



Preesall Fleetwood's Charity School

SEN Information Report June 2021

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Our SEND Provision:

Our school is a mainstream setting with around 129 children on roll. There is a variety of special educational needs in school and we can make provision for others if and when they develop or children with needs join our school.

Current or recent needs include: global developmental delay, dyslexia, dyspraxia, dyscalculia, autistic spectrum, hyperacusis, ADD/ADHD, speech & language difficulties, social emotional and mental health, and various long-term medical conditions.

The following text is from our Single Equalities Policy:

*We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. **This principle underpins our school ethos and is an essential element of high quality education.***

At Fleetwood's Charity School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

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?

How do you identify children/young people with special educational needs and disabilities (SEND)? With all children we aim to work closely with parents so that the children have every opportunity to develop, to learn and to thrive. Often a parent will have concerns that they wish to discuss at school and seek help – we will always listen and either give advice or support depending on the circumstances. Parents, or children, can talk to the class teacher to seek help or advice if they think there is a special educational need, or they may talk to the SENCO or the Headteacher.

Conversely, if we have a concern or feel a close assessment would be a good idea then we will talk to parents at an early stage.

At every stage of a child's education there will be assessments of their strengths and weaknesses; of their successes and challenges. With younger children this is mostly through observation of the child in school and as they get older then there is a greater emphasis on academic tests – however the professional's observation of the child at work and at play will always be extremely important. At our school we expect staff to treat children as individuals and so the child's own personal feelings about how they are doing will also always be part of any evaluation of their progress.

In Reception the teacher uses the EYFS profile to guide assessment, which starts as soon as the child starts school and is completed by the end of June. Alongside this we use an online assessment from GL Assessments as a baseline – this is useful because it is linked to tests that we use through school for internal tracking of progress. Any children who join school at a later stage will be assessed and compared to the national curriculum age-expectations for reading, writing and mathematics. For children from Y3 upwards a CAT test is used to guide teachers as to where the child is when they start so that they can be taught most effectively. We will also take into account information from their previous school(s).

When a child is behind age-expectations on the national curriculum or there are some developmental concerns we might also use an assessment system called PIVATS which helps the school to measure progress and to identify next steps.

As children progress through school we continue to assess their progress both with testing and through observation. We hold pupil progress meetings internally every term at which teachers talk through their classes with the Head and Deputy and discuss any children who might be having difficulty in any way.

Because ours is a small school, the Head and SENCO can get to know every child. The role of the SENCO includes support for the class teacher as well as liaison with support agencies such as the Speech & Language support service, Educational Psychology and Occupational Therapy. The class teacher has the responsibility of planning and delivering learning programmes for children and to guide & support

teaching assistants working with children from the class. Teaching assistants work with children in school, are managed & supported by the teacher and/or the SENCO and they also contribute to any learning plan through 2-way professional dialogue.

At the present time, the SENCo is responsible for supporting pupils' mental and emotional health. We also work with New Start who provide a counselling service as well as supervision for staff, plus other professionals who may work with children such as, social workers, family support workers and specialist teachers. Any professional who works with a child will normally be involved with assessment and with the formation of plans to support the child. These professionals may also be helpful in ensuring equality of access to education and the breakdown of barriers to learning.

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?

How do you inform children and young people that you think they have a special educational need? We talk to children of all ages about how they are learning and help them to recognise when they have progressed and succeeded. If they have a special educational need we help them to recognise any particular challenges and find ways to overcome each challenge. It is always vital to maintain a view that there will be a way to succeed even if extra practice or different strategies are needed. We ask all children to identify aspirations & goals themselves as well as to give a view about how well they are progressing.

How are children involved with decision making?

As well as individual feedback we have a school council, who can feedback to staff on behalf of individual children or contribute towards whole-school developments. Children contribute towards their own school reports and they are taught how to reflect on their own learning and how to articulate their thoughts about learning. Children requiring an Individual Pupil Plan (IPP) are involved in the creation of their targets and help to identify their strengths and areas for development.

Children's views are always sought when progress is reviewed – this includes SEND (Special Educational Needs & Disabilities) and CLA (Children Looked After) reviews.

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?

(See the section above about identification of needs.)

All children have an annual school report and there are two parents' evenings a year. However, learning is reviewed with the children themselves much more often than that. Teachers will contact parents much sooner and at any time in the school year if they have concerns. Likewise, parents can make an appointment to discuss their child's learning in detail at any time in the year.

Children with special educational needs who have an EHC plan have reviews relating to their progress and targets. Reviews must be at least annual, but in practice they are more frequent and can be held at any time. Parents attend the review meeting along with any other relevant professionals. If a parent wants support to access the review or to get their voice heard this is available from the Lancashire Parent Partnership also known as the SEND information advice & support service:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

Post-Covid restrictions, we plan to hold training and support sessions for parents and carers with a variety of guest speakers.

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

Our school curriculum follows the English National Curriculum. Within any lesson there will be children working at different depths and with work pitched to match their needs. This is called differentiation and the aim is for all children to access the curriculum set for their age group if possible – perhaps with extra support. Some children will not be able to access part or all of the curriculum so they will be included where possible and will follow an individual plan for work when that is the best way to meet their needs. Our staff members have a great deal of experience between them and have also undergone training in many aspects of SEND. The Deputy has an overview of staff expertise and along with the SENCO, can help less experienced teachers & TAs to develop their own expertise either directly in school or by providing relevant professional development.

A child may have a personal education plan which identifies focussed and individual targets for them to work on in school and which will also be supported by parents at home.

How accessible is the school environment?

Our school building was built in the 19th Century and has been extended and adapted since then. We have wheelchair access and classrooms are all on one level. We have a disabled toilet and changing facilities. However, compared to a newly constructed school building ours has limitations. Within the limitations of our school resources we will make adjustments and alterations e.g:

- To assist a child with a visual impairment we painted all the skirting boards black;
- Some children with dyslexia have their work copied onto coloured paper or enlarged so it is easier to read; they may be provided with coloured overlays to assist with reading or laptops for word-processing.
- IT resources have been purchased to increase accessibility;
- TA support through school is allocated to address the variety of special educational needs in each class.

Any parent wishing to consider our school for their child is welcome to meet the Headteacher for a tour around classes and a discussion about how to meet any extra needs. Our aim is to reduce or remove any barriers to learning if realistically possible.

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?

School budgets are set by the number of pupils on roll with some other factors such as the social deprivation indicator. Our school is smaller than average so our funding allocation is smaller than average. We do receive funding intended to support children with special educational needs but it is limited so we need to plan to use it as effectively as possible. Where a child has an Education, Health & Care Plan (EHC Plan) the plan identifies the priorities and expectations of support for that child – it may also come with additional funding to support the plan, but school is expected to contribute a large proportion of the costs from the main budget.

The most expensive resource to support children is the professional team that works with them. The challenge for the Headteacher and the Governors is to match the needs of the children in school with the limitations of the budget; to consider the whole school and also the individual needs, particularly for children with special educational needs. The annual budget runs April to March and takes into account the school year which runs September to July. As far as possible, staffing is planned in advance to support children and meet their needs. Sometimes this may be reviewed and changed e.g. if a new child with additional needs starts at school or if a child's individual needs change.

The Headteacher, SENCO and the Special Needs Governor are involved in budget planning which helps to ensure that children with SEND are given the best possible support.

Sometimes it may be necessary to purchase extra resources or pay for a private Educational Psychologist assessment. These decisions will be taken by the Headteacher and the SENCO together – a modest amount is set aside in the budget to allow for this but if the costs go beyond the allocation then the Head & Bursar will need to decide which other cost centres will have to be cut to make the money available.

Parents are welcome to ask questions about how resources are allocated to support their child, but the decisions have to stay with the Headteacher, advised by the SENCO. This is because the overall effective financial management of school is critical to every child's success. (i.e. if money is spent that goes beyond the budget allocation then it will have to be saved elsewhere – which is likely to be teaching or TA hours cut, which will then have a negative effect on the children who will no longer get that support.)

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

In school, staff monitor children's progress each day as they work in lessons. Teachers and TAs make observations and share feedback on learning. Children with special educational needs will have even closer scrutiny than the other children, particularly in relation to their individual targets.

Progress term by term is measured against age expectations in the national curriculum using Lancashire KLIPs and if a child has been assessed using PIVATS we will also use that system to measure progress. Parents will be informed of their child's progress at parents' evenings, at review meetings and in their school report, but parents can ask for feedback from the teacher at other times.

Children are involved in reviewing their own progress so they can recognise new learning and gain confidence from that.

Sometimes children have a home/school book to help to increase the communication between home and school. This may have been set up following a parent/teacher meeting.

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?

Training for school staff may be in-house from a colleague with expertise, we may invite a specialist in to train a large group, or individuals may go on specific courses relevant to SEND. Recent training from visiting experts has included: understanding attachment disorder, emotion coaching, the impact of trauma and medical support e.g. asthma training. The SENCO attends training for SEND provided by the local authority and also from a private agency.

If a child was coming to school with needs not recently supported in school we would seek advice from the local authority SEND team, from the school nurse and from any other relevant agency. Parents would also be consulted to ensure that the school is well-prepared to give the child the best possible support.

We do not have a specialist SEND teacher on our staff but we do have a great deal of experience and a proven track record working with children with special educational needs. We will buy-in specialist help as required. Such specialists are available through the LCC traded services SEND team.

Agencies working with children in school include: Child & Families Well-Being Service, Specialist Occupational Therapist, Speech & Language Therapist, therapist from CAMHS – Child & Adolescent Mental Health Service, Specialist Teacher.

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?

When children are due to transfer to the next stage of their school career we liaise directly with the admissions tutors and SENCOs at the new schools. Children with SEND who are moving on to Y7 at St Aidan's usually have extra visits in addition to the regular induction visits. If a parents prefers, then a member of our staff can

accompany the child to this extra induction visit. Often parents prefer to take their own child themselves, but our SENCO can help to co-ordinate the arrangements.

Preparation for the future is an aspect of our PSHE curriculum which all children study.

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

The school runs a variety of extra-curricular activities including residential trips. It will always be our intention to include every child if possible and to do this may take careful planning and extra resources such as an extra member of staff to support. We would always try to avoid a single child being left out so if a particular class had a child with significant extra needs then we would plan activities and trips that all children could do – that might therefore mean that certain types of activity would not be booked at all and a different activity chosen instead. In the unusual circumstance where it is not possible to plan for every child to be included we would consult with the child's parents to agree the best way forward and any alternative arrangements.

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

All staff in school understand that a child's well-being is of paramount importance and is key to their success in all areas. The Headteacher & SENCo work closely together to oversee the provision for pupils with emotional health needs, attend regular training, provides support for staff and liaises with relevant support agencies.

School staff can administer medicines when they have written permission from the parent and after any required training has been completed e.g. with an EpiPen.

There is a potential for bullying in any school and any gathering of young children. We have an ethos in school that tackles bullying if ever it occurs and empowers children to be assertive and alert staff if there are any issues. This may be speaking up for themselves, but also speak up for others they may feel are being bullied.

Children with SEND may be particularly vulnerable to bullying, or may themselves struggle to deal with others and behave in a way that could be seen as bullying. We are experienced in school so we understand this and will particularly look out for more vulnerable children and help them to develop strategies to cope with awkward situations and strategies to seek help when needed.

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

The outcomes for children with SEND are specifically reported to Governors alongside other groups in school. The SEND governor liaises with the SENCO each term and reports to the governing body on provision, progress and outcomes. The Headteacher and SENCO monitor progress for children with SEND – not just with annual and end-of-key-stage testing but also by meeting regularly with teachers to have a professional discussion about children's progress.

Are the view of children/young people with special educational needs sought? – Yes of course! All reviews of learning for children with SEND should include their views on how they are doing and their feelings about school.

Are the view of parent/cares of children/young people with special educational needs sought? – Again, yes of course! The most successful support network for any child is where home and school work together and share views on progress regularly.

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?

The school nurse is invited to EHC Plan reviews as well as to TAF meetings and Core Groups. She is a valuable support for parents who can consult her at school or at the local medical centre.

Various other professionals, from health or social care, will work with pupils in school – see above. Referrals may be made by school, with parental involvement, for assessment or support, or by parents directly via their GP.

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?

The first point of contact for a child would normally be their class teacher or class TA. They could also raise a concern by speaking to the SENCO or the Head.

Parents should speak first to their child's teacher and if they are not satisfied with the outcome they can speak directly to the SENCO or the Head.

The school has a formal complaints procedure, which can be found on the school website: www.fleetwoods.lancs.sch.uk in the 'Admin & Policies' section.

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

Lancashire County Council Parent Partnership would be the best place for a parent to start when looking for extra support:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

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

Our Local Offer is on our school website: www.fleetwoods.lancs.sch.uk

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