



SEN Information Report
Date: January 2020

**Name of the Special Educational Needs/Disabilities Coordinator: Mrs
Nicky Hains**

Contact details:
Downholland Haskayne CE Primary
Black-a-Moor Lane
Haskayne,
Nr Ormskirk

0151 526 0614

Downholland Haskayne CE Primary School SEN Offer

At Downholland Haskayne CE Primary School, a mainstream setting, we aim to support **all** children to enable them to achieve their potential.

We believe that every pupil has an entitlement to develop to their full potential. Experiences are provided which develop pupil's achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their own abilities, talents and personal qualities.

We seek to remove any barriers to learning and participation that can hinder or exclude any child or group of children.

In order to do this steps are taken to help all pupils through their learning journey. First quality teaching is vital; however, for some children there are occasions when additional support may be needed.

The school operates an open-door policy with regards to any concerns a parent may have.

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

- All pupils at Downholland Haskayne School are taught in small classes and consequently receive good teacher pupil ratios and more personalised education.
- In deciding whether to make SEND provision, the teacher and the SENDCo consider all of the information gathered from within the school about the pupil's progress, attainment and behaviour.
- The assessment of children, reflects as far as possible their participation in the whole curriculum of the school
- If your child is in Reception or above, a more comprehensive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps (PIVATS – Performance Indicators for Value Added Target Setting).
- 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 are the results that are published nationally. Children may be disapplied if not reaching appropriate level.
- Early identification is vital and outside agencies can help advise on the provision of intervention strategies. Where a pupil is identified as having SEND we take action to remove barriers to learning and put effective SEND provision in place.
- Support for planned intervention takes part of a cycle known as the graduated response through which decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what support has the most impact upon their learning.
- Learning targets are based on PIVATS (Performance Indicators for Value Added Target Setting) or based on targets set by outside agencies specific to their needs. Targets will be set using these PIVAT levels and designed to accelerate learning and close the gap.
- Pupil progress against these targets is monitored on a regular basis and provide detailed and accurate indicators to match interventions to the SEND of the child.
- Further interventions are planned where progress is slower than expected.

Roles:

- The SENDCo works closely with the class teacher /Teaching Assistant, pupil and parents to plan an appropriate programme of intervention and support.
- Each pupil's SP (Support Plan) will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class. This is shared with parents and reviewed termly.
- For higher levels of need we have arrangements in place to draw on more specialised assessments from external agencies and professionals.
- The school work closely with outside agencies to screen and assess pupils as appropriate.

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?

All children are informed of their learning progress through:

- Interactions with their class teacher on a daily basis.
- Pupil interviews – information gathered about what really matters to them, identify what is important to them and how best to support them. These early discussions are structured in a way that they develop a good understanding of the pupil's areas of strength and difficulty.
- This information is recorded on a One Page profile
- Support Plan meetings allow the pupil to contribute, evaluate and be involved in pupil voice. Children reflect on learning through discussion, marking and feedback.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

Consideration of whether SEND provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

- The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- Early discussions are structured in a way that parents develop a good understanding of the pupil's areas of strength and difficulty, the parent's concerns,

the agreed required outcomes and the next steps.

- Information gathered is recorded on SIMS and the child's SEND file
- Parents are consulted, contribute and take part in annual reviews and receive copies of all relevant paperwork concerning their child. Support Plans are produced termly.
- Pupil's progress is monitored throughout the school. Pupils with SEND are monitored on their provision map.

Good quality communication with parents is a priority at Downholland Haskayne. Consequently, regular contact with parents will keep you up to date regarding your child's attainment and progress. The school operates an open-door policy with regards to any concerns a parent may have.

- All parents are encouraged to contribute to their child's education and will be invited to school to do so at appropriate times throughout the school year. Parents and carers are always welcome to bring an additional adult to accompany them when attending such meetings.
- You will be able to discuss your child's progress at parents' evenings.
- If you wish to speak in more detail to the class teacher or SENDCo please contact the school office to make an appointment.
- The parents/carers of pupils who are identified as having additional needs will be invited to a meeting to discuss progress at least once a term. These meetings will be in addition to parents' evenings.
- Clear and open lines of communication enable any concerns about individual well-being to be addressed quickly and collaboratively.

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

- First quality teaching which is well differentiated for our pupils is our first step in responding to the needs of the pupil who have or may have SEND. In many cases our mixed classes can accommodate some learning difficulties. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.
- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- The support and intervention provided is selected to meet the outcomes identified for the pupil based on evidence of effectiveness and is provided by staff with sufficient skills and knowledge.
- All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching approaches or strategies that are required.
- The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve one to one teaching or group teaching away from the main class they still retain responsibility for the pupil and work closely with the teaching assistant or specialist teacher to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- Teaching Assistants are used to support pupils, where appropriate, either in class or by withdrawal but always under the direction of the class teacher. TAs may be allocated to work with the pupil in a 1-1 or small focus group to target more specific need.
- ICT support in the form of IDL, a phonic reading programme, is delivered by teaching assistants during small group or individual sessions, according to need.

How accessible is the school environment?

- The school was built in 1896 however modern additions have brought the school into the 21st century and the school environment is bright, cheerful and secure.
- The school has benefited from remodelling and extensions which are fully wheelchair accessible. Disabled facilities mean we can integrate any child or adult with additional needs.
- Disabled parking bays are available, and parking is on the level. There is a ramp leading to the main entrance.
- Furniture is modern and suitable height appropriate to the age of the children being taught in that room.
- The school has a range of ICT programmes for children with SEND in addition to iPads, headphones, computers and interactive whiteboards installed in every classroom.
- As a school, we maintain close links with the Educational Psychologist Service, the Local Authority, medical and social services. Where concerns are raised about a child's progress or performance, these agencies provide advice and support upon the request of the school.

For further guidance please refer to our Accessibility policy

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?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent upon the needs of each pupil with additional needs.
- Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time

during the year.

- Resources may include deployment of staff depending upon individual circumstances.
- Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we then consider involving specialists including those secured by the school or outside agencies such as IDSS (Inclusion and Disability Support Service) educational psychologists, child and adult mental health services (CAMHS) and therapists including speech and language and physiotherapists.
- The CAF (Common Assessment Framework) is used when we consider a child has needs which cannot be met solely by those services and resources which can be accessed directly by school and where following an assessment of the situation we believe that a co-ordinated intervention is required.
- The request for co-ordinated support services for a child with SEND is always discussed with parents prior to making the request.
- Where, despite our school having taken relevant and purposeful action to identify, assess and meet the SEND of the child of young person, the child has not made expected progress, the school would consider requesting an Education, Health and Care assessment (EHC)
- An education, health and care plan (EHC Plan) will replace a Statement of Special Education Needs; this is support for those pupils with the most complex needs. Specific funding will be allocated to these pupils and parents/carers will be involved in any decision making.
- When sitting examinations children with SEND can be supported 1-to-1 (statement) and have timed breaks, sit exams in a quiet setting to aid concentration.
- These decisions are made in consultation with the class teacher, SENDCo and Headteacher together with any outside agencies. Decisions are based upon regular tracking of pupil progress and the results of any external assessments. Parents/carers and pupils will continue to be involved in this process.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

- Where a pupil is receiving SEND support, we talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school.
- School meet parents at least 3 times a year and more for children identified with SEND to discuss the effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date.
- Targets are set in consultation with the child's parents, class teacher and SENDCo
- Parents should have clear information about the impact of the support and interventions provided enabling them to be involved in the next steps.
- The Support Plan can outline ways that parents can offer support at home.
- This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome and that a clear picture of the interventions

put in place and their effect is developed.

- This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, revises the support in light of the pupil's outcomes in consultation with the parents and pupil.

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?

At Downholland Haskayne CE Primary School we believe that it is vital that staff receive the appropriate training to support children who have special educational needs.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCo regularly attends meetings and training in order to keep up to date with local and national updates in SEND.
- Training is reviewed and developed to support teachers and TA's understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN.

Staff training in the following areas:

- Supporting pupils with autism
- Social and communication issues
- Attachment issues
- Dyslexia. IDL programme
- Dyscalculia
- Positive handling
- Teaching both visually impaired and hearing-impaired children
- KidSafe
- Social stories
- ASD, ADD
- Yoga for learning
- Visits to and support from a local special school.

Planned training for this year includes:

- Children and families' wellbeing

Medical:

- To support the needs of children with long-term conditions and special medical needs. School staff are trained to deal with those specific needs; trained staff follow procedures regarding the care and associated medication required by the

child. If a child is in this category and has been prescribed regular medication, please consult the Headteacher so that appropriate arrangements can be made.

- All staff trained in Paediatric First Aid and Medical Support Plans

School support:

- The small size of the school enables staff to genuinely know and understand the individual needs of the all the pupils.
- Small, mixed-age classes support the personal, social and emotional development of all children, particularly those in the Early Years.
- All children and families are well known to the staff.
- The school provides nurture activities as and when required.
- Counselling opportunities may be available to children when needed.
- A shared set of school values are an important part of our school ethos at all times.
- A nurturing approach to behaviour management ensures a caring and restorative approach to any issues that arise, placing the needs of the pupil at the centre of all decisions.

Other agencies used by the school include:

- Child Protection Advisors
- Inclusion and Disability Support Service (IDSS)
- Special Educational Needs and Disability Service (SENDS)
- Child & Adolescent Mental Health Service (CAMHS)
- Sensory Team
- Social Services
- SALT (Speech & Language Therapy)
- School medical services including school nurse and doctor
- Twinkle House
- OT (Occupational Therapy)
- Elmtree Outreach Services
- Children and Family Wellbeing service

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

Many strategies are in place to support transition between different settings. These

include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving are always arranged by the SENDCo / Head Teacher
- Meetings with the local nurseries take place between the current reception teacher and SENDCo / Head Teacher (when appropriate).
- Open days are arranged at Downholland Haskayne CE Primary School for prospective pupils and their parents and carers.
- All pupils, including new intake to Reception and nursery, are invited to attend transition sessions where they spend some time with their new class teacher.
- Parents are invited to input into baseline assessment through the information

sharing ' *All About Me*'

- Transition days are organised with the local high schools for all pupils. If appropriate additional visits and/or meetings will take place.
- 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.
- Information sharing –school official documentation will be transferred to the receiving school.

For further information about child protection paperwork and confidentiality, please refer to our Safeguarding Policy

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

As an inclusive school, we recognise that pupils with SEND should be properly supported so that they have full access to education, including school trips and physical education.

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.
- A range of after school clubs are offered including sports, reading for pleasure, puzzles and games and crafts.
- Due to the nature of the school, there is a strong family atmosphere and children socialise across the full age range of the school.
- Transition times throughout the school day are considered according to child's individual need and all ancillary staff are informed of managing such needs. Behaviour support plans identify where children need additional supervision and support, especially during non-structured time.
- Lunchtimes and break times are organised as such that children have opportunity and access to outdoor play activities under the supervision of adult through planned activities and groups.

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

Pastoral/social/behavioural:

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. The school offers support for such needs through:

- A shared set of school values are an important part of our school ethos at all times.
- A nurturing approach to behaviour management ensures a caring and restorative approach to any issues that arise, placing the needs of the pupil at the centre of all decisions.
- A nominated lead for Spiritual, Moral, Social and Cultural development ensures that well-planned opportunities to promote the SMSC development of all children are embedded in the life of the school with regular themed days to support the improvement of emotional and social development
- Circle-time using KIDSAFE managing feelings and behaviour
- Sensory nurture spaces are available for children to take time away from classroom and access during times of stress.
- Counselling opportunities may be available to children when needed.
- School council are included in any consultation
- SENDCo will analyse with key staff the recording of incidents which may relate to bullying or discrimination of pupils on the grounds of SEND;
- The Lancashire Attendance team advice and support.

The anti-bullying, including cyber-bullying policy is available for parents to view in school upon request.

Medical:

If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These will be updated as and when appropriate.

- Children on long term medication may have their medicine administered in school.
- Where necessary and in agreement with parents/carers medicines are administered in school but only when a signed 'Medicine Consent Form' is in place to ensure the safety of both child and staff member.
- All medicine is recorded along with details of dosage and frequency.
- Care plans when in place are passed on to the relevant class teacher and the master copy is kept in SEND records.
- All support and teaching staff are kept regularly up to date with first aid training to ensure staff are familiar with what action to take in the event of an emergency.
- More specialist training can be provided by the school nurse or other NHS profession to ensure relevant staff are conversant with the appropriate action or medical procedure required.

- Some children with medical conditions may be disabled and where this is the case we comply with our duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further guidance, please see our administering medicines policy (school information section)

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

Individual provision:

- The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date.
- The impact of the support and interventions are reviewed and evaluated against the data obtained or identified success criteria identified to meet the target or need. This feeds back into the analysis of the pupil's needs.
- The progress of children with a statement of SEND/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.
- The views of the pupil are obtained as part of self-evaluation as to how well they felt their needs were met.
- The parents have opportunity to add comments to the action plan during the review meeting.
- The class teacher, working with the SENDCo, revises the support in light of the pupil's outcomes in consultation with the parents and pupil. Parents should have clear information about the impact of the support and interventions provided enabling them to be involved in the next steps.
- For children with EHC plans or Statements of SEN, a statutory annual review is conducted, to which other agencies are invited to contribute. Records of these meetings are kept.

Whole school provision:

- The SENDCo reports termly to the Governing body on the efficient and effective use of resources for all pupils on the SEND register including those with statements of SEND. The SENDCo is responsible for keeping the governors regularly informed about inclusive provision in the school.
- The Head Teacher and Governing Body ensures any specific resource needs are met from the school budget and approves the necessary curriculum priority spending that supports moving inclusive practice forward.
- A whole school provision map provides information upon the cost and type of

provision being delivered throughout the school.

- The Head Teacher 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.
- Regular monitoring of data with focus upon identifying specific groups.
- The Headteacher/SENDCo discuss all the information they have about SEND in the school, taken from the SEND/AN registers and data from the IDSR to identify - the children getting extra support already, the children needing extra support, and 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 SEND 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.

The SENDCo organises and plans the amount of additional in-class and external specialist support required for pupils with an EHC plan/statement of Educational Needs and those on the SEN register. The support provided for pupils on the SEND register is covered from within the school's existing SEND budget, and these children receive in- class support from teaching assistants and/or direct small group teaching from their class teacher under direction of the SENDCo.

For further information about child protection paperwork and confidentiality, please refer to our Safeguarding Policy in the 'Statutory Information' section of the school website.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

If appropriate, and with the permission of parents, children on the SEND register are supported through sessions with specialist teachers from the Inclusion and Disability Support Service (IDSS). As a school, we maintain close links with the Educational Psychologist Service, the Local Authority, medical and social services. Where concerns are raised about a child's progress or performance, these agencies provide advice and support upon the request of the school

Other agencies used by the school include:

- Elmtree Outreach Services
- SALT (Speech & Language Therapy)
- Child Protection Advisors
- Inclusion and Disability Support Service (IDSS)
- Special Educational Needs and Disability Service (SENDS)
- Child & Adolescent Mental Health Service (CAMHS)
- Sensory Team
- Social Services

- School medical services including school nurse and doctor
- Twinkle House
- OT (Occupational Therapy)
- Counselling service

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

If a child wishes to discuss something about their special educational need they are encouraged to meet with their class teacher and then the SENDCo / Head Teacher.

If you have an area of concern regarding your child, or any aspect of school life, we find it is better for all concerned for you to let us know, as soon as possible. It is much easier for us to sort out a recent problem than something that happened some time ago.

Please make an appointment with the SENDCo, member of staff involved or your child's class teacher who will deal with your issue. If the member of staff is unable to deal with your concern or you are not satisfied with the response, please speak to the Headteacher. We promise to: -

- Deal with your area of concern honestly and politely.
- Look into the issue thoroughly, fairly and as quickly as possible.
- Keep you up-to-date with what we are doing.
- Apologise if we have made a mistake.
- Tell you what we are going to do to put things right.

If the matter cannot be resolved, then an official complaint can be made in writing; this should be addressed to the Chair of Governors.

Further information can be located in our Complaints Procedure in the School Information section of our website.

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

Contact: Special Educational Needs and Disability Service 01772

532509

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

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

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

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>

This is in compliance with section 69 of the Children and Families Act 2014, schedule 1 of the SEND regulations 2014 and section 6 of the SEND code of practice: 0 to 25 years