

Lawley Village Primary Academy



SEND INFORMATION REPORT 2025-2026

This information is reviewed every year by the school's SENCO

SEND INFORMATION REPORT/SCHOOL'S CONTRIBUTION TO LOCAL OFFER

Name of school:	Lawley Village Primary Academy
Address:	Bryce Way, Lawley, Telford, Shropshire. TF4 2SG
Telephone:	01952 951200
Email:	office@lawleyvillageacademy.co.uk
Head teacher:	Miss Claire Freestone
Special Educational Needs Coordinator:	Mrs Charlotte Hendrie
Age Range:	Nursery – Year 6 (3-11 years)
Last Ofsted inspection:	June 2023
Outcome of inspection:	Good
Number of pupils with Special Educational Needs:	72 pupils (19%) T&W average: 17.9% National average: 24.4%
Number of children receiving additional support:	EHCPs 10 pupils (2.7%) T&W average: 4.1% National average: 4.8% High Needs Funding 4 pupils (1%)

What are the kinds of special educational needs for which provision is made at Lawley Village Academy?

We are committed to delivering excellence, opportunity, aspiration and enrichment for each and every child in our school through an exciting broad and balanced curriculum and a wide range of opportunities. Where special educational needs have been identified for a child, this will be as described within the main areas of the SEN Code of Practice. These may include social, emotional and mental health needs, communication and interaction needs (autistic spectrum condition and/or speech and language difficulties), sensory or physical difficulties and / or cognition and learning needs.

A personalised response will be secured to enable all individual needs to be met enabling each and every child to thrive in their learning and development within the school.

What are the school's policies for the identification and assessment of pupils/students attending the school?

We know when pupils need help if:

* Concerns are raised by parents/carers, teachers or the child

* Limited academic progress is being made

* There is a change in the child's behaviour, presentation or progress

All concerns will be raised with the child's class teacher in the first instance.

What is the provision for pupils at Lawley Village Academy and how is it evaluated?

Our vision is to develop a highly effective learning community where all members are valued and nurtured to achieve their full potential.

We believe that all staff have a responsibility to meet the needs of all the pupils at Lawley Village Academy. Underlying the vision are strong values which have been compiled by the staff with input from governors and also parents through the governing body.

Our key purpose is the construction, delivery and constant improvement of quality learning experiences appropriate to the needs of all our pupils/students.

To achieve our vision, we aim to:

Create a happy and secure learning environment where all pupils'/students' needs are met and where achievements and success are recognised and praised.

Ensure that all the National Curriculum/statutory curriculum guidance is delivered to all pupils.

Ensure that ICT is an essential vehicle to access and enhance the curriculum and communication for pupils

Ensure that e-safeguarding / full safeguarding procedures and protocol are embedded and paramount in keeping all pupils and members of the school community safe

Provide all staff with continuous ongoing training and professional development opportunities to enable effective practice to meet the needs of all pupils

Promote the pupil's /students spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.

Offer opportunities of working co-operatively alongside others, developing friendships and respect for others.

Provide pupils/students with experiences of their own and other religious and cultural backgrounds and values.

Foster relationships with parents and other professionals and work in partnership with them.

Ensure all statutory information regarding Safeguarding is embedded and constantly updated in accordance with National DFE policies to keep all pupils, staff and stakeholders within the school community safe.

Further details of all areas of our school curriculum and assessment processes can be found through visiting our school website.

More information is available on work within our school through our 'school offer'. We have liaised with our parents/carers on developing our school offer to ensure it includes useful information and answers any possible questions. The school offer then feeds into the wider Telford & Wrekin 'local offer' which provides a directory of all strands of specialist services and provision to support all aspects of SEND for pupils and their families.

School staff details are on the website. The school contact details are also on the website where you will be able to access senior leadership staff members or your class teacher.

The school receives advice from a range of health professionals in order to meet the needs of our pupils as assessed by the appropriate professionals. We also work closely with our health and social care colleagues to embed the SEN Code of Practice. We liaise with a wide range of local support services to ensure that joint working practices are consistent, and all needs of all pupils are fully met.

We have a school improvement plan and evaluate this through-out the year (SEF/SDP). There are link governors for all aspects of the plan, and this supports the evaluation of our progress towards any aims. We also have a school evaluation each year to highlight progress and achievements.

The Governors of Lawley Village Academy are responsible for entrusting a named person to monitor Safeguarding and Child Protection procedures. Through support and challenge for the school the Governors ensure that the school is fully inclusive and that all staff and pupils are treated in an equitable manner. They monitor and review the accessibility plan and all other statutory policies as defined by the DFE.

A Whole Child, Whole School Approach:

High quality first teaching and additional intervention ensures that the needs of pupils with special educational needs are met within the mainstream setting. All teachers are responsible for every child in their care, including those with special educational needs.

Underpinning ALL our provision in school is the graduated approach cycle of:
Assess: Teachers and support staff continually assess within lessons and across lessons to inform next step-teaching and to check pupils' understanding and progress. This 'Assessment for Learning' occurs through observing pupils, asking questions and marking pupils' work. Teaching staff also assess pupils at the end of blocks of work and at the end of each term in order to track each child's progress against age-related expectations.

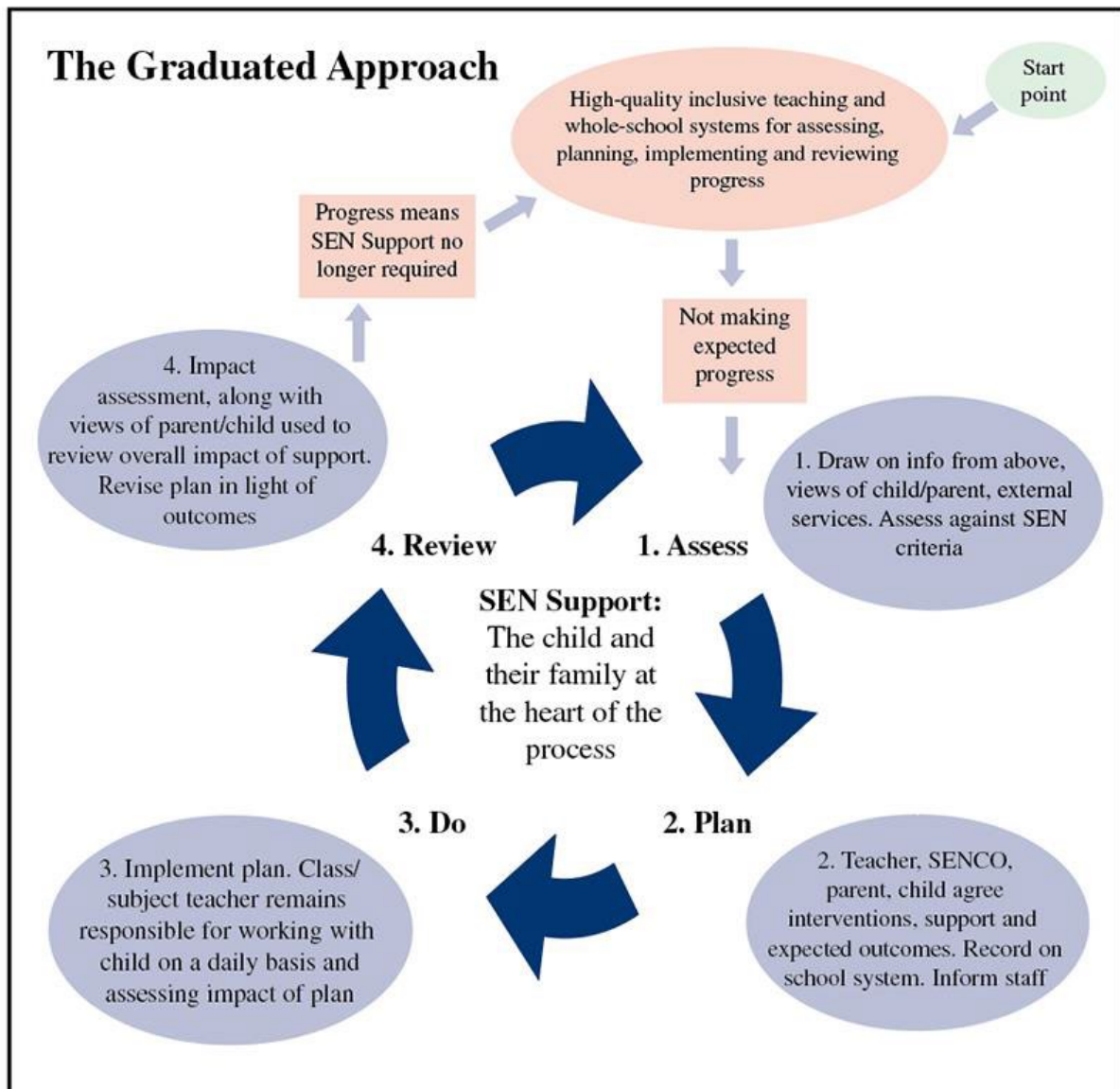
Plan: Class teachers plan according to the National Curriculum 2014 for all groups and individuals within their class. Teachers plan a range of activities so that all pupils have opportunities to learn independently, work collaboratively in pairs or small groups or work with an adult. Teachers carefully consider WHAT is taught and HOW it is taught, based on what pupils already know and their next steps. Teachers plan activities that are interesting, relevant to pupils, multi-sensory, practical, provide challenge and suit pupils' learning needs.

Do: Class teachers are responsible for all pupils within their class and plan all the activities in each and every lesson, including any additional interventions that supplement whole-class teaching and in-class group work. Class teachers carefully consider which pupils need additional support, how learning is tailored for the different needs within a class and which pupils will require additional support, a more personalised activity, additional intervention or targeted teaching due to their special educational needs.

Review: Teachers and support staff continually review the progress of all pupils and particularly the progress of pupils who have special educational needs on a daily, weekly and termly basis. Teachers review pupils' progress and the effectiveness of additional support and intervention in order to set next-step targets so that pupils make progress and achieve age-related expectations.

Having consulted with children and their parents, all additional provision for pupils with SEND is recorded in the child's Individual Learning Plan which is reviewed termly with the class teacher, parents and the child.

Where pupils are not making expected progress then specialist assessment of need and specialist support provision is provided.



What training do staff have in relation to the needs of pupils/students at Lawley Village Academy?

Lawley Village Academy is highly committed to ongoing training of staff. We have completed Learning Support staff training to ensure all of our pupils are fully supported in key areas of need such as SEMH, Communication and Interaction (Speech, Language and Communication needs), Cognition and Learning and Sensory/Physical needs.

All staff have clear job descriptions which detail the required qualifications for each post in school. Training is specifically related to the needs of children in our school and also as required by statutory guidance. New members of staff benefit from a fully verified Trust induction programme and any Early Careers Teachers (ECTs) are well supported in their entry into the teaching profession at the beginning of their professional journey.

Other staff continue to strive to widen their knowledge and skills working hard to achieve a range of certificates to mark their commitment to courses such as Level 3 Teaching Assistant, Paediatric First Aid, NPQ SEND, NPQB and C, and NPQLT.

We always look for opportunities for staff to be inspired and supported in their work with our pupils through staff training opportunities, attending inspirational Trust conferences and events and through networking opportunities. REAch2 provide an exemplary programme of ongoing CPD for all members of staff throughout the MAT (Multi-Academy Trust).

How will the environment, equipment and facilities be provided to support pupils/students at Lawley Village Academy?

We are extremely fortunate to have a purpose designed state of the art modern school housed within a modern building to provide all of our pupils with state-of-the-art facilities and opportunities creating an exciting, engaging and motivating learning environment following the MAT ethos and values of exceptional opportunities for learning.

We have reviewed, developed and enhanced curriculum resources for all pupils in response to the new curriculum such as providing a specialist learning support / nurture facility to enable all needs to be met within our school.

Our SEND policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our website and is reviewed annually.

All parents and families are welcome to visit the school prior to their child or young person attending the school.

What are the arrangements for consulting parents of children/young people at Lawley Village Academy and involving them in the education of their child?

At Lawley Village Academy parents are fully included in the process of working with their children in partnership with school.

This includes:

- Initial visits to school
- Introductory meetings
- Daily home/schoolbook/Marvellous Me/emails for information exchanges and key messages
- Parent/Carer and teacher meetings including update from professionals
- Meetings to review educational outcomes
- Annual Review meeting and report
- Parent workshops and training
- Coffee mornings
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations

What are the arrangements for consulting young people at Lawley Village Academy about, and involving them in, their education?

All children and young people in our school are treated with dignity and respect. There is full personalisation of an individual Learning Plan and specific support in place for the curriculum for each pupil who may have additional SEN/D in order that they can access and experience success through-out their school learning journey.

The School Council involves students to contribute and decide on aspects of school life relating to their needs reflecting active pupil voice and participation into all aspects of school life.

The assessment and annual review process of Education Health and Care Plans includes the choices and views of pupils/students.

Personalised Learning Support Plans include pupil and parent voice and are reviewed termly with all stakeholders.

What are the arrangements for assessing and reviewing pupils'/students' progress towards outcomes?

Progress towards each individual learning plans/ outcomes is reviewed termly and through liaison with families across the year.

EHCPs are reviewed in accordance with statutory procedure.

Monitoring of progress towards outcomes is continuous in the classrooms.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Lawley Village Academy?

The process for all complaints is made available in the parent handbook which is updated each year. The complaints procedure is also available on the website.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Lawley Village Academy and in supporting their families?

The governing body are aware of the range of staff working together within the school to support the children, young people and their families. The governing body ensures there is a consistent monitoring of practice to ensure that children and families' needs are met through meetings and reports.

School staff structure may be found on the school website.

School staff are also supported through a close partnership with a wide range of external outside agencies in order to identify and support the needs of all pupils.

The Sensory Inclusion Service staff – Advisory Teachers - are employed by the Local Authority, not the school, and are based in the Education and Inclusion Team. They provide staff training and advice on individual children's needs.

The Academy works in close partnership with specialist Learning support teams and all strands of Educational Psychology support services to ensure all personalised needs of all pupils are fully met.

There are social workers and social care support workers for children/young people with disabilities who are Local Authority Employees also forming strands within external partnerships with the Academy.

Further information / contact details of external support services may be accessed through the Local Offer www.telfordsend.org.uk

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

All transitions are well planned for through-out school as children and students move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff.

Students are increasingly supported in planning for their transition from another school into Lawley Village Academy or when moving from this school into the next phase of their educational journey in the future.

We continue to have strong links with local schools to support all transition arrangements. Close links are maintained to enable the transfer of key information to support all pupils.

Where is the information on the Telford and Wrekin's local offer published?

There is further detail/school offer on our own school website, and this links directly to the Local Offer for children with Special Educational Needs and Disabilities and their families on the Family Connect pages on Telford and Wrekin's website www.telfordsend.org.uk

There are also links from the school website to the Telford& Wrekin Local Offer to provide support and information for our families.

Parental Partnership Support

Parent support and advice service may be accessed within www.telfordsendiass.org.uk (01952 457176)

Useful Websites:

www.nasen.org.uk

www.sendgateway.org.uk

www.autism.org.uk

www.bdadyslexia.org.uk

If you have any queries or requests for policies or information relating to this report, please contact the school SENCO Mrs Charlotte Hendrie.

Further contact information:

Miss Claire Freestone

Head teacher