

Lytham CE Primary School SEN Information Report for 2020/2021

Part of the Lancashire Local Offer for Learners with Special Educational Needs and Disabilities (SEND). The link to our Local Offer can be found in the SEN section of the School website.

Our School Mission Statement is “to inspire everyone in our school family to be the best they can be within our caring Christian community”. This statement affirms our commitment to valuing the individuality of all our children. At Lytham Church of England Primary School, we aim to provide the highest standards of education within a caring and stimulating environment. We believe that a happy child is a successful one, so we work together to present a curriculum that is exciting, challenging and enjoyable. We are committed to ensuring that every child feels valued and to providing personalised learning and high quality teaching to enable everyone to achieve their potential. By working in close partnership with parents we endeavour to ensure that all our pupils have an excellent start to their education.

All Lancashire maintained schools have a similar approach to maintaining the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

There are four broad ‘**areas of need**’, where a child may have difficulties with:

Communication and interaction - in expressing themselves or understanding what others are saying

Cognition and learning - in gaining basic skills in school such as reading and writing

Social, emotional or mental health difficulties - making friends or relating to adults or behaving properly in school

Sensory and/or physical - such as hearing or visual impairment, which might affect them in school or a medical or health condition which may slow down a child’s progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different, preferred ways of learning. Teachers take account of this when they organise lessons and teach. At Lytham CE Primary School, we embrace the fact that every child is different and that their needs may be different too. If you have any concerns regarding your child’s progress or well-being, then please speak to either your child’s class teacher or Mrs Rachel Gelder (SENCo) to discuss your concerns.

How does the School know if children need extra help and who should I talk to if I think my child may have Special Educational Needs?

At different times in their school life, a child or young person may have a Special Educational Need. The Code of Practice 2014 (updated May 2015) defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”

At Lytham CE Primary School, pupils' progress is tracked closely by the class teacher, SENCo and Head Teacher using a variety of methods. Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Rachel Gelder (SENCO) to discuss further.

How will school staff support my child?

The class teacher (the main point of contact):

Responsible for:

- Personalised teaching and learning for your child as identified on the school's provision map.
- Monitoring the progress of your child and identifying areas of need. Planning and delivering any additional help your child may need, discussing with the SENCo as necessary. This could be in the form of targeted work, additional support, additional or adapted resources etc.
- Writing a Pupil Passport and appropriate targets, for inclusion and sharing and reviewing these with parents at least once a term, informing the planning for the next term and ensuring that the Individual Education Journal (IEJ) is updated regularly.
- Ensuring that all children have access to good / outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and / or conditions and what specific adjustments need to be made to enable them to be included and to make progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEN Policy is followed in their classroom for all the pupils they teach with SEN or Disabilities. The Class teacher or Subject Leader can be contacted at the end of the school day. To arrange an appointment, please telephone school.

Teaching Assistant

Responsible for:

- Helping to support your child with schoolwork under the supervision of the teacher.
- Delivering high quality 1:1 and small group support using structured interventions.
- Preparing and adapting learning materials appropriate to your child's needs, under the guidance of the teacher as appropriate.
- Helping your child to develop their self-confidence, independence and abilities.
- Supporting children during therapy sessions and interactions with outside agencies.
- Looking after your child's physical needs as necessary
- Keeping detailed records of any interventions your child takes part in (by recording details in the IEJ) and feeding back any issues to the teacher.

The SENCo: Mrs R. Gelder

Responsible for:

- Coordinating all the support for children with special educational needs (SEN) and / or disabilities and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are: 1. Involved in supporting your child's learning 2. Kept informed about the support your child is receiving 3. Involved in reviewing how they are progressing 4. Fully involved in planning ahead for them.
- Liaising with all other people who may be coming into school to help support your child's learning e.g. Specialist Teachers, Speech and Language Therapy, Educational Psychologists, Paediatricians etc.
- Updating the school's SEN records, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support and advice for teachers and support staff in the school so they can help your child to achieve their potential.
- Supporting your child's class teacher to write Pupil Passports and targets, ensuring that appropriate strategies are employed to help your child understand how they learn, and informs staff on how best to support them.
- Organising appropriate training of staff so that they develop the skills and confidence to fully meet the needs of your child and others within school.
- Our SENCo can be contacted by email r.gelder@lytham.lancs.sch.uk, through the class teacher or by arranging an appointment through the school office.

The Head Teacher: Mrs H Willott

Responsible for....

- The day to day management of all aspects of the school, which includes the support for children with Special Educational Needs.
- The Head Teacher will give certain responsibilities to the SENCo and class teachers, but still has overall responsibility for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about issues relating to SEN.

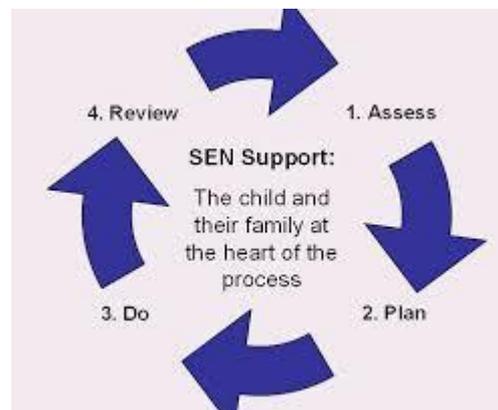
Responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- Supporting and challenging the Head Teacher and SENCo with regards to SEN within the school.

How will the curriculum be matched to my child's individual needs?

If a child / young person is identified as having a Special Educational Need, support will be provided that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of the high quality, individualised teaching intended to overcome the barrier to their learning. Full details of support put into place is set out in the whole school Provision Map.

When providing support that is “additional to” or “different from”, a four stage process is engaged:



Assess this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan this stage identifies the barriers for learning, intended outcomes, and details what additional support needs to be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do providing the support – extra assistance for learning – as set out in the plan.

Review measuring the impact of support provided and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review.

Lytham C E Primary School believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In our school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. We actively seek, as a school, to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. There is flexibility in our approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be developed to ensure effective learning.

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

We believe that all children have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved. The knowledge, views and first-hand experience parents have regarding their child is valued for the contribution it makes to education. The Home School Partnership Agreement outlines how you as a parent can support learning at home.

We encourage an "open door" approach whereby teachers are accessible at the beginning and end of the day to speak with you. In addition to the normal reporting arrangements, you are able to meet with your child's class teacher and SENCo to review the short term targets and to discuss the progress your child has made.

- Your child's progress will continually be monitored by the class teacher, taking into account the targets set in their IEJ.
- Your child's progress will be reviewed formally and tracked by the Head Teacher and SENCo every term in reading, writing and maths. Teachers make clear the attainment against age related expectations and the level of progress made, through parent consultations and the end of year report.
- At the end of the Key Stage (at the end of Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally.
- Where necessary children will have an SEN Support Plan based on targets set by outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets is reviewed regularly and a future plan made.
- If your child has an EHC plan (Educational Health Care Plan), then their progress will be formally reviewed at an Annual Review with all the agencies and school staff involved in your child's education. A mid-year review may also take place on a more informal basis, again involving all those involved in your child's education, to address an issues may arise throughout the year.
- The Head Teacher and SENCo carefully monitor the progress made by all SEN children in their classwork and by monitoring any intervention that has been put into place to check its effectiveness.
- Regular book scrutiny and lesson observations are carried out by the Senior Management Team to ensure that the needs of all the children are met and that the quality of teaching and learning is high.

The school sends regular class and whole school news-letters updating parents and carers on things that have happened in school. Regular contact can also be made with the class teacher through the use of the ClassDojo system and the Head Teacher and SENCo may be contacted by telephone or email. The school website contains a wealth of information available to all parents.

What support will there be for my child's overall well-being including their emotional, mental and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer the input of our Family Learning Mentor, Mrs T Reams. We also provide:

- Nurture Groups, including mindfulness colouring sessions.
- Social awareness games, activities and interventions, including Social Stories to address specific issues.
- Lunchtime and playtime support.
- A buddy system.
- Individualised programmes of work including activities which can be completed at home.

- Access to external agencies and professionals where appropriate.

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to parents its core principles regarding inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for at Lytham CE Primary School. All medical requirements are requested from parents prior to admission and these are added to the school medical needs record. Each class also has access to a record of any specific needs, to ensure that supply staff etc. are fully aware of any requirements. All medicines are kept in individual sealed containers in a locked cupboard. These are accessible to appropriate members of staff, with the exception of epi pens and inhalers which are required to be located near to the child.

There are various opportunities for pupils to have a voice in the decision making process in school. There is a proactive team of Learning Ambassadors and pupils have input into many of the aspects of medium term planning within school. Prior to SEND review meetings, children have the opportunity to share their views and also attend annual review meetings to ensure their voice is heard.

What specialist services, experience, training and support is available at or accessed by the school.

Once, the school has identified the SEND needs of your child, the SENCo and Head Teacher decide what resources, training and support is needed.

School Provision	What this means
Class Teacher input via good / outstanding classroom teaching	The teacher will have the highest expectations for your child and all the pupils in their class. All teaching is based on building on what your child already knows, can do and understand. Putting in place different ways of teaching, adapted to your child's learning style. Putting in place specific support strategies (which may be suggested by the SENCo or staff from outside agencies).
Group Interventions	These are usually run by a class TA, a specialist TA who has had specific training, or a HLTA. These interventions are tracked and monitored to ensure that the intervention is effective and that children are making progress.
Individual Support (IEP)	Children identified as having a need that is greater than requiring group interventions is placed on the school's SEN register. Wave 2 interventions can be accessed and children are allowed time to work on targets from their IEP's, generally on a 1:1 basis with a TA.
EHCP - An Educational Health Care Plan (EHCP) was previously known as a Statement of Special Educational Needs. If your child has been identified by the class teacher / SENCo as needing a particularly high level of individual and / or small group teaching (more than 20 hours a week), which cannot be provided from the resources already	The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this through Lancashire County Council's Local Offer on the Lancashire website at:

delegated to the school, then an EHCP can be applied for.

Usually, if your child requires this high level of support, they may also need specialist help in school from a professional outside the school. This may be from:

- A Specialist Teacher
- Local Authority central services such as the Outreach Team or Sensory Services (hearing or visual needs)
- Outside agencies such as the Speech and Language (SaLT) or Occupational Health (OT), Physiotherapy and CAMHS (Children and Adolescent Mental Health Services).
- Other agencies such as outreach schools, used for advice and guidance within the mainstream setting.

You will be supported through this process by the school and a representative from IAS (the Information Advice and Support Team). Information about the service they provide can be found at:

<https://www.lancashire.gov.uk/SEND>

Together with the request for an assessment for EHCP, a great deal of information is sent to the LEA in support of the application. The LEA will then decide whether they think that your child's needs are complex enough to require an EHCP. Reports will be requested from all the professionals involved in your child's care and education as well as information from yourself.

At this point, if the request for statutory assessment is denied, the school will still continue with SEN support.

If after consideration of all the reports, the LEA decides that your child's needs are severe, complex and lifelong, needing more than 20 hours support in school to make good progress, they will write an EHCP.

If this is not the case, they will ask the school to continue with SEN support to enable your child to make as much progress as possible.

The EHCP specifies the number of hours of individual / small group support your child will receive and how the support should be used along with what strategies must be put in place. It will also outline long and short term goals for your child. If an additional adult is specified, they may be used to support your child with whole class learning, run individual programmes or run small groups which include your child.

What training is available for staff supporting children with SEND needs?

The SENCo's job is to support the class teacher in planning and delivering lessons for children with SEND needs. The SENCo currently attends regular training and also attends the Lancashire run SENCo forums which provide a wealth of information, advice and support.

Whole staff training is provided to disseminate knowledge, experience and strategies. As well as keeping all staff up to date, this ensures consistency of the school's approach for children with SEND.

Individual teachers and teaching assistants attend training courses run by outside agencies that are relevant to the needs of specific children. A number have developed specialist skills such as those needed for supporting Speech and Language Therapy (Elklan Training) and Dyslexia.

Staff regularly liaise with outside agencies to ensure care plans are carried out appropriately and receive any necessary training related to the care plan.

Planning and teaching will be adapted on a daily basis, if necessary, to meet your child's learning needs and increase your child's access to the whole curriculum. Specific resources and strategies will be used to support your child both individually and in groups.

How will my child's progress be tracked and how will I know about this?

Your child's progress is continually monitored by his/ her class teacher as well as the SENCo, assessment coordinator and Head Teacher.

Children with SEND support will have a Pupil Passport and targets listed in their IEJ, which are reviewed each term, in conjunction with you, your child's class teacher and SENCo.

The progress of children with an EHCP is formally reviewed with parental involvement at an Annual Review with all the professionals involved in your child's care and education invited to attend or provide reports.

A mid-year review will also be carried out by the school to ensure that your child's progress against targets is monitored closely. This ensures that any issues can be dealt with quickly and targets adapted as necessary.

Your child's progress is reviewed formally every half term and currently, a descriptor against the Year Group Expectations (YGE) is given where the child meets these descriptors.

If a child is in Year 1 or above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used (PIVATS) which shows their level in more detail and will also show smaller but significant steps of progress. These are called 'P levels'.

At the end of each key stage (Year 2 and Year 6) all children are required to be formally assessed, using Standard Assessment Tests (SAT's). This is a Government requirement for all schools and the results are published nationally. The decision as to whether a child with SEND needs can access the tests fully or whether they require extra support (for example a reader or scribe for some tests and / or extra time or rest breaks), will be made after a discussion between you, your child's class teacher, Head Teacher and SENCo.

All interventions are monitored closely within school by the class teacher and the SENCo, to ensure their effectiveness for your child. Changes to these programmes are made if necessary, to ensure progress.

There are a number of ways you will be kept informed of your child's progress, in addition to the information provided above. Class teachers keep in regular contact with parents through the use of the ClassDojo system, informal meetings with parents, parents evening, end of year reports, letters / certificates sent home and Annual Reviews where appropriate.

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

At Lytham CE Primary School, we believe that all learners are entitled to the same access to extra-curricular activities, and we are committed to make reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extracurricular activities.

How accessible is the school environment?

The school is fully compliant with DDA requirements.

- The school building is fully wheelchair accessible and is built on one level with no stairs.
- All doorways and corridors are wide enough to allow for wheelchair access.
- Disabled toilets are provided and can accommodate wheelchair users.
- Car parking spaces can be designated for disabled use should this be required.
- We also have a number of staff trained in moving and handling.
- Furniture is modern and of a suitable height appropriate to the age of the children being taught in that classroom. Where necessary specialist furniture can be accessed.
- After school provision is accessible to all children.
- With respect to children with English as an additional language, we access support from the EAL advisor and follow their recommendations.
- Extra-curricular activities are accessible for all children.
- The school has an accessibility plan available on request.

How will the school prepare and support my child to transfer to the next stage of their education?

New pupils to Lytham C E Primary School

Foundation Stage staff will meet with your child prior to he/she starting school. New reception parents are invited to attend an induction evening in the June before their child starts school, where they can meet staff and vice versa. Children have the opportunity to visit the school on a number of occasions through induction sessions. The induction process also includes home visits and talking to local nurseries / preschools.

Concerns about particular needs will be brought to the attention of the SENCo. Where necessary the SENCo will arrange a further meeting with parents, previous setting, health professionals etc.

Class teachers of children joining from other schools will receive information from the previous school and if required the SENCo will telephone the previous school to discuss the individual pupil's specific needs.

Moving classes within school

Staff in school have opportunities to meet with your child's previous class teacher to discuss information about your child and share the Pupil Passport and IEJ. Any physical changes to the classroom environment are carried out over the summer holidays in preparation for your child entering that class. Meetings with parents are also held in the summer term to discuss transition into the next class, especially where there is a change in key stage. Your child will

also be given the opportunity to spend time in their new classroom towards the end of the summer term and steps will be taken to familiarise them with their surroundings. The Family Learning Mentor is also involved in this transition where necessary.

Preparing for next steps

Transition is an important part of life for all learners, whether that means moving to a new class or moving to a new school. We recognise that transition is an important time for all learners particularly those children who have Special Educational Needs. We work very closely with parents, pupils, and staff to ensure that transitions run as smoothly as possible.

- Each year pupils visit their forthcoming secondary school for taster sessions and also secondary teachers from the local schools visit to help ease transition from Year 6 to Year 7.
- When a child has specific needs, a member of our school staff can visit the new setting with the child and additional preparations can be made to ease transition, e.g. taking photographs and familiarising with rooms etc.
- Members of the secondary school staff and the SENCO are invited to attend Annual reviews within our school which are timed to ensure that targets are set and agreed by all parties involved in the child's care and education and in agreement with the staff of staff of the school they are going to attend. Where children do not have an EHCP, transition meetings are held.
- The class teacher provides transition documents to the high school in the spring term once places are finalised.
- The class teacher liaises with the transition teacher from the high schools to share relevant information.
- The class teacher liaises with the SENCO to share information about children with SEND.
- PSHE work focusses around supporting children with transition.
- Throughout the year, the high schools work on joint projects with school

What equipment, resources and interventions may be provided to support my child with Special Educational Needs

The following list is not exhaustive; however it gives a taste of some of the resources and interventions which are used within school:

- Nessy Reading & Spelling is an internet-based program developed by a team of specialist teachers and psychologists. Developed for students 5-12 years of age with reading differences such as dyslexia.
- Specific computer programs targeted towards a child's individual needs such as '123 Maths' and 'Phonics Play'.
- Speed up / Ten Minute Motor Skills Programme / Write from the Start – These are kinaesthetic programmes to develop fluent handwriting.
- Kelly and Philips - A multisensory approach to teaching learners with Dyslexia.
- Time to talk – Helps children to improve their receptive and expressive language.

- Fast Track Phonics Programme - developed to support children in Year 2 who did not achieve at the expected level in the Year 1 Phonics Check, however useful to address gaps in phonological knowledge.
- Elklan, Speech and Language Therapy Resources.
- Early Literacy Support Programme - an intervention aimed at Year 1 children, who with additional support, should reach or exceed age related expectations in literacy.
- Memory Skills programme - Incorporates Memory Fix and Smart Chute cards amongst other resources to help to improve children's memory, particularly auditory working memory.
- Toe by Toe - designed for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexic difficulties.
- Plus 1 programme - teaches all the building blocks of numbers and begins to develop skills with mental calculations.
- Power of 2 programme - Develops the building blocks of number and further develops skills with mental calculations.
- Sensory Resources.
- Interventions developed by the Family Learning Mentor to aid in the development of social skills and to help children to reduce anxiety such as Mindfulness Colouring sessions.
- Early Years Foundation Stage interventions where necessary – provided by highly specialised EYFS staff.
- Nuffield Early Language Intervention - an evidence-based oral language intervention for children in reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.
- School's own intervention programmes based on the individual needs of children.

How is the decision made, about what type and how much support my child will receive in school?

The school budget, received from the Lancashire Local Authority, includes money for supporting children with Special Educational Needs.

The Head Teacher has overall responsibility for deciding on the deployment of resources for Special Educational Needs and Disabilities. This is done in consultation with the School Governors on the basis of the needs within the school.

The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including the children getting any extra support already, the children requiring extra support and the children who have been identified as not making as much progress as would be expected. From this information a decision is made as to what resources, training and support is needed.

SEN provision in school is regularly reviewed to ensure that the needs of the children are being met and that resources are being deployed as effectively and efficiently as possible.

How are parents involved in school? How can I be involved?

At Lytham CE Primary School, we value the importance of building positive relationships with parents and families within our school community.

- The school operates an 'open door' policy and staff always try to make themselves available to parents either in person or over the phone.
- The ClassDojo system is available as another means of communication between staff and parents. Issues of both concern and praise can be communicated.
- Parents of children who have Pupil Passports and IEJ's have termly meetings with the class teacher to discuss the progress being made towards their targets and to set the future priorities for the child.
- The school holds two parent's evenings each year and produces termly progress reports for all children. The school also has two 'open afternoons', one in the autumn term for prospective families and one in the summer term for our existing families.
- Throughout the year there are many activities that parents, carers and grandparents have the opportunity to participate in within school such as Harvest, Christmas, Easter and various special assemblies.
- The school has a very active PTFA who work very closely with the school to fundraise and provide social events.
- There are currently two parents on the Governing body and elections are held when a vacancy arises.
- Parents and grandparents are welcomed into school to help with many aspects of school life, including joining children on school trips.

Who can I contact for further information?

In the first instance, any queries should be directed to the class teacher. If you wish to have further discussions, please contact Mrs R Gelder (SENCo) or Mrs H Willott (Head Teacher).

For complaints, please see the Complaints Policy on the School Website.

This report details our annual offer to learners with SEN. To be effective it needs the views of all: parents/carers, pupils, governors and staff.

If you have any comments, please contact Mrs R Gelder (SENCo)

