



Bishop Martin C.E Primary School
SEN Information Report
2022 - 2023

Overview

All educational providers from Child Minders to Further Education Colleges have a statutory duty under the SEND Code of Practice (CoP) to have arrangements in place to support children and young people with SEND. This support starts with the approach to the early identification of needs, through to the support that is provided at each of the steps through the Graduated Response to pupils with SEN Support. This collection of information is commonly known as the Provider's Local Offer, and this should link to the Local Authority's Local Offer, <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>, as well as the Local Authority's Local Offer linking back to your establishment web site. This information should be regularly reviewed and updated, in partnership with other local education providers, children and young people, parent/carers and the Local Authority.

Mainstream schools and academics, maintained nursery schools, 16 to 19 academics, alternative provision academies and Pupil Referral Units, also have a statutory duty to annually publish their SEN Information Report.

Lancashire County Council would encourage all educational providers to produce and publish a SEN Information Report, as this is recognised by the Department for Education (DfE) and OFSTED as good practice.



Name of the Special Educational Needs/Disabilities Coordinator:

Mrs Susan Hewitt

Contact details:

School address: Birkrig, Skelmersdale, WN8 9BN

Tel no. 01695 724730

Email: asthead@bishopmartin.lancs.sch.uk

The kinds of SEND we provided for.

We are a mainstream school and we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We have good links with the School Nurse and other health professionals in the area that can provide support for your child and family. We have links with Educational Psychologists who can assist with the assessment and support of your child, should the need arise. We maintain and closely monitor children with Additional Needs which may not fall into the SEND category and we also maintain a Medical Needs list.

At Bishop Martin, we make provision for children with SEN within each of the four categories identified in the 2014 Code of Practice.

• Communication and Interaction

Pupils who may experience difficulties when communicating and interacting with others. This can take several forms, for example, difficulties in sound production; limited use and understanding of words and phrases and/or underdeveloped skills in communicating with others.

• Cognition and Learning

Pupils who face difficulties with learning. There are a number of reasons why some children find aspects of learning more challenging ranging from specific issues eg dyslexia or dyscalculia to wide ranging difficulties that can affect all areas of development eg poor memory skills, or processing difficulties. Each child is treated as an individual and needs are met accordingly.

• Social, Mental and Emotional Health

Pupils who may require additional support with their personal development to overcome various social, emotional and behavioural barriers to their learning.

• Physical and Sensory

Pupils may have physical and/or sensory needs which require the curriculum and environment to be adapted in order that they can fully access learning opportunities.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

Curriculum information can be found on the Curriculum section of the school website. Teachers and Support Staff receive regular training with regards to the curriculum and quality first teaching and effective feedback. Teachers take responsibility for the differentiation within their classrooms and use banded statements from our internal tracking system (Target Tracker) to plan and assess pupil progress. Class teachers continually monitor and track progress and attainment of each child. The tracking data is monitored and moderated by the Senior Leadership Team (SLT). Referrals to the SENCo can be made by teachers if progress or attainment is a concern. Referrals can also be made by teachers who would like to develop their own understanding of how to cater for varying needs.

Quality first teaching is a priority in our school and the Leadership Team monitor the teaching and learning at regular intervals. Where pupils are making slow progress the Leadership team liaise with class staff through Pupil Progress Meetings to ensure that steps are taken to address the progress issues. Low attainment and slow progress do not automatically mean that a child has SEND and the school works hard to address other barriers to learning which may affect learning.

Children who are added to the SEN register will have their needs and provision mapped and met by the class teacher and SENCo using the schools 'Provision Map' software or additional by Health Care professionals i.e. for a physical/medical need. The SENCo works closely with pupils, parents and teachers to ensure the children have access to appropriate support.

Early identification is vital and outside agencies can help and advise on the provision and intervention strategies required to meet a child's individual needs. The school works closely with the local paediatrician and health professionals and referrals can be made to these external agencies in order to provide the best possible support for our children. Referrals to these agencies can be made and the subsequent support from these services can be school based or clinic based, depending on the agency/support and the needs of the family. Support can be obtained from local Outreach services if there are particular needs. These include links with local special schools with specialism in Social and Emotional needs/behaviour and Autism Spectrum Disorder.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

Children who currently have an EHCP have an individual programme which incorporates all their needs, support and agency involvement. Parents contribute to and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review. The SENCo works closely with parents to complete the All About Me profile which gives a detailed overview of the child's needs.

All children with SEN which affects their learning have provisions planned by the class teacher in 3 waves (wave 1 is quality teaching for all, wave 2 is small group support and wave 3 is 1:1 support). These provisions are monitored by the SENCo and Senior Leadership Team.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

The school operates an open door policy with regards to any concerns a parent may have. Pupils' progress is monitored throughout the school and pupils with SEN are monitored and reviewed regularly with parents. Progress is reviewed regularly throughout the year and discussed during Parents' evenings/meetings. Parents have the opportunity to provide written or verbal responses and pupil voice forms a part of the process with pupils being asked about their strengths, interests and learning styles.

Children who are new to the school are encouraged to visit with parents before admission, this is now organised for the end of the school day when the children have finished. There are opportunities to meet/speak with the SENCo prior to a child with SEND starting school. At the end of the school year a report is sent to parents with information about progress in all curriculum areas. Parents can comment on this report or discuss with the teacher. Parents and carers also have the opportunity to speak with the Learning Mentor and/or Senior Staff at the school gates every morning and after school every day. There are also members of staff at each main entrance to the school before school begins and the main office is manned throughout the school day.

Newsletters are emailed for every parent/carer with details of events and news for each term, these are also available on the school website. Parent courses, workshops and clubs run by outside agencies/groups can be advertised on the back of the school newsletter and school website. Parents are encouraged to regularly visit the school website for news, events and to view the progress and activities completed by their child's class. The school also uses a Twitter account to keep parents abreast of current and relevant information and news. Text/Email messages are sent out to parents when appropriate and information is also shared using our 'Teachers 2 Parents' app.

Regular meetings with the Learning Mentor and/or SENCo may be arranged with parents if appropriate e.g. as part of the EHA/TAF process (outlined above). SEND Coffee mornings are held once per term, providing the opportunity for information sharing and for parents to discuss their experiences, worries with other families and school staff.

How will the curriculum be matched to my child/young person's needs?

The SEN Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' Our priority is ensuring that all children, including those with SEN have access to good and or outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children. Differentiation can be observed in a range of ways. We strive to accommodate all learning styles and provide appropriate resources, often with the advice of other agencies for the children with special educational needs.

Teachers make use of specialist assessment tools to gain a more thorough understanding of a child's development. Teaching assistants are allocated carefully according to their skills and experience, including areas such as speech and language and precision teaching.

How accessible is the school environment?

The school is fully wheelchair accessible into the main entrances. However, four of our junior classrooms are located upstairs and we have no lift access at present. There is a ramp into our Early Years unit (ages 2-4) but the outdoor learning environment is accessed down steps where no ramp is present. The infant classrooms have wheelchair access through external doors but there are steps within two of our infant classrooms. In the event of a child with a wheelchair or other such disability aid being admitted to school every effort would be made to re-locate the class to a suitable location within the school for easy access.

There are accessible parking spaces available for disabled persons and disabled toilets are available in both buildings for wheelchair users if the need should arise. Information is available on the school website and a community noticeboard in addition to termly newsletters. Furniture is modern and of a suitable height, appropriate to the age group of children being taught in each classroom.

The school has a range of ICT programmes suitable for pupils with SEN in addition to IPADs, headphones, computers and interactive whiteboards installed in every classroom. Under normal circumstances a lunchtime club runs daily which provides structured play and activities for those children who may struggle on the playground. This club provides opportunities to develop social skills gradually and is particularly favoured by those children with Autism, ADHD and social and emotional difficulties. We aim to reinstate this club as soon as it is safe to do so.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

Through discussions with parents, teachers, teaching assistants and children, the SENCO, alongside the Head Teacher, makes decisions regarding the most effective allocation of resources. This includes human and physical resources.

Pupils with EHC plans have provision listed clearly in their plan which is met by internal and external sources. EHC plans are reviewed annually, including the level of support required and its impact. All relevant parties are involved in the review process.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Class teachers/staff/SENCo are available to discuss any concerns about your child and their learning/development needs. The SENCo can assist in paperwork linked with Special Educational Needs and Disabilities and can signpost parents to relevant agencies. Relevant school staff can act as Lead Professional and co-ordinate the support across a range of agencies. The Learning Mentor and Pastoral Team can liaise with parents to seek Early Help for issues affecting life at home. This usually involves referrals to outside agencies that will support the family.

The Pastoral Team can ensure a holistic approach to meeting the child's needs is adopted. This holistic approach takes into account the family circumstances as well as individual needs. Food parcels, toy parcels, behaviour support, early help are regularly provided to assist parents in times of need.

If a pupil requires a travel plan this would be dealt with by the class teacher, SENCo and Headteacher if required.

SENDIASS (Special Educational Needs Disability Information Advice and Support Service) details are given out to parents who may require support and school can refer to SENDIASS directly. At parents' request, representatives from SENDIASS are invited to attend meetings with parents to support them. Regular updates are given to parents regarding their child's SEND.

What training have the staff supporting children/young people with SEND had or may they have? What specialist services or expertise are available at or accessed by the school?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Teachers and support staff have the opportunity to attend training, including but not limited to; Speech and Language, Moving & Handling Autistic Spectrum Disorder, Behaviour, Medical conditions, including diabetes and anaphylaxis, First Aid, Safeguarding and Child Protection.

If a child at Bishop Martin displays a specific need, we would seek advice from a relevant professional and staff would attend appropriate training as soon as possible. Prior to a new pupil with particular needs starting school, we endeavour to find out as much information from their parents/carers and previous school/nursery as we can in order to have provision in place.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

The transition to secondary school is often a major change and many of our pupils have to travel quite a distance to their new school.

- Each Year pupils visit their forthcoming Secondary School for taster sessions.
- Year 6 teacher, along with SENCo and Learning Mentor meet with High School regarding each child.
- Extra transition days arranged with High School for any children that may benefit from this.
- High School teachers come in to take transition sessions with children in the Summer term.
- Transfer of records
- PSHE lessons in class discuss changes and relationships.
- Parent/Pupil meetings to discuss transition concerns
- Learning Mentor support
- SENCo to SENCo meetings
- Transition groups led by the Learning Mentor to support children with any worries
- Pupil travel support – planning the journey to high school, practise journeys etc

What the school provides for Transition from KS1 to KS2

As our school is split into an Infant and Junior building, transition between KS1 and KS2 needs careful consideration as some children may find it overwhelming. The majority of classrooms in KS2 have stairs access and this also needs consideration.

- Regular assemblies in KS2 building
- Lunch every day is in the KS2 building
- The Computing Suite is in the KS2 building
- There are many opportunities for children to access the building to ease the transition.
- Whole school events planned throughout the year
- 'Meet the teacher' days during the Summer Term (including opportunities to experience play on the Junior playground)
- Handover meetings with current and receiving class teacher to discuss individual needs
- Learning Mentor and Pastoral support
- PSHE lessons in class discuss changes and relationships
- Parent/Pupil meetings to discuss transition concerns

What the school provides for Transition from EYFS to KS1

- Regular opportunities to play on Infant Playground
- Whole school events planned throughout the year
- 'Meet the teacher' days during the Summer Term
- Handover meetings with current and receiving class teacher to discuss individual needs
- Learning Mentor and Pastoral support
- PSHE lessons in class discuss changes and relationships.
- Parent/Pupil meetings to discuss transition concerns.
- The children in reception join the whole school Praise assembly and Collective Worship.
- Values club participation.

What the school provides for Transition to Nursery

- Open days
- Liaison with healthcare professionals regarding 2 year checks/additional needs
- Parent meetings to discuss needs/transition concerns
- Staggered transition for children finding it difficult to settle
- Flexible sessions

What the school provides for Transition between schools within the academic year

- Parent/Pupil visits
- Parent/Pupil meetings
- Transfer of records
- SENCo to SENCo meetings/discussions
- Learning mentor and Pastoral support
- Classroom buddies

Transition between classes may also need careful consideration and any of the above mentioned actions can take place when necessary. If it is agreed that a pupil may benefit from delayed/staggered transition this can be arranged.

How will my child/young person be included in activities outside the classroom, including school trips?

We pride ourselves on providing an inclusive learning environment where all children including children with SEN are treated equally and have access to the full range of opportunities that we provide. We run a number of after school clubs and try to ensure that all children who want to participate have the opportunity.

- Daily Breakfast Club available to all pupils Reception to Year 6 (free for Pupil Premium families and 50p for non-Pupil Premium). Nursery (3 year old) is available at a charge of £3.
- Annual trips and visitors to school.
- There are opportunities for pupils to take part in a range of lunchtime and after school clubs all provided free of charge.
- All children are invited to attend the clubs that are appropriate for their age.
- Parents are provided with details for school holiday clubs in the local area.
- The school newsletter displays all information regarding clubs, including those run outside of school.
- After school club – paid for by the session.

All children are included in class trips. Children are considered individually regarding the support they need eg 1:1 adult, walking frame etc. Access arrangements are included in the risk assessments and the parent and pupil are included in these discussions so that they feel secure.

What support will there be for my child/young person's overall well-being?

Everyone who comes into contact with children and their families has a role to play in safeguarding children and at Bishop Martin this is a high priority. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. School staff form part of the wider safeguarding system for children. This system is described in statutory guidance **Working Together to Safeguard Children 2018** and **Keeping Children Safe in Education** (updated September 2021). School works with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Bishop Martin has four senior teachers who have been trained in Safeguarding procedures for Designated Senior Leaders. We have a designated Pastoral Team, consisting of the Headteacher (Designated Senior Leader for Safeguarding - DSL), Deputy Headteacher (Deputy DSL), Assistant Headteacher (Deputy DSL & SENCO), the Learning Mentor and behaviour lead. The Pastoral Team work together to ensure that child/family needs can be met or that the support is put in place where needed.

Staff have completed Child Protection/Safeguarding training and this is updated annually and on a needs basis. Staff have also completed PREVENT training which raises awareness of those vulnerable to radicalisation and extremism. The Headteacher and School Business Manager carry out Risk Assessments where necessary with the support of the link governor. For visits and visitors to school, Risk Assessments are carried out for all pupils and pupils with SEN/Additional Needs are noted along with the provision to reduce any risk.

The Medical Needs Policy is available on the website. School holds medical information for every child. A medical needs list is maintained and regularly updated in consultation with the appropriate health professionals. Certain school staff can support with administration of medication for long-term needs. Short-term medication needs are usually met by parents. Medicine forms are completed by parents to outline dosage and frequency and forms are sign for consent. All medicine administered in school is stored in locked medicine cupboards in appropriate areas of the school. Administration of medicine is recorded on a log along with details of dosage and frequency. When advised by parents and/or other professionals that a Care Plan needs to be in place all parties meet to draw up the plan. Care plans are passed on to the relevant class teacher and the kitchen staff (where appropriate) and the master copy is kept in SEN/Medical records. Medical needs are also logged on CPOMs.

There is School Council, a Sports Council, a School Worship Group and a Student Wellbeing Committee for pupils to contribute their own views. Pupil questionnaires are regularly used with pupils. Children on the SEN register including those with an EHCP have their views taken into account in line with the regular reviews of their progress. Parents can have their say about their child in Parent Evenings, Annual Reviews, and Individual progress reviews. The open door policy ensures that views are acted upon in a timely manner. Parents are encouraged to give their views and can make appointments with senior staff if they wish to do so. Parent questionnaires are also regularly completed and analysed to assist the Leadership team in moving the school forward.

The Learning Mentor and Pastoral Team can liaise with parents to seek Early Help for issues affecting life at home. This usually involves referrals to outside agencies that will support the family. The Pastoral

Team can ensure a holistic approach to meeting the child's needs is adopted. This holistic approach takes into account the family circumstances as well as individual needs.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

The Assessment Leader in school and the SENCo monitor attainment and progress of SEN pupils and report internal and external data to the Governing body at appropriate times in the year. The Governing body has a nominated Inclusion Governor which includes SEND. Any identified issues will be addressed through the SEN Action Plan or more widely through the School Improvement Plan (as appropriate). The Action Plan is reviewed termly and an annual report to Governors is produced. The Inclusion Governor will meet with the SENCo and review the SEND policy, action plan and other statutory documentation. The link Governor will then report back at the next governors meeting and discuss any actions required.

Regular monitoring takes place across the year, including book and planning scrutiny, class based observations and pupil progress meetings to analyse children's progress and attainment. In addition to this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs. The SENCO and SEN governor meet to discuss the provision for children with SEN. The governors also receive regular reports. Each term the performance of all children, including those with SEN is analysed by the Head teacher, SENCO and Key Stage Leaders and areas of need are identified. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective. Parents are kept informed, as previously mentioned, throughout the year.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

Early identification is vital and outside agencies can help and advise on the provision and intervention strategies required to meet a child's individual needs. The school works closely with the local paediatrician and health professionals and referrals can be made to these external agencies in order to provide the best possible support for our children. We also work closely with Speech and Language therapy services, Occupational therapy, Physiotherapy and CAMHS (Child and Adolescent Mental Health Service). Referrals to these agencies can also be made and the subsequent support from these services can be school based or clinic based, depending on the agency/support and the needs of the family. Support can be obtained from local Outreach services if there are particular needs. These include links with local special schools with specialism in Social and Emotional needs/behaviour and Autism Spectrum Disorder.

The school is part of a large local school cluster of primary schools. This cluster works closely together, providing support through Year Group forums, Subject Leader forums, Pupil Premium forum, SENCo forum, Deputy & Heads forum, Learning Mentor forum and School Business Manager Forums.

The SENCo liaises regularly with the Local Authority SENDO (SEND Officer) for advice on meeting the needs of pupils with SEND. The Lancashire Local Offer can be accessed via our school website. Services available through the Lancashire local offer are used by school in meeting the needs of pupils or are used to signpost parents to appropriate services.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

At Bishop Martin C.E. Primary School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school. If parents have questions or concerns about the provision for a child with SEN, in the first instance, we would encourage them to contact the child's class teacher.

Should they then wish to discuss the concerns further, they could contact the SENCo, SLT or Headteacher. In the unlikely event that a concern is not resolved, then please make contact with our Chair of Governors in line with our 'Parental Complaints' policy and procedure which can be found within the policies section of our school website.

Where can I find the contact details of support services for the parents of children/young people with SEND?

SENDIASS is available for parents to access additional information, support and advice.

<https://lancssendias.org.uk/about-us/>

Where can I find information on where the local authority's local offer is published?

Our Local Offer

Universal

- Quality First Teaching with differentiation
- Learning Mentor and Pastoral support
- Broad, balanced and engaging curriculum
- Open door policy
- Free Breakfast Club (for pupil premium children)
- After school Club (paid per session) and Extra-curricular clubs

- Parental workshops/support
- The Hive drop-in
- Year 6 Booster sessions
- Transition support

Additional

- Priority Pastoral and Learning Mentor support for specific interventions
- Priority Hive access
- Access arrangements for tests
- Parenting Contract
- Enhanced ICT resources for specific needs
- Enhanced home school communication
- Individualised timetables
- Medical needs support – as indicated on care plan
- Speech & Language therapy (delivery by class staff) – as indicated on SaLT plan
- Physiotherapy/Occupational therapy – as indicated on support plan
- Toileting support – as indicated on care plan
- Dietary adaptations – according to allergies
- Administration of long term medicines
- Enhanced transition arrangements
- Sensory Room access

Exceptional

- Reduced timetables
- Staggered entry
- Risk assessment & Positive Handling Plan
- Personal work space
- Highly modified curriculum
- Individualised and intensive support programmes
- 1:1 class based support

What is the SEND local offer?

The special educational needs and disabilities (SEND) local offer brings together information that is helpful to children and young people aged 0-25 and their families.

The local offer covers:

- Public services that are available within [education](#), [health](#) and [social care](#)
- Voluntary and private sector support and services like charities and disability groups, nurseries or youth clubs.
- [Activities](#) for children and young people who have additional needs like cinema screenings for children with specific needs, evening clubs during the week and events throughout the school holidays.

- Information for young adults to help you make informed choices about things that are important to you like [employment](#) and [where to live, options after school](#) and [transport and social activities](#)
- [Help for parents and carers](#) like independent advice services and who to speak to if you think your child needs extra help

The SEND local offer is not a directory. Its aim is to help you find the material that you're looking for or to sign post you to somebody who can provide you with additional information or answer any questions that you might have.

It is also a resource that individuals, groups or organisations can draw on in the work that they do in supporting children, young people and their families, by highlighting other resources, services or guidance that may be accessed.

You can access Lancashire's SEND local offer at www.lancashire.gov.uk/send.