The Brickfields Trust

SEND Information Report

2026

Lawford Mead Primary & Nursery School

School Offer

School Ethos for SEND

At Lawford Mead Primary & Nursery School we embrace the fact that every child is different and therefore the educational needs of every child are different, and this includes those children with special educational needs. We are an inclusive school that values the contributions made by all children, professionals and parents.

Our aims are:

- for every child to benefit from access to a rich, varied, challenging and inspiring curriculum which takes account of unequal starting points irrespective of gender, ethnic background, age or disability, enabling each individual to fulfil his or her full potential to the highest possible standard.
- for all children to have full access to every element of school life
- to create a happy, caring, inclusive community where all children feel secure and know that their contributions are recognised and valued.

Roles and Responsibilities of the Special Educational Needs Co-ordinator (SENCo)

Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEND. They are contactable in person, by phone or email.

Miss Hayley Chittick (Monday - Friday)
01245 354134
admin@lawfordmead.essex.sch.uk

The SENCo plays a key role in the life of the school, liaising with staff to monitor pupil progress and plan further interventions where pupil progress is slower than expected. They maintain contact with a wide range of external agencies that are able to give more specialised advice. They also regularly meet with learning support assistants (LSAs), families and named governors.

The SENCo will identify training opportunities and monitor the quality and impact of interventions. With the Head of School and CFO, they are responsible for managing the SEND budget, and with Trust CEO and Trustees determine the strategic development of SEND policy and provision.

The arrangements for consulting with parents of pupils with special educational needs

We believe that home and school should work together in partnership and we are happy to address any questions or concerns at the earliest opportunity.

All parents are encouraged to contribute to their child's education. This may be through:

- Pre-school links
- Baseline assessment on entry
- Contributing to planning of personalised support for child
- Discussions with the class teacher
- During target sharing meetings
- During discussions with SENCo or other professionals
- Home/school liaison books
- Transition books
- Team around the family meetings (TAF)
- Social care meetings
- Open evenings
- Homework
- Open door policy

We welcome the involvement of parents supporting their child at home, in class and with specific events or trips.

Arrangements for consulting young people with SEND about, and involving them in their education

Pupils are encouraged to have age appropriate conversations about targets, progress and pupil view sheets, including those after interventions. In school, pupils are encouraged to record their views in a variety of ways including using pictures, photographs and audio recordings.

Pupils contribute to the annual review process of EHCPs by sharing a book that celebrates their achievements both in and out of school over the year.
Pupils discuss their year using the book as a stimulus and a person centred approach is used to gather information.

All pupils are encouraged to earn stickers or dojo points to celebrate achievements in school. These rewards may relate to academic work and behaviour - including at playtime/lunchtime - and are representative of the child demonstrating the school values. Individual pupil achievement is also celebrated weekly in assembly through Head of School awards, certificates, sharing their work, or posting on the school website through a school blog and class blogs.

Arrangements relating to the treatment of complaints from parents of pupils with special educational needs

We aim to resolve any issues swiftly and in person, by coming to a mutual understanding and agreement.

Where a parent has a concern about their child's special educational needs, this should first be communicated to the child's class teacher. If this does not prove satisfactory, the SENCO will instigate further action and report back to both parents and the class teacher. Should this prove unsatisfactory to the parent, the Head of School will be informed. They will gather information from all parties involved. If the matter continues to be unresolved the parents are requested to put their concerns in writing and these will be forwarded to the SEND Governor. The Local Authority's Statutory Assessment Service (SAS) can also be contacted in order to discuss any concerns or issues.

Identification and early intervention

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under section 21 of the Children and Families Act 2014'.
COP 1.24

Identification of Need in Early Years/KS1/KS2

Staff at Lawford Mead work in partnership with parents to meet the needs of their child. If a parent thinks that their child has SEND, the initial point of contact is the class teacher.

How does Lawford Mead Primary identify children who need additional help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress
- Through assessments

Early Years

Nursery staff make home visits to meet new children and their parents. Any concerns can be raised or noted before the children join the nursery class and thus be addressed. The nursery maintains close partnership working with parents throughout.

Transition arrangements for children joining reception are robust and the Nursery teacher and SENCo liaise closely where additional needs are apparent. Reception staff also visit other early years' settings before children enter school, in order to be alerted to any additional needs children may have on entry.

Early Years Profile

At the end of the Early Years Foundation Stage (EYFS), the EYFS profile must be completed for each child. The profile provides a picture of a child's progress against expected levels and their readiness for Year 1. The profile must identify any additional support needed.

Areas of need

Children's SEND are generally thought of in the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These can include a range of difficulties with:

- Reading, writing, speaking and listening, mathematical skills
- Speech and language development
- Expressing themselves or understanding information
- Behaving appropriately in school
- Making friends or relating to adults and other children
- Sensory and physical difficulties

Initially the class teacher will provide necessary support through resources or adult support, within the classroom. This will be recorded on a whole class provision map which the class teacher will write. Work will be differentiated further to enable each child to access the curriculum more easily and is part of ongoing good school practice. Provision maps will be updated termly and progress data will map child progress. The class teacher will evaluate the impact and effectiveness of additional provision and decide what alternative provision may be needed.

SEND Support at Lawford Mead Primary

'Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place'.
6.44 COP

If there is still a concern that:

- Limited progress is being made even when the teaching is targeted to improve the child's area of weakness.
- There is no change in the pupil's behaviour or progress, and/or
- There are ongoing concerns expressed by parents, carers, members of staff or the child.

A SEND meeting with the SENCo, class teacher and other adults working with the child, will be convened. The meeting will review provision to date, resources used and the results of any diagnostic and formal assessments. Support and personalised

provision may need to be provided that goes beyond the differentiated approaches and learning arrangements than those already tried.

Review of data may include:
- Entry data
- Target tracker data relating to classes and identified groups
- Teacher assessments
- Language screening data
- Phonic data
- National data
- Observation
- Monitoring
- Any advice from external agencies.

The views of the parents and the child's own views will also be sought.
A category of need will be determined following the analysis of the pupil's needs. This identification of need will be shared with parents and will indicate the child's strengths and difficulties, the current level of progress and attainment and what support and provision is planned for the child.

The child will be added to the SEND Profile and a one page profile and action plan will be devised. This will outline what additional provision and/or intervention will be put in place for the child. It will clearly show what the provision is, who will be involved and how often it will occur.

It will indicate:
- Additional adult support and resources
- Intervention groups
- 1:1 support
- Targeted small group activities
- Differentiated work
- Strategies that best support the child
- Child's views.

The desired outcomes for the child will be indicated once the provision is in place. Parents will be invited to discuss the provision map, add their views and desired outcomes. Termly meetings will be held to discuss progress and to determine next steps. A graduated approach to SEND support will be used: assess, plan, do, review.

The school offers many different forms of additional provision. This can include:
- Groups dependent on the needs of the child at the time, including literacy and numeracy support
- Groups to support emotional and social skill development
- One to one support for speech and language therapy
- Opportunities for children to develop their fine and gross motor skills
- Play therapy
- Access to specific resources

- Mentoring
- School counselling
- Access to a wide range of outside agencies

Outside Agencies

SENCOs make contact with any additional services required to meet the individual needs of a child. Parents are encouraged to meet with these outside agencies to further discuss their child's needs. All reports by multi-agencies are shared with parents and parents are always notified if and when a visit will be made and consent sought, if necessary to do so. Teachers can request hearing, sight and speech assessments for children as the need arises.

- School nurse and Health Visitors
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist Teacher Team
- Educational Psychologist (EP)
- Provide- Moulsham Grange – Paediatricians
- Child Protection Services
- Speech and Language Services
- Occupational therapists and Physiotherapists
- Renew counselling
- Ethnic Minority and Traveller Achievement (EMTA)
- Family Solutions

Learning Support Assistants (LSAs)

Learning Support Assistants (LSAs) are deployed depending on the needs of the children. LSAs have a wealth of expertise in many areas. The LSAs work in a full-time and part-time capacity supporting in class and running intervention groups under the guidance of the class teacher and/or SENCo. Small group support can take place in quiet areas around the school. The LSAs work as part of a team and each class has continuity of support with the same team members in designated classes.

Training

At Lawford Mead Primary School there is a commitment to providing necessary support and training for staff. Attendance at courses and training opportunities are discussed and reported on in order to support whole school knowledge and good practice.

Members of staff have received training related to SEND. These have included sessions on:

- How to support pupils on the autistic spectrum
- How to support pupils with speech and language difficulties
- How to support pupils with physical and co-ordination needs
- How to support children with social and emotional needs

- Quality Interactions: improving pupil independence and outcomes through practitioner-pupil talk
- Identifying and supporting children with memory difficulties
- Behaviour management strategies
- How to support children's self esteem
- How to support children's social skills
- Bereavement training (Yo-Yo Project & Farleigh Hospice)
- Attachment theory
- Supporting pupils with SEND to become independent learners

Our SENCo is highly experienced and has a high level of expertise supporting children with varied and often complex needs. In addition, all class teachers have a good understanding of children with SEND and are able to effectively employ a variety of strategies and resources to support children following targeted assessment. Impact of support is reviewed at least termly and often more frequently depending on the needs of the child. Miss Chittick has gained the National Award for SEND coordination.

Facilities and Accessibility

Lawford Mead Primary School is a two storey building with access for all. The school has its own playground with a large field space. We have facilities for disabled pupils including a toilet and a shower. The building and classrooms are wheelchair accessible and a lift ensures access to the 1st floor classrooms.

The school has equipment to support children in the classroom e.g fiddle toys, wobble cushions, triangular grip pencils if required. The school has equipment to support pupils with, for example, eating (caring cutlery), sitting on the carpet (wobble cushions).

The Trust's Accessibility Plan can be found here:
lawfordmead.essex.sch.uk/policies/accessibility-plan

SEND Budget

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on a child's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings, or if a concern has been raised at another time during the year. Resources may include deployment of staff depending on individual circumstances.

Extra-Curricular Activities

The schools are committed to ensuring that all pupils with SEND take part in all school activities. To date, all children have participated in the full range of opportunities and events arranged by the school, including trips and residentials.

Education Health and Care Plans (EHC)

If a child has not made expected progress 'despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the school or parents should consider requesting an EHC assessment.' 6.63 COP

To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEND support. EHC plans must set out how services will work together to meet the child or young person's needs and in support of those outcomes. EHC plans will be based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.

Pupils with medical needs

All staff are made aware of significant health needs of pupils and visual reminders are placed in communal areas and classrooms. If a pupil has a medical need then a detailed care plan should be obtained from health professionals and shared with the school via the school nurse. All staff receive regular first aid training and at least four members of staff have attended extended paediatric first aid training.

Transition

Nursery staff make home visits to ensure a smooth transition for children into nursery. Nursery staff liaise with reception staff in school when the children are due to move on to their Reception classes. Visits are made by Reception staff to other pre-school providers to support the transition for those children with SEND. The new intake children have opportunities to come into school before they start in September. Teachers liaise at the end of each academic year to ensure that the needs of all pupils are clear as they move onto their next class or school.

In Key Stage 2 the children have the opportunity to have additional visit days to their chosen secondary school. They meet their LSAs and have the opportunity to spend time with them. Our SENCo meets with the secondary SENCos and ensures that all information is shared.

Local Authority's Local Offer

What is the Local Offer?

The Local Authority's Local Offer gives details of all services available to support children with SEND and their families and sets out what is normally available in schools to help children with lower-level SEND, as well as the options available to support families who need additional help to care for their child.

What does the Local Offer do?

The ECC website provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across local settings.

Contact details of support services for parents/carers of pupils with SEND

Families In Focus - 01245 353575
familiesinfocus@btconnect.com

Essex Parent Partnership Service - 01245 436236
parentpartnership@essex.gov.uk

School Nurse Office Base - 0300 247 0014

Moulsham Grange Therapy Team - 01245 546300

Statutory Assessment Service - 0300 003 00371

APEX Parent Support Group - www.thriftwoodschool.com