential. The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- A member of leadership or pastoral staff will interview all involved parties.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.

- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

13. How will you work with other bodies and organisations to support my child?

We have regular contact with many different organisations as and when it is necessary. These may include: the Local Authority, CAMHS, speech and language therapists and many others.

14. What is the Local Offer and how can I access it?

'Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.' (SEND Code of Practice 2015).

To access Central Bedfordshire Council's Local Offer, please visit: [Central Bedfordshire SEND Local Offer](#)

15. I am not happy with the provision my SEND child is receiving, what can I do about it?

In the first instance, contact the SENDCo by emailing SEND@laburnumprimary.co.uk who will usually respond within 2 working days and arrange a phone call or meeting as necessary.