

# SEN Information Report

## Higher Walton C of E Primary School

The SEND Code of Practice (0-25) 2014 requires all settings to publish a SEN Information Report and Local Offer identifying their vision for the provision of SEN.

### **At Higher Walton C of E we aim to:**

- meet the needs of the whole child
- build pupil confidence
- remove barriers to learning
- raise pupil self esteem
- develop pupil independence
- develop positive relationships with pupils and families

### **How does Higher Walton C of E Primary School know if my child needs extra help?**

The progress of all children is tracked and monitored on a termly basis. This enables early identification of children who are failing to make progress. We follow a graduated approach of

- assess – information is gathered
- plan - support and interventions are agreed
- do - support and interventions are implemented
- review - impact of support/provision is reviewed and revised

### **What should I do if I think my child may have special educational needs?**

Please mention your concerns to the class teacher as soon as possible. The class teacher will share these concerns with Mrs Noblet (our Special Educational Needs Coordinator) who will offer advice and complete observations.

An Individual Education Plan may be written to provide support for the child. This would be discussed and shared with the child and parent. The pupil's name would be added to the SEN Support register.

Outside agencies may be approached for advice eg Inclusion and Disability Support Service, Speech and Language therapists, specialist teachers or Educational Psychologist.

In the case of children with medical needs, specialist support, equipment and training is provided by IDSS, Occupational Therapists and NHS (School nurse, Diabetes Nurse etc....)

### **How will I know how my child is doing?**

Reviews are held annually for children with Educational Health Care Plans. This is an opportunity for parents, pupils, staff and outside agencies to meet and review the provision being offered by the school.

Individual Education Plan reviews take place when necessary. Parents' views are sought and children contribute at age appropriate level. All of the Individual Education Plans for our SEND children are reviewed termly and parents can contribute to evaluations and setting new targets. IEP targets are monitored and plans are evaluated. Progress is monitored for each child individually. Termly progress reviews are held for reading, writing and maths. Where pupils are making less than expected progress, reasons are considered, provision evaluated and interventions put in place if necessary.

Our tracking system tracks progress and provides data monitoring pupils with SEND.

## **How will my child's needs be identified and the learning and development provision matched to their needs?**

The SEND Code of Practice (0-25) 2014 defines a child as having SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

It identifies four areas of SEN

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory/Physical

The Code of Practice (0-25) 2014 also comments that the support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all by using well evidenced interventions targeted at their areas of difficulty.

A child's needs will be identified through observations, discussions with the child/parents and by taking advice from outside agencies when necessary. Each child's education will be planned for by the class teacher.

The Code of Practice goes on to say that the SEN Support should take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes .

Teaching and learning will be matched to the needs of individual children. This may include additional general support by the teacher or teaching assistants in class. Interventions will be planned and impact monitored.

### ***Additional Need***

If a child's needs relate to more specific areas of learning then the children may be included in an intervention group. This may be led by the class teacher or teaching assistant. The length of time the intervention is run for varies according to the need but will be monitored regularly. Intervention will be reviewed by the teacher to establish the effectiveness of the provision and to inform planning. Intervention groups are timetabled to ensure that children still have access to a broad and balanced curriculum.

### ***Higher Need***

If a pupil has higher level needs this may result in them being identified as requiring SEN support and an Individual Educational Plan being written. The formulation of a pupil IEP will involve parents/carers, child and where applicable other relevant professionals. This will identify small, achievable targets for the child and how they may be achieved.

### ***Complex Needs***

If a pupil's needs are more complex a formal assessment for an educational, health and care plan may be undertaken.

## **What support will there be for my child's overall well-being?**

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. Our staff have experience supporting children's emotional needs. We have established nurture groups in order to meet the emotional needs of our children. The whole school follows a structured PHSE (Personal, Health and Social Education) programme for children to support this development.

## **What training have the staff who support children with SEND had?**

Our staff specialisms/expertise in SEN and disability include:

- Dealing with challenging behaviour
- Supporting children with autism
- Nurture groups
- Supporting children who are hearing impaired
- Supporting speech and language
- Supporting children with moderate learning difficulties
- Supporting children with specific learning difficulties

Other training has included:

- Dyscalculia
- Dyslexia
- British Sign Language Level 1
- Attachment theory
- Anxiety disorders
- Caring for vulnerable children
- Mental health
- Supporting wellbeing
- ACES
- Preparing autistic children for returning to school after lockdown
- Child bereavement
- Dyslexia and MFL learning

## **How will you help me to support my child in their learning?**

When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account. This may be through:

- Informal discussion with staff
- Teacher and child meetings
- Teacher and parent meetings
- Review meetings, including outside agencies where appropriate
- Informal meetings and discussions

## **How might my child be included in activities outside the classroom, including school trips?**

At Higher Walton C of E Primary School we have a breakfast and after school club on site, available to all pupils. Parents are signposted to holiday clubs.

Lunchtime activities are arranged half termly providing a range of activities. Sport activities include rugby, cricket, athletics, tennis, football, netball, hockey, and cheerleading.

- They are all free of charge and available to all in designated age range.
- After school activities are organised by sports coaches. They are offered to designated year groups for a small charge for the course (eg £10 for five weeks.)

All our clubs and activities are offered to all in designated year groups. Lunchtime play leaders monitor updates of lunch clubs and encourage participation.

We have mixed-age classes where older role models can show children routines etc. We plan PHSE lessons/discussions based on friendship and Nurture group/lunchtime buddy work is arranged if/when necessary.

All children are included in all school trips and visits supported by TA's if necessary.

## **How accessible is the school environment?**

In order to support our SEND children, visual timetables are used in classrooms and resources are stored at the appropriate level along with picture cues. Room doors are labelled in Braille at child level. Consideration is also given to the presentation of activities eg creative homework where children respond in their own way (eg video, powerpoint, written work, models)

Our furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Equipment is provided to develop fine motor skills where necessary. Our ICT equipment includes headphones, laptops, iPads, interactive whiteboards. The Code of Practice (0-25) 2014 states that the school should provide specialist equipment and software. Writing slopes and other specialised equipment are used eg specialist seating, hoists, Brailier

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

We have a small school family atmosphere where children quickly get to know everyone and feel part of the school. Staff monitor new children and ensure they are settling. We organise pre-school sessions for reception children so they can meet staff and peers. Meetings are held with parents to answer any questions. 'Getting to know you' questionnaires are completed with children to help staff respond well to children during their first few days in school.

New children to school are given a 'buddy' to help them settle in and show them around.

If your child is joining us from another school:

- The SENCO will undertake a pre-visit where appropriate or speak to the previous school's SENCO
- If your child would be helped by a book to support them in their understanding of moving on, one will be made for them.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records for 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 a transition meeting will take place with the new teacher.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.

In Year 6:

- Each year, pupils visit their forthcoming Secondary School for a taster day and also Secondary Teachers from the local schools visit to ease transition from Year 6 to Year 7.
- The SENCO will discuss the specific needs of your child with the secondary school SENCO.
- Children with EHC Plans are offered extra taster sessions at their chosen secondary school. These are discussed at the transition meeting which is held in the Spring term.
- Your child will also participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

## **How will the school's resources be allocated and matched to children's special educational needs?**

- The school budget, received from Lancashire LA, includes money for supporting children with SEND.

- The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the school.
- The money is used to provide additional support of resources dependent on individual needs.
- Additional provision may be allocated, after discussion with the head teacher and the class teacher at pupil progress meetings or Annual review meetings.

**How is the decision made about how much support my child will receive?**

Through consultation with parents, teachers and support staff, and relevant external agencies, the level of support will be constantly reviewed in order to identify when and where additional support may be needed.

**How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability ?**

Visit <http://new.lancashire.gov.uk/children-education-families/>

**Who can I contact for further information?**

Key Contacts

Headteacher-	MRS JOY HEADLEY	01772 335945
SENCO –	MRS JACKIE NOBLET	01772 335945
SEND governor –	RACHEL ATKINSON	

Lancashire Local Offer site-

<http://new.lancashire.gov.uk/children-education-families/>