



Burscough Village **Primary School**

SEN Information Report

Name of the Special Educational Needs/Disabilities Coordinator:

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The kinds of SEND we provided for.

Burscough Village Primary School is a mainstream setting.

We endeavour to meet the diverse needs of its pupils to ensure inclusion for all. All of our pupils are entitled to a broad, balanced curriculum, delivered in a relevant and adaptive manner, enabling progression and continuity to be experienced. It is important in this school that the teaching and learning, achievements, attitudes and well-being of every young person matters. In order to make access to the whole curriculum a reality for all pupils, we foster an ethos in which positive attitudes to gender equality, cultural diversity and special needs of all kinds are actively promoted.

We monitor progress of all learners; adults continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings. Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level.

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team are available to train staff for any specific medical need.

We work alongside SALT, OT, Specialist Teachers and Teaching Assistant, child counsellor trained to cater for varying needs, these being Speech and Language Difficulties, Physical Difficulties, Autistic Spectrum Conditions, ADHD, Behavioural Difficulties and Specific Learning Difficulties SpLD (Dyslexia), Social, Emotional and Mental Health.

We can screen for dyslexia and have trained staff to administer the GL Ready Assessment. We are currently working towards becoming a dyslexia friendly school.

The current SEND register includes 44 children (20%) with an identified need in one of the four SEND areas. 61% (27 children) of children on our current SEND register have identified cognition and learning needs, 11% (5 children) have identified communication and interaction needs which impact directly on learning. In addition, 4 children (9%) have a sensory or physical need and 8 children (18%) identified as having a social, emotional and mental health need.

Due our rigorous focus on early screening and identification of specific difficulties at the end of EYFS, we are noticing a rise in SEN in EYFS. Targeted intervention, led or directed by specialist teachers, aim to eliminate difficulties which previously may have had an impact on a child's learning and caused them to be included on the SEND register later on in their school life.

1.3% of our school population (3 children) have an Education and Health Care Plan The governing body of Burscough Primary School applies the regulations on admissions fairly and equally to all those who wish to attend this school.

The School Standards and Framework Act 1998 introduced a new framework for school admissions as of September 2000. This policy conforms to the regulations that are set out in that Act and also further explained in the statutory School Admissions Code of Practice and the statutory Appeals Code of Practice. All applications will be treated on merit and in a sensitive manner by the LA. The only restriction they place on entry is that of number. If the number of children applying for entry exceeds the places available, they enforce the procedure set out below in order to determine whether a child is accepted or not. It is our wish to allow parents the right to have a place at the school of their choice. However, this is not always possible, due to the excess demand on the school places available. The level of ability of a child plays no part in the admissions policy of this school.

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?

Special Educational Needs and provision can be considered as falling into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

(SEND code of practice 2015)

At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

The SENDCo liaises closely with other members of the leadership team and class teachers to analyse data and individually track children experiencing difficulties. Baseline

information, EYFS information, SATs, PIVATS, termly tracking data are all used to identify children who may require additional intervention in order to achieve best outcomes. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

The Code of Practice (2015) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions /adjustments and good quality personalised teaching. Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities provided at our school.

The SEND register is kept by the SENDCo in consultation with class teachers the SENCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Pre-teach and reactive interventions are carried out daily. Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO (Special Educational Needs Co-ordinator) to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEND Support.

A rigorous assessment procedure to track children's progress is continuously used. Termly pupil progress meetings with all teachers to monitor the progress and development of all pupils are used to discuss concerns. This is based on high quality accurate formative assessment recorded on our school tracker. In addition to this, there is the opportunity for Teachers and Teaching Assistants to raise specific concerns directly to the SENCO. Parents and carers are encouraged to discuss any concerns with their child's teacher should they have any worries regarding their child's progress or well-being. Our school has an 'open door' policy. Any concerns a parent, member of the SLT, or school staff may have which relate to a child's educational progress or personal, social, emotional

well-being, physical or mental health will be highlighted and, as appropriate, acted upon immediately. In addition to this the SENCo holds half termly coffee afternoons which acts as a drop-in for any parents concerned about their child's needs and a chance for parents of children with SEN to share any concerns, gain advice and support.

If a child continues to have unmet needs or concerns relating to academic progress once the school has put interventions in place, the SENCO in collaboration with parents and staff might also request the involvement of external specialist agencies (such as the School Nurse, Educational Psychologist, CAMHS, Speech and Language Therapy, Occupational Therapy, Specialist Teacher or a Pupil Referral Unit). An Early Help Assessment may be completed to identify long term targets, draw up an action plan and support arranged for the pupil and other family members as appropriate. Regular Team around the Family (TAF) meetings will be held to monitor progress towards these aims. Parents may also wish to contact Lancashire SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service), who will act as an independent source of advice and support.

In most cases a pupil's SEND needs can be met through SEND support however, if the school is unable to meet all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEND Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan (EHCP).

Further information about this process and Education, Health and Care Plans can be found on the LA website

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/education-health-and-careplans.aspx>

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?

Burscough Village Primary School has rigorous monitoring procedures. During any monitoring a cross-section of pupils is taken and this includes children with SEND. This allows children with SEND time to express their views alongside other children.

Children with SEND are also asked their views about the support they receive using All About Me and a Goals and Aspirations sheet. These views are analysed and support put in place in response on a group or individual basis. Every child in school has targets which are discussed individually with the children. SEND children are included in this process. Where the child has a 'Individual Support Plan' this is reviewed at least termly. One Page Profiles are created and updated as per requirements of Lancashire's SEND process. Children with statutory SEND needs are asked to contribute to their annual review.

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?

We start education at Burscough Village Primary School with a thorough transition where parents and carers are invited to a number of sessions to discuss transition and any developmental concerns (please refer to our transition policy). Early years practitioners visit children in private settings and have professional conversations regarding precious support and any concerns. Children in all year groups are involved in a well structured transition process that includes getting to know individuals and building relationships. Transition between KS2 and KS3 is supported through visits from the SENCO of feeder schools.

Children are asked to complete an all about me and a transition questionnaire. Plans are created for children who may need a different teaching approach or strategies, children are involved in this. Children on the SEN register will have an ISP (Individual Support Plan), these are shared with children and parents three times a year. Parents and children have the opportunity to comment and adapt targets and outcomes. There is a section for children to comment, if they wish. Learning passports and PEPs contain the child's voice focus and this is threaded through all plans, outcomes and actions. Aspirations and goals are the centre of all learning plans. Children are invited to their EHCP annual reviews or will have the opportunity to voice their thoughts and feelings.

Pupil Progress meetings have an effective SEND discussion time. Concerns are voiced and recorded. This is followed up with by the SENCO.

The school has an open door policy where parents can have a quick chat with the class teacher or SENCO if time is available. If a longer appointment is necessary then an appointment can be given at the earliest mutually agreeable time. Any parent wishing to speak to a member of staff should contact the school office. We can also offer a telephone conversation if this is more convenient.

In some instances, a child's needs may mean that more regular communication is required. In these circumstances, following discussion and agreement between parents and the relevant members of staff, additional arrangements (such as the use of a home school diary) can be made.

Action/Event	Who's involved	Frequency
Stay and Play mornings For parents and babies/toddlers/pre school from our community.	Teaching Assistant SENCO when needed	Weekly
Induction sessions	All teaching staff and assistants, children and parents	Weekly over last half term

Parents Evening Informal parent meeting	All teaching staff, Head Teacher, Deputy Head Teacher, SLT.	Autumn and Spring term. Summer optional. As and when required, depending on need and circumstance (assess, plan, do and review cycle)
ISP meeting	All teaching staff Senco Children and parents	At least once a term. As and when required, depending on need and circumstance (assess, plan, do and review cycle)
Early Help meetings/review meetings/TAF meetings	Senco, Head Teacher, Deputy Head Teacher (DSL), internal and external professional supporting the child or family, parents/carers/	Early Help procedures can be raised at any time with permission from the parents, these are reviews approximately every 3 months.
Parent Come Learn With Me	All teaching staff, children and parents.	Once a term.
Assessment by external professionals	External professional (Educational Psychologist, Early Years Specialist Teacher, Specialist Teacher, Specialist HLTA, SALT, OT, Counsellor, WISH)	A referral for assessment from external provision can be raised at any point. Report completed and shared with parent.
SEND coffee afternoon	Senco, parents, occasionally external professional.	Once every half term.

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

School Leaders monitor the success of the interventions, judging how effective they have been on the pupil's progress. The impact of interventions is recorded to measure progress and to ensure that only the interventions which deliver the best impact on learning are delivered.

The Senco works closely with class teachers, teaching assistants and the school leadership team to identify the needs of the child and to ensure the correct support is given. When identifying additional internal or external provision consultation with parents and the child (where appropriate) is paramount. The needs of the child and family are discussed in order to jointly agree the appropriate support.

Children's progress is reviewed termly at progress meetings. Where concerns are raised a plan of action is discussed. This may involve further internal assessments being carried out, inclusion in an intervention, work with a mentor, specific assessments by an external agency, enhanced quality first teaching, or a referral to counselling. It would always involve a discussion with parents. The graduated approach would be discussed. Where progress towards targets is slow and not shown through assessment of the curriculum, an external professional may be advised.

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team are available to train staff for any specific medical need. We have support assistants trained to cater for varying needs, these being Speech and Language Difficulties, Autistic Spectrum Conditions, Behavioural Difficulties and Communication difficulties (Makaton). We have access to Creative Education where staff and parents can find training on many needs and barriers to learning.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

How accessible is the school environment?

Our school is on one floor and is fully accessible by wheelchair.

We do have disabled parking spaces available

In front of the main school entrance.

A disabled toilet is available.

A nurture room is available.

A break out room is available in many of classrooms.

School information is available on the school website and noticeboards are placed around school in addition to regular newsletters.

Furniture is modern and of a suitable height appropriate to the age group of the children

being taught. The school has a range of ICT programs for pupils with SEND in addition to laptops, iPads, computers and interactive whiteboards in each classroom.

Burscough Village Primary School offer a range of after school activities for children. There are opportunities for children to take part in various clubs.

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?

A Provision Map for SEND is created annually by the SENDCo. This focuses upon specific SEND and interventions required to meet needs. The cost of provision is identified on this document. The cost of the support for each child is recorded.

The school allocates money according to both individual needs and group provision. The class teachers plan interventions each half term and discuss this at pupil progress meetings and intervention monitoring meetings.

The SENDCo also commissions support from specialist teachers, therapists and Educational Psychology services. Where a child has an EHCP, the provision is discussed at an annual review. At Burscough Village we actively seek parents' opinions as to how we can best provide for their child.

Regular meetings with the SEND governor enables allocation of provision to be discussed.

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 are responsible for the progress of all children in their class. If a parent has any questions about how their child is progressing or how they can help them further, then they should approach the class teacher initially. If the parent feels that they wish to discuss this further, then the SENDCo or a member of the inclusion team are available to help.

At Parents' Evening the age-related expectations are shared with parents, as are the expected rates of progress. Where a child may benefit from extra support at home, a family well-being course may be recommended. Where the parent works with a member of the team to implement a particular strategy at home, the parent would meet with a member of the team regularly to look at the next step in the child's learning.

We respond quickly to parents' concerns and put relevant strategies in place. Parents are fully informed about the support in school. All our parents are invited in to regular Come Learn With Me sessions, transition meetings, SAT's workshops and Information meetings.

We operate an 'open door' policy and encourage all our parents to be involved in their child's school life. This is a key message at the induction meetings for Foundation children. In addition to the two Parent's Evenings each year we have parent workshops and 'drop ins', parent support groups, further meetings with parents, teachers and the SENDCo both at our request and parents. We aim to be sensitive and honest with our parents in terms of the progress that their child is making and if we have any concerns take action early through monitored additional support.

The Senco is available to support parents of children with 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?

School has access to a specialist teacher and HLTA. We buy in packages of support where assessments can be made, reports written and further support advised. Our specialist HLTA works alongside our support staff to they are trained with the most up-to-date and relevant knowledge.

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team are available to train staff for any specific medical need.

We have support assistants trained to cater for varying needs, these being Speech and Language Difficulties, Autistic Spectrum Conditions, Behavioural Difficulties, ADHD, Physical Difficulties, Communication Difficulties and Specific Learning Difficulties SpLD (Dyslexia).

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff. School has a pastoral support team who regularly support children with SEND and their families. We review educational processes for all children in school termly. The school buys in specialist providers to inform provision. We buy in a trained counsellor who supports SEMH.

All staff training is reported to the governing body. School works with a wide range of external agencies including the School Nurse, Physiotherapists, Occupational Therapists, Consultants, Children's Social Care, Children's Centres, and signposts to other services offering family support including the Children and Family Wellbeing Service (formerly WPEH service).

A strength of our school is the nurturing support for children and parents. We cater for a wide range of difficulties and additional needs and we believe that there has to be good communication with parents to foster this ethos. We are lucky to have our own nurture dog, Bow, she supports children and families in a range of needs. Staff have been trained in the Dog Mentor Program.

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?

Transition between school placements and key stages is fully supported at Burscough Village. Children and families will have the opportunity to access support within school in order to make smooth transitions.

For transition from Key Stage 2 to 3 each child takes part in the taster sessions organised by the secondary schools. Staff from the new schools will visit children in their own environment. The SENDCo from the receiving school will be invited to attend a review or transition meeting prior to the child starting their new school.

The Senco and EYFS staff support Nursery children's transition into school. There are visits to private nurseries, invitations to visit our setting and the offer of home visits by class teacher. Appropriate staff do attend TAF's and make links with family support worker.

Parents are reminded to complete applications in time and are supported to complete them. A support assistant can accompany children with complex needs on transition visits to secondary school. Parents who have children with complex needs can be accompanied and supported on personalised visits to view secondary placements. The SENDCo seeks to obtain records from previous schools with parental permission. Learning mentors support in year transfer children on their first day in school.

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

We strive to give all of our SEN children the opportunity to take an active part in every aspect of school life, including regular planned extra-curricular activities/trips. We take on board parent's comments regarding extra-curricular provision and strive to adapt what we do. Adaptations can be anything from allocating a member of staff to support the child or being flexible on when the child attends.

School trips are planned with all children's needs in mind. Parents are consulted where extra precautions may be necessary and the relevant risk assessments completed.

Children with additional needs including SEND are also prioritised for activities. Some clubs are planned specifically to target certain children e.g. fitness club may target health issues or social skills. Where extra support has been needed to facilitate inclusion, Teaching Assistants have been deployed to ensure this can happen. Before and after school, at break time and lunchtime a member of SLT are on duty to provide extra support for vulnerable individuals. Care Plans are in place to support children with medical needs.

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

We have a strong team who support children's well-being. We have Teaching Assistants who deliver planned programmes which deal with emotions and feelings. All staff have now had training to them to deliver these well-being programmes to children they work closely with.

Pastoral support is seen as a key part of our school life and at Induction meeting with parents we prioritise the value that we place on our pastoral care. We work alongside an outside agency called Divine Days; they support our children by delivering dance, music and role play therapy. These practitioners work directly with children.

We encourage parents to be proactive in meeting the needs of their children and over the years they have sought advice and support from school in terms of their children's behaviour, emotional

wellbeing, and medical needs. We provide online training; Creative Education offer a variety of courses which support mental health challenges.

All children, including children with SEND are encouraged to take an active role in the life of the school. Through the PSHE curriculum and pastoral support children are taught a range of life skills including learning about emotions and developing a vocabulary to express them, ways of managing emotions and taking responsibility for their actions. It also develops children's social awareness and understanding.

The Medical Policy identifies the procedures for managing medicines in school. The Medical List is updated annually, as are Care Plans and relevant training.

Pictures of children who have severe allergies are in prominent places around school e.g. classroom office, school kitchen and medical file. These are updated by Mrs Garner.

We use the Early Help Assessment process to identify needs early, taking guidance from Lancashire's Continuum of Need. Intimate care plans and health care plans are updated in consultation with parents.

Staff are first aid trained.

Safeguarding procedures ensure the well-being of all children but staff are particularly aware of the vulnerabilities of children with SEND. The Senior Leadership Team meet weekly to discuss and address safeguarding and well-being concerns. SLT liaises with the Attendance Officer to monitor the attendance and punctuality of all children and where necessary an Early Help Assessment may be initiated in order to support the family.

Staff will support any child that they feel is vulnerable or at risk of bullying. Any report of bullying by a child or parent is taken seriously and is dealt with in line with the school's behaviour policy.

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

Pupil Progress meetings take place termly with the Class Teacher, Head Teacher, Deputy Head Teacher and SENDCo. The progress of each child is reviewed individually, and the support, assessment or intervention needed is discussed.

This information is part of the graduated response of assess, plan, do review cycle. Where more detailed assessments may need to be undertaken the information from these will then be fed back to teachers with suggestions on how to provide for the child's needs. These will then be reviewed at the next progress meetings.

Termly meetings take place with the SEND governor, Mr Michael Nolan, to audit different aspects of SEND provision. Parents are integral to the support we provide at Burscough Village and views are always sought at annual reviews and TAF meetings. Parental surveys and questionnaires are also completed at parents' evenings

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?

For higher levels of need school may liaise with external agencies and professionals.

Specialist agencies we liaise with regularly include:

- Speech and Language Therapy Service
- Occupational therapy
- Educational Psychology Service
- Elm Tree School/ Kingsbury School
- SEND Traded Services
- School Counsellor

We work in partnership with many outside agencies in order to support our children and families. These include:

- NSPCC
- Safenet
- Lancashire Victim Support
- Community Foodbank
- Police Early Help Team
- Child and Family Wellbeing Service
- School nursing
- Divine Days
- Endeavour

We apply for HAF (Holiday Activities and Food programme) funding which allows us to support our children and families during the holidays.

We use the Early Help Assessment (EHA) process and Team Around the Family (TAF) to facilitate links with other agencies.

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?

If you are concerned that your child may have SEND or have any queries or concerns regarding your child's SEND or the SEND support they are receiving please talk to us.

In the first instance, you should contact your child's class teacher however, you might also want to speak to the schools SENCO or Inclusion leader. Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

The complaint procedure for school can be found on the school website. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher.

If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the issue with the SENCO/Inclusion leader (Mrs Beevers)
- discuss the issue with the Deputy Headteacher (Mrs L Swift) or Headteacher (Miss A Smith)
- more serious on-going concerns should be presented in writing to the SEND Governor (Mr M Nolan) who will inform the Chair of the Governors (Mrs B Machett)

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

During discussions with parents / annual reviews / TAF meetings we signpost to support services as appropriate.

We signpost parents to Lancashire's Information and Advice Team (AIS) in order to access support.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

The service provides information around the following areas in relation to SEND:

- rights, roles and responsibilities
- health and social care processes, regulations and guidance
- support from other agencies and organisations
- They can also support to families in:
 - managing mediation appeals, to the First-tier Tribunal
 - exclusion from school
 - liaising between you, your nursery, school or college and other professionals

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

Lancashire Local Authority's Local Offer can be found at

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