



Cattforth Primary School

SEN Information Report

1. The kinds of special educational needs for which provision is made at the school.

Cattforth Primary School is a growing primary school, with children from nursery age to Year 6.

Cattforth provides a friendly and caring environment for all learners – including those with SEN.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the department for education:

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

If a student has SEND, then their needs will fit into one or more of these categories.

Cattforth Primary School is able to provide education for children with a range of needs across all of these areas. Children benefit from support and differentiation as part of their teacher's quality first teaching in class. Some children require further support and need something which is different to or in addition to their peers to cater for their special educational need.

The proportion of pupils with special educational needs /disabilities here at Cattforth is below the national average.

The proportion of pupils with an Education and Health Care Plan (EHCP) is above local averages.

2. Information in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.

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

At different times in their school career, a child may have a special educational need (SEN). The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- **have a significantly greater difficulty in learning than the majority of others of the same age:**

or

- **have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

Some children have these difficulties at birth, other difficulties can become evident as children grow and develop. For some children a particular set of experiences can trigger the need for a period of additional support. Class teachers, support staff, parents/carers and the learner themselves will often be the first to notice a difficulty with learning. At Catforth Primary School Primary School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher. In school, gaps and difficulties are primarily identified as part of our ongoing quality first teaching and in-class assessment or from a child displaying a particular difficulty as they engage with everyday school life. When a child comes to us from another school, we also take information from this school, liaising as necessary to continue the use of successful strategies and approaches. At Catforth Primary School we are able to cater for a wide range of difficulties and differences within our classrooms through our quality first teaching approaches. If a learner is identified as having a SEN, this is because they require provision that is 'additional to or different from' the normal differentiated curriculum within the class. If a pupil is identified as having SEND then they will be added to the SEN register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve their full potential. Once the support is no longer required, children will come off the SEN register – they may, of course, go back on if needed at a later date. This will all happen within discussion between the parents, class teacher and SENCO. Please see our SEND Policy for full details.

At Catforth Primary School we aim to ensure that:

- Pupils with SEND are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Pupils with SEND are educated in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We match levels of additional support for learning to individual learning difficulties, while enhancing self-esteem and independence.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014) and resources available to us.
- Parents/carers and students are fully involved in the identification and assessment of SEND, and we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all students with SEN by offering appropriate and flexible educational provision.
- We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to staff in the school.

The Special Educational Needs Co-ordinator (SENCO) also works with teachers to provide support and advice with the identification of barriers to learning

where necessary. For some learners we may want to seek advice from specialists.

If you think your child may have SEN your main point of contact at school should always be your child's class teacher. You can start by contacting the class teacher, who will be able to discuss your concerns. If you need to speak with other staff members, such as the SENCO, then the class teacher will be able to help you arrange this.

SENCOs – Mrs Bainbridge & Miss Woodward

SEN Link Governor – Mr Ben Hebblethwaite

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including;

a) how the school evaluates the effectiveness of its provision for such pupils;

Teachers identify needs by considering additional provision and intervention, including SEN provision – this is collated on a class provision map. The class provision map is a working document and is used by the class teacher to plan and evaluate provision; responding to needs and changes on a termly basis. Each term the SENCOs review the class provision maps and use them as a basis for discussions with class teachers, identifying what is working well and anything further that can be done to improve provision. The 'SEN link governor' meets annually with the SENCOs to perform an SEN audit which informs a report which is shared with governors.

b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

How will we know how my child is doing and how will you help me to support my child's learning?

Parents/carers are welcome to come and have a chat about their child's progress with the class teacher at any time. If parents/carers feel they would like a more detailed discussion about their child they are welcome to make an appointment to meet with the class teacher, and discuss how their child is progressing. Parents/carers can contact staff members by speaking to their child's teacher at the end of the school day, or by contacting Miss Crossthwaite in the office in person, by email bursar@catforth.lancs.sch.uk or by phone 01772 690451.

Monitoring progress is an integral part of teaching and leadership at Catforth Primary School. Teachers monitor and review all pupils' progress throughout the year. The system at Catforth Primary School includes:

- assessments at the end of each term by all teachers, showing the current level of attainment of all the pupils they teach. This means that teachers and leaders can track the progress of students across the school year and intervene promptly if students are not making the expected progress with their learning, or are struggling to keep up.

- In the case of intervention programmes, progress is reviewed regularly, by the class teacher and teaching assistant. They then work together to plan and design future interventions.
- Teachers and teaching assistants work together on a day-to-day basis, planning and reviewing lessons and additional support to cater for the learning needs of all the children in the class.
- observation of teaching in lessons, which consider the deployment of additional adults in the classroom, provision for students with additional learning requirements and the progress they make within that lesson.
- looking at children's work, pupil progress meetings and learning walks to ensure effective provision is in place for all learners, including vulnerable learners.

As well as our open door approach and informal conversations between parents and teachers, we have two Parents Evenings each year, which is an opportunity for teachers to share information about each child's learning and progress and how well they are doing in school. It is also an opportunity to discuss the targets on a child's IEP (Individual Education Plan). Parents/ carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Parents/ carers and teachers (with the learner where appropriate) will discuss the needs, additional provision, aims and set targets for any interventions or additional support. They will also review any previous intervention/provision and outcomes, sharing progress and identifying next steps. This review is held during the usual parents evening meetings or it can be a separate meeting held at least once a term.

If your child has an Education, Health and Care Plan (EHCP) then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCO and attended by parents/carers, teachers and outside agencies involved in the child's education. (For children under the age of 5, this review is held every six months).

**c) The school's approach to teaching pupils with special educational needs;
d) How the school adapts the curriculum and learning environment for pupils with special educational needs;**

How will the school staff support my child?

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

Every teacher works hard to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies to adapt access to the curriculum so that many needs can be met through high quality differentiated teaching, this might include using:

- Visual timetables
- Now and Next boards
- Utilising different learning styles; visual, auditory, kinaesthetic etc.
- Writing frames
- Visual or Oral prompts
- Tablets, lap tops or other alternative recording devices
- Positive behaviour rewards system
- Supporting resources

Differentiated tasks or outcomes. Etc.

Each learner identified as having SEN, has access to support that is 'additional to or different from' the normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning. This support is described on a class provision map. We modify the provision map each term, as our learners and their needs change.

e) Additional support for learning that is available to pupils with special educational needs;

We ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a needs basis. It is our aim to ensure pupils are given support most appropriate to their needs.

This approach reflects the fact that different pupils require different levels of support in order to achieve a level of attainment that is expected for their age and that is in line with that of other children in the same year group.

Our teachers know the children in their care very well and, using their assessment data, observations during everyday classroom activities and through discussions with parents and the children themselves, have a good understanding of each child's strengths and difficulties.

Staff receive training relating to SEND to ensure that their knowledge and understanding of issues relating to SEND remain up to date, so that they feel confident when identifying and responding to SEND in their classrooms.

We also have regular support and advice for pupils and staff from a specialist teacher for children with SEND.

Extra advice is sought from outside agencies and specialists when needed, for example from paediatricians, the school nurse, occupational therapists, physiotherapists or speech and language therapists.

f) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

All pupils are entitled to be included in all parts of the school curriculum and we ensure all pupils are included on school trips. At Catforth Primary School, we are committed to making necessary adjustments to ensure participation for all, and will provide the necessary support to ensure that this is successful, seeking advice and support from partner organisations and specialist support where needed. A risk assessment is carried out prior to any off-site activity to ensure health and safety will not be compromised.

All staff at Catforth Primary School are aware of the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 210 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there can be a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.

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

All staff adopt a nurturing approach when working with children in school. We have attended training about how to promote and support positive behaviour, both in our learning and around school. Teaching assistants and teachers have weekly meetings with the headteacher/SENCO to discuss the welfare and well-being of all pupils. During these meetings, staff share information about any pupils experiencing particular difficulties at that time and we agree on strategies for dealing with any issues that might arise. This ensures consistency of approach throughout the school, which is essential for enabling children to make progress with their emotional and social needs.

The school also funds a play therapist who provides support to children and their families for a wide range of well-being needs both within school and day to day family life.

4. Name and contact details of the SEN co-ordinator (SENCO).

Mrs Julie Bainbridge
Catforth Primary School, School Lane, Catforth, PR4 0HL

School email address; bursar@catforth.lancs.sch.uk

Telephone number; 01772 690451

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The SENCO is experienced within the area of SEN and liaises with specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists (SALT), occupational therapists (OTs)
- Social services – locality teams, social workers, child protection teams, family intervention programmes

- Educational Psychology Service

SEND training is included as part of the programme of professional development for our staff each year. This ensures that the knowledge and understanding of SEN remains up to date and that staff are confident to meet the needs of the children within their care.

Teachers and teaching assistants working with individual children may attend more specialist training to enable them to meet the needs of the child more effectively, because they have a better understanding of the issues relating to a particular difficulty or condition. Staff are also committed to carrying out their own research where pupils have a more specific condition.

Examples of this include courses relating to autism, speech and language therapy programmes and behaviour.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

How accessible is the school both indoors and outdoors?

The main front entrance to school and the playground entrance are ramped to provide sloped access for people using mobility aids and are wide enough to give wheelchair access. All classrooms are on the same level and accessible. The outdoor area is accessible from the front or the back of school with no steps, making playtime or outdoor activities accessible to all.

The staff car park is at the side of the school and reached through a double gate. Visitors with poor mobility would need to ring the office for assistance with the gate. Whilst the car park has no specific disabled spaces, the layout is such that it should be easy to park within an accessible area.

A toilet suitable for people with limited mobility or a wheelchair user is available. Furniture is at a suitable height appropriate to the age group of children working in the classroom.

The school provides ICT access for pupils with motor skills difficulties through the use of tablets and laptops when it is appropriate.

Children who have motor skill and sensory difficulties can be provided with wedge/wobble cushions, sloping boards, pencil grips, coloured overlays etc, if required, as recommended by specialist therapists working with the child. Some children have a visual timetable to help them understand the structure of the day and to plan for change. Some children work with a teaching assistant on Social Stories to support them with routines, managing behaviours and change.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

How are parents involved in the school? How can I get involved? Who can I contact for further information?

At Catforth, we understand how important the partnership between children, parents and teachers is in ensuring children's needs are met and that they thrive and make progress at school. Through termly Parents Evenings, SEN reviews and our open door policy we actively encourage parents to be involved in the whole learning journey.

For some children, teachers will communicate regularly via Class Dojo so that we can let parents know what has gone well during the day and if there have been

any particular difficulties. Parents are able to share information with teachers in the same way, meaning that everyone involved with the child can work together effectively.

We are also keen for parents to support the school and their child through volunteering e.g. listening to readers, working on number facts, helping with extracurricular events or trips, transport for sporting events or sharing your own skill set with the children and staff members. Our school community comes together for fetes, productions, assemblies, celebrations, sports events, PTA events etc. If you wish to be more involved in life at school, look out for our newsletters and text messages – or please contact the school office or your child's class teacher. Please note in the interest of child safety we do ask that regular volunteers undertake a DBS check. This is free for volunteers. Please also consider joining and being involved with our active PTA (parents and teachers association).

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupils' views are highly valued and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views: The school has an active school council, where pupils are elected each year to represent their year group. The school council is consulted on whole school plans, leads on charity activities at school and is able to express student views throughout the school year. The school council also form a part of the school's interview process for new members of staff.

There is a pupil questionnaire for pupils in KS2 where we actively seek the viewpoints of pupils on a range of topics. The results of this questionnaire are used by the Leadership Team to develop the whole school improvement plan. Subject leaders seek the views of pupils as part of their monitoring of standards in their subject. Pupils are asked about their learning, what they particularly enjoy and how well they feel they are doing in that particular subject. They are also regularly involved in self and peer assessment as part of their learning and are encouraged to evaluate their own work in relation to the targets set for them. Pupils with a EHCP are asked to contribute their views for their annual review. This is usually done with the support of a teaching assistant or a parent prior to the meeting and then, if they wish, pupils may attend the review to share their views in person.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

We have a complaints procedure which is available on our website. However, we encourage parents to come in and talk to us in the first instance about their concerns, which we will hopefully be able to address satisfactorily.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The Governing Body consider that supporting parents is very important and have supported the school to employ a Play Therapist. The SENCO regularly seeks advice from a range of outside agencies on how best to support pupils and

families and can signpost parents to organisations that are able to offer help and support, or make a referral if parents wish. The Governors undertake to seek additional grants and funding, where these are available, to meet the needs of children with a special educational need.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

There is a list of contacts and other information on the Lancashire County Council website Lancashire County Council Local Offer, which can be accessed via this link.

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

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

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

Transition is a part of life for all learners. This can be transition to a new class within the school, having a new teacher or moving from one school to another. Catforth Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child at their summer term review meeting. All teaching staff are given time to transfer information and success strategies with each other to ensure smooth transition between classes. Sometimes, children will make a photo book of their new school or classroom, including key members of staff. This can help them to prepare during the summer holidays and can help to reduce any anxiety.

For children with a EHCP, transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation when considerations of appropriate high schools are made with the advice of the Local Authority SENDO. Where it is felt it would be of benefit to the pupils, extra transition visits will be arranged so pupils can familiarise themselves with their new educational setting. These can be supported by school staff if parents and pupils wish.

In the summer term, Year 6 class teachers meet with high school colleagues to transfer information and Reception class teachers meet with parents and pre-schools. The SENCO also meets with high school and pre-school settings to discuss the needs for any children with SEND.

The SENCO from Catforth Primary School will be an integral part of the transition process, communicating and receiving information related to the SEN support and other needs of the pupil in detail to, and from, the SENCO of the feeder or receiving school.

For pupils who transfer between schools before Year 6, the class teacher and SENCO will ensure that all relevant information – including SEN data – is passed on to the receiving school. Where the pupil has SEN identified, the SENCO will endeavour to have a face to face or telephone conversation with the SENCO or class teacher from the other school.

