

Laughton Junior & Infant School

SEND Information Report



September 2023

Contents

School Information	3
What are Special Educational Needs?	4
What is a disability?	5
What kinds of SEND do we provide for?	5
How do we identify and assess the needs of pupils with SEND?	6
What is our approach to teaching pupils with SEND and how do we evaluate the effectiveness of the provision?	7
What adaptations are made to the curriculum and the learning environment for pupils with SEND?	7
Who might be involved in supporting my child and how is professional expertise secured?	8
What support is available for improving pupils' emotional and social development?	9
How do we involve families with their child's additional education needs?	10
What arrangements are in place for consulting pupils with SEND and involving them in their learning?	10
What are our arrangements for supporting pupils moving between phases of education?	11
What arrangements are in place for handling complaints from parents of children with SEND about the provision made at school?	11
Summary of Services	12

Laughton Junior and Infant School – SEND Information Report

Address	School Road Laughton Sheffield S25 1YP
Telephone	01909 550477
Email	school@lji.jmat.org.uk
Website	https://www.laughtonjuniorandinfants.co.uk/
Age Group	3 – 11 years old
Numbers on Roll	224
Number on SEND Register	28
Number with EHCP	7
SENDCo	Emma Jackson
Lead Governor for SEND	Rebecca Procter
Link to Current SEND	https://www.laughtonjuniorandinfants.co.uk/send
Policy	
Link to Local Offer	https://www.rotherhamsendlocaloffer.org.uk/

Welcome to our SEND Information Report which is part of the Rotherham Local Offer for learners with Special Educational Needs and Disabilities. This Local Offer has been produced by the Local Authority in collaboration with Rotherham schools.

What are Special Educational Needs?

A child has special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age. Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school. So special educational needs could mean that a child has:

- learning difficulties – in acquiring basic skills in school
- emotional and behavioural difficulties – making friends or relating to adults or behaving properly in school
- specific learning difficulty – with reading, writing, number work or understanding information
- sensory or physical needs - such as hearing or visual impairment, which might affect them in school communication problems – in expressing themselves or understanding what others are saying
- medical or health conditions – which may slow down a child’s progress and/or involves treatment that affects his or her education.



If your child has a special educational need and/or a disability and you would like to know more about what we offer at Laughton J&I, please contact Miss Jackson who is the Special Educational Needs and Disabilities Coordinator (SENDCo).

Children make progress at different rates and have different ways in which they learn. Teachers take this into account when they organise their lessons. Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed. However, you should not assume, just because your child is making slower progress than you expected or the teachers are providing different support, help or activities in class, that your child has special educational needs.

If your child has more difficulties than most children their age, they are likely to benefit from additional support in school which will enable them to access the curriculum at their level. Within school, this means that they will be identified on the school’s Inclusion Register so that provision to meet their needs can be planned for.

Sometimes parents/carers are concerned about their child being added to this register; please do not be. It is simply a record of which children require additional support and allows the Special Educational Needs Co-ordinator to ensure that resources are allocated appropriately and to enable support to be sought for your child from additional outside agencies, such as a Learning Support Teacher, Speech & Language Therapist or Educational Psychologist. As children progress, they may be taken off of the register at a point when their needs no longer require additional support.

Children are not seen as having a learning difficulty because they speak a different language at home to that used at school.

What is a disability?

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal, day to day activities.

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

What kinds of SEND do we provide for?

There are four broad categories of SEND:

- Communication and interaction (such as autism spectrum and speech and language difficulties)
- Cognition and learning (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- Social, emotional and mental health (such as attachment disorders, emotional difficulties, mental health difficulties)
- Physical and sensory (such as hearing or vision impaired)

Laughton J&I is a mainstream school with experience of supporting pupils with a range of differing needs including learning difficulties, emotional, behavioural and social difficulties, physical difficulties, sensory impairments, speech, language and communication difficulties, autistic spectrum disorder, medical difficulties and other difficulties or disabilities.

All of the teachers in our school are teachers of children with special educational needs. The staff of the school are committed to identifying and providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial and held in high regard throughout the school. Subsequently we adopt a 'whole school approach' involving all staff adhering to a model of quality teaching and learning for all children.

How do we identify and assess the needs of pupils with SEND?

Children with SEND are identified by one of three assessment routes all of which are part of the graduated response to assessing, identifying and providing for pupils' special educational needs:

1. The progress of every child is monitored at regular pupil progress meetings against nationally set criteria. Where children are identified as not making progress, in spite of quality first teaching, they are discussed with the SENDCo and parents and a plan of action is agreed with the teacher.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers.

If a child fails to make expected progress, the next stage would be to move to the use of school intervention and / or outside agency involvement for the identification, assessment and recording of children's learning difficulties. This will result in the child being placed on the school's Inclusion Register at SEND Support.

The SENDCo and / or outside agency may need to undertake a range of observations and/or assessments with the child. These will help school in deciding what support to put in place for the child. Targets will then be discussed with parents and teacher and then put in place for the child.

Although school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. School can refer to some professionals such as Child and Adolescent Mental Health Service (CAMHS) but in some cases parents may be advised to contact their GP if they think their child may have an underlying medical condition or disability.

What is our approach to teaching pupils with SEND and how do we evaluate the effectiveness of the provision?

Class teachers have responsibility for enabling all pupils to learn. To achieve this they:

- Plan appropriate work/activities for pupils
- Ensure support is available for all children (inclusive quality first teaching)
- Differentiate the curriculum to take account of different learning styles, interests, abilities
- Ensure that all children can be included in tasks/activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who need additional support or different support in order to make progress
- Set targets and discuss these with parents and pupils

Teaching assistants have responsibility to support teachers in enabling all children to learn:

- Through quality first teaching, support the teachers in enabling all children to have full participation
- Enabling children with SEND to have access to an appropriate curriculum
- Encouraging and promoting independence
- Liaising with the class teacher
- Help to prepare resources and adapt materials
- Lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of school life

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their targets, but without developing a learned dependence on an adult.

What adaptations are made to the curriculum and the learning environment for pupils with SEND?

Laughton J&I aims to be a wheelchair friendly school. All areas in school can be accessed with avoidance of steps.

Our classrooms are inclusion-friendly and teachers are encouraged to teach in a way that supports children with a range of needs. We take advice from professionals in how to adapt our curriculum and learning environment for children with SEND. Being taught in the classroom enables them to access the full curriculum at their level through differentiation, supporting their learning alongside the class teacher and with the rest of the class, and by using a range of visual, tactile and concrete resources. Sometimes children benefit from individual and/or small group work to address specific skills to enable them to access the curriculum more fully. This happens outside of the classroom in one of our rooms where it is quieter and less distracting.

All children are encouraged to talk about how they feel about their learning and their progress and are encouraged to 'have a go' and to take charge of their own learning. The rest of the class are encouraged to be supportive to all by encouraging and helping each other to tackle tasks. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. When required curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have learning difficulties.

Who might be involved in supporting my child? How is professional expertise secured?

Miss Gladwin provides good liaison between home and school and supports all classes in helping children throughout school to help them feel safe, happy, secure and ready to learn. Miss Lawery works with specific children focussing on different interventions to support academic and Social, Emotional and Mental Needs



Miss Lawery

Intervention Support Assistant (ISA)

Miss Gladwin

Family Liaison Support Assistant (FLSA)

Our team of TAs work within class supporting all children. This extra support in class enables us to offer small group support to those children with higher levels of need at School Support. This support can be either through the Teaching Assistant or the class teacher. Where it is required, some children receive 1:1 support either in class or for short periods of time out of class. Intervention groups include a wide range of intervention programmes including social skills and language groups, programmes for supporting reading, writing and maths development, handwriting programmes and fine and gross motor skills groups.

External Support Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

- Educational Psychologist –The Educational Psychologist has a set amount of time which they can give to the school and they work with the SENDCo to prioritise the children to be seen for observations and assessments each term to the best way forward in supporting these children.
- Fusion – Alethea Broadway - The school may seek advice from JMAT’s specialist advisory teaching services for children with learning difficulties.
- JMAT SEND – Cheryl Gaughan will offer advice to support to the SENDCo and staff at Laughton J&I
- JMAT Inclusion Lead – Lindsay Sandberg - Specialist Leader in Education for SEND and will offer support to the SENDCo and staff at Laughton J&I
- Aspire Outreach– They offer specialist advice and support for children with behavioural, emotional and social difficulties.
- Hearing Impaired Service – support for children with hearing impairment
- Visually Impaired Service - specialist advice and support for children with visual impairment
- CAMHS – Children and Mental Health Service offer diagnoses and support
- Speech and Language – provide targets or provision to children with a specific need in this area

How do we ensure equal access to activities for all of our pupils?

All children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips and residential are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip or residential because of SEND, disability or medical needs.

What support is available for improving pupils’ emotional and social development?

All classes in school follow a scheme of work for ‘Personal Social and Emotional education’. If the child is felt to have long-term social, emotional or mental health, the school offers social skills interventions. These are usually delivered by Miss Lawery or Miss Gladwin who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school. All groups including SEND are represented in school councils.

How do we involve families with their child's additional education needs?

Parents are always welcomed into the school and are a highly valued group of people. We have good and informative relationships with all of our parents and recognise the value of parent's knowledge of their children and will seek to use that information in planning support for pupils.

If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress.

For children on the SEND register review meetings are held with parents, class teacher, SENDCo and sometimes external agencies throughout the school year and usually termly. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

Throughout all stages of support, as parents/carers, you are kept informed. The SENDCo will contact you to discuss referrals to outside agencies, such as the Speech & Language Therapy, Educational Psychology etc. and your permission is always sought before any referral is made.

Please discuss any concerns that you may have about your child's progress initially with the Class Teacher, although you can also make an appointment to meet with the SENDCo directly.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) formally known as Parent Partnership is available to all parents of pupils with special educational needs. Parents of any pupil identified with SEND may contact them for independent support and advice. Click here to visit their website. <http://www.rotherhamsendiass.org.uk/>

What arrangements are in place for consulting pupils with SEND and involving them in their learning?

We encourage all pupils to be actively involved in their learning, and staff are committed to working in partnership with children and their families to set appropriate learning goals. We seek to ascertain the child's strengths, difficulties, preferred learning styles and aspirations.

Pupil's voices /opinions are heard through children completing termly self-evaluation forms and being part of the termly review meeting.

What are our arrangements for supporting pupils moving between phases of education?

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment so children feel familiar with the setting
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story

Transition arrangements are tailored to meet individual needs.

Transition to Secondary School

The secondary school SENDCo is invited to all 3 termly reviews for children in Year 6 alongside parents, the child and any external agencies required. Additional transition arrangements are made at these reviews and can include extra visits.

What arrangements are in place for handling complaints from parents of children with SEND about the provision made at school?

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Summary of Services/Support at Laughton J&I				
Communication and Interaction Needs	Autistim Spectrum	- Quality 1st teaching to include differentiation and personal interests and school routines -ACT training for all staff -Visual timetables	-Personalised motivational strategies - ACT advice strategies -1-1 or group work on personal targets - Sensory questionnaires and sensory breaks/aids	-1-1adult support on personal targets -Personalised motivational strategies - ACT advice strategies - Sensory questionnaires and sensory breaks/aids
	Speech, Language and Communication Needs	- Quality 1st teaching to include differentiation and speaking and listening opportunities such as talk partners -Access to advice and support from school based speech therapist	-Speech and language therapy delivered by a trained teaching assistant at least 3 times a week -Access to advice and support from school based speech therapist -Small group speaking and listening groups	-Speech and language therapy delivered by a trained teaching assistant at least 3 times a week -Access to advice and support from school based speech therapist -Small group speaking and listening groups
Cognition and Learning Needs	Moderate Learning Needs	-Quality 1st teaching with appropriate differentiation - Group interventions	-Fusion or educational psychologist advice, support and individual target setting -1-1 or group teacher or teaching assistant support with targets	- Fusion or educational psychologist advice, support and target setting -1-1 teacher or teaching assistant support with individual targets
	Specific Learning Difficulties	Quality 1st teaching with appropriate differentiation - Group interventions	-Fusion or educational psychologist advice, support and target setting -1-1 or group teacher or teaching assistant support with targets	-Fusion or educational psychologist advice, support and target setting -1-1 teacher or teaching assistant support with targets

Social, Emotional and Mental Health Needs	Social Needs	- Quality 1st teaching especially in PSHE, SEAL and circle time - FLSA and ISA Support -Educational psychologist advice,	-Quality 1st teaching especially in PSHE, SEAL and circle time - FLSA and ISA Support -Educational psychologist advice, support and target setting -Aspire Outreach	-Quality 1st teaching especially in PSHE, SEAL and circle time - FLSA and ISA Support -Educational psychologist advice, support and target setting -Aspire Outreach
	Emotional Needs	-Quality 1st teaching especially in PSHE, SEAL and circle time - FLSA and ISA Support -Educational psychologist advice, -Aspire Outreach	-Quality 1st teaching especially in PSHE, SEAL and circle time - FLSA and ISA Support -Educational psychologist advice, support and target setting -Aspire Outreach	-Quality 1st teaching especially in PSHE, SEAL and circle time - FLSA and ISA Support -Educational psychologist advice, support and target setting -Aspire Outreach
	Mental Health Needs	-Quality 1st teaching especially in PSHE, SEAL and circle time - FLSA and ISA Support Educational psychologist advice, -Aspire Outreach	-Quality 1st teaching especially in PSHE, SEAL and circle time - FLSA and ISA Support -MIND counselling -Educational psychologist advice, support and target setting -Aspire Outreach	-Quality 1st teaching especially in PSHE, SEAL and circle time - FLSA and ISA Support - Educational psychologist advice, support and target setting -Aspire Outreach
Sensory and Physical Needs	Hearing Impairment Needs	-Early identification and testing with HIS -HIS advice with classroom approaches and adaptations	-HIS advice with classroom approaches and adaptations - resources to support -Individual or group targets	-HIS advice with classroom approaches and adaptations - resources to support -Individual targets with

		- resources to support	with teacher or teaching assistant	teacher or teaching assistant
	Visual Impairment Needs	-Early identification and testing with VIS -VIS advice with classroom approaches and adaptations -resources to support	-VIS advice with classroom approaches and adaptations -resources to support -Individual or group targets with teacher or teaching assistant	-VIS advice with classroom approaches and adaptations -resources to support -Individual targets with teacher or teaching assistant
	Multi-Sensory Impairment Needs	-Early identification -school/classroom adaptations -flexibility in routines -resources to support	- school/classroom adaptations -flexibility in routines -resources to support	- school/classroom adaptations -flexibility in routines -resources to support
Physical and Medical Needs	Physical Needs	-classroom/school environment adaptations -FLSA and ISA support -Differentiated PE lessons -Group or individual interventions -Resources to support	-classroom/school environment adaptations -FLSA and ISA support -Differentiated PE lessons -Group or individual interventions -Resources to support	-classroom/school environment adaptations -FLSA/ISA -Differentiated PE lessons - Group or individual interventions -Resources to support
	Medical Needs	-Health care plan -trained staffing - classroom/school environment adaptations -FLSA and ISA support	-Health care plan -trained staffing - classroom/school environment adaptations -FLSA and ISA support	-Health care plan -trained staffing - classroom/school environment adaptations -FLSA/ISA support

Type of Support	Details
Whole school Behaviour Strategy/System	A whole school approach to behaviour management is prominent in school using positive modelling and recognition as its basis. The consistency in approach throughout school benefits all children and in particular those with SEND. In addition to this children requiring additional support access FLSA and ISA and intervention from Aspire outreach. Behaviour support plans/Heirachy of Need plans are devised when needed. A high level of parent involvement exists in the schools approach to behaviour management through meetings and also in the celebration of successes in special messages sent home where good behaviour is rewarded.
Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND	SEND provision is monitored closely by SENDCo and senior leadership team in school. This includes monitoring of appropriate differentiation and targets and equal access to adult support and independence skills. All children with SEND access learning of key skills taught across school.
Support/supervision at unstructured times of the day including personal care	Appropriate supervision is given at all times of the school day. Where children require 1-1 support or additional support this is also provided at lunch times and break times when required. Training is given to staff supporting children with additional personal care needs and adequate resources and environments provided
Planning for, assessment of, and identification of children with SEND	The school has robust systems for tracking progress and assessments and data are given by teachers. Pupil progress meetings take place. These systems identify children who are not making desired progress. Provision mapping throughout school identifies children's progress and is a tool for planning next steps. Review meetings with parents and external services allow planning to take place with all parties involved. The Birmingham Toolkit is also used to support the assessment of children.
Staff training for meeting needs of children with SEND	SENDCo delivers regular staff meetings alongside informal discussions with staff and review meeting discussions. External agencies such as speech therapy, Fusion staff and educational psychologist deliver training and more frequently specific guidance to staff relating to individual children.
Liaison/communication with parents	All parents of children on SEND register or with medical needs are invited to regular review meetings with the class teacher, SENDCo and external agencies where appropriate. This is usually termly but lesser or greater in frequency where necessary. Class teachers and teaching assistants have regular communication with parents. This is 17 daily when necessary and home/school diaries are also used where appropriate.
Liaison/communication with children and young people	Where appropriate children are invited to termly review meetings. All children contribute to review meetings through termly conversation and pupil questionnaires.
Liaison/communication with External Services	The school has excellent links with external services within the local authority, JMAT and beyond including additional services the school buys. Where external services are involved with children they are invited to review meetings

	<p>with school and parents. Additional meetings are also arranged outside of these reviews to allow professionals to give regular feedback to school and parents when needed. Key times are arranged for parents to meet with some professionals such as the Speech and Language Therapist holding fortnightly sessions for communication with parents. The SENDCo holds termly planning meetings with some services such as speech and language, learning support service and educational psychology service.</p>
Access to medical intervention or provision for medical needs	<p>Care plans are in place for children with medical needs. The plans are formulated through meetings with parents and the relevant health care professionals. Where appropriate children are also included in setting up plans for their own care. The plans are highly individualised and focus on each child's personal needs. The plans ensure that pupils with medical needs have full access to education including school trips and physical education. The care plans detail access to any medication and steps to follow in emergencies. Health care plans are reviewed at least annually or before when required. All staff in school are made aware of children's medical needs and copies of care plans are given to key people and are displayed in the staff room and school office for reference by all staff. School has excellent links with the school nurse and good links are made with her and parents when needed. Other health professionals such as the epilepsy nurse support school when required. Staff are given relevant training to ensure medical needs are met including whole school training when necessary. The school has strict procedures for storing and administering medicines and staff administering always have relevant training. Where extended absences emerge due to medical needs the school will take measures to help prevent this effecting academic progress including sending learning home and where necessary or possible arranging home tuition. The school supports emotional wellbeing relating to medical needs through learning mentor support for pupils and when needed counselling through MIND which is a service school buys into. Risk assessments always consider pupils with medical needs.</p>
Transition Provision	<p>Additional transition visits in or out of the setting are arranged where thought to be beneficial to the child's transition. SENDCo and class teachers liaise with staff at previous and future settings through arranged meetings which also include external agency colleagues where appropriate. Parents are invited to all meetings, are included in the planning of transition arrangements and often accompany children on transition visits.</p>
Post 16+ Provision (where applicable)	N/A
Transport Provision (where applicable)	N/A