



Regulation 3 Special Educational Needs and Disability (information) Regulations (2014)

Deepdale Community Primary School

St.Stephen's Road

Deepdale

Preston

PR1 6TD

Telephone Number: 01772 795586

Name of Headteacher: Nawal Mirza

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Website address: www.deepdalecommunityprimary.co.uk

Age range of students: 3-11

Date of last inspection: October 2021

Outcome of last inspection: Good

Total number of children with special educational needs: 62

Welcome to our SEN information report which is part of the Lancashire's Local Offer for learners with Special Educational Needs (SEN.)

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN.

The information published must be updated annually. The required information is set out in the new SEN regulations.

Accessibility and Inclusion

What the school provides.

Information about school including policies, governors, staff, class pages and contacts are available on the website. We have a school brochure that is given to all new parents/carers. We have school to parent/carer texting and weekly newsletters. Noticeboards are located both inside and outside school which include information from sure start and the LEA. Some information is available to families with English as an additional language. Office staff are able to communicate in different community languages.

Deepdale Community Primary school currently consists of two large buildings. We have a main entrance which is accessible at ground level. A security system is in place for all staff and visitors.

We have disabled toilet facilities in both buildings, one with hand washing facilities and the other a shower room which includes changing facilities.

Within school, classrooms are accessed at ground level, some have a small step at the entrance to the room. A ramp can be provided if needed. There is a large permanent ramp at the front of the Foundation Stage area of school, as well as a ramp from the Key Stage 1 corridor leading onto the playground. Ramps have also been installed in classrooms with direct playground access in Key Stage 2. Thus meaning all areas of school are wheelchair accessible.

Corridors and doors are wide enough. Children have access on the ground floor to laptops and library facilities in both buildings. There is an upstairs staff room and work room which is accessible by lift. School does not use height adjustable tables or chairs, unless specifically needed to meet a child's physical needs.

There are several spaces for interventions, one to one and group work to take place. This includes, a small sensory room in EYFS, three intervention rooms in Key Stage 1, a year 3 intervention area, a Year 4 intervention room, a Year 5 intervention area and a Year 6 intervention room.

Resources for children in classrooms are labelled with words and pictures. Teachers use a variety of ways of presenting activities such as visual timetables and now and then boards. Classrooms have a range of visual information displayed on working walls to assist children in their independent activities.

Specialist equipment provided by the local authority such as audio systems are used appropriately and maintained by designated staff members.

Teaching and learning

What the school provides

In identifying and assessing children with SEND, teacher observation, note keeping and gathering of evidence from a variety of sources are vital. All teachers have a regular termly meeting with the SENDCo where they can discuss the needs of children with SEND and also identify concerns. Updates are made available to staff, by the SENDCo, via staff meetings, email and face to face meetings.

We also use information from transferring nursery/school, during the Y2/3 transition period, parental information and family history, school based assessments, standardised tests, diagnostic assessments, learning styles, progress meetings, tracking systems.

We employ Acorn Psychology and support services who provide a specialist teacher and educational psychology service once a week in school. The specialists observe and assess children, gathers information, meets with parents/carers and provides advice and action plans. They are able to provide comprehensive reports for liaison with other agencies such as speech and language and child development centre.

In addition, the school employs the services of "Happy Talk" speech and language therapy service. This specialist observes and assesses children who are referred and will provide plans and support for children with speech and language difficulties. They will also provide training and support to staff as the need arises.

They will work in partnership with the NHS speech and language service and Acorn psychology and support services.

The school employs a team of learning mentors who are managed by a Pupil support manager.

All teachers and non-teaching staff have received training in working with children who have additional needs and receive additional training throughout the year as needed. Regular training and staff development is given in house. Lessons are planned to cater for a range of needs and learning styles and children receive effective support from trained teaching assistants.

School nurses and agencies are able to provide advice and strategies for teaching pupils with SEND and medical conditions.

A range of interventions are available for teachers to use with children who may be experiencing some barriers to their learning, including, but not limited to;

- Additional phonics sessions, group and 1:1
- 5 minute box
- Additional Literacy and Maths input, group and 1:1
- Additional adult 'Keep up catch up' (KUCU) when required for all learning
- New to English language support
- Speech and language therapy provided by Happy Talk Ltd
- Learning mentor team input
- Bespoke support for children with EHCPs in place

There are laptops and iPads available in school to enhance the learning process, and to assist identified pupils with handwriting and recording difficulties.

Interventions and class based support takes place one to one, small group and in whole class settings. Intervention is provided by the class teachers, HTLAs and TAs. Intervention can take place during or after the school day.

It is the priority of the school to promote independent learning and curriculum access. Individual teachers are responsible for making lessons accessible for all pupils.

A number of TAs, teachers and other staff within school, including office staff, are bilingual. Their skills are used appropriately to support our children and to enable effective communication with parents.

For children with more complex needs we provide individual support, this may be in the form of specialist programmes, input from specialists such as speech and language therapists, hearing impaired service, medical professionals. We may provide 1:1 or 1:2 support through an SEN Teaching Assistant. This SEN TA will receive appropriate training, support and resources to provide learning support.

Attendance, progress, behaviour and engagement is monitored and reported regularly, ensuring the quality of provision and safeguarding of the pupil effectively.

Our SEN designated governor meets with the SENDCo termly and is updated on all SEND issues. The SENDCo also attends Standards and Effectiveness meetings to update governors.

Reviewing and Evaluating Outcomes

What the school provides

All EHCPs are reviewed on an annual basis. The SENDCo invites all those involved to the annual review meeting. Professionals within and outside the school provide reports and feedback to the meeting. Documentation is shared in advance and meetings are held at mutually agreed times. Where appropriate we seek the views of the child. We use the Lancashire forms to record the outcome of the review meeting. Summary advice is sent to the LEA, the parent/carer and school. Where possible, pupils are always encouraged to take part or contribute towards the meetings.

A child's targeted learning plan is co-produced by the class teacher, parent and child. Both the parent and child are consulted through the completion of reflection sheets, then these sheets are brought to an initial meeting where targets and strategies for support are discussed. The Targeted learning plan is reviewed termly with parents and children. The SENDCo is available to support these meetings. The review will look at progress made towards targets and outcomes for learning and set new ones. Also the information from these meeting is used to create one-page profile for each child.

The impact of interventions on children's progress is monitored half termly through intervention sheets. A provision map outlines the interventions on offer and impact of individual interventions as a whole is evaluated.

Progress of pupils with SEND support needs is monitored half termly in line with the school's assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups.

Progress data is shared with parents 3 times each year, in written format as well as face to face at parents' evenings.

The SENDCo is available to discuss individual pupils at any point, usually by appointment, to ensure privacy and confidentiality.

The effectiveness of our provision is measured in the progress that individuals and groups of pupils make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

Keeping children safe

What the school provides

Learning mentors and teaching assistants provide supervised support for children at lunchtime and break time.

School's policy on safeguarding is clear. It is inclusive and comprehensive and specifies additional requirements for SEND pupils. – all policies now have an SEND and Inclusion statement.

Risk assessments are done in line with LEA and school policy e.g. school trips, behaviour risk assessments, classroom management, everyday risks. Risk assessments are produced by the relevant teachers or SLT. They are then checked by the Headteacher and School Business Manager who is the school's EVC. In some cases, an individual evacuation plan is drawn up. Full risk assessments are stored in the school office or on EVOLVE. These are subject to regular review and / or when changes are needed.

School trips – the assigned SSA accompanies the child on a one to one basis with no responsibility for other children and the risk assessment names the child and any risk is highlighted for that child.

Children are dropped off / picked up in the playground by a responsible adult or older sibling. Children are released to an adult subject to safeguarding procedures having been carried out.

Parking in school is very limited and there is no space for dropping off / picking up by parents / carers. For those children who have been highlighted as in need of handover at the end of the day the class based TA or SEN TA waits with the child until the parent/carer arrives. There is a brief chat about the day before the child leaves. In some cases, there is a home/school handover diary.

During activities that are outside the classroom the class based TA or SEN TA stays with the child and follows the direction of the class teacher throughout the session. During playtimes and lunchtimes, the child is made aware of expectations and if necessary is accompanied by their SEN TA. Some children may require specific help in developing relationships during these times and support for this is provided.

Health (including Emotional Health and Wellbeing)

What school provides

School has an up to date policy on Supporting pupils at school with Medical conditions that is in line with statutory duty.

All pupils know where their medication is stored. Medication is routinely administered by a named member of staff in school.

All medication is kept in a central place in the school office under lock and key. For the health and safety of all the community, pupils are not allowed to carry their own medication in school. The medication storage is only accessible to designated members of staff.

Medications are clearly labelled to identify the pupil it belongs to. Names are checked carefully and instructions read before a record of administration is noted. Instructions for administration are kept with the medication / care plan. All medication is checked regularly for expiry dates and parents are contacted to replace if necessary.

A care plan is drawn up in conjunction between parents, child and medical professional. Where necessary, the school nurse is invited to meet with all parties involved. The Head teacher agrees all care plans.

Care plans are held centrally in the school office and a copy with the SENDCo and School Business Manager. They are reviewed annually (with the school nurse if necessary) or reviewed if circumstances change.

The staff are briefed by the SENDCo, School Business Manager or school nurse about pupils with medical needs. Additional training for staff or first aiders is arranged via the school nurse or specialist nurse practitioners.

In the event of a medical emergency, the member of staff is instructed to make an initial assessment and contact a first aider. The first aider will make the decision regarding treatment on the spot or whether to call medical emergency services. The Head teacher is contacted immediately. In the event of a serious incident, the ambulance is called immediately and parents contacted.

The school does not have any health or therapist in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding protocols.

There are regular visits from the school nurse, speech and language therapy services, CAMHs workers, educational psychology services and hearing / visual impairment services.

First aid boxes are kept in all classrooms and shared areas including the main office. All incidents are recorded carefully on CPOMs and reported to parents on the day they happen. Bump to the head letters are signed by the Head teacher or member of the SLT and sent home on the day of the incident. Parent/carers are telephoned as soon as possible to inform them that a bump to the head has happened to their child. First aid kits are available to take on school visits. A first aid trained member of staff is designated to maintain and update these kits.

Inhalers are kept in classrooms for children to access as needed. Medications are kept in the office and administered according to medical professions instructions. Any administrations are recorded and reported to parents.

Paediatric first aid training has been carried out for key staff and is regularly updated and monitored by the school's business manager.

Specific training is given to staff in the case of particular needs such as diabetes and epilepsy. This training is carried out by the school nurse or specialist health professionals. If a child has a particular health need all relevant staff are given appropriate training.

We have a team of learning mentors. They work with small groups and individuals and support children with issues such as making friendships, managing behaviour, dispositions and attitudes towards learning. They also provide nurture groups for children for whom personal, social and emotional issues are a barrier to learning. They work with vulnerable children and those experiencing a worrying time and need extra support at a certain time. They attend meetings and liaise with appropriate agencies.

PSED teaching in school is excellent and well-co-ordinated. Children may receive additional PSED through small group intervention as planned by the class teacher.

Communication with parents

What the school provides

The school brochure has a list of all staff with their role within school. The school website lists all members of staff and their roles within school.

Each class teacher is able to send messages to parents via our school Dojo system. These messages can be sent to parents of the whole class, groups of parents or individuals. The system allows for easy, continual communication between school and home.

If parents have a concern about their child, they can speak to the class teacher informally at the beginning or end of a school day. As most staff have a full time teaching commitment, parents are able to make an appointment if they wish to have more formal discussions. Appointments can also be made with the SENDCo or senior member of staff including the Headteacher. All staff will endeavour to see parents as soon as possible. We operate an open door policy on an appointment basis so we can ensure that families can be provided with the quality of time their concern demands.

Induction meetings are held yearly for children who will be starting in Nursery or reception class. Also new to year group meetings are held as children transfer to a new year group. Other prospective parents that require a place throughout the year will be shown around the school on a one to one basis. At transition meetings for new pupils to the school, key staff members are introduced to parents and pupils. Introduction meetings are held as children move into their new year groups.

Parents are kept informed of their child's progress through parent's evenings in the autumn and spring terms and a report in the summer. Additional contact is expected and routinely made if there is an area for concern or celebration.

Parents of children with SEND are invited to regular update meetings and are welcome to discuss their child's needs whenever they wish. Parent's are seen as co-producers and reviewers of Targeted learning plans for their children and their input is valued.

Feedback from parents is received via the annual questionnaire, discussions at parent's evenings, informal conversations as needed, as well as more formal meetings as requested by parents. Parent's feedback is always welcomed. The Leadership Team are regularly out before and after school to meet and greet our families and always available at any whole school event. The school also has a feedback system on the school's website. We also conduct the Lancashire parental questionnaire.

School regularly opens its doors to parents for other occasions such as our weekly Golden Assembly (when children's outstanding work or behaviour is celebrated), stay and play sessions in reception and other whole school events such as Art exhibitions.

Interim assessment is formally reported to parents at regular intervals throughout the school year.

Working together

What the school provides

The school has an active pupil voice, which is known as the School Council. All representatives are elected following an election process which mirrors the local elections (so that children understand and can relate to this in the real world.) As part of this process children can apply for the role of Head Boy and Head Girl, following this, prefects are chosen and the Junior Leadership team is formed.

Each class votes for a representative to the School Council. Each class has a representative on the school council which meets regularly and roles within the team reflect those carried out by the school's adult leadership team. They also contribute to job advertisements, escort parents to induction meetings and contribute to whole school decisions such as new playground equipment.

We have an active PTFA who engage in fund raising activities such as our community café and selling playdough. We have an active volunteer programme that includes parents with volunteers working in classes to support teaching and learning.

The governing body act through the SENDCo and Head teacher in supporting decisions about agencies that are involved in the school. They endorse the engagement of Acorn psychology and support services and other support such as hearing impairment service. The school regularly engages with speech and language service, the child development centre, medical professionals and local authority SEND advisors. The SEND governor, Mrs S Batan, reports back to the full governing body. Reports emphasise the involvement and the impact this has produced by key agencies. This ensures there is a regular, comprehensive review of provision.

The constitution of the governing body requires parents to be represented on the body. When a vacancy arises or a term of office expires, vacancies are advertised via the school's weekly newsletter, a hard copy of which is sent home and an e: version is available on the school's website. Parents then apply for the vacant positions as set out under the constitution.

Pupils with additional needs are able to make their views known in the pupil feedback in annual reviews, they also contribute towards setting and reviewing their own targets on their targeted learning plans, this is done in a way that is suitable for the age and stage of development of the child and the school will always seek ways in which to gather the views of all children.

A home / school agreement is signed at the start of the academic year and explicitly supports safety and safeguarding for all.

There is an open door access to the Head teacher, Deputy Headteachers and SENDCo.

What help and support is available for the family

What the school provides

School notice boards have information displayed from other agencies such as sure start. Parents/carers of children with SEND are always given detail of parent partnership and their input is always welcomed.

Parents can access information that they need through school ranging from contacting school governors, the school nurse, parent partnership, sure start, PTFA and the school website.

The school website clearly signposts where support can be found.

Administrative support is supplied via the main school office on request.

Key members of staff are identified and assigned according to the need. Translation is also available. Parents, carers and pupils can receive advice and support for completing application forms via the SENDCo or learning mentors.

Designated teachers ensure that advice and guidance is delivered to pupils.

External agencies are invited in to school where necessary.

Learning Mentors and Inclusion Manager play a key role in supporting parents.

Transition to secondary school

What the school provides

In October, brochures are distributed and teachers talk to the children about the different high schools.

Representatives from each high school come to the school to visit the children, teachers and learning mentors. During this time, SEN meetings will be held alongside the appropriate staff from the forwarding High Schools to discuss the needs of our SEN children who are transitioning there.

Year 6 children visit their high schools for transition. If we feel it is needed, we will arrange for our SEN children to have additional transition visits to their High School. They will be accompanied by school staff if we feel this support is necessary.

Year 6 staff make themselves available to help parents with completion of forms or to assist with any concerns that parents may have.

A transition meeting is held in the Autumn term for all children with EHC plans with the advice of the Local authority advisor.

Extra curricular activities

What the school provides

We do not have before or after school care available.

Trips and visits are subject to a voluntary contribution from parents / carers. There is some funding available to cover essential curriculum visits in cases of hardship.

We have a programme of after school clubs. Clubs such as multi-skills club, gymnastics and football are run by our Sport Coaches. All children are able to join in the after school clubs we offer. They are promoted on a first come first served basis and any adjustments or additional staff required to allow children with SEND to attend are put in place.