



**Downholland Haskayne CE Primary School**

**SEND Information Report**

**Date: February 2025**

**Name of the Special Educational Needs/Disabilities Coordinator:**

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Downholland Haskayne Primary School

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**The kinds of Special Educational Needs and Disability (SEND) school provides for**

Downholland Haskayne CE Primary School is a mainstream primary school. We are an inclusive school that welcomes children from all backgrounds and abilities. We are committed to working together with all members of our school community and believe in achievement for all.

We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills, so that all children regardless of individual need make the best possible progress.

We value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community.

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

The current SEND register includes 6 children (38%) with an identified need in one of the four SEND

areas and all needs are identified by specialist screening or assessment. 25% of our school have a Education Health and Care Plan (EHCP)

The governing body of Downholland Haskayne 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 school identify Special Educational Needs? How does school meet the needs of SEND learners?**

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

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- 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, and specialist teacher screening and assessment 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 3teaching

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.

**Underpinning ALL our provision in school is the graduated approach cycle of: Assess – Plan – Do – Review**

**High quality teaching** (Wave 1), differentiated for individual children, is the first step in responding to pupils who may have SEND.

This means:

- That the teacher has the highest possible expectations for all pupils in their class
- That all teaching is built on what children already know, can do and can understand
- Different ways of teaching are in place so that children are fully involved in learning
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn
- Teachers will let parents know what their child is learning and how they are progressing

At school we regularly review the quality of teaching for all pupils, including those at risk of underachievement.

Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions.

The decision to make Special Educational Provision involves the SENDCo, Class Teacher and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEN Support and is school based. This may include additional provision at wave 2 or 3. The programmes of intervention and support for children reflect the need to access the whole curriculum.

Targeted interventions (Wave 2)

- These may be run in the classroom or in sessions outside of whole class learning
- They are teacher led and may be delivered by a teacher or teaching assistant
- These are usually group sessions with specific targets to help children to make accelerated progress – targets are used in both group and class work
- Interventions will be assessed and monitored by the Senior Leadership Team
- Parents are informed when their child is in intervention groups and targets and progress are shared
- Parents invited to attend sessions to share the aims and work of these groups

Specified Individual support (Wave 3)

Some pupils will follow 1-1 work; such as if the learner has an Education, Health and Care Plan (EHCP) or if they have been assessed by outside agencies

- Children with Social, Emotional and Mental health needs are supported by a member of the pastoral team.

For higher levels of need school may liaise with external agencies and professionals. Specialists we liaise with regularly include:

- Speech and Language Therapy Service
- Teacher of the Deaf
- Occupational Therapy
- Educational Psychology Service
- Behaviour Specialist Teachers
- SEND Services

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.

We review educational processes for all children in school termly using tracking data and data gathered following a specific intervention.

Parents take part in annual reviews meetings for children with Education, Health and Care plans (EHCP). They receive copies of all relevant paperwork concerning their child. Pupils always contribute to their own reviews at their own level.

Individual targets are set for all children with SEND and these are reviewed termly or half termly as appropriate.

Staff will regularly support parents of children with SEND to be fully involved in their child's school life.

School operate an open door policy with regards to any concern a parent may have.

Regular meetings with key staff and the Senior Leadership Team looks at the effectiveness of the provision made for children with SEND.

**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?**

Downholland Haskayne 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. 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 'Learning 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.

**Arrangements made by school 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.**

Parents have opportunities to become involved during parent's evenings, annual reviews, informal reviews and Team Around the Family (TAF) meetings.

The governing body includes parent governors and elections are held in the event of a vacancy arising. The SENDCo reports back regularly to the governing body.

The website contains details of all staff currently employed by the school. The school operates an open door policy whereby key staff are available to deal with any immediate concerns a parent may have. School hold two parent's evenings a year to provide parents with opportunities to discuss the progress of their child. Parent questionnaires are regularly given out to gather parent's views and suggestions. The SENDCO is available daily to support parents and families. This support may include completing forms and paperwork.

The SENDCO is available to signpost parents to any additional information, advice and guidance they may require.

<u>Action/Event</u>	<u>Who's involved</u>	<u>Frequency</u>
Parents evening	All teaching staff	Each term
Informal parents meetings	, class teacher, Head Teacher	As and when required, depending on need and circumstances (assess, plan, do, review cycle)
Early Help meetings and review meetings / TAF meetings	SENDCo, internal and external professional supporting the child or family, parents/carer	Early Help procedures can be raised at any time with permission from the parent, these are reviewed approximately every 3 months
Assessments by external professionals	External professional (Educational Psychologist, Specialist Teacher, Counsellor etc.)	A referral for assessment from external provision can be raised at any point. Report completed and shared with the parent

**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 SENDCo 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, a layered approach to target setting would be discussed and the use of PIVATs may be necessary.

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 Hearing Impairment.

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?**

We do have visitor parking around school with disabled spaces available.

The school building is wheelchair accessible.

A sensory room is available.

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. Downholland Haskayne offers a daily Breakfast club and after school activities for children.

### **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 wave 1,2, and 3 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 Downholland Haskayne 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 parent workshop may be recommended or 1:1 support for the parent.

We respond quickly to parents' concerns and put relevant strategies in place. Parents are fully informed about the support in school.

We use an app called class Dojo to communicate with all parents, including parents of children with identified SEND. The app allows us to share and celebrate achievements.

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. 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.

**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?**

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, Hearing Impairment 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.

We review educational processes for all children in school termly.

The school buys in specialist providers to inform provision. The SENDCo liaises with local SENDCos to share good practice. 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

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. Our staff have been trained to cater for varying needs such as Speech and Language Difficulties, Autistic Spectrum Conditions and Hearing Impairment. The leadership team prioritise training and any new training is actively encouraged.



**How will 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 Downholland Haskayne.

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 Inclusion Team and identified EYFS staff support Nursery children's transition into school. There are visits by SENDCo to nursery, home visits by class teacher, attendance at TAF's and links made with family support worker.

Parents are reminded to complete applications in time and are supported to complete them.

A learning mentor or learning support assistant will accompany children with complex needs on transition visits to secondary school.

Parents who have children with complex needs can be accompanied and supported visits to view secondary placements.

The SENDCo seeks to obtain records from previous schools with parental permission.

**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.

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 Inclusion Team including three learning mentors.

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 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. They have also sought advice on other family situations.

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.

Children with SEND are encouraged to share their thoughts and feelings at annual review meetings

The Medical Policy identifies the procedures for managing medicines in school. The Medical List is updated annually, as are Care Plans and relevant training e.g. epipen training. The SENDCo has regular meetings with the School Nurse.

Each class has a register detailing medical needs.

In addition to the school Inclusion Team we have close links with a range of other medical and family support agencies. 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 by the school nurse 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 SENDCO 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.

The Inclusion Team 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 schools behaviour policy.

#### **How does school 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, 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, to audit different aspects of SEND provision.

Parents are integral to the support we provide at Downholland Haskayne and views are always sought at annual reviews and TAF meetings. Parental surveys and questionnaires are also completed at parents' evenings.

#### **How does school 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
- LA SEND Services

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

- NSPCC
- Lancashire Victim Support
- Community Foodbank
- Police Early Help Team
- Child and Family Wellbeing Service
- School nursing service
- Children's Social Care
- Eden Red

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

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

The first point of contact if a child/young person wishes to discuss something about their special educational need should be with their class teacher. A child may feel that they can talk to one of the learning mentors and the learning mentor can support them in discussions with the class teacher.

If a parent/carer wishes to discuss something about their child/young person, the first point of contact should be the class teacher. If the parent wishes to discuss the issue further, then a meeting will be arranged with the Department Senior Leader and/or the SENDCo.

If a parent wishes to make a formal complaint the complaints procedure can be found on our school website.

**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?**

The link to Lancashire's Local Offer - <http://www.lancashire.gov.uk/send> is on our web site.