



Samlesbury CE Primary School

SEND Information Report

December 2024

Special Educational Needs/Disabilities Co-ordinator (SENDCo):
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Appointed governor for Special Education Needs/Disabilities:

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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).

At the time of writing this report, we have one pupil with an EHCP (1.5% of our school community) and a further four pupils on our SEND register (6% of our school community).

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 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;
- does not make progress with wider development or social and emotional needs;
- does not make progress in self-help, social and personal skills.

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

- encouraging children to share their concerns through self-assessment in lessons or talk time with staff;
- teachers and teaching assistants using informal assessment as part of every lesson (such as observation of a child interacting with a lesson);
- teachers and teaching assistants regularly having informal discussions about children's progress with the SENDCo and/or headteacher;
- meeting with parents to discuss any concerns they or school staff may have;
- entering assessment information onto our school tracking system at least twice a year and identifying any children not making good progress or below the age-related expectations are identified;
- holding pupil progress meetings at least twice a year with each teacher, the SENDCo and / or the headteacher, at which all pupils are discussed.

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 having Special Educational Needs (SEN). 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 can 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 (Child and Adolescent Mental Health Services); School Nursing Team; Educational Psychologists; Children's Social Care; other medical agencies; pre-schools/nurseries 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 and an initial meeting will be held. The aim at the end of this meeting would be to ensure that:

- parents/carers are given the opportunity to share any concerns;
- school are given the opportunity to share any concerns;

- everyone develops a good understanding of the pupil's current strengths and needs;
- everyone agrees the outcomes sought for the child;
- everyone agrees and understands the next steps in working towards these sought outcomes.

This will often, but not always, lead to the completion of an 'APDR' – 'Assess, Plan, Do, Review' form which will summarise the above bullet points and be added to your child's record. At this point, your child would be placed on our 'Watch in Brief' record.

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

It is important that all children understand the sought outcome(s) they are working towards when 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 their progress.

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 and offer 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.

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 headteacher. 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' or 'wave one' 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 continually, with appropriate interventions or strategies being put in place where necessary. This is sometimes called 'wave two' teaching. The class teacher holds the responsibility for timetabling and carrying out these interventions before assessing and evaluating the impact of them.

If at any stage of the academic year, 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 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 along this pathway. There is one disabled parking bay in the church car park.

Unfortunately, we do not have disabled changing or toilet facilities. There are steps in place between the playground and the infant outdoor provision area; the playground and the infant exit; the playground and Year 5/6 classroom.

In the school entrance, we have a 'Meet the Staff' display, clearly identifying staff and their role. All relevant policies, procedures and information 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, Chromebooks 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 a need identify equipment we do not already have in school, then the school will consider the cost implications (and where relevant, the physical and practical limitations for larger equipment) of purchasing what is required. 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. Class teachers upload their intervention timetables at least termly, which will be monitored by the SENDCo.

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 following discussion with the headteacher.

Access arrangements to allow pupils with SEND to partake in national curriculum SATS tests at the end of Key Stage 2, and other formal assessment procedures such as the Year 1 phonics screening or the Year 4 Multiplications Tables Check is a joint responsibility between the class teacher, SENDCo and headteacher. 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 headteacher 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 headteacher.

Pupils' progress is monitored throughout the school. The SENDCo and key staff assess and evaluate the progress of children at least twice per year through 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.

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), a Teaching and Learning Plan (TLP) will be created for your child and reviewed at least twice a year, primarily using the targets identified in their EHCP as its basis. Each year, the SENDCo will arrange an annual review meeting, inviting parents, agencies and professionals involved with the child to attend the meeting and to complete all relevant documents ahead of the 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, staff receive additional training where new needs require a different sort of intervention or strategy, such as Speech and Language. This is done as soon as possible after the need is identified.

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

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

We have links with a range of other outside agencies including health and therapy services, the Educational Psychologist, CAMHS and family support agencies.

An Early Help Assessment would be opened if your child or family needed support from outside agencies. This would then lead into regular Team Around the Family (TAF) meetings to monitor progress and the effectiveness of the support.

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 (and/or SENDCo where children are displaying SEND) liaises with the pre-school/nursery to discuss a build a picture of how we can best support all children moving to our school. 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 and just three classes, 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, before attending 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, 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, both of which are run by school staff. If a child with SEND wishes to attend these, then a discussion will be held with school staff and parents/carers to consider how we can meet the needs of your child in these sessions.

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.

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. We also offer Forest School sessions to the whole school every year: infants attend once every three weeks on a rota basis whereas each year group with Key Stage 2 attends for 6 weeks each year.

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) or Child and Adolescent Mental Health Services (CAMHS). 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 House Captains (Y6) or School Councillors (Y1 upwards), 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?

Each class holds an intervention 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. This provision is reviewed regularly and updated at least termly.

During the 'review' stage of our APDRs (for children without EHCPs) or TLPs (for children with EHCPs), we consider the progress children have made following an intervention / interventions. This enables us to see how effective the intervention(s) has been in order to plan next steps.

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.

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.

The SENDCo provides termly updates regarding the provision of SEN at the Quality of Education Committee governors' meeting, in addition to including a section in the headteacher's termly report to the full governing body. The SENDCo also meets regularly (usually termly) with the SEND Link Governor to discuss SEND in school. The SEND Link Governor is a valued critical friend in the provision of SEND at Samlesbury.

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 and supporting the wellbeing of our children and their families including: health and therapy services, the school nursing team, the Educational Psychologist and family support agencies such as Children & Family Wellbeing Service.

We regularly receive information from medical professionals suggesting actions in school which we strive to put in place to better support the child. We also provide additional information to medical professionals to support them in their assessment of a child's needs.

We welcome a range of NHS professionals into school at different times, depending upon the need of the children within our school at that time. This might include Speech and Language Therapists or a specialist teacher of the deaf. We also buy into the Lancashire Specialist Teacher provision to support us with assessing and/or supporting children with SEN.

We may complete an Early Help Assessment (EHA), followed by regular Team Around the Family (TAF) meetings to facilitate links with other agencies.

We signpost parents to the [Lancashire Local Offer](#) and to the [Lancashire SEND IAS](#) (Information, Advise and Support Service).

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 and/or headteacher are readily available to talk to, should the child or parents feel they need further support.

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 [Local Offer Directory](#) useful and can find sources of further information, advice and support through [Lancashire SEND IAS](#).

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>