



Lawn  
Primary  
School

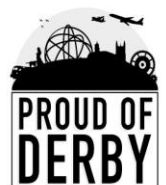
# **SEN&D School Information Report**



**2025/26**



Derby City Council



# School Information Report for Lawn Primary School for 2025/26

## **Our School**

Lawn Primary was opened in 1962 and is a well above average sized primary school, providing education for up to 436 4–11-year-old children each day. It is situated in the Allestree Ward, on the western outskirts of the City of Derby.

This document has been written within the context of the school's aims and objectives, which is summarised in the mission statement: **"Dream, Believe, Achieve"**.

At Lawn Primary School we believe that a happy child is a successful one. We are committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners.

We believe that education should take place in a fully inclusive environment with equal opportunities for all and that all children should learn to value religious and cultural differences whilst understanding global issues. Our school strives to be at the centre of the local community with positive and effective links to the wider and global communities.

By the time our children leave Lawn at the end of Year 6, our aim is that they will:

- Have the knowledge, skills and attitudes to think creatively and thrive in a rapidly changing world;
- Appreciate the importance of maintaining a fit and healthy body and mind;
- Feel a responsibility for not only themselves but for other people and for the future of our planet;
- Feel empowered and have ambitions and aspirations, no matter what their personal circumstances;
- Respect and celebrate people for their individuality, culture and beliefs;
- Have empathy for other people, particularly those who suffer social injustices, have a disadvantaged start in life or live with a disability;
- Have the confidence to use their initiative to take risks and be creative;
- Appreciate the importance of teamwork in successfully working towards common goals, and do this with integrity and pride;
- Have the leadership skills and confidence which lay the foundation for their journey into the next phase of their lives.

Our commitments are that:

- We will respect each other and our school;
- We will always strive to be the best that we can be;
- We will listen to others and show that we are actively listening;
- We will be kind with what we say and do to others;

- We will respect the rights of others within school and the wider community;
- We will build positive relationships with adults and children within school;
- We will take ownership of our own learning.

## **What is SEN&D and SEN&D support?**

SEN&D stands for special needs and, or, a disability.

The Code of Practice 2014 states that:

‘A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to a child or young person (CYP) of 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. Other children will need extra help for some or all of their time in school.

## **Who are the best people to talk to at our school about my child’s difficulties with learning / SEN&D?**

### **The Class Teacher**

The class teacher has responsibility for:

- checking on the progress of your child and identifying, planning and delivering the differentiated curriculum in class;
- planning personalised teaching and learning for your child by writing termly targets for children with SEN&D and sharing and reviewing these with parents at least once each term;
- ensuring that the school’s SEN&D Policy is followed in their classroom.

### **The Special Educational Needs Co-ordinator (SENCo) – Mr Andrew Walters**

SENCo e-mail contact: [a.walters@lawn.derby.sch.uk](mailto:a.walters@lawn.derby.sch.uk)

The SENCo has responsibility for:

- developing and reviewing the school’s SEN&D policy and information report;
- co-ordinating the support for children with special educational needs or disabilities;
- updating the school’s SEN&D list (a system for ensuring that all the SEND needs of pupils in the school are known) and making sure that records of your child’s progress and needs are kept up to date and confidential;

- providing support for teachers and support staff in the school, so that they can help children with SEN&D in the school to achieve the best possible progress.

The SENCo is also responsible for ensuring that you are:

- involved in supporting your child's learning;
- kept informed about the support your child is receiving;
- involved in reviewing how your child is doing, including liaising with all other agencies which may be involved with your child, for example Specialist Teaching and Educational Psychology Service (STEPS), Speech and Language Therapy Service, Hearing and Visual impairment teams and Health Service.

### **The SEN&D Governor - Mrs Louise Rhodes**

e-mail contact: [governors@lawn.derby.sch.uk](mailto:governors@lawn.derby.sch.uk)

Responsible for:

- making sure that the systems, processes and policies are in place to ensure that the necessary support is given for children with SEN&D who attend the school, through regular monitoring visits and meetings with the SENCo. Confidentiality, with regards to individual children and their specific difficulties and needs, is respected at all times.

### **The Head teacher: Mrs Karen Hambleton**

Responsible for:

- the day-to-day management of all aspects of the school; this includes overseeing the support for children with SEN&D;
- making sure that the Governing Body is kept up to date about issues relating to SEN&D.

## **The kinds of SEN&D provided for in our school**

When identifying the nature of a CYP special educational needs, the four areas of need taken into account are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

The school recognises that the CYP may need support in more than one of these areas.

## How are CYP with SEN&D identified at our school?

Referring to the 'SEN&D code of practice: 0-25' 2014, a CYP has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Class teachers make regular assessments of progress for all CYP. From this, the school is able to identify CYP making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and / or eligible for the Pupil Premium.

When deciding whether to make special educational provision the SENCo and class teacher will consider all the information gathered from within the school. Parents/carers will be notified of this provision by a telephone call or letter and will usually be invited to a meeting with the class teacher and/or SENCo, when the following will be discussed:

- the CYP areas of strengths and difficulties;
- any parent/carer concerns;
- additional support your child may receive and the intended impact;
- any referrals to outside professionals, to support your child's learning, which will be made.

Where a CYP is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. This SEN&D support will take the form of a four-part cycle:

**Assess** - an analysis of the CYP's need will be carried out by the class teacher and/or SENCo.

Outside agencies may also be involved.

**Plan** - if the school decides to provide the CYP with SEN support parents/carers will be notified of targets set and a plan of how these outcomes will be achieved. All staff involved with the CYP will be informed.

**Do** - interventions / adjustments and adaptations / support will be delivered.

**Review** - the effectiveness of the above will be reviewed regularly.

We aim to work with the CYP and parents throughout this process.

## **What are the different types of support available at our school?**

### **Quality First Teaching**

Teachers have the highest possible expectations for your child and all CYP in their class.

The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of CYP, including those with SEN&D. This includes whole school training on SEN&D issues.

- Teachers adapt planning to support the needs of CYP with SEN&D.
- Teachers use a variety of teaching styles and cater for different learning styles to allow CYP with SEN&D to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs, including providing scaffolding to support their learning.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

Adaptations to the curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Seating position
- Using enlarged resources
- Use of digital technology
- Use of colour overlays
- Use of visual timetables and now/next boards
- Visual prompts and scaffolding
- Having someone scribe the work
- Sensory adaptations, such as the use of wobble cushions

There are many more adaptations that may be put in place depending on the individual needs and all teaching staff have access to documents detailing these.

### **Specific group work intervention**

This could be for reading, reading comprehension, language and communication skills, spelling, phonics, maths, physical development, sensory input, emotions work or social skills, for example. These could be delivered by a teacher, Higher Level Teaching Assistant (HLTA) or Teaching Assistant (TA) or the Learning Mentor.

## **Outside agencies**

You may be asked to give permission for your child to be referred to a specialist professional, such as a Speech and Language Therapist, Paediatrician or Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

## **Specified Individual support**

This type of support is available for children whose learning needs are severe, complex and/or lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. The school, or parents, may apply for this type of support for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

For your child this would mean:

The school (or you) can request that Local Authority Services carry out an assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an EHC plan. 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 and will then draft an EHCP. If they do not think your child needs this level of support, they will ask the school to continue with the current support in place and, in some cases, make suggestions as to how provision could be enhanced.

Any EHCP drafted will outline the provision and strategies that should be put in place for your child and will have long and short-term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. It is worth noting that being in receipt of an EHCP does not automatically entitle a child to 1-1, individual support.

## **How do we measure progress and evaluate effectiveness?**

Your child's progress will be continually monitored by his/her class teacher and will be based upon ongoing teacher assessments and both summative and formative test results. At the end of Year 6 children are required to be assessed using Standard Assessment Tests (SATs) and by making professional judgments based upon expected standards. This is something the government requires all schools to do and results are published nationally. (In some instances, children with additional needs might be disapplied from these tests or adjustments, such as additional time, may be made. If this is considered appropriate it will be discussed with you).

Progress will be reviewed formally with the Headteacher and Senior Leadership Team every term in pupil progress meetings and progress is also monitored at Trust level by holding termly Progress Meeting with SLT. The SENCo will also monitor that the CYP is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

Most children with SEN&D will have individual targets set by their class teacher, or by outside agencies, specific to their needs. These targets will be designed to accelerate learning, and close the gap, or provide support for specific, identified needs. Progress against these targets will be reviewed regularly and a future plan made. You will be invited to discuss these targets with your child's class teacher on a termly basis and a written report will be provided.

The class teacher and SENCo will use this four-part cycle (Assess, Plan, Do, Review) to revise planning and target setting, with a growing understanding of the CYP's needs and of what supports the CYP in making good progress and securing good outcomes. This is known as the graduated response. (6.44 2014 CoP)

The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.

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

If you have concerns about your child's progress you should, in the first instance, speak to your child's class teacher. If you continue to be concerned that your child is not making progress, or that your child has an unmet special educational need, you should contact the SENCo.

## **What support is there for my child's overall wellbeing?**

We recognize 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, anxiety and communication difficulties.

For those children we can offer nurture support with our ELSA (Emotional Literacy Support Assistant) trained staff, as well as 1-1 and small group sessions focussing on issues such as anger management, bereavement or family changes, for example. This support may also involve working alongside outside agencies such as the Health Service and/or specialist educational services, including an Educational Psychologist or counselling services, such as Safespeak, for example. We will also be able to refer you to other support services, such as Bridge the Gap, who might be able to support you and your child.

Lunchtime and playtime support can sometimes be offered through planned adult activities and support as well as peer support, such as peer mentors and playground mini-leaders, where circumstances allow.

## **How is SEN&D support allocated to CYP at our School?**

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.'

- CYP who are underachieving and failing to meet targets have interventions in and out of class.
- CYP are moved on to SEN&D support when, despite accessing catch up interventions, they are still not making expected progress and are not meeting given targets.

- For a minority of CYP who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- CYP with more complex needs, who may also require support from outside agencies, would also be classified as SEN&D support.

The school budget is received from Derby City Local Authority, which includes funding to support CYP with SEN&D. This is £6,000 per pupil on the SEN&D list per academic year which is called 'SEN Notional funding' and equates to approximately 10 hrs support per week. Not every child on the SEND&D register requires this level of support, however, which is important to bear in mind.

The Headteacher decides on the budget allocation for SEN&D in consultation with the school governors, on the basis of needs within the school. The Headteacher, office manager and SENCo discuss information they have about SEND including:

- CYP already receiving extra support;
- CYP needing extra support;
- CYP who have been identified as not making as much progress as expected.

All resources/training and support are reviewed regularly and changes made as required.

CYP will be taken off the SEN&D list if and when targets/outcomes have been achieved and it is deemed that the additional support being received is no longer necessary.

## **Who else could support your child with SEN&D?**

### **School provision**

- Teachers.
- Teaching Assistants and HLTAs supporting in class or working in smaller learning environments, with either individual children or small groups.
- Learning Mentor / ELSA offering support for children with emotional and social development through nurture groups, play and 1-1 sessions.

### **Local Authority or Private Provision delivered in school**

- Educational Psychology Service.
- STePS - support for children with visual / hearing impairment or social communication difficulties.

### **Health Provision delivered in school**

- Speech and Language Therapy.
- School Nurse.

- Occupational therapy Services.
- Support Services for the Hearing, Physically & Visually impaired.
- Social Care.
- CAMHS.

#### **Voluntary Sector Provision**

- Umbrella
  - SENDIASS
  - Derby City Parent and Carer Forum
  - Voices in action
- And many more

For more information go to [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

#### **The LA Local Offer**

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 SEN&D 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.

For more information go to [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

### **What support do we have for you as a parent/carer of a child with SEN&D?**

The class teacher is 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 SENCo is also 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 by the person directly involved, or where this is not possible, in a written report.

Your child's targets will be reviewed 3 times a year at the termly SEN&D target planning and review meeting. We will meet with you 3 times a year to discuss how you think things are going and will work with you to plan the next steps. We will hold meetings with outside professionals, where and when appropriate, and will share information with you.

## **How does the school support CYP with medical conditions?**

The school follows 'Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014.

The school has a policy regarding the administration and management of medicines on the school site. At times some CYP at the school will have a care plan in place and staff receive updates on conditions and medication affecting individual students, as well as training, where appropriate, so that they are able to manage medical situations.

## **How is our school accessible to CYP with SEN&D?**

The school is fully accessible to wheel chair users, with ramps being in place to both buildings. A lift is in place in the Davies Building so all have access to the main hall.

There is a disabled toilet in each building and a shower area and changing facility in the Smedley building.

The school has been made accessible to visually impaired children with hand-rails, steps and most door-handles being painted bright colours to aid visibility. Blinds are fitted in all classrooms so that interactive whiteboards can be seen by all, including those with visual impairment.

Classrooms will be adapted, as far as possible, to meet the needs of all children, with other agencies being involved where possible to offer advice and assistance.

We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs and will source further equipment and resources to support specific needs, such as hearing impairment, for example.

After school and extra-curricular provision is accessible to all CYP including those with SEN&D. All CYP have an equal opportunity to go on all school visits. Extra support is provided, if required, and educational visits will only be planned to locations accessible to all pupils, with risk assessments being carried out prior to any off site activity.

## **What are the admissions arrangements for SEND pupils?**

Please refer to the Derby City admissions policy:

<https://www.derby.gov.uk/education-and-learning/schools-and-colleges/school-admissions/child-with-send/>

and Lawn Primary School's Admission Policy for the current academic year.

## **How will my child be supported through transitions?**

The school recognises that transitions can be difficult for CYP with SEN&D and their families and so take steps to ensure any transition is as smooth as possible.

**If your child is joining us from another school:**

The SENCo or Foundation Stage Leader will visit the setting, when additional needs of a CYP have been highlighted and when appropriate.

Your child will be able to visit our school and stay for a taster session, if this is appropriate.

**If your child is moving to another school:**

We will contact the school SENCo and ensure he / she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.

We will make sure that all records about your child are passed on as soon as possible.

**When moving classes in school:**

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. Individual targets will be shared with the new teacher.

**Transition from Key Stage 2 to Key Stage 3:**

Children receiving SEND support will be identified on the 'Transition Portal' so secondary schools will be aware of those requiring additional support. Class teachers or the SENCo will discuss the specific needs of your child with teachers or the SENCo of the child's secondary school. In some cases, a transition review meeting will take place with the SENCo from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

An enhanced transition will be made available, where required. 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.

Records will be shared with your child's new school.

**How will my child be able to share their views?**

We value and celebrate each CYP being able to express their views on all aspects of school life. This is usually carried out through regular meetings of Class Councils and the School Parliament.

For children with SEN&D, their views will be sought on a termly basis when individual targets are reviewed. These views will be written on their target setting sheet and also recorded on the form completed when holding review meeting with parents.

If your child has an EHCP, their views will be sought prior to the EHCP annual review and they will be involved in reviewing their own outcomes, if appropriate.

## What training have the staff had about SEN&D?

The Head Teacher and SENCo will endeavour to support the class teacher in planning for children with SEN&D. There is an on-going professional development programme throughout the school year to enable all staff to improve the teaching and learning of children, including those with SEN&D.

This includes whole school training on SEN issues as well as training for individual teachers and support staff, relevant to the needs of specific children in their class.

In the school year 2024/25 this included:

- SENCO received the Autism Education Trust's 'Autism Advocate Training';
- The Autism Education Trust's (AET) 'Making Sense of Autism' training module delivered to a total of 42 people across the school - teachers, TAs, playworkers, admin staff and Treehouse Club staff;
- Two members of staff who provide emotional and social skills support to children, being ELSA trained – (Emotional Literacy Support Assistants), were provided with ongoing support and supervision. They also received additional training in the following areas: PANDAS/PANS, EBSNA, trauma and attachment, Mental Health First Aid, Handwriting avoidance in autistic children and ongoing support with delivering the 'Drawing and Talking' therapy;
- Training on Sensory Processing Needs provided to some teaching assistants;
- Individual TA training on use of non-verbal communication, from STEPS team;
- All teaching staff received training on 'Routes to Inclusion';
- Ongoing training and support materials given to teaching staff to help them make classroom adaptations, including digital, in order to improve access to learning within the classroom;
- SENCO completed the Tourette's Action 'Understanding Tourette's Syndrome' Online Course
- The SENCo attended half termly Transform Trust SENCo network meetings as well as Derby City Council led SENCO Network Meetings.

## What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues. However, should you still want to complain you can do so in writing to the Headteacher – Karen Hambleton.

Please see the complaints policy for full details.

All school policies can be accessed online at: <https://www.lawn.derby.sch.uk/policies/>

Alternatively, please feel free to ask for a policy at the school office.

## Contacts

SENCo	Andrew Walters	<a href="mailto:a.walters@lawn.derby.sch.uk">a.walters@lawn.derby.sch.uk</a>
Head Teacher	Karen Hambleton	<a href="mailto:K.Hambleton@lawn.derby.sch.uk">K.Hambleton@lawn.derby.sch.uk</a>
SEND Governor	Louise Rhodes	<a href="mailto:governors@lawn.derby.sch.uk">governors@lawn.derby.sch.uk</a>

Further details of the school's approach to pupils with SEND are documented in the school's SEND policy, found in the policies section of the school website.

Information about the Local Authority's Local Offer can be found on the Derby City Council website. A link is provided elsewhere in this document and also below:

[www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)