



SEND Support

An Information Guide for Parents and Carers

At St Lawrence C of E Primary School special educational needs practice is guided by the SEND Code of Practice: 0- 25 (2015). We aim to create a safe, happy and respectful learning environment where every child is encouraged to aspire to reach their potential.



Vision Statement

'The whole school community united in helping others and the environment locally, nationally and internationally (The Good Samaritan) and ensuring that every pupil becomes an ambassador of The St Lawrence Way (Be Responsible; Encourage Others; Show Respect and Try Our Best). Our school will impact positively upon pupils' academic attainment, curriculum experience, attitudes and behaviour; as well as providing a broad range of extra-curricular opportunities.'

"This is an inclusive school where pupils are placed at the centre of all decisions. Staff have high expectations and pupils achieve well." Ofsted 2024

"The school promotes inclusion. Pupils with special educational needs and/or disabilities (SEND) are identified accurately. Appropriate support is put in place to enable pupils with SEND to learn the same curriculum as their peers." Ofsted 2024



Learning to be inspired through:

- Looking for new experiences
- Exploring different viewpoints
- Being motivated
- Shaping our learning
- Collaborating effectively (good teamwork)
- Being leaders
- Caring for everything around us



Learning to achieve through:

- Knowing what we do well (and want to do better)
- Setting targets to aim for
- Celebrating each other's goals



Learning to express ourselves through:

- Creativity
- Valuing everyone's voice
- Expressing our feelings
- Being good communicators



Learning to be confident through:

- Being proud of myself
- Knowing when to take risks
- Being reflective (it's okay to make mistakes)
- Having a go and keeping on going

What is the SEND Code of Practice?

The SEND Code of Practice is a national document which all schools must refer to when making decisions relating to students with Special Educational Needs (SEN) or disabilities (D). This helps to ensure that children have access to a similar system of support, whichever school they attend. Please find below a link to the code.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What are Special Educational Needs?

A child may have a Special Educational Need (SEN) if they require additional or different provision to support them in their learning, in order to ensure that he/she makes progress.

The Code of Practice states:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made... A child of school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than most of the same age in local schools, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

There are four broad areas of SEN need. These are:

- **Communication and Interaction (including autism)**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

These difficulties can be barriers to learning and a child may have needs that fall into one or more of these categories. At St Lawrence's Children, who need extra help with their learning, may receive additional support under one of the following categories:

- SEN support
- EHCP
- EHCP with HUB place

For an understanding of what an EHCP is please view the Shropshire Local Offer. To view this please follow the link below.

[What is an EHCP? | Shropshire Council](#)

What are St Lawrence's values and expectations regarding students with SEND needs?

At our school, there is a shared expectation that responsibility for the provision of students with SEND is an integral part of whole school provision. As the (2015) SEND Code of Practice states '...all teachers are teachers of SEN.' All students, regardless of their specific needs, are therefore offered inclusive quality teaching, which will enable them to make the best possible progress and feel that they are valued members of the wider school community.

What does the school do to help?

As a school, we assess all children to identify their strengths and needs, to determine how they can best be supported. All children learn and develop in different ways and their needs may change over time. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called Quality First Teaching and is something schools must provide for all children.

At St Lawrence's, support is offered in a graduated approach, taking the form of a four-part cycle:

- Assess
- Plan
- Do
- Review.

This is sometimes abbreviated to APDR.

We recognise that high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. This differentiation may involve modifying learning objectives, adapting teaching styles and ensuring access strategies. If, following appropriate teacher assessments and support, a child does not make satisfactory progress, the class teacher will make a referral to the SENCo, who may carry out assessments and observations and then suggest next steps and additional ways in which the child can be supported. This is known as (Wave 1)

Many children (Wave 2) may receive support or help in class through work, which matches the way they learn and / or short term 'interventions. They will be placed on the school's SEND register and targets will be set, monitored and reviewed as part of a review cycle. Some children (Wave 3) will require further help, on a longer-term basis, from members of school staff in order to ensure they achieve the targets they have been set.

A proportion of children (still Wave 3) may benefit from support and advice from other sources and specialists. These sources may include:

Educational Psychologists;
TMBSS and TMBSS Outreach Services;
Occupational Therapy;
LSAT (Learning Support Advisory Team);
SALT (Speech and Language Team);
SSLIC (Severe Speech and Language Impaired Children's Team);
BeeU

They will have an individual targeted SEND support plan.

A minority of children (Wave 4) will have exceptional long term and complex needs and will require an EHCP plan.

Other support for SEN needs could come in the form of LA (Local Authority) HUB placement designed for autistic pupils, or a placement at TMBSS (Tuition Medical Behaviour Support Service).

What is TMBSS?

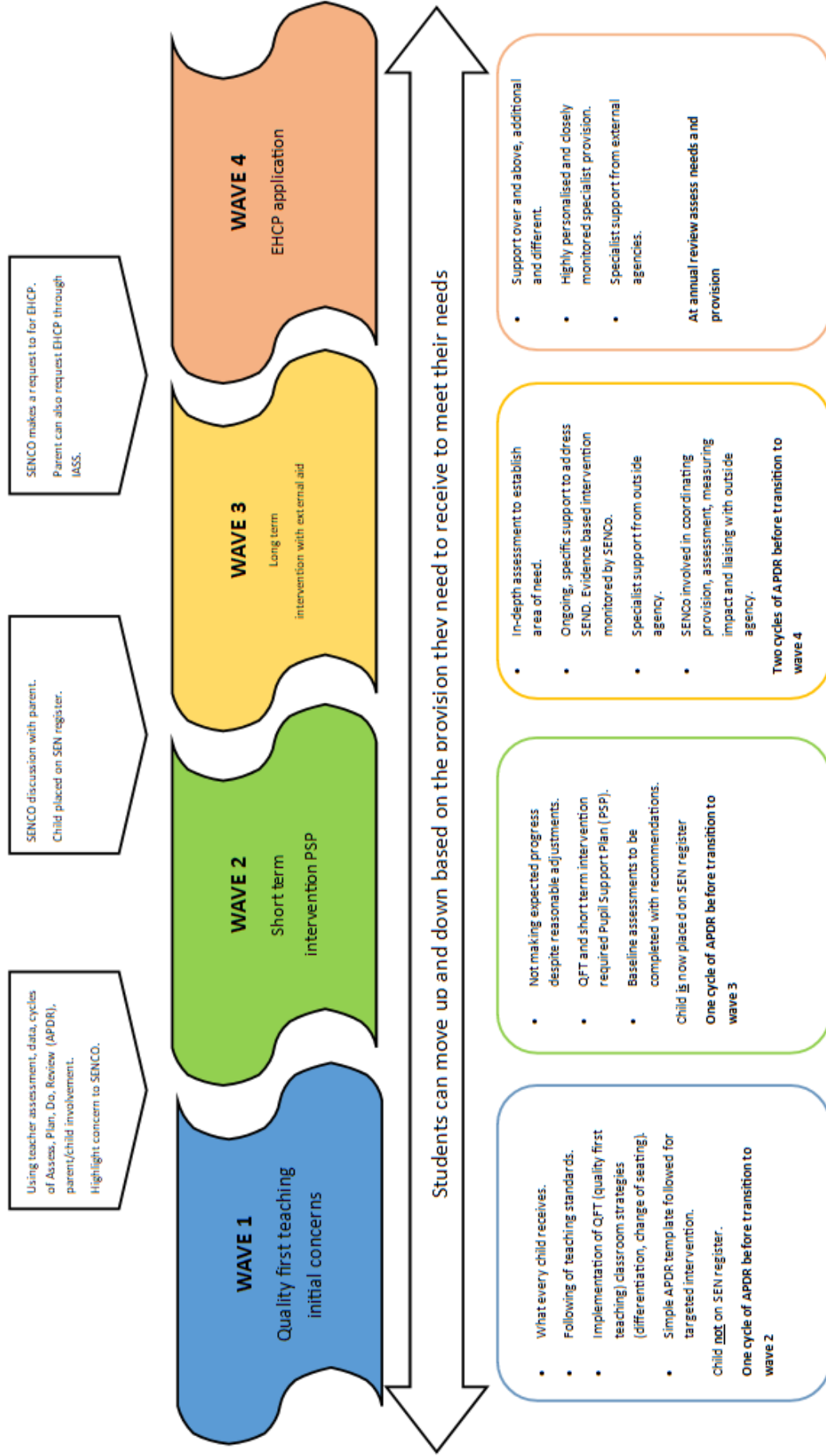
TMBSS is a Community School, maintained by Shropshire Council. TMBSS is driven to support all students/pupils, inspiring to reach full potential by removing barriers to access an aspirational, personalised curriculum; empowering them for the next stage of their education and beyond.

All pupils who are referred to the service have a special educational need or combination of needs that has prevented them from accessing mainstream education, at least in the short term, and will require support and monitoring on return to school or post 16 education. Please use the link below for more information.

<https://www.tmbss-shropshire.org.uk/>

Graduated Approach model

1 APDR cycle = 1 term



What is SEN support?

If your child is identified with a special need, they will be placed on our school's SEND register.

At St Lawrence to support SEN children, we look at each individual child's barriers to learning and put in place the appropriate provision to remove those barriers.

SEN support might include:

- Adapting and utilising different teaching styles;
- Adapting resources to ensure they are accessible;
- Small group or one-to-one learning, both within the class and as interventions;
- Support from specialists such as speech and language therapists.

Progress towards the targets set is monitored closely and adjustments to provision is made, as and when needed. Each term a meeting with the class teacher will take place to review and set new targets for the pupil's Learning Plan.

Who supports my child with their SEN?

Every member of the school team is responsible for supporting children with SEND.

However there are some key members who have leadership responsibilities for SEND:

Mr Brannen – Headteacher - head@st-lawrenceprimary.co.uk

Mr Brown – Deputy Head - james.brown@st-lawrenceprimary.co.uk

Mr Reynolds – SENCo - mike.reynolds@st-lawrenceprimary.co.uk

Mrs Robinson – Family Support Worker - zoe.robinson@st-lawrenceprimary.co.uk

Sally Clilverd – SEND Governor – sally.clilverd@st-lawrenceprimary.co.uk

Emily Russell – Chair of Governors – emily.russell1@st-lawrenceprimary.co.uk

Who may become involved with my child from outside the school?

Experts from outside agencies may be asked to assess your child's needs if, despite the support put into place, his/her progress is slow, and he/she continue to have difficulties. These assessments are generally focused on giving the school and parents/carers additional advice on the best way to support the child, rather than on giving a 'diagnosis'. The SENCo will ask for your permission to seek additional advice from outside specialists such as health professionals, specialist teachers or an educational psychologist who would:

- Carry out further assessment of your child's needs;
- Observe your child;
- Provide advice to the school on how best to support your child through a written report;
- Suggest resources that would help your child to make progress.

Parents/carers are, wherever possible, offered the opportunity to meet with these professionals to discuss the results of their assessments / observations. If parents/carers are unable to attend, copies of the report will be delivered.

Does the school get individual funding for my child's SEN needs?

Unless a child has an EHCP, the school does not receive specific funding for individuals, rather, part

of the school's budget is for supporting students with special educational needs and disabilities. The amount each school receives is based on the number and age of students attending; this is known as 'per pupil entitlement.' An additional notional SEND budget provides funding to offer extra support to students with additional needs, including those with SEND. The value of funding each school receives varies and is informed by a set of government indicators. A child with an EHCP is allocated a set amount of 'top up funding' and this is used to give the provision outlined in his/her individual plan.

What are EHC plans?

If your child's needs are very complex and long-term, the school may ask the Local Education Authority (LEA), in collaboration with you as the parent or carer, to carry out an Education, Health and Care Needs Assessment (ECHNA). This is only appropriate for a very small number of students. Schools can make this request when they have undertaken several APDR cycles of support and can demonstrate that they need more than £6000 to support a child's needs. Parents can also make their own requests for assessments directly to the LA. If the LA agrees that an assessment needs to take place, it must be completed within 20 weeks from when it was requested. This assessment could lead to your child getting an Education, Health and Care (EHCP) plan. This EHCP plan brings all of a child's education, health and social care needs into one legal document. A child with an EHCP plan will have termly reviews and an annual review at least every 12 months. Where a child is not reaching set targets or there are concerns with the progress against the EHCP targets, an early review can be held.

Who do I talk to?

We always recommend that you speak to your child's teacher first. This is because the teacher knows your child almost as well as you do! If needed, they will signpost you to the Headteacher or SENCo. If you need to speak to a member of the school staff or SENCo, please either call the school office to arrange an appointment or email the school at admin@st-lawrenceprimary.co.uk

The school will always do all that it can to respond to your concerns and will work in partnership with you and external agencies to ensure that we meet in a timely manner to discuss any issues. Immediate responses are not always possible due to teaching commitments and limited availability, but please be reassured that we are working as hard as we can to ensure we can support all children and all families in our care.

How can I help my child?

Research shows that children who make the greatest progress are those whose parents support the work carried out at school by:

- Making sure school knows about any major changes in your family or sharing your worries with us.
- Encouraging your child with reading, spelling and home learning.
- Continual encouragement and praise to keep your child motivated.
- Attending all meetings such as Parents' Evenings, Parent Information Events (PIES), Learning Plan reviews and arranging meetings with the SENCo if you have concerns. We will achieve the best results for your child if we work together.

Some other suggestions for specific SEN needs can be found here:

ASC/Autism	
Information Websites	Autism West Midlands - Embracing Difference, Empowering People Shropshire Universal Autism Support Service - Kids
Tips	- Children with Autism need structure and routine. You can help them by using visual timetables to help them see what is happening at each step of the day, so they know in advance what they will be doing next. This will relieve some of their anxiety. - You might want to set a specific place for them to do any work or tasks. Each child's workstation may differ slightly, so you could ask your child to help you set one up that will suit them. - Prepare them for changes in routine. - Help your children to recognise and name different emotions and feelings. You can do this by discussing their own emotions, how characters in books and on TV programmes might be feeling and how you might be feeling. Alongside naming the emotion, describe it and explain why you, they or fictional characters might be feeling like that. You can also do role play and guessing games, asking them to name the emotion and explain it. - Use a 5-point scale to support children in managing their emotions. - Use social stories and comic strip cartoons to help children understand different situations and perspectives and address inappropriate behaviour. - Be aware of your child's sensory needs and support them in managing that need to help them learn e.g. sound reducing earphones if noise is a problem; comfortable clothes; keeping the area surrounding the work space clear to avoid over-stimulation etc. - Play lots of games with your child to encourage social skills, such as taking turns and understanding about winning and losing.
Resources	Visual timetable (see school website) Social stories and comic strip cartoons: https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx 5-point scale: https://www.5pointscale.com/

	Social skills games: https://www.twinkl.co.uk/resources/specialeducationalneeds/sen/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills http://autismteachingstrategies.com/free-social-skills-downloads-2/ Example of how a workstation works: https://www.google.com/search?q=asd+workstation&rlz=1C1GCEA_enGB768GB768&oq=ASD+workstation&aqs=chrome.69j0l2.3665j0j8&sourceid=chrome&ie=UTF-8#kpvalbx=_px4XpK-ONCQ8gKs24egBA49
ADHD	
Information Websites	https://www.adhdfoundation.org.uk/information/parents/ General Info on ADHD - http://www.adders.org/info170.htm Self-esteem - http://www.adders.org/info79.htm Managing ADHD - http://www.adders.org/info58.htm
Tips	- Offer routines and structure - Create a quiet space for them to learn with no distractions. - Give them something to fiddle with whilst you are talking to them, or you want them to focus. It can also be helpful to let them move around the room whilst they listen. - Ask them to do one task at a time - Provide checklists or visual timetables to support organisation. - Use timers to help with time management and build in frequent movement breaks. - Suggest rather than criticise (children with ADHD often have low self-esteem) - Provide lots of opportunities for exercise and movement. - Set up a reward scheme to encourage them and support them with their behaviour. - Build on success and help children to pursue more of what they enjoy. - Put clear boundaries in place.
Resources	https://www.thebodycoach.com/blog/pe-with-joe-1254.html Play games on consoles such as Just dance, Wii Sports to encourage greater movement from your child.
Dyslexia	
Information Websites	https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters

Tips	- It is important to encourage children to recognise and pursue the areas in which they excel (do more of what they enjoy) and support them with the areas they find difficult. -Allow children to use a word processor/laptop/Chromebook to complete some written tasks. This highlight spelling errors and offers alternatives. If they cannot type, encourage them to learn, so that they are able to use a keyboard with more speed and fluency.
	-Play games to support memory and retention e.g., pairs, Go Fish etc. (see resource links for more ideas) -Enable children to access age related audiobooks to develop a love of reading. Encourage them to share what's happening in the story and share their excitement, wondering aloud what will happen next. This will also develop their vocabulary and comprehension, without them even realising that they are learning. -Do not make reading a fight. Encourage children to read one page and you read the next page. Read some books to them for pleasure and invite them to read a section if they want to. By developing a love of books and stories children will naturally want to learn how to read, so make the experience as pleasurable as you can.
Resources	Dancemat Typing – free beginners typing course for children. https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr Free Phonics games – https://www.phonicsplay.co.uk/ https://www.weareteachers.com/working-memory/ https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters Free audio stories https://stories.audible.com/start-listen
Motor Coordination Disorder/Dyspraxia	
Information Websites	https://dyspraxiafoundation.org.uk/ http://www.movementmattersuk.org/

Tips	- Allow children to use a word processor/laptop/Chromebook to complete some written tasks. If they cannot type, encourage them to learn, so that they are able to use a keyboard with more speed and fluency. - Offer routines and structure - Create a quiet space for them to learn with no distractions. - Give them something to fiddle with whilst you are talking to them, or you want them to focus. It can also be helpful to let them move around whilst they listen. - Ask them to do one task at a time - Provide checklists or visual timetables to support organisation. - Use timers to help with time management and build in frequent movement breaks. - Play lots of games with your child to encourage social skills, such as taking turns and winning and losing. - Help your children develop their fine and gross motor skills and core stability (see resource below) https://dyspraxiafoundation.org.uk/wp-content/uploads/2013/10/classroomguidelines.pdf
Resources	Dancemat Typing – free beginners typing course for children. https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr Motor skills development: https://www.lincolnshirecommunityhealthservices.nhs.uk/application/files/2915/2285/5110/1st_Move.pdf Social stories and comic strip cartoons: https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx 5-point scale: https://www.5pointscale.com/ Social skills games: https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills
Dyscalculia	
Information Websites	https://www.sess.ie/categories/specific-learning-disabilities/dyscalculia/tips-learning-and-teaching https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/dyscalculia-and-maths-difficulties

Tips	- Concentrate on one problem at a time. - Use lots of visuals and physical resources that the children can move around. - Include children in supporting you with everyday maths problems e.g. cooking, measuring, managing money etc. https://blog.brainbalancecenters.com/2016/02/5-strategies-for-managing-dyscalculia https://www.understood.org/en/school-learning/partnering-with-children/school/instructional-strategies/at-a-glance-classroom-accommodations-for-dyscalculia
Resources	https://whiterosemaths.com/homelearning/ https://www.10ticks.co.uk/
Speech and Language	
Information Websites	https://www.tamesidehospital.nhs.uk/our-services/community-services/speech-and-therapy.htm https://www.thecommunicationtrust.org.uk/
Tips	Speech sounds - Model speech to the children by repeating words back to them correctly. Understanding: - Give children time to process what you have asked and respond. - Use simple language and break instructions down into smaller steps. - Encourage children to answer questions, such as who, what, where, when and why when reading their books. Encourage them to tell you the story in their own words. Expression - Talk about all your experiences in detail, teaching new vocabulary all the time. - Discuss vocabulary in books, making sure the children understand the meaning of tricky words. Social Communication - Play lots of games with your child to encourage social skills, such as taking turns and winning and losing.
	- Use a visual timetable and visual aids to provide structure and routines.

Resources	https://www.thecommunicationtrust.org.uk/ Continue to work on Speech and Language targets set by the Speech and Language Therapist (if already seen). https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/ Social skills games: https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills http://autismteachingstrategies.com/free-social-skills-downloads-2/
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Where can I go for more information?

- Contact the school If you have any questions about the support your child is receiving, or about SEND. Please speak to our SENCo.
- See our website. The school's SEN Policy and Information Report sets out more detailed information about the support available for children with SEN and disabilities. You can access this information on our website.