



Kirkham and Wesham Primary School.

SEND Information Report 2018

SENCO: Mrs Alison Culshaw

Headteacher: Mrs Rhiannon Jones

SEN Governor: Mr Michael Moore

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What is the SEND (Special Educational Needs and Disabilities) information report?

As of September 2014, all schools must produce and publish an annual SEND information report. This must be linked to the local authorities Local Offer – Lancashire’s local offer is available at www.lancashire.gov.uk/SEND

Our school offer is available at

<http://www.kirkham.lancsngfl.ac.uk/our-school/sen/sen-information-report>

The aim of our report is to give information about what our school offers all pupils, and in particular those who have special educational needs or disability.

1. What kinds of special educational needs do we make provision for in our school?

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 areas of Special Educational needs. These areas relate to difficulties with:

- communication and interaction;
- cognition and learning;
- social, mental and emotional health;
- physical and/or sensory needs.

2. How does our school know if your child needs extra help?

Early identification is vital and the school takes advice from specialist teachers and outside agencies where appropriate to help advise on the provision of intervention strategies. Before starting at school, visits to Nurseries and Pre-schools are carried out by the SENCO in order to highlight children with specific needs. Meeting with families gain further information about any needs. All children are assessed on entry, further assessments undertaken if additional needs are identified. The class teacher informs the parents at the earliest

opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. A class teacher will complete a Cause for Concern form and meets to discuss this with the SENCO. Appropriate measures are then put in place to meet this need. This could include further assessment either internally or externally by a specific professional, e.g. IDSS, specialist teacher, Educational Psychologist, Speech & Language Therapist or Occupational Therapist.

The necessary support will be provided alongside Quality First Teaching. Initially this may include specific strategies suggested by the SENCO or external agencies, 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.

For SEN pupils making very slow progress PIVATS are used to monitor and celebrate smaller steps of progress.

We have a high proportion of teaching assistants who work with identified children either 1:1 or in small groups and teachers plan accordingly to meet the needs of all of the children in their class.

We work with external agencies who advise on SEN issues and support us in using appropriate resources with the children. Staff are involved in any work carried out by external agencies too, therefore developing their own understanding and awareness of issues. We have several members of staff with expertise in different areas of SEN who disseminate key information and provide guidance to staff. These include dyslexia, speech and language and Autism. All staff receive appropriate training throughout the year. The SENCO oversees the SEN in school, ensuring that staff feel supported, children have access to the curriculum and parents are kept informed.

We carefully consider any children with SEN when testing is taking place and follow national guidelines in making adjustments where appropriate. Each year a thorough SEN audit of provision is carried out and information passed on to the child's next teacher. This also provides valuable information to organise groupings and allocation of support staff. The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. Our bank of resources is added to whenever advice is given and throughout the year we purchase new resources specifically for our SEN children or to support staff in delivering the curriculum.

3 . What should I do if I think my child may have special educational needs?

We operate an open door policy which enables parents to speak with class teachers, SENCO and Headteacher when required. All parents are invited to attend a transition meeting before their child starts school. This provides the opportunity to discuss your child's needs with us.

Parents are welcome to come into school and discuss their child with the class teacher at any point during the year. If a parent thinks their child may have a specific need they may ask to see the SENCO. It is important that parents come into school to discuss their child as soon as they feel there is an issue as early identification is vital and parents know their children best.

4 What are the arrangements for consulting parents of children with SEN and the children themselves, and involving them in their child'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 in to school to express any concerns at any point during the year.

Parents are invited in to school termly to discuss their child's progress with the class teacher. In addition to this, parents of children with an additional need are invited into school each term to discuss targets on the Individual Educational 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.

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 IEPs 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 an All About Me booklet and are involved in writing this.

For children with statement of SEN or 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.

A home school diary may be used to support communication with you if we feel this would be useful for you and your child.

5 How accessible is the school both indoors and outdoors?

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. We have an accessible disabled toilet which is available for wheelchair users if the need should arise. Parking is on the street or to the back of the school with no designated disabled bay.

Please see the Accessibility Plan for further details.

6 How are parents involved with the school? Can I become involved?

We strongly value our partnership with parents and all class teachers meet with parents at the start of each school year to ensure that parents are familiar with staff and know who to contact in the case of any problems or concerns. Our Reception class operates a key worker system and parents are aware of who this is and their role. We operate an open door policy and actively encourage parental involvement.

Parents are kept regularly informed on their child's progress through termly parent's evenings and Annual Review meetings. Reception parents are invited to half termly open afternoons to their child's work can be seen and discussed. A written report is sent to parents at the end of the school year

Parents are actively encouraged to get involved in the life of the school and are regularly invited to take part in a variety of activities, eg. Reading with pupils, school librarian, supporting out of school visits etc. Parents are provided with opportunities to become part of the Governing Body and their involvement and commitment to this is valued.

7 How will our school support your child and how will the curriculum and learning environment be adapted to meet their needs?

The class teacher will provide teaching and activities to match the levels of learning of *all* children in the class. This is known as differentiation. Wherever possible children are taught in classrooms where work is differentiated to match the needs and abilities of groups of children or individuals. Sometimes small group work or 1:1 support is necessary to meet specific needs of children. Children's needs are identified and intervention provided accordingly – this may be through intervention groups eg specific literacy support, Letters and Sounds. In addition our Learning Mentor provides social emotional and behaviour support. Some children with Special Educational Needs may be given an IEP which could include some of the intervention groups above, or individual targets. Children who have special educational needs are identified early and supported well. Class teachers are all aware of the additional needs of all pupils in class, and ensure that lessons are differentiated to meet the needs of all learners, and that children are given tasks appropriate to their individual ability. Class teachers, having identified children with Special Educational Needs, ensure that these children are well supported.

7b How is the decision made about the type and how much support my child will receive?

Class teachers regularly assess the children in their class ensuring that they are making expected progress. If children are not making expected progress then they will discuss the child with the SENCO / senior leadership team and parents. A child might then access an intervention programme or after discussion with parents be identified as having SEN. It might be decided that the school needs outside support for the child. After advice is received then the child may need additional support to work on specific targets. Children with an Education, Health and Care plan will need support to achieve their targets.

8 How will I know how my child is doing and will you help me support my child's learning?

Pupil progress is reported to all parents three times each year. Children with SEN have individual education plans that are reviewed termly. These have specific targets which are addressed through 1:1/small group work. The IEPs are regularly reviewed and parents and 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.

9. What training have the staff supporting SEND had or what training are they having?

Audits of staff skills, knowledge and understanding are taken to find out where training needs lie. Training is provided internally by the SENCo or specialist teacher. Staff also attend external training when available in areas of needs. The SENCo attends Special Educational Needs cluster meetings at which updates on latest policy and practice are addressed as well as other relevant training. The SENCo then passes on relevant information and training to other staff in school. We aim to ensure that we continue to develop expertise according to the needs of the children in our school.

We also have specialist teachers who come into school either fortnightly or monthly. Their tasks are set by the SENCo / Headteacher and are relevant to the needs of the children and staff. Their roles include: assessing children; working 1:1 with children; providing support and advice to staff regarding the strategies for individual children; and providing training to staff.

10 How will our school prepare and support your child when joining our school and when transferring to a new school?

We recognise that transitions can be difficult for a child with SEN therefore we try to ensure that any transition is as smooth and as stress free as possible for you and your child.

Prior to starting at Kirkham and Wesham Primary School staff will meet with you and your child. We will gather as much information as possible to help us prepare for your child starting our school. When starting in Reception there is a carefully planned transition programme in place which involves regular visits to borrow Activity Sacks, half day visits and a staggered start in the Autumn term. Reception staff will also liaise and visit your child's previous early years setting.

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.

When moving classes in school all class teachers have a transition meeting to discuss all pupils. Information including IEPs will be shared with the next teacher and all children visit their new classroom for a morning session prior to moving up in September.

The Year 6 teacher and Senco hold meetings with the head of Year 7, Senco and Transition Co-ordinator for the feeder secondary schools. A summer term Annual Review is also held where the Senco and Transition Co-ordinator are invited along with any other professionals eg. Paediatricians, Speech and Language Therapists, Specialist Teachers etc. Following this meeting detailed transition plans are put into place which may involve the pupil making several additional visits to the setting. There is also a transition day for all pupils and an additional day for pupils with SEN. Liaison between schools continues into the Autumn term to ensure that the pupils make a successful transition.

11 How will my child be included in activities outside the school classroom including school trips?

We offer a wide variety of extra-curricular clubs and activities for all of our children. 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.

We provide residential trips in Years 5 and 6 and these are tailored to meet the needs of all our pupils ensuring accessibility and inclusion for all. The cost of residential visits varies but again we endeavour to keep costs to a minimum.

12 What support will there be for my child's overall wellbeing?

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.

All medicine is recorded with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. All medication is stored safely in locked areas and according to specifications. Asthma cards and inhalers are stored in each classroom to allow immediate access when needed. An asthma log is also kept with it and this is completed by an adult when the inhaler is used.

If your child needs a Care plan, these are completed with parents and the school nurse. We ensure all relevant staff are aware of plans and that training has been provided where necessary. All care plans are reviewed annually, or more frequently if there is a change in circumstances alongside health professionals and parent. Care plans are passed on to the relevant Class Teacher and the master copy is kept in the school office.

All support staff are kept regularly up to date with First Aid Training to ensure they are familiar with what action to take in the event of an emergency.

Your child's emotional well-being is very important to us. Please contact the Learning mentor if you have any concerns about your child's emotional well-being.

13. How is the effectiveness of the provision made for children and young people with SEN evaluated?

All pupils' progress is monitored throughout the school and Pupils with SEN are also monitored in relation to targets on their IEPs. 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 expect children to make good/outstanding progress with this support. We need to make sure that the interventions we provide allow this to happen. If not, then we look at alternative provision. Children are assessed prior to entering the intervention programme and again at the end to ensure they are making the expected progress. It is then decided if the children are now ready to leave the programme, continue a little longer or if it is felt it is not working move to an alternative intervention lesson.

14 What specialist services and expertise are available at or accessed by the school?

We work very closely with the following agencies to help support your child's needs.

Educational Psychologists
Speech and Language Therapists
Stepping Stones (PRU)
Specialist Teachers for SEN
Physiotherapists
Occupational Therapists
CAMHs
Paediatricians
School nurses
Children's Integrated Services
Local police and PCSOs
Local charity groups offering family support

School often takes on the role of Lead Professional and coordinates meetings and support for children and families in need.

15 What arrangements are made by the Governing Body relating to complaints concerning the provision made at school?

If parents are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's classteacher. If the parents are still unhappy they should then raise their concerns with the SENCO, Mrs Alison Culshaw and the Headteacher, Mrs Rhiannon Jones. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEN, Mr Michael Moore.

See complaints policy for further details.

16 What support services are available for parents of pupils with special educational needs?

We are very supportive of families and employ a full time Learning Mentor, Mrs Daryl Rycroft, who is available to offer any support and guidance needed to families. We know that some families need extra help with form filling and this can be requested from the class teacher or Senco who will endeavour to support parents or refer them to another school professional. The school has good links with Lancashire Parent Partnership who are also available to support families. Parents can request additional support or advice during the Annual Review and also at any time throughout the year.

Our Learning Mentor has established links with many services eg. School nurses, Homestart, Women's Aid, and parents will be signposted to these services. We regularly support parents in accessing courses at The Zone.

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Parent Partnership	0300 123 6706 Information.lineteam@lancashire.gov.uk
Lancashire Special Educational Needs and Disabilities Local Offer	www.lancashire.gov.uk/childreducation-families/special-educationalneeds-and-disabilities.asp