

## WISH Department

### **Ludlow Junior Community Academy Provision for Special Educational Needs and Disability (SEND)**

Ludlow Junior is a mainstream school and at Ludlow we believe that the aims of the educational process are the same for all, but that some children require different types and levels of support at different times. Their entitlement to the highest quality education and full access to a balanced and broadly based curriculum, including the National Curriculum and extra-curricular activities, remains unaltered by their need for such support.

'Children have Special Education Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

#### **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

	<b>Whole school response Universal Quality First Teaching</b>	<b>Targeted support for individuals or small groups Short / medium term</b>	<b>Specialised individual support Medium / longer term</b>
<b>Teaching approaches</b>	<p>As a school we use assessment for learning in all lessons which means the curriculum is differentiated and individualised for all children. Through this assessment for learning achievable targets are set and reviewed, sometimes on a daily basis. The school regularly monitors your child's progress in meeting their longer term targets and if they are not making enough progress support will be put in place. A predictable learning environment with a visual timetable</p>	<p>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.</p> <p>For those children who are receiving interventions in addition to their differentiated learning within the class, their class teachers work closely with the trained learning support assistants (LSAs) who deliver the interventions to make sure that targets are consistent</p>	<p>Work is adapted to meet individual children's needs. There is careful targeting of individual support for pupils with individual education plans (IEP.) Support is put in place for pupils who are not making progress.</p>

	<p>is provided in all classes, with clear routines and expectations. We have parent's evening twice a year with two yearly reports also sent out.</p>		
<p><b>Learning / curriculum</b></p>	<p>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.</p>	<p>The school identifies children with special educational needs in a number of ways. Regular pupil progress meetings are held formally on a half termly basis and informally, progress is being assessed and discussed daily. The Assistant head of wellbeing and inclusion also spends time in class tracking the progress of those children who have been identified as having special educational needs and supports teachers with any adaptations that need to be made to the curriculum or learning environment.</p> <p>Children are assessed regularly in a number of ways and parents are always informed of any concerns regarding their children's progress and</p>	<p>The school responds to any concerns raised by parents about the wellbeing of their child and their academic progress. The Assistant head of wellbeing and inclusion or one of WISH team may carry out additional testing when additional educational needs are identified and outside agencies may also be involved. In some cases there may be a need for an Individual Education Plan (IEP) which would be written and reviewed by the pupil, class teacher, Assistant Head of wellbeing and inclusion and parents as appropriate. This may involve more intensive 1:1 interventions being put in place.</p>

		informed of any actions the school is taking to support their child.	
<b>Support</b>	<p>Instructions are simplified and supported with visual aids where possible with checks for understanding. Scaffolds are used within literacy to support children of all abilities with their learning.</p> <p>A visual approach to learning is used throughout the school with activities which are Appealing. The activities are developed to engage children with a range of learning styles and needs.</p> <p>The school uses activities across the curriculum to develop problem solving skills, memory skills and life skills.</p>	<p>Access to small group and individual work on developing an understanding of the subtleties of language and conversational skills.</p> <p>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>Regular daily opportunities to access small group or 1:1 learning interventions.</p> <p>For those children who are receiving interventions in addition to their differentiated learning within the class, their class teachers always work closely with the trained LSAs who deliver the interventions to make sure that targets are consistent</p>	<p>Children with SEND in school may also be supported by external agencies and if this was to be the case parents are always consulted.</p> <p>The primary contact for these agencies is The Assistant head of wellbeing and inclusion, although class teachers and learning support assistants are also involved.</p> <p>It is the responsibility of The Assistant head of wellbeing and inclusion to organise external support and maintain records.</p>

	Promoting independence in learning for all children is a key aim for us as a school.		
<b>Environmental and physical resources</b>	Ludlow Junior School is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community.	<p>Our Sunrise Nurture Group provides a structured programme of work to develop social and interactional skills with opportunities to work cooperatively with peers and develop ability to manage frustration. Our Nurture provision helps children to remove the barriers that are preventing them from making progress with their learning.</p> <p>Some children may also access our social skills, self-esteem and self-regulation groups, which are run by skilled Emotional Literacy Support Assistants. Progress within these groups is monitored carefully to ensure it is</p>	<p>Our school has two Emotional Literacy Support Assistants (ELSAs) which can provide one-to-one support for children who need additional emotional support. We also have a pastoral support assistant and two learning mentors, who work proactively in class with children to support their behaviours for learning, increase confidence and ultimately support academic progress.</p> <p>The Assistant head of wellbeing and inclusion 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>the correct provision. We also monitor the impact the support has for the children within their everyday school life.</p>	
<p><b>Behavioural and emotional</b></p>	<p>Ludlow Junior works hard with families to meet the needs of all pupils with their social, emotional and behavioural development.</p>	<p>There is small group support for children through our Sunrise Nurture Group. A nurture group is a small group of children usually based in a dedicated room in the school and staffed by two supportive adults. Nurture groups offer a short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural difficulties, in an inclusive, supportive manner. Its aim is to remove barriers to learning so children can make progress.</p> <p>We have two lunchtime provisions for children who may be experiencing behavioural and emotional difficulties. Our RAMP provision is run by our Learning mentors. The provision supports positive social interactions in a safe environment</p>	<p>We have two ELSAs and one pastoral support assistant. ELSAs are Learning Support Assistants (LSAs) who have 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 ELSAs can support pupils on a one-to-one basis when required.</p> <p>We also have two leaning mentors within the school who aim to break down barriers to learning, unlocking education opportunities for our children. Learning mentors will work within the classroom with children and will set them targets which are reviewed weekly.</p>

		<p>predominately for Year 5 and 6 children. Children have access to a range of different resources and activities within RAMP. We also have our Fun Club, which is led by our ELSA manager, which again supports social interaction for our more vulnerable children and tends to be more for Year 3 and 4 children.</p>	
<b>Question</b>		<b>Answer</b>	
<p>How does Ludlow Junior School know if children need extra help?          What should I do if I think my child/young person may have special educational needs?</p>		<p><i>Ludlow Junior School is committed to early identification of special educational needs. 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 approach The Assistant head of wellbeing and inclusion and they will decide whether additional and / or different provision is necessary.</i></p> <p><i>We also link with other professionals such as Child and Adolescent Mental Health, Social Care, Educational Psychology, Southampton Advisory Outreach service, 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 concerned about your child you should speak to your child's class teacher or contact our Assistant Head of wellbeing and inclusion Miss Bean. Appointments can be arranged by phoning the school on 02380 447 885.</i></p>	

How will both you and I know how my child is doing and how will you help me to support my child's learning?

*We have an open door policy at Ludlow Junior School. There are three parent's evenings across the year and you can ask for an appointment to speak with your child's class teacher or The Assistant head of wellbeing and inclusion at a mutually convenient time.*

*If your child has a Statement of SEND, or an Education Health and Care Plan, an annual review is held according to the guidance in the Code of Practice.*

*The Assistant head of wellbeing and inclusion reviews the progress of pupils with SEND half termly during pupil progress meetings. If your child has an Individual Education Plan this will be shared with you at the termly parents meetings and you will be advised how you can support your child at home.*

*The progress of children within interventions is also reviewed termly to ensure that children are receiving the correct type of support.*

*The Assistant head of wellbeing and inclusion evaluates the impact of the additional support children receive by comparing their current progress and attainment with their previous progress and with that of pupils who do not have SEND.*

*The Assistant head of wellbeing and inclusion provides written reports to the Governing body which provides details of the monitoring and evaluation that has been undertaken to support the progress of those children with SEND. Anonymous data is provided to show the progress and attainment of pupils on the SEN register.*

*The Assistant head of wellbeing and inclusion meets with the designated governor for SEND regularly.*

*In addition The Assistant head of wellbeing and inclusion tracks the progress of children on a more regular and informal basis with SEND through pupil tracking, book scrutiny and lesson observations. Also regular learning walks are made of the interventions your child may be receiving to ensure they are of the highest quality.*

<p>How will Ludlow Junior School staff support my child?</p>	<p><i>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 and teachers receive regular coaching with their planning from our professional teacher coaches within the school.</i></p> <p><i>In addition teachers also receive regular coaching within class where a focus is always every child accessing the curriculum and making progress in every lesson.</i></p> <p><i>Teachers and Learning Support 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 their teacher or a Learning Support Assistant on a regular basis in order to achieve those targets. Depending on the intervention required your child may be working in a small group with support during literacy and/or mathematics.</i></p> <p><i>Learning Support Assistant work under the direction of your child's teacher and The Assistant head of wellbeing and inclusion. Targets are reviewed regularly by your child's teacher. Your child's progress and attainment will be discussed at the half termly pupil progress meeting.</i></p> <p><i>Sometimes a pupil requires support to access the curriculum or to manage his or her behaviour, a Learning Support Assistant or Learning Mentors 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 reading, writing or maths or for a speech language and communication programme, physiotherapy or occupational therapy programme. This will all be explained to you by your child's class teacher and/or The Assistant head of wellbeing and inclusion.</i></p>
<p>How will the curriculum be matched to my child's needs?</p>	<p><i>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, also work sampling and in class coaching ensure that teachers are indeed planning for children. Your child's class teacher and The Assistant head of wellbeing and inclusion 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>Progress is reviewed/monitored half termly and at this stage it is identified where children are not making progress and what support can be put in place for them. If children are already receiving additional interventions the impact of these interventions on your child's progress is also discussed.</i></p> <p><i>Your child's class teacher and The Assistant head of wellbeing and inclusion will oversee and plan your child's education programme.</i></p> <p><i>Depending on the intervention required your child may be working in a small group with support during english and/or mathematics. Some children also require more focused individual or group support outside of the classroom. However at Ludlow Junior School we believe that children should primarily be with their teacher who is highly skilled during english and a maths, which therefore means additional more specialised interventions, tend to take place in the afternoons.</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 and Assistant Head of wellbeing and inclusion.</i></p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p><i>Where necessary arrangements can be made to support pupils who find coming into school in the morning or leaving school difficult. We have dedicated staff meet and greet children in the playground from 8.45 in the morning.</i></p> <p><i>We have endeavoured at Ludlow Junior School to make playtimes accessible for all children. We have organised games, supervised by some of our</i></p>

	<p><i>playground pals. Playground Pals also make sure they support any children who appear to be feeling unhappy at playtimes. We also have a playtime fun club which is led by our ELSA team for pupils who may find playtimes difficult/daunting. We also have our RAMP provision (predominately Year 5 and Year 6). The provision supports positive social interactions in a safe environment</i></p> <p><i>At Ludlow Junior School we run a number of after school clubs which are open to all pupils.</i></p> <p><i>We make every effort to include all pupils 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>What support will there be for my child's overall wellbeing?</p>	<p><i>At Ludlow Junior School we have a Sunrise Nurture Group. Children have access to a Nurture Group and one-to-one support from an Emotional Literacy Support Assistant if required.</i></p> <p>We have two Emotional Literacy Support Assistants. ELSAs are Learning Support Assistants (LSAs) who have 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.</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 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 medical room.</i></p> <p><i>The designated first aiders have attended the First Aid at Work training course. Training is renewed every three years.</i></p> <p><i>All pupils are encouraged to share any worries or concerns with an adult at school. They can contribute their views on school life generally through the regular school council meetings held in school 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>There are two Designated Lead Child Protection Officers (Simon Watkins and Jo Bean). All staff have child protection training annually.</i></p>
<p>What training have staff had to support children and young people with SEND?</p>	<p><i>Our Assistant Head Teacher responsible for wellbeing and inclusion has achieved the Masters Level National Accredited SENCo Award and also undertaken the Masters Level assessed course Removing Barriers to Learning.</i></p> <p><i>Our nurture group leader has completed the accredited Nurture Group Course.</i></p> <p><i>All staff receive regular training and updates. In the last academic year training was delivered on phonics, supporting reading and spelling, the use of epi-pens, asthma, epilepsy, 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 Junior School?</p>	<p><i>We make every reasonable adjustment possible. The school is on one site and is not fully wheelchair accessible, but we attempt to accommodate any pupil who needed wheelchair accessibility where possible.</i></p> <p><i>We have one accessible disabled toilet and a shower.</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. Parents are invited to review meetings.</i></p> <p><i>We are currently undergoing major building works and we are regularly reviewing the accessibility of the site. If you have any queries regarding this please contact Jo Bean Assistant Head Teacher.</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 Junior School. There three parent meetings per year and you can ask for an appointment to speak with your child's class teacher or The Assistant head of wellbeing and inclusion at a mutually convenient time. We also hold open mornings where parents can come in and see their children working in the classrooms. 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>News letters are sent home regularly and parents are also kept informed of events through year group letters. You may also be contacted individually by phone, text or letter.</i></p>

	<p><i>Copies of letters are also displayed on our school website, along with our policies and other important information. Each Year group has its own page and has links to educational games that you can use to support your child's education.</i></p> <p><i>We also have the friends of Ludlow who support the school by holding events and fundraising. New members are always welcome.</i></p> <p><i>The governing body includes parent representatives. Information on our parent governors or on how to become a parent governor can be obtained through our office and website, Further details can be obtained by contacting the school office on 023 80 447885</i></p>
<p>What steps should I take if I have a concern about the school's SEND provision?</p>	<p><i>Our Assistant Head of wellbeing and inclusion, Miss Bean has responsibility for SEND provision within the school. Appointments can be made via the school office or by phoning 023 80 447885.</i></p> <p><i>If after having met with Miss Bean you are still concerned you can contact any other member of the school leadership team.</i></p> <p><i>If after this you are still concerned you can contact our Chair of Governors</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 Assistant head of wellbeing and inclusion, although class teachers and learning support assistants are also involved. It is the responsibility of The Assistant head of wellbeing and inclusion to organise external support and maintain records.</p> <p><i>At Ludlow Junior School we have a nurture group. Children have access to a Nurture Group and one-to-one support from an Emotional Literacy Support Assistant if required.</i></p> <p><i>There are close links with our partners in health, for example, the school nurse. We have an attendance officer employed by the school who you may wish to speak with. 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.</i></p>

	<p><i>In addition we have the possibility of accessing support from SAOS (Southampton Advisory Service).</i></p>
<p>How will Ludlow Junior School prepare and support my child to join the school and then transfer to a new school?</p>	<p><i>Before your child joins the school there will be parents open morning and parents evening for prospective Year 3 parents. Once we know your child is transferring to us we will hold meetings with their infant schools and arrange additional transition visits if this is felt necessary. For all children there is a transfer day where they get to meet their new class teacher and experience Ludlow Junior School. In addition to this there are also two more half days that the children come and experience Ludlow Junior school before transfer day.</i></p> <p><i>Year 6 staff, The Assistant head of wellbeing and inclusion and Assistant Head liaises with the receiving schools. Extra transition visits can be arranged as necessary, and social stories provided.</i></p> <p><i>If your child is transferring to us midyear endeavour to give you and your child a tour of the school and opportunities to ask any questions about the school and the year group they will be joining. If your child needs additional visits these can also be arranged and social stories and visual timetables of the structure of our school day provided.</i></p>
<p>Where can I get further information about the services for my child?</p>	<p><i>Further information on services for your child can be obtained from The Assistant head of wellbeing and inclusion Miss Bean.</i></p> <p><i>Further information can also be found within the Southampton Local Offer (<a href="http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page">http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page</a>.)</i></p>

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**Frequently asked questions from the young person's point of view: Question**

How does Ludlow Junior School know if I need extra help?

**Answer**

*Your teachers track your progress and they will know if you need extra help.*

What should I do if I think I need extra help?	<i>You can talk to your teacher or learning support assistant or someone who is part of WISH team. You could also talk to someone at home and they can talk to your teacher</i>
How will my work be organised to meet my individual needs?	<i>Your teacher will make sure they plan work for you that is not too easy and not too hard, but it still needs to make you think. They will make sure that they make the lessons interesting for you and that the work they give you will help you learn and make really good progress.</i>
How will I be involved in planning for my needs and who will explain it and help me?	<i>Your teacher will let you know what your targets are and they will talk to you about how well you are doing with them. They will also set you targets when they mark your books and will write in their when you have met your targets.</i>
Who will tell me what I can do to help myself and be more independent?	<i>All the staff at Ludlow Junior School can help you to become independent.</i>
What should I do if I am worried about something?	<i>Talk to your teacher, learning support assistant, member of Aiming High team 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 twice a 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 learning Support assistant. You can also ask to speak with a member of WISH team.</i>
Are there staff in school who have been trained to help young people who need extra help?	<i>Our Assistant Head of wellbeing and inclusion has a qualification that means she is trained to help children with learning needs. We also have Emotional Literacy Support Assistants who have been to special training and Nurture Group Leaders who have also been specially trained to help you.</i>
Can school staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)	<i>We work with lots of people who can support you too, for example, therapists, nurses and social workers.</i>
If I have difficulty in taking part in school activities what different arrangements can be made? a. How will I know who can help me? b. Who can I talk to about getting involved in school activities if I need extra help?	<i>We will try our best to help you with any difficulties you have taking part in any activities. You can talk to your class teacher or learning support assistant if you would like to be involved in school activities where you may need extra help.</i>  <i>We have disabled toilets and a shower. You will be introduced to all staff that will be working with you so that they understand your needs.</i>
What help is there to help me get ready to start at my school?	<i>We will talk to your current school and your parents/carers. You are welcome to come and visit Ludlow Junior School. 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.</i>