



Being our Best Selves Ludworth Primary School

As part of the Children and Families Bill (2014) schools are required to publish a document clarifying the services they offer for children and young people with special

educational needs. We appreciate your contributions to this document and to our provision for children with additional needs.

SENDCo: Mrs Nicola Hankey: nicola.hankey@ludworth.stockport.sch.uk

SEN Specialist Assistant: admin@ludworth.stockport.sch.uk

SEND Governors: Mrs Pandora Lougheed and Mrs Claire Mason

Admissions to Ludworth Primary School

Admissions guidance can be found under Parent's Information on the school website. Any child with SEND is treated equally in all of the categories.

For children with an EHCP, priority is given if Ludworth is the named school in the plan.

At Ludworth we support children with many different needs. Our staff are trained in supporting children who find their learning difficult with early adaption of lessons and interventions for reading, writing and maths concepts. We currently support children with a range of additional needs including Autism, ADHD, hearing and visual impairment, social, emotional and mental health needs, including difficulties around attachment and trauma.

Who is there to help my child?

Mrs Hankey is our Special Educational Needs & Disabilities Coordinator and can be contacted through the school office on 0161 427 1446 or email: nicola.hankey@ludworth.stockport.sch.uk

Parents should also contact their child's class teacher as the class teacher is responsible for every child's progress during their time at Ludworth This can be done via phone or by emailing admin@ludworth.stockport.sch.uk

Parents may wish to contact the headteacher, Mrs Victoria Walker via email headteacher@ludworth.stockport.sch.uk



A definition of Special Educational Needs

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she—has a significantly greater difficulty in learning than the majority of others of the same age, 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 in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has a learning difficulty or disability if he or she is likely to fall within the definition above when they reach compulsory school age (or would be likely, if no special educational provision were made).

Identification of Children with SEND

How does the school identify a child with SEND?

At Ludworth we know our children well. As part of Quality First Teaching we use many different adaptations as part of a universal offer, on a daily basis during all lessons, to ensure our children's needs are being supported. There are occasions when children need small group or 1:1 work to support their understanding and progress. Our staff are trained and carry out interventions for Reading, Writing and Maths, providing emotional support when necessary.

Some children require further support. This may be because they are working significantly below their peers and have difficulties in one or more of the following areas:

Cognition and Learning

Communication and Interaction

Physical and Sensory

Social, Emotional or Mental Health

Following initial assessments, we would co-produce a SEND support plan with parents, detailing the aims and strategies needed to support their learning. We work with families at each stage, recognising they know their children best. When parents have a concern about development and progress this should be discussed first with the class teacher.

Provision of Children with SEND

How will the curriculum and learning environment match my child's needs?

Our curriculum and learning environment is designed to enable all our learners to become independent workers that can communicate their needs and understanding and begin to form enquiry skills necessary to thrive.



Lessons are adapted ensuring all children can access the learning in ways that are appropriate to their needs and their barriers to learning. A child with SEND may work in a small group or 1:1 with an adult to support their understanding and to reinforce previous learning. Tasks that follow allow for children to rehearse and embed new skills and work independently.

For children with physical needs our work with families and outside agencies ensures learning environments can be best adapted to suit individual needs. Additional resources and equipment can be obtained following advice providing children with the tools required for them to access the curriculum and make the desired progress. We work with the Inclusion Team, Speech and Language Therapist and Primary Jigsaw .

Evaluating the Effectiveness of Provision

How does Ludworth review my child's progress?

At Ludworth, families and our school team work together. We value your input; our collaborative policy allows for regular discussions. For our children with SEND, parents are invited to meet termly to discuss progress, concerns and mutually agree next steps at a review meeting. We gather children's feelings about their progress and their thoughts as to what they believe to be going well. We also use these opportunities to celebrate their achievements.

Within the meetings with families, we focus on what is working well, identify challenges, agree what are the next steps and how we will do it.

This enables us to co-produce the child's plan with all key adults involved.

What else does school do to work with parents?

A SEND survey will take place each year, asking parents of children with SEND about the provision, communication, collaboration between school and families and the effectiveness of support.

Inclusion

How does school ensure my child feels included?

At Ludworth the full curriculum is available for all our children, including trips, physical activities and extracurricular clubs. If extra planning or adaptation is required, this would be carried out with parental discussion. There may be need for parental support on occasion.

We have values of care and respect in school, enabling us to teach children the skills they show others that may have additional needs.



Transition

How does school support a child moving between key stages?

Our systems in school ensure children make a smooth transition between classes, key stages and onto high school. Before starting at Ludworth, parents have opportunities to talk to school staff and any concerns they may have regarding additional needs. As children move through school, staff ensure information is passed on and transition meetings take place. Parents are part of these reviews and are part of information sharing. Early access to a child's new classroom is offered at the start of the year

When children transfer to a new school we ensure that all records are passed on and new staff are aware of any child with SEND. Extra visits are arranged when appropriate.