



SEND Information 2019-20



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Leicester City Primary PRU values the abilities and achievements of all its pupils, and is committed to providing each pupil with the best possible environment for learning. We are a specialist provision providing education for children who have been, or are at risk of being, permanently excluded. The majority of our pupils have Social, Emotional and Mental Health Needs, and some will have other additional needs. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers, support staff and pupils working together. We aim to develop a partnership with the child at the centre, which helps to break down and minimise barriers to learning.

Objectives

- Ensure all pupils have access to a broad, balanced and relevant curriculum
- Provide a balanced curriculum appropriate to the individual's needs and ability
- Ensure the identification of all pupils requiring additional SEND provision as early as possible
- Ensure that all pupils are enabled to take as full a part as possible in all school activities
- Liaise with outside agencies in order to access further specialist support for pupils and parents

The main methods of provision made by the school are extremely flexible and are tailored to the needs of the pupils as much as possible. Staff are experienced in working with all areas of SEND and are highly committed to making children's lives not only productive but happy. The children are referred to Leicester City Primary PRU often following a lengthy turbulent period in school, and many feel rejected and unsuccessful. We want to re-engage the children with a love of learning.

Some examples of SEND provision include:

- Quality teaching in class supported by a differentiated and targeted curriculum
- Curriculum which offers therapeutic and nurturing practices
- Small groups, with additional learning support
- Individual interventions sessions focusing on learning needs and / or SEMH needs, including therapeutic interventions
- Support from specialists using specific programmes and training eg, 'Drawing and Talking'

Leicester City Primary PRU firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.



What is 'Special Educational Needs and Disability (SEND)'?

A Special Educational Need (SEN) is a difficulty or barrier that affects a child's ability to learn and to access the curriculum. A Disability is a long term health condition which causes a difficulty or barrier to learn or to access the curriculum.

Who determines that a child has Special Educational Needs and how do they know?

The Special Educational Needs Co-ordinator (SENCo) in agreement with the Head Teacher will make the decision that a child has SEN and needs extra support to help them to learn. This is not a medical diagnosis, only a recognition that the child is finding it harder to learn than other children of the same age. They will then be placed on the 'Special Educational Needs and Disability' (SEND) Register in discussion with parents/carers. Many of our pupils will be on the SEND register within their own school prior to joining the PRU. At Leicester City Primary PRU all of our children are classed as having SEND needs.

- **Will my child always be on the SEND Register?**
 - This can vary. Some pupils with significant needs will always be on the SEND Register because they will always need help. Other pupils may only need help for a short amount of time and if they no longer need any help, then they will be removed from the SEND Register in discussion with parents/carers.
- **How accessible is the school for pupils with a disability?**
 - The school building is on one level with all rooms having ground level access from the outside. Internally the corridors are wide, making them accessible for wheelchair users. At the main entrance there is a ramp. We have a disabled toilet. The main corridor does have 2 steps down, with no ramp. A wheelchair user seeking access to the classrooms would have to enter via one of the other entrances. In addition, each door has an electronic maglock, which is operated by a fob. Negotiating the opening and traversing a doorway would be difficult. However, pupils are only allowed to move through the building with adult support. There is also disabled car parking available.
- **Will you make adjustments if my child or I have a disability?**
 - We always make reasonable adjustments for pupils and their parents/carers, where we can. We work closely with parents/carers and any outside agencies who give us advice.
- **Will my child be included in all activities, for example school trips?**
 - We pride ourselves on being an 'Inclusive' school, and allow all pupils to take part in all activities. We go to great lengths to ensure that any pupil with a special educational need and/or disability has the necessary adult support or required equipment so that they can take part, this includes school trips and residential.

Jargon - What are the key terms I will come across?

Please see below the different words and abbreviations that we use in school:



- **SEND** - Special Educational Needs and Disability
- **SEN** - Special Educational Needs
- **SENCo** - Special Educational Needs Co-ordinator, the person in school responsible for managing SEND
- **Personal Handling Plan (PHP)** - This is a document which details the strategies which prove most effective in supporting a child, including the use of physical intervention
- **Outside Agencies** - Any professional from an agency or service who provides advice to the school and family
- **Transitions** - A change or transfer from one school or class to another
- **Education, Health and Care Plans** - A document provided by the Local Authority which outlines a child's needs and the support that they need
- **De-escalation** - A range of strategies used by staff to help calm a child when they are angry or upset

Who do I speak to if I have concerns about my child?

If you have any general concerns about your child, you should always speak with your child's class teacher in the first instance, as they will probably be able to give you the information that you need. If you have some more specific questions relating to Special Educational Needs (SEN) which the teacher is unable to answer, then you will need to speak with the Special Educational Needs Co-ordinator (SENCo). Class teachers and staff will also speak with the SENCo if they have any concerns about your child.

Who is the SENCo?

The SENCo at Leicester City Primary PRU is Mairead Richards.

When is the SENCo available and how do I contact her?

Mairead does not have a Teaching responsibility. Mairead works Tuesday to Friday. If you would like to meet with her to discuss your child's needs then please contact the School office to speak with her, or to make an appointment.

What does the SENCo do?

Mairead is responsible for anything relating to 'Special Educational Needs and Disabilities' (SEND) within the school. This makes sure that any special educational needs are identified and that support is put in place to help them. Other duties include:

- Supporting staff
- Supporting parents/carers
- Making referrals to outside agencies
- Linking with outside agencies (including the child's own school), gathering advice and making sure that it is put in place
- Providing the correct help and equipment for pupils
- Linking with other schools to support transitions
- Making, and supporting, requests for statutory assessment



How can the SENCo help me?

Mairead will be able to offer advice about your child's needs and what support they may need. She can make direct referrals to many outside agencies and lead multi-agency meetings to make sure that your child's needs are met in school. She can also provide advice about any family needs and suggest who can help. Mairead will also support you and your child as they near readiness to return to school. She will liaise with your child's school over transition and can support you in seeking a new school if one is needed.

Getting a diagnosis

- Pupils will only receive a diagnosis if they have a specific learning difficulty such as as Dyslexia, or have a medical need. Pupils do not receive a 'diagnosis' of special educational needs.
- If you are concerned that your child has a specific difficulty such as ADHD or ASD, the SENCo can write a supporting letter for a GP referral to the Community Paediatrician. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.
- If you are concerned that your child has a learning difficulty such as Dyslexia or Dyscalculia, the SENCo can make a referral to a Specialist Teacher. The SENCo liaises closely with the Leicester City Learning, Communication and Interaction (LCI) team.
- If you are concerned that your child has a speech and language difficulty, the SENCo will carry out a screening assessment and may then make a referral to the 'Speech and Language Therapy Service' (SALT). A therapist may then assess and identify if a pupil has a specific speech and/or language difficulty and provide advice about how best to support their needs.

How long does a diagnosis/referral take?

- Referral time can vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.
- Referrals to the Specialist Teacher are made within the school and are dependent on how many referrals have been made at that point. This can take anything from two weeks to a whole school term. A report is generated which will outline recommended strategies.

What happens once a diagnosis has been made?

- At Leicester City Primary PRU we do not wait until a diagnosis has been made to put support in place, since this can be a very long process. If it is very clear



that a pupil has a difficulty and is struggling to learn, we will do everything that we can to help them.

- If a diagnosis is made, we will ask advice from the relevant outside agencies about how best to help the pupil. This advice will be shared with you and/or discussed at a meeting. We will put this advice in place straight away or once the relevant resources/equipment have been purchased.

Accessing Support

- If you have any concerns about your child or family's needs then you can speak with the SENCo or a member of the leadership team.
- They will be able to advise you about what support is available both within the school and through outside agencies. In most cases the SENCo can make a direct referral to the professionals that you need in order to get advice or help.
- In some cases where the help is not educational, it may be necessary to complete an 'Early Help Assessment' form to identify the help that you or your child need.
- If you need advice or support, please do not hesitate to contact one of the leadership team. We will do whatever we can to help.

What equipment and resources does the school have to help my child?

Over the years we have supported many pupils and so we have lots of equipment and resources already in school. Below are some examples.

- Disabled toilet
- Sensory equipment
- Writing slopes
- Footrests
- Coloured overlays
- Pencil grips and specialist writing pens
- Individual calming boxes (squeeze/stress balls/ fidget spinners etc)
- Sand timers
- Visual Timetables
- Emotional Check-in
- Occupational therapy equipment, e.g. weighted blankets

Outside Agencies

What is an Outside Agency and which ones are used by the school?

An outside agency is an agency, service or profession used by the school to offer advice about how best to support a pupil's needs. The Special Educational Needs Co-ordinator (SENCo) can refer to most of these agencies directly. Most agencies used by the school are to provide the school with advice, but the SENCo can also refer to, or advise you about, services that can support a parent/carer or family. Most referrals will require parental/carer permission and a referral form will need to be signed. The



school cannot access agency support without this permission. Leicester City Primary PRU uses the following outside agencies:

Cognition and Learning (Learning Needs)

- **Educational Psychologist** - Assessed or observed within the school setting to provide advice about educational needs.
- **Specialist Teacher** - Assessed within the school setting. The assessment then outlines a pupil's strengths and weaknesses and can identify, for example, Dyslexia and Dyscalculia.

Communication and Interaction (Speech and Language)

- **Speech and Language Therapy Service (SALT)** - Pupils can be seen either by appointment at the hospital or assessed within the school setting.

Social, Emotional and Mental Health

- **Social, Emotional and Mental Health Team** - Assessed or observed within the school setting to provide advice social, emotional and behavioural needs. It would be expected that your child had been referred to the SEMH team prior to being referred to the PRU. Their link teacher will continue to support your child during their time at the PRU, and will support with transition when they are ready to move on. The SEMH team have some practitioners who may also do some direct, targeted work with your child.
- **Child and Mental Health Service (CAMHS)** - Support can either be provided by a paediatrician or by a more locally based team within the school

Medical, Physical and Sensory Needs

- **Community Paediatrics (NHS)** - They provide medical advice and can diagnose specific difficulties such as ADHD and Autism. Pupils would be seen by appointment at a local hospital.
- **Teacher of the Hearing Impaired** - They provide advice to the school about how to support a pupil with a hearing impairment.
- **Teacher of the Visually Impaired** - They provide advice to the school about how to support a pupil with a visual impairment.
- **Occupational Therapist** - The SENCo cannot refer directly to this service, but a referral can be requested using a SPOC form. This will then be assessed and directed to the appropriate service.
- **School Nursing Team** - They can provide advice within their clinic, within the family home or within the school setting. The SENCo can make a referral.
- **CAMHS** - They provide support for children with mental health needs. The GP, paediatrician, Educational Psychologist or Social Worker can make a referral. The SENCo can provide a letter to support this upon request.

Who decides if an outside agency needs to be involved?

The SENCo would normally decide that the school needs advice from an outside agency because the support already put in place has not helped the pupil to make



enough progress. This would be discussed with the parent/carer and a joint decision would be made and parental agreement given.

If an outside agency is involved with my child, does that mean that social care will become involved?

Where the pupil only requires support within school to access the curriculum due to a special educational need, social care would not normally be involved. Where there are wide ranging issues and a family struggling to cope, social care may become involved in order to support both the pupil and family.

School Transfers

How will the school support my child with special educational needs when they start at Leicester City Primary PRU?

All the children who attend the Leicester City Primary PRU have been referred to the school by their own mainstream school, or have been permanently excluded from it. We recognise that this can be a challenging time for you and your child. We aim to make the transition to the school as smooth as possible. At the point of referral we will make contact with your child's school. The SENCo there will normally inform us of special educational needs your child has. If there is time, a member of our leadership team will usually visit the school, and observe your child in their class. They will also then attend any meetings before they start school, so that we have a clear picture of your child's needs and what support they might need when they join us.

We would then invite you and your child to visit the Leicester City Primary PRU, to become familiar with the building, meet staff and have the chance to ask any questions you may have. We believe a successful transition happens through partnership.

Where the SEMH team have been working with your child prior to referral, we would then ask the link teacher to come and talk to our staff, so that we may understand your child's needs as fully as possible..

Moving on from Leicester City Primary PRU

If your child is ready to move on from the Leicester City Primary PRU, this will have been identified through observations and assessments, and will be negotiated with you, your child, any external agencies and the school themselves. A transition plan will be put into place which will take account of your child's needs and any advice given. The speed of the transition will vary.

We will ensure that any information relating to your child, and their needs is passed to the school. This will often include strategies and advice as to how the school can support their SEMH needs.



Children from the Leicester City Primary PRU may transfer to:

- their own mainstream school
- a new mainstream school- primary or secondary
- a special school, often a SEMH specialist
- a specialist therapeutic setting

How can I help during a transfer?

Ensure that the SENCo and / or leadership team are aware of your wishes regarding the next step for your child. Help to support your child through the change by talking to them about it- it is quite natural to feel anxious about a move. It is always helpful for you to personally speak with new staff to make sure that they are fully aware of your child's special educational needs and/or disability. If moving to a new school, take your child to visit the school so that you can both see the environment and ask any questions which you may have.

Statements and Education, Health and Care Plans

What is a Statement?

Pupils in Primary Schools no longer have a Statement of Special Educational Needs. These have been replaced by **Education, Health and Care Plans (EHCP)**.

How will I know if my child needs an EHCP?

You will need to discuss your concerns with the school Special Educational Needs Co-ordinator (SENCo), who will advise you about whether your child needs an Education, Health and Care Plan. Only pupils with significant special educational needs would be considered for an EHCP and only once the school has exhausted its provision and outside agency support. These discussions are normally held at a review meeting with outside agencies. If your child is in the process of being assessed for, or having an EHCP requested, when they are referred to the Leicester City Primary PRU, the SENCo will support this process in continuing.

How can I get an Education, Health and Care Plan for my child and how long does it take?

At the moment, either you can make a parental request to the Local Authority for a 'Request for Statutory Assessment' or the school can make a request. If you make a parental request, the Local Authority will ask the school to complete a 'School Advice Form', the same as if the school make a request. However the request is made, the Local Authority will want to see as much evidence as possible about your child's needs, what has been put in place to help them and what impact the support has had on your child's progress. At the moment, the 'Statutory Assessment' process takes 20 weeks. During the initial assessment process for an EHCP specialist provision may be advised straight away. This can often be the case for children at Leicester City Primary PRU. SENDIASS at Leicester City Council can advise and support you through this process.



My child has an Education, Health and Care Plan but now I feel that they need a special school place, what do I do?

If at any point you or the school feel that a mainstream school can no longer meet your child's needs, an early Annual Review can be called. Any discussions about school places need to be discussed at the Annual Review, preferably with any supporting outside agencies present to give their views. The request for provision in a specialist setting will be noted on the Annual Review form and the Local Authority will discuss provision to meet need. A decision will then be made based on whether the special school could meet your child's needs, and if any places are available.