



Delph Side Community Primary School
SEN Information Report 2024-2025
Children and Families Act 2014

At Delph Side Community Primary School we celebrate the fact that every child is different. It follows, therefore, that their educational needs will also be different. This is particularly true for children who have Special Educational Needs or disability. The following gives you more information about Special Educational Needs at Delph Side Community Primary School and how we can help your child.

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational needs or disability (SEND)?

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.
- Ensuring support staff are deployed effectively to support pupils with SEN.

The SENDCo: Mrs. Liz Burton

Responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing

- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher: Mrs Liz Ormerod

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Mr Keith Berry

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.
- School contact telephone number: 01695 721881

What kinds of SEN are provided for at Delph Side?

Our school is able to provide additional/different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties
- Speech, Language and Communication needs for Children with an EHCP (The Hangout - Specialist SEN Unit)

What are the different types of support available for children with SEND in this school?

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

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like

using more practical learning.

- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific Intervention

At Delph Side these include:

- Daily 1:1 IEP work
- Social skills group
- Memory Boost Support
- Nurture Group
- Speech and Language Therapy
- Behaviour and Pastoral Support
- Outreach intervention
- Play and Lego Therapy
- Fine and Gross Motor Skill Support
- Counselling

b) Specialist groups run by outside agencies,

SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from Local Authority central services, such as the Inclusion and Disability Support Service (IDSS), or an Educational Psychologist. At Delph Side, we have also developed strong links with Kingsbury Special School in Skelmersdale, to support pupils, parents and staff to enhance our provision for SEND pupils.

What could happen:

You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. The Additional Needs Team or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. This will be fully shared with you.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child may also need specialist support in school from one of the professional services as detailed above.

For your child this would mean

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will provide top up funding to the school or provide an Education Health Care Plan (EHCP).

The Education Health Care Plan will outline recommendations as to the level and type of support your child will receive from the Local Authority to include how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo)

- The Headteacher can be contacted to discuss any concerns.
- The school SEN governor can also be contacted for support.

How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have.

Plan any additional support your child may need.

Develop and share an individual education plan (IEP) where necessary, and share with you and provide a copy to you.

Discuss with you any referrals to outside professionals to support your child.

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Lancashire Local Authority, includes money for supporting children with SEN.

The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Headteacher and the SENCo discuss all the information they have about SEND in the school, including

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Who are the other people providing services to children with SEND in the school?

School provision

- Teaching Assistants mainly working with either individual children or small groups.
- IT support, for example, a phonic reading programme, may be delivered by teaching assistants during small group or individual sessions, according to need.

- Teaching Assistants/Family Wellbeing Coordinator offering support for children with emotional and social development through Friendship Groups.
- Class teachers working with individual children or small groups within the class setting.
- Work with Yewdale counselling service to access counselling support.
- Speech and Language Therapy service to complete assessments and speech therapy support.
 - Private Occupational Therapy to assess and advise on sensory needs
- Outreach Behaviour Support
 - 1:1 interventions including Toe by toe, Plus 1, Power of 2 and Precision teaching.
 - Nurture provision and 'Confident me' sessions
 - A fully equipped sensory room and additional sensory diet
 - Wellcomm

Local Authority Provision delivered in school

- Educational Psychology Service
- Early Years Specialist teachers
- Inclusion and Disability Support Service, monitor and provide a variety of services including specialist teachers

How are the teachers in school helped to work with children with SEND and what training do they receive?

The SENCo's job is to support the class teacher in planning for children with SEN.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD), Dyslexia and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where

necessary.

- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs
- Teachers liaise with the sports coach to differentiate sports provision for pupils with SEND

How will we measure the progress of your child in school?

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally, through termly Pupil Progress Reviews, with the Headteacher and SENCo in Reading, Writing and Maths. The school uses B-Squared to break down age related expectations into smaller steps to help pupils make progress and for the school to target next steps in progress.

At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Where necessary, children will have an IEP based on specific individual targets taking into account targets set by outside agencies specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutinies and lesson observations will be carried out by the SENDCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support do we provide for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

- The Headteacher has an open door policy therefore support can be provided as well as advice.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets and IEPs will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.

How is Delph Side Community Primary School accessible to children with SEND?

The school is fully compliant with DDA requirements.

- The school is over one floor and is assessable to all as there are slopes which are wheel chair friendly to gain access in and out of the school.
- The mezzanine floor has disabled access via a lift ensuring access for all
- There is a slope for ease of access to the playground.
- There is a disabled toilet.
- We have hoist facilities for disabled pupils.
- The school ensures that all extra-curricular activities are accessible for children with SEND.

How will we support your child when joining the school, leaving this school or moving to another class?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

The SENDCo will visit pre-schools with the Early Years Leader when appropriate.

Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the

new teacher. IEP s will be shared with the new teacher.

In Year 6:

The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school. If your child has an EHC Plan then a transition review meeting will be held in Year 5 to discuss the next steps for your child and ensure a clear plan for transition is in place.

If your child is joining The Hangout:

- The SENDCo will liaise with the previous setting to discuss the needs and provision required to best support the child.
- The SENDCo will read the child's EHCP to ensure that The Hangout is able to meet the provision outlined in section F
- The SENDCo and Class teacher will endeavour to visit the child in their current setting
- A transition plan will be developed to best meet the needs of the child
- The Hangout team will develop a One Page Profile and IEP

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow the structured Jigsaw programme for PSHE (Personal, Social, Health end Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer support from our Learning Mentor as well as:

- Social groups delivered by trained teaching assistants.
- Support from the school's Family Wellbeing coordinator
- Support in class through structured communication and regulation plans
- Support at lunchtime through designated individuals of the Welfare Staff.

If your child still needs extra support, with your permission the SENDCo will access further support, for example from CAMHS. We recognise that pupils with SEND can be vulnerable and all staff at the school have up to date safeguarding training and a working knowledge of the most recent version of Keeping Children Safe in Education.

Contact details of support services for parents of our children with SEN, including those for arrangements made in accordance with Section 32 (mediation)

The SEND Information Advice and Support Service (SEND IAS) is a statutory service that offers information, help and support for parents and carers of children and young people with special educational needs and disabilities (SEND). They can be contacted via their information line on **0300 123 6706** (Mon-Fri 8am to 5pm) or on email: information.lineteam@lancashire.gov.uk Website: <https://lancssendas.org.uk/>

The information in this report feeds into Lancashire County Council's local offer, which details support, opportunities and services available to children and young people in their area who have SEN. It also feeds into the school's local offer which is available on our website at <http://www.delphside.lancs.sch.uk/>

The Lancashire Family Information Service (FIS) aims to provide quality, accessible and impartial advice and guidance on a full range of childcare and family support services, resources and issues led by the needs of children and their families, carers, employers, professionals and local and national government and their agencies. Information and advice is available via their helpline on **0300 123 6712** or by email: FIS@lancashire.gov.uk

Information on where Lancashire's local Offer is published

<http://www.lancashire.gov.uk/send>