SEND Information Report
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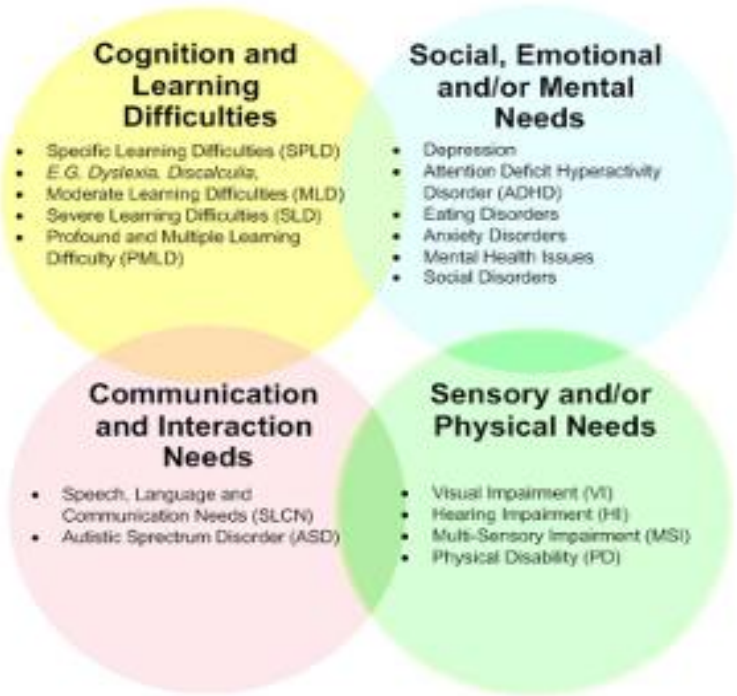
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The kinds of SEND we provided for.

Kirkham and Wesham primary school is a mainstream school, taking children from Reception to Year 6 (ages 4-11). We have provision to meet the needs of children within the four broad areas of SEN.

The school's SEND Policy takes account of the SEND and Disability Code of Practice (2014). The school works in close partnership with parents to promote the development of every child's potential and ensure that every child has access to all areas of the curriculum.

The four broad areas of need are highlighted in the diagram below. These needs may be catered for in class, in group support or more tailored 1:1 support through an Individual Learning Plan (ILP). For children with more significant or complex need, an Education Health and Care Plan (EHCP) may be issued.



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?

We believe that early identification of children with special and additional needs is vital.

Children are identified as having special educational needs through a variety of ways including the following:

- Child performing below age expected levels
- Concerns raised by parent. Concerns raised by teacher.
- Liaison with external agencies e.g. Educational Psychology Service or specialist teacher.
- Health diagnosis through a paediatrician.
- Liaison with previous school or setting, if applicable.
- Pre-admission parental concerns.
- Reception Baseline Assessment (RBA)
- Statutory Assessments

Teachers are supported to identify the needs of the pupils in their class and to tailor the teaching strategies and provisions used to support the children with identified needs.

The SENCo works closely with all staff to ensure pupils who may need additional help are identified as early as possible. A Cause for Concern form may be completed. The use of outside agencies, when needed, may be consulted as a source of support for both staff and pupil.

The necessary support will be provided alongside Quality First Teaching. Initially this may include specific strategies suggested by the SENCo or external agencies, adaptive teaching, additional teaching time to address the concerns, intervention groups delivered outside the classroom, resources to support lessons within the classroom. A differentiated or individualised curriculum may be put in place and input will be monitored regularly by the class teacher and by the SENCo. The child's progress will be monitored closely alongside existing school practices and will be discussed in termly pupil progress meetings.

All teachers work to ensure the whole curriculum is accessible to all pupils and independent learning is encouraged. Where a child has received quality first teaching and steps have been put in place to address the concern, yet the concern remains, a child may be placed on the SEN Register. Triggers for concern are outlined in the SEN Code of Practice. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

Children may be assessed within school using assessments such as WRAT, BPVS, Copps, LASS. External agencies such as the Specialist Teacher Service, Speech and Language Therapy, Psychologists, Counsellors and Occupational Therapists may also be used to help assess a child's needs and to give advice on strategies of how to deal with a particular need.

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?

Children are involved in reviewing their targets and in creating new targets. They are asked their opinion on their own progress, what works well and what they might want to change in the approach to support.

For children with an EHCP, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views.

All pupils comment on their annual school report

We have School Council and Eco Council Committee representatives in every Key Stage 2 class, and children in Key Stage 1 and Foundation Stage are consulted informally by the KS2 representatives throughout the school year.

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?

We strongly value our partnership with parents. Parents have the opportunity to meet with their child's class teacher within the first term each year and parents are welcome into school to express any concerns at any point during the year.

Parents are invited into school termly to discuss their child's progress with the class teacher. In additional to this, parents of children with an additional need are invited into school to discuss targets on the Individual Learning Plan with the class teacher and SENCO. This provides the opportunity to celebrate successes and set new targets. New targets will be set as appropriate when current targets have been met throughout the year.

The ILPs are regularly reviewed and parents are invited and encouraged to come into school to meet and contribute to the review process. Some children also have a One Page Profile and are involved in writing this.

Parents and children with an Education Health and Care Plan are asked to forward their views in writing for annual reviews.

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

Our curriculum has been personalised to fit the needs of the children in our school and organised to follow a clear progression of skills and knowledge, through each year group and term. It is differentiated through appropriate scaffolding to meet the needs of all pupils.

Quality First Teaching strategies are utilised to ensure all children receive a multisensory, engaging and spiral curriculum throughout our core and foundation subjects. Teachers are supported to identify the needs of the pupils in their class and to tailor the teaching strategies and provisions used to support the children with identified needs.

The approaches may include:

- Adaptive teaching eg. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, giving small step instructions, using visual prompts to emphasise verbal instructions
- Providing additional resources or adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, personal visual timetables, now and next boards, pencil grips
- Providing ICT resources such as IDL, use of a laptop for recording written work, speech to text software
- Ensuring that the environment is suited to the child's needs
- Providing a range of ways to record learning

Teachers adapt lessons and provide extra adult support (called scaffolding) so children can access learning at their level. Children with SEND will have access to the right resources and support to help them make progress. The SENCO reports to the Headteacher and Governors each term on how SEND provision is working. Termly progress meetings focus on each individual child and the provisions and interventions that are most impactful for them. This allows teachers to adapt their teaching at the planning stage to ensure access to the curriculum for all learners in their class.

Teachers share Knowledge Organisers on the school website, so parents can see what their child is learning.

How accessible is the school environment?

To ensure all access for pupils and parents with disabilities the school has ensured that all doorways and entrances to the school via the Infant Department and Main entrance are on a single level and wide enough to accommodate a wheelchair if necessary. The office area has a lowered hatch area which is more accessible for disabled visitors. There is a disabled toilet facility available within the school building. Parking is on the street or to the back of the school with no designated disabled bay.

The Governors and staff at Kirkham and Wesham Primary School are committed to inclusion and to the adaptations necessary to ensure that parents, pupils, staff and other visitors to school have as

little difficulty as possible in accessing the building.

The school seeks advice from professionals such as physiotherapists and occupational therapists to support children to be able to access the building and grounds and to be fully involved with school life as and when appropriate.

Please see the Accessibility Plan for further details.

To improve access to information, Kirkham and Wesham Primary School uses a range of strategies including visual timetables, now and next boards, adapted learning materials, assistive technology, pre-teaching of vocabulary and personalised communication approaches. Information for pupils and parents can be provided in alternative formats where needed to ensure accessibility.

The school's Accessibility Plan includes actions to improve access to information for disabled pupils through the use of alternative formats, visual supports, assistive technology and reasonable adjustments to communication methods, ensuring information is as accessible as it is for pupils who are not disabled.

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?

Kirkham and Wesham Primary School is committed to providing the resources required for children with SEND and ensure that recommendations from specialists are in place wherever possible. This may be advice received from an Educational Psychologist, Occupational Therapist, Speech and Language Therapist, Community Paediatrician, Counsellor, Visual/Hearing Impairment Specialist or other professional.

Teaching Assistants work in each class, guided by the teacher, to support pupils. Interventions may be appropriate for children requiring additional support. These may be led by a TA or member of teaching staff. These interventions include but are not limited to speech programmes, fine and gross motor skill programmes and social skills groups. These and other appropriate interventions are used to target the specific skills pupils require help with. The interventions may take place in or outside the classroom, in a small group or individually. Our children enjoy and appreciate the interventions they complete.

Pupils with EHCPs have provision listed clearly in their plan which is met by internal and external sources. EHCPs are reviewed annually, including the level of support required and its impact. All relevant parties are involved in the review 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?

We strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. This includes parents' evenings and annual reports. We encourage parents to be part of the progress their child makes and advise them where necessary of how to support this at home. We have an 'open door policy' and class teachers and the SENCO are always happy to meet with parents at a mutually convenient time.

All children's progress is tracked using Insight, this is a working document which is updated regularly. The Headteacher, SENCO and Senior Leadership Team analyse this data which helps to

identify early and children who may require additional support. This information will be shared with parents.

Children with SEN have Individual Learning Plans showing specific targets which are addressed through 1:1/small group work. The ILPs are regularly reviewed, and parents are invited and encouraged to come into school to meet and contribute to the review process. Children are involved in reviewing targets and in creating new targets. They are asked their opinion on their own progress, what works well and what they might want to change in the approach to support. The progress of children with an EHC Plan (Educational Health and Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education. The Headteacher and SENCo will monitor the progress made by SEN children in their class work and any intervention that has been put into place.

Teachers share Knowledge Organisers on the school website, so parents can see what their child is learning.

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 Kirkham and Wesham Primary we are dedicated to continually developing our staff's knowledge and understanding to better support the children they are directly working with.

Staff also attend specific training if appropriate to support the children in their class such as specific speech and language training provided by the NHS Speech and Language Therapy Team, Physiotherapy and Occupational Therapy. Regular TA meetings are held in which training is delivered and updates are shared. This ensures all staff are up to date with any changing needs in the school and the statutory guidance of the Code of Practice. The SENCO attends regular update training in the form of SEND clusters, forums and training events. These cover updates to legislation, resources, specialist support offers and specific needs training. The SENCO also attends termly Educational Psychologist district meetings in which specific training is offered on themes.

Prior to a new pupil with SEND starting school, we endeavour to find out as much information from their parents/carers and previous school/nursery as we can, in order to have provision in place.

The Local Authority also has a traded team of specialist teachers which we can access when more expert help and advice is needed. We can also seek advice and support from Educational Psychologists if needed.

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?

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

New pupils to Kirkham and Wesham Primary School

Prior to starting in the Reception class at Kirkham and Wesham Primary School we will gather as much information as possible to help us prepare for your child starting our school. There will be transition sessions where children meet the staff that will be working with them and the children who will be in their class. Parents are invited to a transition meeting in the summer term. Staff will also liaise and visit your child's previous early years setting. For children with identified SEND a transition meeting between our SENCo and the SENCo of their current setting is held and any relevant information is shared.

If your child is joining us from another school the class teacher and SENCO will liaise with your child's school. You and your child will be able to visit our school and meet their new teacher. There will be an opportunity for your child to have a taster day in their new class. All relevant documentation will be shared quickly to ensure a smooth transition as possible.

Moving classes within school

When moving classes in school all class teachers have a transition meeting to discuss all pupils. Information including ILPs will be shared with the next teacher and all children visit their new classroom for a day prior to moving up in September. Transition booklets and extra visits are produced for some pupils who need extra support

Preparing for next steps

Transition meetings are held with relevant high schools and additional visits are facilitated during Year 6 for some pupils to ensure a smooth transition. The SENCo will ensure that she has regular communication with the SENCo of the receiving school before, during and following transition to facilitate a smooth transfer for the pupil. Relevant information is shared with high schools to ensure success for our pupils as they continue on their journey.

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

We give equal access to activities outside of the classroom to all of our children. School trips and activities outside of the classroom are staffed by adults who are familiar with the children and supporting their needs. Children are encouraged to participate fully in the life of our school.

All clubs and activities are inclusive and if needed risk assessments are completed to ensure that all children can participate and extra staff provided to ensure children with SEN can attend.

Residential trips and class visits are planned with inclusion in mind. Where appropriate parents are consulted on the best way to support their child during the visit. Before any

residential trip there is a parents meeting held where an outline of the trip and activities is shared and there is time for parents to ask any questions. We have an open door policy and any parents with concerns that they would like to raise privately can do so following the meeting.

We have a soft start to the school day with children arriving from 8:45am. Classrooms are kept calm and inviting to allow for an easier transition into the school day. Every child is met at the door with a warm greeting and a chance to discuss anything they may wish to share. All unstructured playtimes, including lunchtime, are staffed by classroom staff. This means all adults are familiar with the children and support them through both structured and unstructured times of the day with the same knowledge, strategies and expertise.

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

Social and emotional development is very important to your child's progress in school. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. Their needs are developed through our broad and balanced curriculum including RE and PSHE. Additional support is provided by our Learning Mentor who can facilitate additional support for children with a specific need.

Where appropriate we work with the school nursing team and medical staff alongside parents when drafting health care plans. These are shared with the whole staff team and kept in easy reach in the classrooms to ensure all staff working with children with medical needs know how best to support them.

Prescribed medicines are administered following medical guidance. Information on the administration of medicine can be found in the Medicines policy on the school website. All staff have obtained first aid training and a number of those have obtained a paediatric first aid qualification. Members of staff have been trained in the use of Epi pens for allergies, and inhalers for asthma as well as diabetes. Any medication administered by trained staff is documented. Children's personal care is carried out following the advice of parents and the school nursing team. This is laid out in a care plan if necessary.

Concerns over bullying are always taken seriously. Any concerns should be raised with the child's class teacher or Headteacher. If bullying is identified, then we have a full range of sanctions and support open to us which are detailed in our Behaviour Policy, Anti-Bullying Policy, which can be found on the school website.

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

All pupils' progress is monitored throughout the school and Pupils with SEN are also monitored in relation to targets on their ILPS. Pupil progress is shared with pupils and parents. We regularly review the SEN register and make adjustments accordingly.

Tracking is used effectively to ensure that progress is being made. Where there is concern that a pupil is not achieving expected progress targeted interventions are quickly identified and put into place. We provide a wide variety of intervention programmes and additional support. We need to make sure that the interventions we provide allow this to happen. If not, then we look at alternative provision or onward referrals to other agencies. Children are assessed prior to entering the intervention programme and again at the end to ensure they are making the expected progress.

Termly progress meetings are held with class teachers, head teacher / SENCO

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?

As a school we have strong links with a range of education, health and social care professionals who can support the process of assessment, target setting and ensuring the needs of children with SEND are appropriately met.

Depending on a child's needs, we work with a range of specialist services, including:

- Specialist teacher
- Educational Psychology
- Outreach services from Lancashire County Council (vision impaired specialist teacher)
- Speech and Language Therapy (NHS-provided, funded by the Local Authority)
- Occupational Therapy
- Physiotherapy
- School nurse
- CAMHS
- Children and Family Wellbeing Service
- Child Action North West
- Inclusion and Engagement Service

These services help us provide the right support for each child at the right time.

Looked After Children with SEND

Where a child is both Looked After and has SEND, the SENCO works closely with the Designated Teacher for Looked After Children, parents/carers, social workers and any relevant external agencies to ensure support is coordinated and effective. The child's Personal Education Plan (PEP), SEND Support Plan or EHCP is used alongside other professional advice to ensure their needs are identified and met, and that progress is regularly reviewed.

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?

At Kirkham and Wesham Primary School we are committed to working in partnership with parents and carers to meet the needs of the children in our school.

If parents have questions or concerns about the provision for a child with SEND, in the first instance we would encourage them to contact the child's class teacher. Should they then wish to discuss the concerns further, they should contact the SENCO followed by the Head Teacher.

Please refer to the school website for the formal complaints policy.

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

Class dojo has links to services and agencies that can support pupils with SEND along with links to the termly FIND newsletter.

Parents and carers are also encouraged to contact the SENCO and ask for advice and support.

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

Our Local Offer can be found on the school website.

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