



## Ladywood Primary School SEND Report 2024/25

Contact details	
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<b>SENDCos:</b>	Miss Rhianna Wilding (EYFS/KS1) & Mrs Rachel Salter (KS2)
<b>SEND Governor Link:</b>	Mrs E Eland
<b>Inclusion Manager:</b>	Mrs Lyndsey Roystone
An overview of our educational provision	
<ul style="list-style-type: none"> <li>• Ladywood Primary School is a mainstream primary school catering for children from the ages of 3 to 11.</li> <li>• We have an Early Years Unit which includes a 52 place nursery, (13 places are full time) and an F2 class.</li> <li>• We have an admission number of 198 full time pupils.</li> <li>• We have single year classes from Year 1 to Year 6</li> <li>• There are 2 members of staff in each class namely a class teacher and a Teaching Assistant.</li> <li>• We also have 3 Higher Level Teaching Assistants spread across the school</li> <li>• The Early Years Unit follow the Foundation stage curriculum.</li> <li>• The school curriculum in Year 1 to 6 is based on Ladywood's interpretation of the National Curriculum - see the school website.</li> </ul>	
Our current OFSTED rating	
We were last inspected in <b>October 2023</b> and retained our <b>GOOD</b> school grading by Ofsted.	
Our current LA rating	
The LA and SLT rating of the school in is that of 'self-improving school.'	

### **SEND quotes from our OSFTED report - October 2023**

'The school has designed an ambitious curriculum that meets the needs of all pupils well, including those with SEND.'

Pupils with SEND receive effective support. There are clear systems in place to identify pupils who need extra help. Staff regularly check that the provision made for these pupils meets their needs and links well to targets and individual support plans. Parents and carers are kept well informed and appreciate the support they receive.'

### **SEND Code of Practice 2014**

'The Special Educational Needs and Disability Code of Practice: 0-25 years 2014' is a national guide that gives all schools and Local Authorities in the country the guidance to identify, assess and support children in schools.

#### **What does Special Educational Needs mean?**

Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. About 1 in 5 children will have difficulties at school at some time and will require extra support to help their learning.

Children with special educational needs or disabilities (SEND) may have difficulties with:

- All of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Organising themselves
- Sight, speech, hearing or a physical need which may affect them in school.

#### **Within the Code of Practice, there are 4 broad categories of SEND:**

- **Communication and Interaction:** children with speech, language and communication needs, including those with an Autistic Spectrum Disorder.
- **Cognition and Learning:** children with moderate, severe or profound and multiple learning difficulties
- **Social, emotional and mental health difficulties:** this includes children who show withdrawn or challenging behaviours for a variety of reasons, have attention deficit disorder, attention deficit and hyperactivity disorder or attachment disorder.

- **Sensory and/or physical needs:** this includes children with a visual impairment, hearing impairment, multi-sensory impairment or a physical disability.

### **Teaching Children with Special Educational Needs and Disabilities at Ladywood**

At Ladywood we believe 'if we can dream it we can do it!' We aim to meet the individual needs of every child to enable them to fulfil their own potential. All children have the right to a broad, balanced curriculum including extra-curricular activities and we will make all reasonable adjustments to ensure each child is fully supported.

#### **Our current provision for children with SEND**

We have, and will endeavour to support children with the following additional needs:

- Speech and Language difficulties
- Social and communication difficulties including Autistic Spectrum Disorders
- Attachment difficulties
- Dyslexia and dyslexic traits
- Dyscalculia
- Dyspraxia and developmental and co-ordination disorders
- ADHD and ADD
- Moderate learning difficulties
- Medical needs which do not require specialist training
- Medical needs which do require specific training for staff i.e Buccalam training for epilepsy
- Hearing impairment
- Visual impairment
- Mental health difficulties
- Socially and emotionally vulnerable

#### **Identifying learners with SEND**

Parents know their children best, so if you have any concerns about your child's development, please contact Mrs Roystone, the Inclusion Leader or Miss Rhianna Wilding (EYFS/KS1 SENDCo) or Mrs Rachel Salter (KS2 SENDCo). Parents are often the first to notice when something is not right, and the sooner support can be given, the better!

In school we closely track pupil progress each half term in Pupil Progress

Meetings. A child may be flagged up as potentially having special educational needs by a member of staff if they are concerned about the progress a child is making in relation to their own flight path of academic progress or they are noticeably below age-related expectations. When this happens, we will contact parents and complete an initial concerns form. This involves gathering information from parents, the class teacher and from the child to find out as much as possible about what he/she is finding difficult. All of this information is then processed to give a view as to the particular needs he/she has. The initial concerns form will give specific targets and provision for the child to see if some short-term extra support can improve progress. These are reviewed monthly and if no progress is made, the class teacher will contact parents to discuss adding the child on the SEND register

Where it is agreed that a child has Special Educational Needs or a disability, this will be recorded on the school's systems, and will identify the child's specific needs.

#### **Physical Accessibility**

Ladywood Primary is a single storey school built in two blocks. The main entrance to school is level with the ground although there is a small set of steps to the main entrance of top block. All classrooms have doors at playground level doors and are wheelchair accessible. We have a disabled toilet and a medical room.

The old caretaker's bungalow has been refurbished to create a library and a kitchen with cookery facilities. Access for wheelchair users has been provided by a ramp to the front door of the building.

We have a number of quiet ReadWriteInc spaces to support pupils at the early stages of reading development. These areas are well equipped with resources to support early reading.

There are no specific adaptations to the building to support children with visual and hearing impairments but we consider the needs of individuals and make adaptations as required.

The playgrounds are all secure with fences and lockable gates and the school buildings can only be accessed using staff fobs. The school drive is secured by a barrier and the whole site is protected by CCTV.

#### **Curriculum adaptations for SEND learners**

The curriculum provided at the school is differentiated for all learners including those with SEND. Children identified with SEND have the same access to activities as all other children but they also have additional support in the form of a clear set of outcomes which are reviewed termly.

### The Graduated Response

There are four stages to additional support for SEND children in school: Assess, Plan, Do and Review. The knowledge, views and experience of the parents/carers are vital in this process. Home/school partnership is key to the development of all children. A child is more likely to make more progress if parents and school work closely together in order to share ideas and skills to provide the best opportunities for the child.

**Assess:** At Ladywood we will carry out a clear analysis of the child's needs, drawing on assessment and experience of the pupil, their progress, attainment, and, where relevant, their behaviour in comparison to their peers and national data. We will also include the views of the child and their parents and information from external services including health and care professionals.

**Plan:** Once the barriers to learning for a child have been identified through thorough assessment we can plan expected outcomes and the additional support, teaching strategies, additional processing time and interventions to enable the child to progress. These targets are set in agreement with the class teacher, child and the child's parents at termly Pupil Progress Meetings in the form of a School Focussed Plan which clearly states provision to meet need.

**Do:** This is the delivery of high quality teaching and interventions. The class teachers at Ladywood remain responsible for children with SEND in their class and they work closely with other members of staff to ensure the correct support is provided to enable the children to achieve their outcomes. Class teachers are also responsible for monitoring the success of intervention strategies on a regular basis.

**Review:** The child's targets are reviewed in the following term at the Pupil Progress meeting and in the review of the School Focussed Plan provision to determine the success of interventions and strategies that have been put into place. A variety of assessments are used to form judgements regarding attainment including the voice of the child and their parents. At this stage the cycle starts again and new targets and outcomes are set for the following

term.

The 4 part Assess, Plan, Do and Review cycle takes place at least 3 times a year and partnership with a child's parents/carer is vital. Children with an Educational Health Care Plan have an Annual Review meeting at school for one of their yearly meetings; all professionals involved with the child are invited to attend. Relevant paperwork is submitted to the Local Authority and any changes to the Education Health Care Plan are actioned centrally.

### **Interventions used to support SEND learners**

At Ladywood we use a variety of interventions to support pupils with Special Educational Needs such as:

- Elklan - speech and language development
- 1:1 Speech and Language programs
- Phonics - individuals and small groups receive additional interventions based on the school's RWInc phonic programme.
- Fresh Start - phonic precision teaching program from Y3 to Y6
- Word Wasp / Word Hornet
- Precision Teach
- Mastering Number - basic number fact support for KS1
- Jump Ahead / Tykes mini / mighty movers for physical difficulties
- Incredible Me! - emotional and social development
- Nurture groups/Friendship groups to support with behaviour
- 1:1 support for pupils with a high level of need
- Pet Therapy
- Special time in EYFS
- Use of sensory equipment ie headphones, weighted blankets etc
- Digital software - voice to text, Clicker, reading pens
- TAs provide support for interventions in class every day.

### **Specific individual support - Education, Health, Care Plans (EHCP)**

Some children are identified as having a particularly high level of individual or small group need that can not be met using the budget received by school. These children usually need specialist support from professionals outside school such as Occupational Therapy, CAMHS, Physiotherapy, Children's Therapy, ASD Assessment Team, Educational Psychology, Speech and Language Therapy etc.

For these children the school or parent can request that the Local Authority carry out a statutory assessment of the child's needs. This is a legal process

which sets out the amount of support that the child requires; it also identifies if the school requires top up funding to meet the child's needs. An EHCP is written by the LA outlining the outcomes and provision identified for the child to make progress and the amount of funding to be given to the school.

Any funding allocated to a child with an EHCP can be used to provide support for the child in whole class learning, small group interventions and individual programmes. Support may be in the form of an adult or resources to ensure that the child can access the curriculum.

### **Staff training to support SEND learners**

All staff at Ladywood are trained in First Aid, the principles of Incredible Me! (social and emotional learning), Attachment Disorder Theory, Autism and Dyslexia Friendly Schools. Individuals have been trained to support children in their care such as Epilepsy training.

Many of our staff have worked with a wide range of SEND children over the course of their careers, and have a great deal of expertise.

Within school, we have staff who have attended EKLAN training to deliver speech and language therapy programmes and training which enables Ladywood staff to develop a Speech and Language Milestone Trackers to support children across the primary age range with Speech and Language related delay.

We have an on-going programme of professional development in order to meet the needs of individual staff working with individual children. For example, we access training in Makaton communication, an approach that works well with children on the autistic spectrum or who have Attachment disorder. We also access support for staff who work with children who have physical needs in order that we can provide for those individual needs.

We work closely within the ECM trust, with support available when needed, and attend half termly network meeting and have termly SEND professional development training in staff meeting to upskill staff on a range of needs.

We work closely with the educational psychologist and learning support services to ensure that the correct training is received to address any SEND issues within the setting.

In addition the SENCOs and Inclusion Manager attend SEND training courses,

networks and briefings and disseminate relevant information to staff on a regular basis.

### **Communication with families**

At Ladywood we hold Pupil Progress meetings termly for all pupils. We also hold additional SEND meetings to involve parents/carers in the review process for SEND children and to set outcomes for the next term.

Parents are encouraged to share responsibility and support their child(ren) to work towards their outcomes. Resources and suggested activities are shared with families. When the need arises we ensure that we use translators to support parents whose first language is not English or those who have a disability such as hearing impairment.

In addition to review meetings we regularly communicate with parents through phone calls, text messages, newsletters and parent leaflets. Events throughout the year such as McMillan coffee mornings, concerts and performances provide informal communication opportunities.

### **Evaluation of the effectiveness for learners with SEND**

We regularly evaluate the effectiveness of provision for all the children including SEND learners at Ladywood through using a mixture of resources such as through National Curriculum standards and ECM Writing and Reading trackers for literacy, Maths assessments, Ready to Progress Criteria in Maths (Dfe) and in Reading and Writing (Ladywood), plus Ladywood's curriculum impact trackers. In EYFS, observations and the Tiny Tracker system allow us to track progress of our younger pupils effectively and efficiently. We use these assessments to support professional conversations to discuss each child's progress in each of the core subjects in order to identify those not making expected progress. This system enables us to provide additional support or interventions to help children remain on track for their own personal expected rates of progress.

All the above assessments and ongoing records evaluating SEND pupils individual provision as stated within their School Focussed Plan are evaluated termly as part of the SEND Code of Practice 'Assess, Plan, Do, Review' process.

Children with Incredible Me! plans are assessed using the online tool regularly



and pupils with Speech and Language Programmes are assessed and evaluated termly as part of the SEND Code of Practice 'Plan, Do, Review' process.

In addition subject coordinators and link Governors monitor the retention of sticky knowledge by all pupils and the Senior Leadership Team carries out regular lesson observations and book looks to evaluate provision within school. Feedback is always provided to all staff with areas for development so that we are continually evolving and developing as a school and ensuring that our SEND pupils are supported within the classroom.

### **Support for learners overall well-being**

At Ladywood we are an extremely nurturing team and setting. We are committed to the children in our care and their overall well-being is of paramount importance. Through Incredible Me! we identify social and emotional development needs of whole classes, groups of pupils and individuals. Specific plans are created and delivered to whole year groups weekly based on age expected social and emotional milestones. Small groups and some individuals with social and emotional delay receive additional time with the class Key Attachment Teaching Assistant to back fill gaps in their social and emotional development.

Pastorally children are supported at breaktime and lunchtimes by the presence of trained nurturing staff on the playground. Play resources are readily available on the playground and staff engage in play with the children.

Some children require additional support through **Early Help Assessments or TAC meetings**; the Inclusion Manager at Ladywood attends, and often leads, these multi-agency meetings ensuring that our children and families are fully supported and their individual needs are met.

School funds support for Play Therapy for children who we are concerned and we actively engage with Compass B to deliver supportive workshops to both children and parents.

We refer children and families to Social Care if we have concerns about the welfare of a child(ren) and if we feel families require more intense support than Early Help interventions. Mrs Roystone also attends Children in Need meetings run by Social Care on behalf of the school.

Where a child is Looked After or Adopted, we work closely with the relevant agencies and Local Authorities.

Miss Amy Norman, the Attendance Officer, provides support to any families struggling to attend school regularly along with the school's designated Education Welfare Officer. Internal School Attendance Panel meetings are a regular feature and provide an extra layer of support to our families to ensure pupil well-being.

All children at Ladywood are provided with a breakfast, (bagels, porridge, crumpets, toast), and milk which is jointly funded by the school and Magic Breakfast. Some parents make a one off donation to support this service.

### **Behavioural interventions**

The whole staff at Ladywood act as a pastoral team and support children with behaviour issues. We develop a nurturing approach and aim to attune, validate, contain and regulate a child's behaviour. Structured interventions provide proactive learning opportunities to equip children to build resilience and resourcefulness in order to regulate their own behaviour.

Key core values are written into our school INTENT and regular assemblies discuss these themes; confidence, resilience, enthusiasm, respect, curiosity and articulate. We also focus on safety, British Values and aspects of SMSC (social, moral, spiritual and moral) education in assemblies. Display boards and books within the hall library nook promote these values.

We also engage in national initiatives such as McMillan Coffee Morning, Remembrance, Children in Need, Anti- Bullying Week, Comic Relief etc to raise funds but also to teach acceptance and care of others.

Our behaviour policy is positive and proactive in style and as a direct consequence our rules are based on 'dos' not 'don'ts'. Pupils are supported through 'time in' with an adult to reflect on incidents that have occurred rather than receiving punitive discipline.

The Headteacher, the Inclusion Manager and four members of staff have received training in Team Teach and are available to support with behaviour issues. All staff are trained Incredible Me! practitioners and can deliver social and emotional literacy support.

### **Extra-Curricular activities for children with SEND**

Within the school the learners with SEND can access the same extra-curricular activities as other children at Ladywood. Extra-curricular

activities change termly. Places are allocated on a first come basis but special consideration is applied to children who would benefit from extra-curricular clubs to support their overall education and well-being.

Children at Ladywood have the opportunity to attend local sports competitions and at least one curriculum based visit each year. Parents and carers of SEND and vulnerable pupils are involved in the planning of all visits and trips to ensure that their child can access them to the best of their ability.

### **Consulting and involving learners in their education**

At Ladywood we have a School Council that is voted democratically and is run by two of the school's support staff. Any child is able to stand as for School Council regardless of ability, gender, disability, race, belief. The School Council meet regularly and get involved with the school and the wider community. This forum allows our children to share their views and involves pupil voice in school and community developments.

Children with SEND, wherever possible attend their review meetings with their parents and have the opportunity to contribute their views - they share 'what is going well' and 'what is not going so well'. This information is taken into consideration when setting targets for the future. For some of the younger children it is more appropriate to collect their views before the meeting in discussion with a known adult.

### **Transition for pupils with SEND**

At Ladywood we work closely within our local cluster of primary schools to ensure that transition is a positive experience for our pupils. Transition is an area that we are forever evolving and developing in order to support our children.

Transition usually consists of the local secondary school visiting the Y6 pupils in their own classroom followed by a day transition visit. Some SEND pupils visit the secondary school in a smaller group before attending at the same time as all their peers. There are also opportunities to have extra visits as required. Extra transition work is carried out by TAS when needed. This involves gathering information from parents, the class teacher and from the child to find out as much as possible about what he/she is finding difficult. All of this information is then processed to give a view as to the particular needs he/she has. Advice will be given to the parents and to the child's teacher as to how to support him/her. In some cases, other professionals will also be consulted for specialist advice

Secondary SENCo colleagues are invited to the Annual Review meetings for children with Education Health Care Plans and specific transition requirements are considered.

We appreciate the enormity of transition to secondary school for all our children but especially our SEND pupils and are always looking for way to improve the experience.

#### **Contact details for support services for parents of pupils with SEND**

##### **Barnsley SENDIASS**

The Barnsley SENDIASS Service offers free confidential and impartial information, guidance, advice and support.

Contact number: 01226 787234 Email: SENDIASS@barnsley.gov.uk

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/sendiass-advice-and-support/>

##### **Barnsley Local Offer Monthly Drop-in**

A chance to chat face-to-face with SEND services, including: Disabled Children's Team, Parent Participation Officer, FIS, Targeted Youth Support, EHC Team. Find out about support available, get help with a short breaks application, sign up to the Disabled Children's Register or find out about how you can get involved with SEND decision-making.

<https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/advice.page?id=kXqh6MsApXE>

##### **SMILE - Parent / Carer Support Group**

SMILE is a free support group run by volunteers, for families who have a child/children with additional needs. Email: smilebarnsley@gmail.com

<https://fsd.barnsley.gov.uk/kb5/barnsley/fisd/service.page?id=Asg11T1UhlE>

##### **Barnardo's Family Linx Service**

A service supporting families with children who have a diagnosis of autism or who are on the ASD pathway to a diagnosis, that are aged under 11. The service offers different areas of support - Cygnet parenting programme, one-to-one targeted support, sleep service and a weekly peer support group.

Telephone: 01226770619

<https://www.barnardos.org.uk/what-we-do/services/family-linx-service>

### **Complaints procedure**

It is our genuine aim to support all the children in our care to the best of our ability. If a parent feels that they need to complain then they are encouraged to speak initially to their child's class teacher as we can usually resolve any issues at the informal stage. If further support is required parents need to contact the Headteacher who will aim to resolve any complaint however if for any reason parents and carers feel their complaint is unresolved they can follow the formal complaint process which is outlined in the 'Complaints Policy.'

### **Barnsley's Local SEND offer**

Our school offer forms part of Barnsley Local Authority's local offer which can be found here:

<https://www.barnsley.gov.uk/services/education-learning-and-childcare/schools-and-colleges/educationfor-children-and-young-people-with-special-educational-needs/send-local-offer>