



Samlesbury CE Primary School

SEND Information Report

March 2022

Special Educational Needs/Disabilities Co-ordinator (SENDCo):

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What kinds of SEND do we provide for?

Samlesbury CE Primary is a mainstream school that strives to be inclusive for all pupils, valuing each and every one of God's children as a unique individual, placing our Christian values at the heart of all we do.

At Samlesbury, we will use our best endeavours to make sure that a child with SEND gets the support they need and we will do everything we can to meet their needs. We will support children and young people with SEND to engage in the activities of the school, alongside pupils who do not have SEND.

At Samlesbury, we strive to make provision for children with a range of SEND that can be grouped into four broad categories of need:

- Communication and Interaction (eg speech & language difficulties, autism)
- Cognition and Learning (eg dyslexia, dyscalculia)
- Social, Emotional and Mental Health Difficulties (eg social skills, attention deficit disorder)
- Sensory and/or Physical Needs (eg hearing or visual impairment).

How does the school know if pupils need extra help and what should I do if I think my child has special educational needs?

A child may need extra help during their time at Samlesbury and we recognise early intervention is critical, so we continually monitor our pupils, through assessing each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline.
- does not match or better their previous rate of progress.
- does not close the attainment gap between them and their peers.
- shows an increased attainment gap between them and their peers.

To do this we use a range of strategies, such as:

- Teachers and Teaching Assistants using informal assessment as part of every lesson.
- Teachers and Teaching Assistants regularly having informal discussions about children's progress with the SENDCo and/or headteacher.

- Holding pupil progress meetings at least termly with each teacher, the SENDCo and / or the headteacher, at which all pupils are discussed.
- Entering assessment information onto our school tracking system and identifying any children not making good progress or below the age-related expectations are identified.
- Meeting with parents to discuss any concerns they or school staff may have.
- Encouraging children to share their concerns through self-assessment in lessons or talk time with staff.

With these systems in place, school staff are aware very quickly if there is a problem with progress or attainment of a particular child. This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as have Special Educational Needs. Once a need has been identified, we will start by looking at the desired outcomes, including the expected progress and attainment which we will then use to determine the support that is needed and whether this can be provided by adapting our curriculum through quality first teaching and providing small group or 1:1 intervention, or whether something different or additional is needed.

If we feel that we need to make further assessments of a child's level of need then we have a number of assessments which we may use in school or we may contact an outside agency to perform an assessment for us. Discussion would take place with parents / carers before involvement of an outside agency for this purpose.

Some outside agencies we may contact for advice include: Speech and Language; Occupational Health; CAMHS; School Nursing Team; Educational Psychologists; Children's Social Care; other medical agencies; pre-schools and high schools. This list demonstrates some of the agencies we may contact, but this would vary depending upon the child's needs.

If you, as a parent, have concerns regarding your child then you should talk to us. Initially you should contact your child's Class Teacher. Where appropriate the concern will then be shared with the SENDCo.

What arrangements do we make for consulting with pupils with special educational needs and disabilities about - and involving them in - their education?

Where a child has been identified as having an area of need, it is important that they are aware as to why they are receiving intervention. This will be carefully explained to the child, at an age-appropriate level at the start of an intervention. As the sessions progress, children are encouraged to self-review and discuss the progress they are making and if the intervention is having the necessary impact.

Pupils on our Special Needs Register requiring regular reviews will play a central role in the process and be fully involved in discussions about their achievements and setting appropriate next steps. This will be done at an age-appropriate level to their needs, but we recognise it is crucial that the child feels they have ownership of their learning and education.

At Samlesbury, we recognise the importance of continually involving children with the process of evaluating the progress of their learning, by identifying successes and next steps. Children and staff work together, identifying strengths and next steps which we feel supports children's confidence and self-esteem in learning. It also gives our pupils a sense of ownership of, and responsibility for, their learning.

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 have a strong open-door policy and strive to work closely with parents throughout their child's time at Samlesbury, as we value their views in relation to their aspirations and goals for their child. We have a variety of ways in which parents can contact staff: informally on the playground at the end of the day, leaving a message with the school office or sending an email / Class Dojo message directly to staff. In addition to this, we hold formal parents' evenings twice a year, a drop-in during the summer term. We also arrange a series of visits for new parents and children during the summer prior to them starting in reception.

If, through our monitoring and assessment, we have identified a child who we feel may have special needs, we will involve parents from the outset. We would then follow the graduated approach, which is a four-part cycle of assessment, planning, doing and reviewing, fully involving parents along the way.

Regular meetings are held with parents of children with additional needs and key staff, which may include the Class Teacher, Teaching Assistant, the SENDCO and / or the Head Teacher. These meetings will include discussion

regarding the child's progress and how home and school can work together to continue to support the child.

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

At Samlesbury, we follow the SEND Code of Practice's approach to meeting the needs of all learners, including those that have, or may have SEND. A graduated approach is central to all we do as a school as we continually assess, plan, do and review our approaches to teaching all children.

High quality teaching, sometimes called 'quality first' teaching, differentiated for individual pupils, is the first step we take in responding to the needs of pupils who have, or may have SEND. The Class Teacher is responsible for adapting their teaching to respond to the strengths and needs of all pupils in their class.

Every Class Teacher, working alongside other professionals both in and outside of school, is responsible for evidencing progress. Children's attainment and progress is reviewed half-termly, specifically during pupil progress meetings with the SENDCo and appropriate intervention or strategies are put in place from there. The Class Teacher holds the responsibility for timetabling and carrying out these interventions before assessing and evaluating the impact of them. The pupil's progress will be discussed again at the next pupil progress meeting or before then should a planned intervention finish earlier or it is not having the desired impact, where the SENDCo will advise the next appropriate steps.

If at any stage a member of staff feels that they need support with providing appropriate curriculum support, they would discuss this with the SENDCo. If further input from specialists was required, the SENDCo will then liaise with these and support the member of staff to put the recommended strategies into place.

How accessible is the school environment?

Please see our accessibility plan on our school website for a full report (copies can also be requested from the school office).

Our building entrance has recently been modified, meaning the school can be accessed on a flat level without steps. Access to the building can be gained from the church car park, along a path through the graveyard: again, no steps are involved during this pathway. There is one disabled

parking bay in the church car park however we do not have disabled changing or toilet facilities. The infant and Year 5/6 classroom both require steps to reach the playground.

In the school entrance, we have a 'Meet the Staff' display, clearly identifying staff and their role. All relevant policies, procedures and information including termly newsletters are available on our school website; hard copies can be requested from the school office.

The furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Resources are labelled with pictures or writing, depending on the class and their needs.

We have a range of computing programs and equipment available for children with SEND such as IDL and 123Maths, in addition to laptops, ipads and computers.

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?

Schools have an amount defined within their overall budget, called the notional SEND budget. This is not a ring-fenced amount and it is for the school to provide high quality appropriate support from the whole of its budget (*Code of Practice 2014*).

Should pupil progress meetings identify a need for equipment we do not already have in school, then the SENDCo will approach the Head Teacher and bursar with regards to the possibility of purchasing the equipment. Whilst parents and staff are involved, the Head Teacher is accountable for making the final decision.

Each class is supported by a designated Teaching Assistant at different times during the school week. The Class Teacher remains responsible for working with every child on a day-to-day basis and will retain responsibility for how the adult support is distributed in their classroom, even where the interventions may involve group or 1:1 teaching away from the classroom. They will work closely with Teaching Assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. The discussions at pupil progress meetings will determine how part of the Teaching Assistant allocated time will be used during the school day in order to provide identified interventions (or to allow for the Class Teacher to deliver required interventions).

During statutory assessments the teacher will use their professional judgement to access any additional resources required to support individual needs such as allowing additional time for medical needs, extra staff to provide 1:1 reading support and application to the examination board to request modified versions of the test paper specific to learning needs, i.e. larger font. This will be done in conjunction with the Assessment Lead.

Access arrangements to allow pupils with SEND to partake in national curriculum SATS tests at the end of Key Stage 1 and 2, and other formal assessment procedures such as the Year 1 phonics screening is a joint responsibility between the Class Teacher and Head Teacher. Where it is necessary to 'disapply' or collate evidence to demonstrate a need for particular arrangements to be made to allow a child with SEND to partake in the test, for example enlarging the paper, this will be done by the Class Teacher in conjunction with the Head Teacher and / or SENDCO.

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

Class teachers are responsible for the progress of all children in their class. If a parent has any questions about how their child is progressing or how they can help them further, then they should approach the class teacher initially. If the parent feels that they wish to discuss this further then they should approach the SENDCo or Head Teacher.

Pupils' progress is monitored throughout the school. The SENDCo and key staff assess and evaluate the progress of children with at least termly pupil progress meetings. However, should a need or concern arise between these meetings, then the Class Teacher will discuss their concerns with relevant staff and parents. Pupils having been highlighted as a pupil showing concern will be discussed half-termly at the interim pupil progress meetings.

School hold two parents' evenings a year to provide parents with opportunities to discuss the progress of their child, in addition to a final, end of year report. A drop-in with Class Teachers is also offered during the summer term.

Parents of pupils with SEND have regular discussions / meetings with the Class Teacher and / or SENDCO to keep all adults involved with the child fully informed, so that we can form effective partnerships to best support the child. Arrangements for communicating with home when a child needs

greater support will be done on an individual basis, for example: home-school books; regular phone calls home; weekly meetings with parents.

If your child has an Education and Health Care Plan (EHCP), the SENDCO will arrange annual review meetings, inviting parents, agencies and professionals involved with the child, completing all relevant documents relevant to the review meeting. Pupils contribute to their own reviews at an appropriate level – for some children this may mean coming along to part of the review meeting and for younger children, this may mean working with adults, both in school and at home, to provide feedback as to how they are feeling about things which will then be presented by the SENDCO to all adults during the review 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?

All our staff have annual appraisals, at which areas of development are discussed so that support may be given and training put in place, where appropriate. In addition to this, pupils new to the school or children identified at pupil progress meetings as requiring a different type of intervention, may have areas of needs which require additional staff training. When this happens, appropriate training is sought as soon as possible.

We currently deliver a range of interventions in school for which staff have received training, eg IDL and Lego Therapy.

The SENDCO holds the Postgraduate Certificate in Education (Special Needs and Inclusion), often referred to as the National Award for SENDCOs.

We have good links with a range of other outside agencies including health and therapy services, the Educational Psychologist, CAMHS and family support agencies in addition to the School Nurse.

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 pupils join the school, the infant teacher completes home visits to meet all pupils in their home setting during the summer term. Where pupils are displaying SEND, the SENDCO will liaise with pre-school / nursery staff to

discuss and build a picture of how we can best support the child. We hold a series of visit days during the summer term for the new reception children to familiarise them with their school setting, teachers and peers.

Samlesbury is a small school, with a maximum capacity of 70 pupils so all children and adults within our school already know each other. However, as the pupils move through school, we plan a moving up session each year in July for children to spend at least a half-day session together in their new class grouping.

When a pupil moves to secondary school or special school, we liaise with that school to ensure appropriate information is passed on. This is done in a number of ways, which may include completing forms required by the school, meeting with the Y7 link tutor / SENDCo or attending meetings prior to the transfer. The lead person for these will depend upon the information required and school staff will liaise with one another to ensure the information is completed to a high standard.

The pupils involved in the transition will usually meet staff from their new school at Samlesbury initially, alongside their current Class Teacher, before having a taster session at the new school, however this is often dependant on what the new school is able to facilitate. Samlesbury will also support and advise parents through this process where appropriate.

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

When planning a school trip, Class Teachers will complete the Risk Assessment appropriate forms prior to the event and submit these to the Local Authority for approval. If special arrangements need to be put into place for a child with SEND to enable them to access the activity, then a separate meeting / discussion will be held with parents.

School hosts a daily Breakfast and After School club available to all pupils. Breakfast Club is run by school staff and After School Club is run by Cool Kidz.

We encourage children to show our Christian Values to one another at all times, which includes showing friendship and compassion to others which are qualities we promote particularly at playtimes. To that extent, we have a friendship bench in the playground where children can sit if they feel they have no-one to play with: we are very proud of how quickly our children notice anyone on the bench and invite them to join in with them.

We assign Year 5/6 buddies to our new reception class children.

At the end of the day, Class Teachers / Teaching Assistants oversee the handover of pupils to parents. School holds a list of named adults permitted to collect each child at the end of the day: it is the responsibility of the parents to update school should they wish to make amendments to this list.

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

The wellbeing of our pupils is paramount to our provision and so we provide pastoral and social support on an individual basis, as and when it is required. For example, for some children, this may involve 5 minutes daily with a member of staff talking through their day whereas for others this might involve exploring a range of social stories relevant to their needs in a group.

We take part in anti-bullying week each year and encourage the children to speak to staff should they feel they, or another pupil, are being bullied. Staff then work closely with the child and their family. Our Christian Values are key in preventing bullying from taking place and by regularly promoting these, children learn to care for and respect one another, which in itself means incidents of reported bullying are rare.

We also recognise the importance of healthy lifestyles in the well-being of our pupils and to this extent, all pupils take part in at least two sessions of PE each week as well as a short daily active session.

Our behaviour policy is followed by all staff and works to promote positive behaviour rather than focussing on the negatives. Should children find it difficult to work within our behaviour system, individual support will be put in place and parents will be involved. Examples include setting children with individual targets and a behaviour book or reporting to the Head Teacher weekly to review their learning.

Once the school behavioural policy actions have been exhausted further support would be sought from external specialist agencies, eg Golden Hill Inclusion Support Team (GHIST), Child and Adolescent Mental Health Services (CAMHS) or the Educational Psychologist. We would then implement the interventions and strategies suggested by the relevant professionals and agencies, reviewing and evaluating impact, with the intention to support the improvement in behaviour, maximise attendance and wherever possible avoid the need for exclusion.

All children are encouraged to take on roles of responsibility around the school, such as Head Boy or Girl (Y6), School Councillors, Ethos Councillors, Eco-Councillors, irrespective of whether or not they have SEND. Staff will

support children with SEND in roles of responsibility to ensure they feel successful and supported in their role.

Should a child have a specific medical need, this information will be shared with all staff and additional training given to support the child. This information would also be put together as a care plan, usually written in conjunction with the School Nurse and child's family.

Should a child need medication during the school day, staff will follow our policy guidelines regarding this (a copy is available from the school office).

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

The pupil progress meetings are key in evaluating the effectiveness of the provision made for all pupils, including those with SEND. At these meetings, progress will be discussed and the effectiveness of intervention monitored.

The SENDCo meets termly with the SEND Link Governor to discuss SEND in school and this information is then fed back to the full governing body. The SEND Link Governor is a valued critical friend in the provision of SEND at Samlesbury.

The SENDCo updates the SEND Register at least termly, monitoring the children on it and ensuring the relevant external help / advice is being sought should that be deemed appropriate.

Each class holds a SEND timetable showing current interventions taking place within the class. Not all pupils receiving intervention are pupils of SEND but are pupils who have been identified as needing additional support to enable them to close a learning gap.

During other methods of monitoring, such as a lesson observation, a book scrutiny, a learning walk etc, the provision for all children will be considered, including those with SEND, ensuring differentiation has been made to enable them to access the curriculum at a suitable level. This will be done by all teaching members of staff with regards to the subject area(s) for which they have responsibility.

Our open-door policy enables us to regularly seek the verbal feedback of parents with regards to the provision made for pupils with SEND, in addition to an annual parental questionnaire. The results of this are scrutinised and

shared with staff and governors to allow improvements to be identified and implemented.

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?

We have links with key outside services aimed at promoting the wellbeing of our children and their families including: health and therapy services, the School Nurse, the Educational Psychologist and family support agencies. We have regular contact with the School Nurse, to whom we can make a referral in order to request support for individual children/ families.

We regularly receive information from medical professionals suggesting actions in school which we strive to put in place to better support the child.

We may use the Common Assessment Form (CAF) process and Team Around the Family (TAF) meetings to facilitate links with other agencies.

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?

Class Teachers are the best point of contact initially for children and parents to discuss the provision made as they work daily with the pupils in their care. Given our open-door policy, the SENDCo is readily available to talk to, should the child or parents feel they need further support, as is the Head Teacher.

When a child brings a concern to a member of staff, time will be taken to discuss their concern and appropriate action, if needed, will be put into place.

Our school's Complaints Procedure is available on our school website or from the school office and any complaints would be dealt with sensitively.

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

We provide information of support services for parents of children with SEND on an individual basis, so that we can best direct them to the most appropriate support. However, our school website has readily available information, such as our Local Offer and a link to the Lancashire Local Offer.

Parents of children with SEND may find the Family Information Network Directory (FIND) useful - [SEND Local Offer Directory \(lancashire.gov.uk\)](https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/) and can find sources of further help and support here - <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>

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

Our Local Offer – <https://samlesburyceprimary.co.uk/parents/send>

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