

Lionel Walden Primary School



Special Educational Needs Information Report 2021-2022



SEND Information Report



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Introduction

Welcome to our Information Report which is part of the Cambridgeshire Local Offer for children with Special Educational Needs and Disability. All governing bodies of maintained schools have a duty to publish information on the school website about the implementation of the school policy for pupils with Special Educational Needs and Disability (SEND). This information is updated annually. Cambridgeshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority (LA) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

We value all members of our school community. Our Information Report has been produced with pupils, parents and carers, governors and members of staff. We welcome your comments.

All schools are supported to be as inclusive as is feasible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.



The 4 broad Areas of Need

All pupils with Special Educational Needs have difficulties which can be categorised into 4 main areas. Many pupils have difficulties in more than one of these areas and some have difficulties in all 4 areas.

- **Cognition and Learning** - this area encompasses all difficulties relating to learning, understanding, retention of information and working memory. This includes most Specific Learning Difficulties (such as Dyslexia and Dyscalculia) as well as more general learning difficulties, which are usually referred to as a Learning Disability or Intellectual Disability.
- **Communication and Interaction** - this covers all difficulties with communication, including language difficulties where pupils struggle to communicate verbally, and social communication difficulties, such as in pupils with Autistic Spectrum Disorder.
- **Social, Emotional and Mental Health** - this is reasonably self-explanatory and covers all difficulties relating to social skills, emotional regulation and mental health. This would include generalised behaviour difficulties as well as more specific diagnoses such as Attention Deficit and Hyperactivity Disorder (ADHD), attachment disorder, anxiety, eating disorders and depression.
- **Physical and Sensory** - this refers to physical and sensory disabilities which affect a child's access to education (including vision or hearing loss) and sensory processing difficulties.



What is the Local Offer?

- The LA Local Offer:
 - The *Children and Families Bill* became law in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disability (SEND) aged 0-25. This is the 'Local Offer'.
 - The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The School SEND Information Report:
 - This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.
- Access the Cambridgeshire Local Offer [here](#)



Our approach to teaching pupils with SEND

- At Lionel Walden Primary School, we ensure that all pupils are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.
- We have effective management systems and procedures for SEND taking into account the Code of Practice (2014).
- We have successful communication between teachers, children with SEND, parents of children with SEND and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child and the children are encouraged to take an increasingly active role in their review cycle.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school and to ensure that all support is of high quality.
- We have an effective review cycle that allows us to monitor, review and plan for next steps of development (through our Individual Provision Maps).
- We ensure that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.



Identifying the Special Educational Needs of pupils



At different times in their school life, a child or young person may have a Special Educational Need. The code of practice 2014 defines SEND as follows:-

"A pupil has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:-

- has a significantly greater difficulty in learning than the majority of others 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."

Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has a special educational need (SEN). Following discussions with the child and the child's parents or carers, the teacher will gather information and seek further support.

There can be many reasons for children falling behind. These may include absences, attending lots of different schools, difficulties with speaking English or worries that distract them from learning. Schools understand that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable children have SEN. Only those consistently requiring provision above and beyond their peers would be identified as having SEN.



LWPS SEND Profile (3 year trend)

2021-2022

Number of children with SEND - 23; 11% of the total school population

Number of EHC Plans - 4; 17% of children with SEND

Percentages of children with SEND in the different areas of learning (PRIMARY area of need only):

- 43% of children with SEND linked to Cognition and Learning - 10 children; 22% of children with SEND linked to Communication and Interaction - 5 children; 35% of children with SEND linked to Social, Emotional and Mental Health Difficulties - 8 children; 0% of children with SEND linked to Physical and Sensory - 0 children.

2020-2021

Number of children with SEND - 21; 10% of the total school population

Number of EHC Plans - 2; 10% of children with SEND

Percentages of children with SEND in the different areas of learning (PRIMARY area of need only):

- 24% of children with SEND linked to Cognition and Learning - 5 children; 33% of children with SEND linked to Communication and Interaction - 7 children; 43% of children with SEND linked to Social, Emotional and Mental Health Difficulties - 9 children; 0% of children with SEND linked to Physical and Sensory - 0 children.

2019-2020

Number of children with SEND - 20; 9% of the total school population;

Number of EHC Plans - 3; 15% of children with SEND;

Percentages of children with SEND in the different areas of learning (PRIMARY area of need only):

- 30% of children with SEND linked to Cognition and Learning - 6 children; 20% of children with SEND linked to Communication and Interaction - 4 children; 30% of children with SEND linked to Social, Emotional and Mental Health Difficulties - 6 children; 20% of children with SEND linked to Physical and Sensory - 4 children



Your child has Special Educational Needs or a Disability - What can Lionel Walden Primary School offer you?



At Lionel Walden Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

Here are **thirteen frequently asked questions** that you may have about how we can support your child:

- [Who are the best people to talk to about my child's difficulties with learning/Special Educational Needs or Disability?](#)
- [What are the different types of support available for children with SEND in our school?](#)
- [How can I let the school know that I am concerned about my child's progress in school?](#)
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- [What support do we have for you as a parent of a child with SEND?](#)
- [How is Lionel Walden Primary School accessible to children with SEND?](#)
- [How will we support your child when they are joining this school? Leaving this school? Moving on to another class?](#)
- [How will we support your child's emotional and social development?](#)



Who are the best people to talk to about my child's difficulties with learning/Special Educational Needs or Disability?



Member of the LWPS Team	What are they responsible for?
Your child's class teacher	<ul style="list-style-type: none">- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and asking for support from the SENDCo when needed.- Writing targets on an Individual Provision Map (IPM), based on their progress, identified needs and sharing and reviewing these with parents.- Personalised teaching and learning for your child as identified on their IPM.- Ensuring that the school's SEND Policy is followed in their classroom for all the pupils they teach with any SEND
The SENDCo - Mrs R Wilson	<ul style="list-style-type: none">- Developing and reviewing the school's SEND Policy and SEND Information Report (this document).- Co-ordinating all the support for children with Special Educational Needs or disabilities (SEND).- Ensuring that parents/carers are involved in and kept informed about their child's progress and next steps.- Liaising with all the other services who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Specialist Teachers, etc.- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.- Providing support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
The Headteacher - Mrs S A Barnard-Taylor	<ul style="list-style-type: none">-The day-to-day management of all aspects of the school; this includes the support for children with SEND.-The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met and must make sure that the Governing Body is kept up to date about issues relating to SEND.
The Governor for SEND - Mrs V Cronin	<ul style="list-style-type: none">-Making sure that the necessary support is given for any child with SEND who attends the school.-Talking to the SENDCo and Headteacher about the support in place for children with SEND and being a 'critical friend' to ensure that everyone has the highest aspirations for all groups of children in the school, including those with SEND.

What are the different types of support available for children with SEND in our school?



If a child is identified as having SEND, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching intended to overcome the barrier to their learning. This support is set out in the school's whole school provision map.

When providing support that is 'additional to' or 'different from', we engage in a four-stage process - Assess, Plan, Do, Review - as part of the graduated response to need.

- **Assess** - this involves taking into consideration all the information from discussion with parents or carers, the class teacher, the child and assessments.
- **Plan** - this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Individual Provision Map (IPM) and will form the basis of termly review meetings held as part of Parent Consultation meetings and child/staff conferences.
- **Do** - providing the extra support, learning aids or programmes set out in the plan.
- **Review** - measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved contribute to the review. This stage then informs the next cycle. Discussions between teachers and teaching assistants will be held weekly and pupil progress will be monitored by the Senior Leadership Team on a termly basis.

What are the different types of support available for children with SEND in our school? Continued



Wave 1: Quality First Teaching - Class teacher input, via excellent targeted classroom teaching

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching will be built on what your child already knows, can do and can understand.
- Different ways of teaching will be in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) will be in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Interventions to support your child's learning (which may be run in the classroom or a group room) may be run by a teacher or a teaching assistant.
- If your child's class teacher has some concerns about their learning or emotional wellbeing in school, they may ask the SENDCo to add them to a Cause for Concern register, so that the SENDCo can begin to monitor their progress and/or behaviour and decide if they need to move to Wave 2 (SEND Support).

What are the different types of support available for children with SEND in our school?

Continued

Wave 2: SEND Support

- If the SENDCo thinks that your child needs to join the SEND Support pathway (sometimes referred to as the SEND register) then the class teacher or the SENDCo will talk to you about it and let you know why they think this needed.
- On SEND Support, your child will still have the benefit of all of the support in Wave 1 but the support will be more formalised and targets will be set in an Individual Provision Map. This will make the Assess, Plan, Do, Review process clear for the staff in school and parents/carers at home.
- They may also need some extra specialist support in school from a professional outside the school. This may be from SEND Services (from the LA), such as Specialist Teachers and Specialist Practitioners, or outside agencies such as the Education Psychology Service and Speech and Language Therapy.
- If your child needs support from a professional outside the school, you will usually need to complete and sign some paperwork to give your permission and provide your views and concerns.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.
- Most children's Special Education Needs can be managed well in school within SEND Support, with the help of SEND Services where needed. If a child's needs become increasingly complex as they move through the school, and the gap is widening between them and their peers, it may be necessary to consider moving to Wave 3 and applying for an Education, Health and Care Plan (EHCP).



What are the different types of support available for children with SEND in our school? Continued

Wave 3: Education, Health and Care Plan (EHCP)

- This type of support is available for children whose learning needs are severe, complex and lifelong and your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching, or very specific emotional support. An EHCP can be put in place to support a child in their education until they are 25. Children who require an EHCP will have specific barriers to learning that cannot be overcome through QFT and SEND Support and may also need additional support from professionals outside the school.
- An EHCP is a legally binding document that gives the school specific details on how to support a child's education. They may require additional adult support in order to access education in a mainstream school.
- Not all children with SEND will require an EHCP. Approximately 1-2% of children in a primary school need an EHCP as most children with SEND can be supported through SEND Support (Wave 2, see previous slide).
- These plans will be reviewed annually, where parents/carers are invited to sit down with the school and other professionals involved with their child to discuss progress and next steps. Parents/carers are co-writers of the document so it is important that your views are included and any changes you think are needed are put on the table alongside the views of the professionals.
- If your child is struggling to make progress in our school, you may decide that you would like to consider a move to a more Specialist Setting, where they may have a more suitable environment and/or curriculum to cater to your child's needs. There are a number of specialist schools in the wider local area and planning a visit to some of these schools might be helpful to your decision making. Your child must have EHCP to access any Specialist Provision for primary or secondary school.
- If you want to know more about applying for an EHCP, follow the link to [this slide](#).



How would I apply for an Education, Health and Care Plan?

If your child is younger than compulsory school age but you feel that they will need an EHCP in order to successfully attend Lionel Walden Primary School, you can apply yourself or your child's Early Years setting should be able to apply for you. We are happy to offer support where we can in the process. Follow [this link](#) to a website that will provide support when sending in a parental application for statutory assessment.

If your child already attends LWPS, and both you and the SENDCo agree that an EHCP is needed:

- The school (or you, see above) can request that Local Authority services carry out a statutory assessment of your child's needs. This is referred to as a 'Needs Assessment'. It is a legal process which sets out the amount of support that will be provided for your child, in and out of school.
- After the request for a Needs Assessment has been made, they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child requires this, they will ask the school to continue with the current support (you can appeal this decision if they decide against assessing.)
- After the reports for the Needs Assessment have all been sent in, a 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will draft an EHCP. If this is not the case, they will ask the school to continue with the current level of support, following a 'My Plan' document which is developed with the help of the Needs Assessment which took place. This type of plan will not be legally binding for the school to follow and will not provide any funding for the school, but it can help to guide the school with how to support your child.
- Once the EHCP has been drafted, it will go to another Panel of Professionals to be agreed and finalized. It will provide long term outcomes for your child and will suggest provision and strategies that the school can put in place in order to meet these outcomes.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. The EHCP will specify an amount of money that should be provided for your child (the first £6000 will be paid by the school and rest will be topped up by the LA). This amount of money will indicate how many hours of support your child is likely to require and receive.



How can I let the school know that I am concerned about my child's progress in school?



- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs and Disability Co-ordinator (SENDCo), Mrs Wilson. You can ask the class teacher or Mrs Clark to help you arrange a meeting with Mrs Wilson.
- Between the class teacher and the SENDCo we will formulate a plan that will hopefully ease some of your concerns.
- If you feel that your child may have specific condition that has not yet been identified or diagnosed, please speak to the SENDCo who may be able to make a referral to a specific department. Assessment and diagnosis for dyslexia, dyspraxia and dyscalculia are not granted by the Local Authority but support for the needs arising from these conditions will certainly be provided.



How will the school let me know if they have any concerns about my child in school?



If your child's teacher has any concerns about their learning or their emotional wellbeing and/or behaviour in school, they will endeavour to speak with you (parents/carers) as soon as they are able to. This may be at the end of the school day or by phone if you are unable to collect your child in person. They may suggest some basic strategies that they are using to support your child at the present to see if they are successful.

If these strategies are not successful, the class teacher will set up a more formal meeting (often with the SENDCo as well) to discuss your child's needs with you in more detail and to:-

- Listen to any concerns you may have.
- Plan any additional support your child may need, including additional 1:1 or group work that might support them.
- Discuss with you any referrals to outside professionals to support your child, such as a Speech and Language therapist or Specialist Teacher from SEND Services.



How is extra support allocated to children and how do they progress in their learning?



The school budget, received from Cambridgeshire Local Authority, includes money for supporting children with SEND.

The Headteacher decides on the deployment of resources for children with Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Headteacher and the Senior Leadership Team discuss all the information they have about SEND in the school, including:-

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.



Who are the other people providing services to children with SEND in this school?



School provision

- Teachers responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching assistants working in and out of class with either individual children or small groups.
- IT support in the form of writing, spelling, phonics and maths programmes are delivered by teaching assistants in small groups or individual sessions, according to need.
- Teachers and teaching assistants offering support for children with emotional and social development on an individual or group basis according to need.

Local Authority provision delivered in school

- SEND Specialist Services (Specialist Teachers, Specialist Practitioners)
- Sensory Service for children with visual or hearing needs
- SALT (Speech and Language Therapy)
- Educational Psychology

Health Provision delivered in school or referred to from school

- Community Paediatrician assessment
- Neurodevelopmental Disorder assessment team
- School Nurse
- Physiotherapy and Occupational Therapy
- Mental Health support (Younited, Emotional Health and Wellbeing Service, Child and Adolescent Mental Health Service - CAMHS)



How are the teachers in school helped to work with children with SEND, and what training do the teachers have?



The SENDCo's role is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This may include whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Education Trust (AET) and the British Dyslexia Trust.
- Individual teachers and support staff receive training and direct support from specialists, e.g. from SEND Specialist Services and SALT, relevant to the needs of specific children or groups in their class.



How will the teaching be adapted for my child with SEND?



Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups where needed.

Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

Learning for your child can be differentiated to a level that means that they are able to be successful in each lesson.



How will we measure the progress of you child in school?



Your child's progress will be continually monitored by their class teacher and their progress will be reviewed formally by the Leadership Team on regular basis.

Every child's progress is assessed regularly through a range of methods which identify progress and long term attainment aims.

At the end of each Key Stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the Government requires all schools to do and are the results that are published nationally.

Children on SEND Support or with an EHCP will have an Individual Provision Map (IPM) based on needs identified in school or based on targets set by outside agencies specific to their needs. Targets are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly and next steps planned for.

The progress of children with an EHCP will also be formally reviewed at an Annual Review, when you will meet with all professionals involved with child's education.

The SENDCo will regularly check in with teachers about your child's progress and offer advice to further support them in the classroom.

Regular book monitoring and lesson observations will be carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Class teachers test spellings and mental maths skills including multiplication tables weekly and may also use a range of assessment devices to inform their planning.

If your child is working below the national expected standard for the year group they are currently in, they will be assessed on their IPM as:

- 'Working Towards the Standard' - they are less than 1 year behind where they are expected to be and could potentially catch up with focused support;
- 'Early Development of the Standard' - they are 1-2 years behind the standard for that year group and require well differentiated work in class in order to succeed;
- 'Foundations of the Standard' - they working more than 2 years behind the standard for that year group and may require a more personalised curriculum to meet their needs.



What support do we have for you as a parent of a child with SEND?



- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.
- Personal progress targets on your child's IPM will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- As a school we have access to an Early Intervention Family Worker who you can meet with and talk about any concerns you have about your child at home and in school. They can provide support you at home and talk to staff in school so that there is a joined up approach to the support provided for your child.
- We have provide you with information about local support groups and networks that may be helpful to you and your family. [SENDIASS](#) and [Pinpoint](#) are two services specifically designed to support the parents and carers of children with SEND.



How is Lionel Walden Primary School accessible to children with SEND?

- The school is fully compliant with DDA (Disability Discrimination Act) requirements.
- The school is on one level with easy access and double doors.
- Outside facilities can be accessed by a sloping path alongside steps.
- There is a disabled toilet, shower area and changing facilities.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Before and after-school provision at The Lions' Den is accessible to all children, including those with SEND.
- Reasonable adjustments can and will be made for all children with SEND where they are needed to make access to education easier.
- Opportunities for enrichment - Extra-curricular activities are accessible for children with SEND. We believe that all children are entitled to the same access to extra curricular activities and are committed to making reasonable adjustments to ensure participation for all. This includes the opportunity to take part in one residential trip whilst at Lionel Walden School.

How will we support your child when they are joining or leaving this school?



We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- We can provide a Social Story if it is felt this would be helpful for them
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- We will also liaise with your child's previous school to ensure a smooth transition of data and key information.

If your child is moving to another school:

- We will liaise with the SENDCo from the new school to ensure that all relevant information is passed on.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a social story to support them in understanding moving on, then one will be made for them.

In Year 6:

- The SENDCo and class teacher will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited, will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases, staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- An enhanced transition process is available with the support of the secondary providers and can be tailored to best meet each child's need.



How will we support your child when they are moving to a new class?



- Information will be passed on to the new class teacher in advance, and in most cases a planning meeting will take place with the new teacher. IPMs will be shared with the new teacher and a discussion will take place on what targets would be most appropriate for the Autumn term.
- If your child would be helped by a social story to support them in understanding moving on, then one will be made for them.
- Your child will join in with the transition activities that are open to all children, including visiting their new classroom to take part in some activities with their new class teacher.
- Where it is helpful, increased opportunities for your child to interact with the new class teacher and/or TAs will be arranged.



How will we support your child's emotional and social development?



We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties and anxiety.

All classes follow a structured PSHE (Personal, Social and Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer-

- Intervention programmes can be run in school as needed (for support with a specific need on a 1:1 basis or to develop social skills in a small group)
- Support from our school Emotional Literacy Support Assistant (ELSA).
- Planned opportunities to work and play in groups or with partners and around school responsibilities, supported by experienced TAs, for children to learn how to co-operate with one another in a small group and be responsible for looking after a living or shared environment.
- Lunchtime and playtime support through planned activities and groups.
- If your child still needs extra support, with your permission, the SENDCo will access further support from outside agencies, from the Emotional Health and Wellbeing Service or through the EHA (Early Help Assessment) process.



Common Special Educational Needs

These are known as 'high incidence' special educational needs and make up the vast majority of all students with additional needs in mainstream schools. If you have concerns that your child may have one of these conditions, please speak to your child's class or the SENDCo and in some cases, referrals can be made for diagnoses or support.

- [Autistic Spectrum Disorder/Condition \(ASD/ASC\)](#)
- [Moderate Learning Disabilities / Global Developmental Delay](#)
- [Specific Learning Difficulties \(dyslexia, dyspraxia, dyscalculia, DLD\)](#)
- [Anxiety or depression](#)
- [Attention Deficit \(Hyperactivity\) Disorder \(ADHD/ADD\)](#)
- [Sensory or physical needs \(including physical disability\)](#)

Autistic Spectrum Disorder/Condition



Officially referred to as either Autistic Spectrum Disorder or Condition (ASD/ASC), it is also often called 'Autism'.

Autism is a lifelong developmental disability which affects how people communicate and interact with the world. One in 100 people are on the autism spectrum and there are around 700,000 autistic adults and children in the UK.

Autism is no longer referred to as 'High Functioning' or 'Low Functioning' as it is recognized that this is not helpful as a way of identifying needs. The label of 'Asperger's Syndrome' is also no longer given. Everyone is given the diagnosis of ASD and may or may not have an associated learning disability.

Currently more boys are diagnosed than girls, although more recently it is recognized that this is likely due to the fact that girls with Autism often present very different from boys and it is harder to identify as they frequently 'mask' their differences in school and in public. Find more information on Girls with Autism [here](#).

Autism is a spectrum condition and affects people in different ways. Like all people, autistic people have their own strengths and weaknesses. On the next slide is a list of difficulties autistic people may share.

Social communication and Social interaction challenges

- Social communication
 - Autistic people have difficulties with interpreting both verbal and non-verbal language like gestures or tone of voice. Some autistic people are unable to speak or have limited speech while other autistic people have very good language skills but struggle to understand sarcasm or tone of voice. Other challenges include:
 - taking things literally and not understanding abstract concepts
 - needing extra time to process information or answer questions
 - repeating what others say to them (this is called echolalia)
- Social interaction
 - Autistic people often have difficulty 'reading' other people - recognising or understanding others' feelings and intentions - and expressing their own emotions. This can make it very hard to navigate the social world. Autistic people may:
 - appear to be insensitive
 - seek out time alone when overloaded by other people
 - not seek comfort from other people
 - appear to behave 'strangely' or in a way thought to be socially inappropriate
 - find it hard to form friendships.



Repetitive and restrictive behaviours

- With its unwritten rules, the world can seem a very unpredictable and confusing place to autistic people. This is why they often prefer to have routines so that they know what is going to happen. They may want to travel the same way to and from school or work, wear the same clothes or eat exactly the same food for breakfast.
- Autistic people may also repeat movements such as hand flapping, rocking or the repetitive use of an object such as twirling a pen or opening and closing a door. Autistic people often engage in these behaviours to help calm themselves when they are stressed or anxious, but many autistic people do it because they find it enjoyable.
- Change to routine can also be very distressing for autistic people and make them very anxious. It could be having to adjust to big events like Christmas or changing schools, facing uncertainty at work, or something simpler like a bus detour that can trigger their anxiety.

Over or Under-whelming sensitivity to sensory stimuli

- Autistic people may experience over- or under-sensitivity to sounds, touch, tastes, smells, light, colours, temperatures or pain. For example, they may find certain background sounds like music in a restaurant, which other people ignore or block out, unbearably loud or distracting. This can cause anxiety or even physical pain. Many autistic people prefer not to hug due to discomfort, which can be misinterpreted as being cold and aloof.
- Many autistic people avoid everyday situations because of their sensitivity issues. Schools, workplaces and shopping centres can be particularly overwhelming and cause sensory overload. There are many simple adjustments that can be made to make environments more autism-friendly.



Highly focused interests or hobbies

- Many autistic people have intense and highly focused interests, often from a fairly young age. These can change over time or be lifelong. Autistic people can become experts in their special interests and often like to share their knowledge. A stereotypical example is trains but that is one of many. Greta Thunberg's intense interest, for example, is protecting the environment.
- Like all people, autistic people gain huge amounts of pleasure from pursuing their interests and see them as fundamental to their wellbeing and happiness.
- Being highly focused helps many autistic people do well academically and in the workplace but they can also become so engrossed in particular topics or activities that they neglect other aspects of their lives.

Extreme Anxiety

- Anxiety is a real difficulty for many autistic adults, particularly in social situations or when facing change. It can affect a person psychologically and physically and impact quality of life for autistic people and their families.
- It is very important that autistic people learn to recognise their triggers and find coping mechanisms to help reduce their anxiety. However, many autistic people have difficulty recognising and regulating their emotions. Over one third of autistic people have serious mental health issues and too many autistic people are being failed by mental health services.

Meltdowns and Shutdowns

- When everything becomes too much for an autistic person, they can go into meltdown or shutdown. These are very intense and exhausting experiences.
- A meltdown happens when someone becomes completely overwhelmed by their current situation and temporarily loses behavioural control. This loss of control can be verbal (eg shouting, screaming, crying) or physical (eg kicking, lashing out, biting) or both. Meltdowns in children are often mistaken for temper tantrums and parents and their autistic children often experience hurtful comments and judgmental stares from less understanding members of the public.
- A shutdown appears less intense to the outside world but can be equally debilitating. Shutdowns are also a response to being overwhelmed, but may appear more passive - eg an autistic person going quiet or 'switching off'. One autistic woman described having a shutdown as: 'just as frustrating as a meltdown, because of not being able to figure out how to react how I want to, or not being able to react at all; there isn't any 'figuring out' because the mind feels like it is past a state of being able to interpret.'



Moderate Learning Difficulties/Global Developmental Delay



Moderate Learning Difficulties (MLD) is a term applied to children who have difficulties resulting in school attainments below expected levels in many areas of the curriculum, despite academic support and differentiation.

There may be other, specific special needs such as dyspraxia or it may occur as part of a larger condition such as Down's syndrome. It is sometimes called Intellectual disability or generalised learning difficulty. However MLD is not a recognised international diagnostic term and tends to be applied fairly loosely when a child's IQ test results fall below the normal range. This should be ascertained in an assessment by an educational psychologist.

Children with MLD may have some or all of the following:

- Problems acquiring basic skills in reading, writing and numeracy with a resultant lack of confidence to use and develop the skills they do have.
- A lack of logic.
- Poor problem-solving skills.
- An inability to generalise learning and adapt it to new situations.
- Limited communication skills coupled with immature social and emotional understanding.
- Difficulty with personal organisation.
- Poor auditory/visual memory.
- Poor long and short term and/or working memory; difficulty remembering what has been taught.
- Emotional and behavioural difficulties.

The term Global Developmental Delay is used when a child is behind in their development in at least two different areas (i.e. in learning, physical development, social skills, communication, etc.) It is a term that is usually used for infants and younger children as sometimes these children have delayed development for a range of reasons, and they are able to 'catch up'. Usually the label is removed around the age of 7 and is replaced with the term Learning difficulties or disability if it is still needed.

Specific Learning Difficulties (SpLD)



Dyslexia - Dyslexia is a specific learning difficulty that primarily affects the ability to learn to read and spell and it often runs in families. It can affect working memory, and can cause difficulty in processing the sounds of words. Unlike a learning disability, dyslexia does not impact on a person's intelligence, although it may present some significant barriers to learning. The current estimate for dyslexia prevalence is between 5 and 10%. Dyslexia cannot be 'cured' and is a lifelong condition. Support is available to improve reading and writing skills, and we aim to give students the help they need to succeed at school. Click [here](#) for more information on Dyslexia.

Dyscalculia - Dyscalculia is a specific difficulty in learning or comprehending arithmetic, such as difficulty in understanding number or quantity, learning how to manipulate numbers, and learning facts in mathematics: it is not simply 'being weak at maths'. It has an estimated prevalence of between 3-6%, although diagnoses are much fewer than dyslexia (which is thought to have a similar prevalence). Research into dyscalculia is in its infancy compared to other specific learning difficulties. Click [here](#) for more information on Dyscalculia.

Dyspraxia - Dyspraxia, or Developmental Co-ordination Disorder (DCD), is a common coordination disorder probably affecting between 6-10% of children. Children may present with difficulties with self-care, writing, typing, riding a bike and play as well as other educational and recreational activities. There may be a range of co-occurring difficulties which can also have serious negative impacts on daily life. These include social and emotional difficulties as well as problems with time management, planning and personal organisation. Click [here](#) for more information on Dyspraxia.

Developmental Language Disorder (DLD) - This is a persistent type speech, language and communication need that cannot be explained by an obvious cause. DLD may be identified in children when their development of talking: falls behind that of other children of the same age; interferes with everyday life and school achievement; is not due to hearing loss, physical abnormality, acquired brain damage, or lack of language experience; is not part of a general delay of development that affects all other skills. You may notice that your child doesn't say very much, his/her talking seems immature, he/she may struggle to find the right words, and doesn't seem to understand what is said. Difficulties with talking are not always easy to spot and may be hidden behind difficulties with paying attention, following instructions or getting on with others. Click [here](#) for more information on DLD.



Anxiety or Depression



While it is normal for all children to have worries and fears, for some, these can start to affect their day-to-day lives. Anxiety can be triggered by both big life changes and by smaller daily pressures like managing homework, so it's important to keep an eye out for any signs that they may be struggling.

Persistent anxiety around a specific event, such as coming to school, playtimes or a particular lesson, can build up and become a real barrier to learning, so always speak with your child's teacher if you have any concerns about their emotional wellbeing. Further information on Anxiety and School Refusal [here](#).

Childline has some very useful resources on managing anxiety and depression on their [website](#).

In school, we have an Emotional Literacy Support Assistant (ELSA) who may be able to offer your child some support for their mental health, or we can make referrals for support outside of school if we feel that this is needed.

Attention Deficit (Hyperactivity) Disorder (ADHD/ADD)




Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder affecting around 5% of children. All children have periods of inattention and restlessness, but when these symptoms have been present throughout development and are having a negative impact on quality of life or progress at school, then it may be time to consider whether your child has ADHD. Children with this condition may be seen as fidgety, disruptive and have low self-esteem. A child with ADHD will experience the world in the same way as a typical child but has regulation problems, failing to pay attention to detail, sustaining attention, is easily distracted and may forget things needed to complete a task.

The three main signs of ADHD are inattention, hyperactivity and impulsivity (which is the inability to think things through, they react impulsively rather than thinking about what the consequences of their behaviour might be.) Some children may be diagnosed with Attention Deficit Disorder (ADD) or 'Inattentive ADHD' if inattention is their main difficulty and hyperactivity and impulsivity are not that much of an issue.

Parenting children with ADHD can be challenging and there is some support available for parents, such as 'Pinpoint', who arrange frequent ADHD-specific workshops and seminars for parents of children with or without a diagnosis. Follow this [link](#).

Attitude Magazine is another interesting source of information around ADHD and has an associated [website](#).



Sensory or Physical Needs



- Children with a severe sensory impairment, such as visual impairment (VI) or hearing impairment (HI) may have difficulties accessing education in school in the same way as other children. The Local Authority provides support from VI and HI support teams and VI and HI teachers will regularly come into school to provide support for children and staff.
- Some children may have sensory processing difficulties, especially those who are on the Autism spectrum. Reasonable adjustments can be made to support these children in the hope that their sensory processing difficulties do not become a barrier to learning. Some sensory needs can have a significant impact on a child's life in and out of school and can affect their behaviour and emotional wellbeing.
- Children with physical disabilities, meaning that they have difficulties getting around, will have all the support they need to join all lessons and have access to a broad and balanced curriculum.