

Poulton-le-Sands C of E Primary School

SEND Information Report

Introduction

The Government has implemented a system for children and young people with special educational needs and disabilities (SEND), so that services consistently support the best outcomes for them. In Lancashire schools have a similar approach to meeting the needs of pupils with SEND and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

At Poulton-le- Sands C of E School we are committed to working with parents and the Authority in meeting the needs of pupils with SEND (Special Educational Needs and Disabilities).

As a sanctuary of Christian love, we forge futures in our community. We inspire a joy of learning and a delight in one another. In faith, we are refined through challenge, growing with God, together.

The light shines in the darkness and the darkness shall not overcome it.

John 1 v.5

We have set out our SEND Information Report through a series of questions to help you find the information you need.

You may also wish to refer to our SEND Policy for further information.

1. What kinds of special educational needs do you provide for?

The Four broad areas of need identified within the SEND Code of Practice 2014 are:

1. Communication and Interaction (e.g. speech and language delay, autism)
2. Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia)
3. Social, Emotional and Mental Health Needs (e.g. anxiety, behaviour difficulties and social difficulties associated with some aspects of Autism)
4. Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs, toileting and physical disabilities).

2. What should I do if I think my child has special educational needs?

The class teacher is the initial point of contact for responding to parental concerns. They will then consult with the SENCO as necessary. Sometimes initial concerns may take a medical route and contact with your G.P. may also be a good starting point.

3. Who is the SEND co-ordinator (SENDco) and how do I contact them?

Our school special educational needs co-ordinator is Mrs K Higgs. She can be contacted through the school office.

4. How are the staff trained and kept up to date?

Our school SENDCO has regular professional updates and training. She attends a termly SENDCO forum for SEND teachers in Lancashire. Relevant knowledge and updates are passed down to school staff and governors where appropriate during whole school staff meetings, training days, and in written reports. Additional training is also provided for

teachers and teaching assistants and additional staff where needed. The SENDco also works closely with a specialist teacher each term and receives support from the senior leadership team in school and the SEND governor Mr. P Ramsden.

5. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Poulton-le-Sands C of E School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below age related expectations
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: Sandwell Numeracy, WRAT Test, or tests carried out by a specialist teacher.

6. How will teaching be matched to my child's needs?

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Advice may be sought from the SENDco and/or specialist teachers if needed. Teaching assistants (TA's) may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs. If a child has been identified as having a special educational need or disability (SEND), they will be entered onto the schools SEND register and an individual pupil plan (IPP) with targets will be written. This will outline targets and strategies to be used with the individual pupil. This will be done with the co-operation and support of parents who will play an increasingly important role in supporting their child. The child themselves where appropriate will be involved in this process so they understand their targets. Targets will be set according to the area of their need. These will be monitored by the class teacher, TA as well as the SENDco. The SENDco will assist in any target writing and strategies where needed. A copy of the IPP is also given to parents. The IPP targets are then reviewed termly, or more frequently if needed. If it is useful or recommended, specialist equipment may be given to the pupil to help them with their learning.

7. What is the school's approach to teaching children with SEND?

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean: That the teacher has high expectations for your child and all pupils in their class. That teaching is built on what your child already knows, can do and can understand. That different ways/styles of teaching are in place. That your child is involved in their learning, this may involve things like using more practical learning for example. That specific strategies (which may be suggested by the SENCO) are 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.

A, Specific group work

Intervention which may be in the classroom or a group room. It may be led by a teacher or a teaching assistant (TA). It may be a short –term in a specific area of the curriculum, or a half-termly or termly intervention.

B, Specialist groups run by outside agencies, e.g. Speech and Language therapy

Perhaps where a child may need some extra specialist support in school from a professional outside the school. This may be from Local Authority central services, Behaviour Support Team or Sensory Service (for students with a hearing or visual need) and outside agencies such as the Education Psychology Service (EPS), Speech and Language or Occupational Therapy. Some of these programmes are given to TA's to implement as additional ongoing support in school, following the specialist's targets.

What could happen?

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This information and/or advice will help the school to better understand your child's particular needs, and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. You may also be asked to sign a 'data sharing form' to give your permission for data to be shared between professionals in order to help your child. This is important if a number of professionals are working with a child.

c) Specified Individual support

This type of support is available for children whose learning needs may be severe and/or complex.

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. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. This EHCP involves meeting a number of criteria and assessment levels that would demonstrate a higher level of need. The school collect evidence and work with additional professionals eg. an educational psychologist, doctor, inclusion teacher etc. to gather information in order to request an assessment by the authority. This can be a lengthy process.

If an EHCP is given, the targets both long term and short term will be set out in writing. This is reviewed each year.

8. How will I know how my child is doing?

You will be able to discuss your child's progress at our regular school parent's evenings as well as meetings with the SENCO/class teacher to discuss targets on your child's IPP's (Individual Pupil Plans). A written report is also provided annually at the end of the school year. We try to see parents regularly on an informal basis in and around school and these are all part of building relationships and partnerships that will also work together to help your child (We have a very strong Christian ethos that runs through our school and it is something that visitors often

comment upon). We aim to continue to increase the involvement of parents in line with the new codes of practice. Our pastoral team also work closely with the SENDco where needed.

9. What support do you have for me as a parent to support my child?

The class teacher or teaching assistant may suggest ways in which you can support your child. The SENDco or specialist teachers may also meet with you to discuss how to support your child. If outside agencies or the Educational Psychologist has been into school to assess your child, suggestions are normally provided that can be used at home, these suggestions and/or strategies will be shared with you usually during a planned meeting in school. We realise that the 'team around the child' is important and when we work together great things can be achieved.

10. How do you involve and consult the children about their education?

Children who have an Individual Pupil Plan (IPP) discuss their targets with their class teacher. If your child has an EHCP (Education, Health Care Plan) their views will usually be sought at the review stage. Class teachers and teaching assistants will often discuss targets, progress and success as they work alongside pupils on a day to day basis. Some children with an EHCP will have a 'one-page profile'. This will be completed with the child with input from their parents if they would like. This will outline the child's strengths, areas to be improved, people who are important to them/support them outside school, ways in which a child likes to learn, important things (for the staff to remember) when they are learning, their aspirations and their future goals in life. This will move with them through school and be useful for different members of staff who work with them over time. This will also aid transitions from class to class and from Key Stage to Key Stage.

We value and celebrate each child's views on all aspects of school life. We also have an active School's Council which is the voice of pupils in school.

11. How do you support children with emotional difficulties?

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, anxiousness, and social and emotional difficulties.

All classes have access to a structured PSHE (Personal, Social and Health Education) scheme of work. In addition to this our school has a family and pupil support worker who offers additional support for children in school. This support is also given to families where appropriate and we can access further support through the CAF (Common Assessment Framework) process. This support has been invaluable in helping guide, encourage and mentor both pupils and their families in testing situations. We work closely with outside agencies to access further support for pupils and their families where needed.

We have a secure electronic method of recording pastoral and safeguarding concerns in school.

This allows us to monitor and support pupils.

Lunchtime and playtime support is given to some pupils through planned activities and groups.

The school playground is staffed to greet and welcome pupils and their families each morning and afternoon. This ensures a smooth transition between home and school each day and KS2 pupils come in gradually (not in a line) which has also enabled the older pupils to get settled into class before the bell. The children in KS1 receive free fruit each day at break times and KS2 children have a healthy snack shop at morning break where they can purchase snack for a nominal amount. All children in school are encouraged to use their water bottles throughout the day. This helps to ensure the children are healthy and ready to learn. It also helps children start the day in a positive way. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact or our pastoral team. If further support is required, the class teacher will liaise with the Headteacher for further advice and support; this may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service. Children with eating difficulties or special diets are also catered for where possible by our excellent school cook and her staff. Children are encouraged in school to try different types of food. If necessary children are supported in the dining room. Children are not rushed to eat their food. We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. We also foster a 'family' system in school where children earn 'family' points and sometimes work across the year groups in 'family' activities.

How does the school manage the administration of medicines and personal care?

We have a policy regarding the administration and management of medicines on the school site. Parents need to contact the class teacher and school office if medication is recommended by Health Professionals to be taken during the school day. If a parent is unable to come to school during the day to administer 'short term' medicine, School staff will administer medicines once the appropriate paperwork has been completed.

If a child requires additional non-routine medication in school e.g. insulin injection an individual care plan will be used, written by the school nurse in conjunction with parents. Staff have training regarding conditions and medication affecting individual children. If a child requires personal hygiene care this may also be managed through an individual care plan. Staff trained in first aid and paediatric first aid are available. Members of lunchtime staff have received training related to first aid and safeguarding.

12. How will school prepare my child for joining Poulton-le-Sands or help them in the move to their chosen Secondary School?

Parents of children entering school in the Reception class in September will be offered a number of meetings for induction to school as well as an offer of a 1:1 meeting with the class teacher if needed. Children are also invited into school for a session where pupils spend some time with their new teacher and other children who will be in their class. Transition documents are usually sent from pre-school providers and we visit children in their pre-school setting by arrangement in the summer term before the start in September. We usually have a phased entry to school (details are given out in the summer term). Sometimes additional meetings are arranged with pre-school providers and parents if a child has identified additional needs.

There will normally be discussion between the previous or receiving school. The SENDco and class teachers are willing to meet with parents/carers prior to their child joining Poulton-le-Sands C of E school by appointment.

For the year 6 children moving on to Secondary School, we have visits from High school staff into school. They speak to the children and High school SENDco's also meet with the year 6 teacher or SENDco to discuss children on the SEND register as well as any pastoral concerns that may need supporting. Where a pupil may have more complex needs, additional supported visits to Secondary school can be arranged if there is a need. This is in addition to the whole year group transition days that are arranged by Secondary schools.

13. How are children with SEND enabled to take part in all the activities available at school?

Activities and school trips are available to all. Risk assessments are carried out and procedures put in place to enable all children to participate. If an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child. School regularly has visitors and parents with disabilities and we adapt our practices to allow full access.

14. How does the school deal with bullying and make sure that children with SEND tell you if they are having a problem?

The school has a zero tolerance on bullying and all reported cases are dealt with swiftly. We have a school policy that in addition, outlines our procedures and views. Teachers have a strong pastoral view of the children in their care and along with the teaching assistants know the children very well. Our school systems for recording concerns also helps us to identify and patterns of behaviour that needs to be addressed. The Headteacher and senior staff and our pastoral team support members of staff in addressing concerns swiftly and effectively. In school each class has a 'Worry Eater' and the children are encouraged to use this if they cannot speak in the first instance to an adult. This has really encouraged many children to pass on any worries, no matter how small. Each week these 'Worry Eaters' are also taken into church. Mrs Hope and Miss Stockton our family and pupil support teachers are available on a regular basis to talk to children in a quiet setting about their concerns can be discussed.

15. What arrangements do you make for supporting children who have SEN and are in the care of the local authority?

The Headteacher is the designated teacher for the virtual school for children in care. The Headteacher is also the Designated Safeguarding Leader (DSL) and the Deputy Headteacher and other senior leader are both DSL trained as back-up DSL's. The system for identifying and initially addressing any SEND concerns would be the same as for all children. Children in public care do have a regularly reviewed Personal Education Plan to ensure all needs are met and the school works closely with all agencies involved with the child, especially as in some cases the child may be in the care of a different local authority.

16. What do I do if I have a concern or a complaint about the provision of my child?

In the first instance you should raise your concerns with the class teacher or if it is specific to their SEND provision to Mrs Higgs our SENDco. If you do not feel that the issue has been properly addressed, you should bring it to the attention of the Headteacher and after this the Chair of Governors. There are timescales that we must work within to respond to your concerns. More information is available in our Complaints Policy on our school website.

17. Where can I find information about the Authority's local offer?

Our local offer is available on our website; the local authority local offer is available on the Lancashire County Council website. Search for SEND Local Offer.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

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