

St. Nicholas C of E Primary School

Special Educational Needs Information Report

2023

Headteacher	Claire Taylor
Special Educational Needs and Disabilities Coordinator SENDCO	Gemma Kitchen
SEND Policy	Available via school website https://www.st-nicholas-blackpool.org.uk/curriculum-achievement/send
Governor with responsibility for SEND	Carolene Sargeant
Contact details: address	School Road, Marton, Blackpool FY45DS
Email	admin@st-nicholas.blackpool.sch.uk
Telephone	01253966150
Local offer web address	https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx
Age range	4-11

At St Nicholas Church of England Primary School we deliver quality first teaching to every child, adapting the curriculum to their specific needs.

1. How does the school know if children need extra help?

We know when children need help if:

- Concerns are raised by parents/carers or the child's teacher
- Limited progress is being made
- There is a change in the child's emotional well-being or progress

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (SEND CoP: 2014:Pg15)

2. What should I do if I think my child may have special education needs?

The class teacher is the initial point of contact for responding to parental concerns. If you have further concerns, then please contact the school SENDCO.

3. How will I know how St Nicholas C of E supports my child?

- Each child's learning will be planned by the staff involved in your child's education and tailored to suit their individual needs. This may include targeted support.
- If a child has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills, etc. then the child may be placed in a small focus group. The length of time of the intervention will vary according to their needs and monitored regularly. If you have any questions related to the interventions please do not hesitate to contact the class teacher or SENDCO.
- As parents/carers, you will have regular opportunities to discuss your child's progress within school. This shared discussion may highlight any potential problems for further support to be planned.

- In some cases, a referral may be made to seek further advice from outside agencies to discuss the most appropriate way forward for your child. This may include support from the Blackpool Inclusion Team SEND service.
- Occasionally, a child may need more expert support from an outside service such as Speech and Language Therapy, Occupational Therapy, CAMHS and Educational Psychologists.
- Any referrals to outside agencies require parental consent.
- The Governors at St Nicholas are responsible for entrusting a named Governor who will monitor the SEND provision and the use of funding in their school. In a support and challenge role, the Governors ensure the school is as inclusive as possible treat all children and staff in an equitable way. They monitor and review the accessibility plan; all other statutory policies and provision as defined by the Department for Education.

4. How does the school adapt its curriculum to meet the needs of children with SEND?

- All work within the classroom is tailored to individual needs by the class teacher to best enable children to access a broad and balanced curriculum.
- Teaching assistants (TAs) may be allocated to work with a child or a small group to target more specific needs.
- If a child is identified as having an additional need, they may be given a personalised plan and reasonable adjustments may be made to their provision. Targets will be set according to their area of need. These will be reviewed by staff and the SENDCO at least three times a year with the opportunity for discussion with parents/carers and the pupil.
- If appropriate, specialist equipment may be given to the child e.g. writing slopes, posture cushions, pen/pencil grips or easy to use scissors.
- Please also see our accessibility plan, available on the school website.

5. How is progress towards outcomes measured and reviewed?

- Through the school's assessment and reporting systems, you will be kept regularly informed about your child's progress.
- Pupil targets will be reviewed by staff and the SENDCO at least 3 times a year with the opportunity to share with parents/carers and the pupil; with a copy given to them. This may be on parents' evenings and during review meetings.
- In addition, if your child has an EHCP, this will be reviewed at a formal annual meeting.
- Appointments can be made to speak, in more detail, with members of staff if you require.

6. How will you help me to support my child's learning?

- Staff may suggest ways of how you can support your child.
- The Class Teacher, SENDCO or Family Support worker may meet with you to discuss how to support your child and may suggest strategies to use.
- If outside agencies or the Educational Psychologist has been involved, support strategies may be provided and could be used at home.
- The home-school partnership is an essential, two-way process.

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

- The school offers a wide variety of pastoral support for children who are encountering social/emotional difficulties:
- Members of staff are readily available for children who wish to discuss issues and concerns.



- Additional support may be provided for children who find social times challenging.
- Teachers create safe spaces for the children who need some emotional support.

Children who have medical needs:

- If your child has a medical need, then a detailed care plan will be provided by a medical professional. These are shared with all staff involved with your child.
- Staff receive Epipen/diabetic/ Epilepsy training as required .
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of the child and staff member. Please refer to the school's administering medicines policy.
- Identified staff have First Aid training.

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

- At times it might be necessary to consult with outside services to receive their more specialised expertise. These can be located on the Local Offer <https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx>
- Some of the services we access regularly are:
 - Blackpool carers centre
 - Blackpool Inclusion Team
 - Child and Adolescent Mental Health Services (CAMHS)
 - Early Help Team
 - Educational Psychologists
 - NHS Speech and Language Services (NHS)
 - Occupational Therapists
 - Pupil Welfare Officer
 - Blackpool School Nurse Team
 - Specific Literacy Difficulties and Visual Stress Team
 - Trinity Hospice
 - Neurodevelopmental Pathway

How can you contact these services?

The SENDCo has the contact details for the services.

Some useful contact details are:

SEND Officer at Blackpool Council 01253 476743

[SENDIASS](mailto:sendiass@blackpool.gov.uk) 01253 477083 – sendiass@blackpool.gov.uk

[CAMHS](tel:08001217762) 08001217762

[Speech and Language Therapy](mailto:01253.951101bfwh.admin.paediatrictherapy@nhs.net) 01253 951101bfwh.admin.paediatrictherapy@nhs.net

[Children's Social Care](tel:01253.477299) 01253 477299

Please contact the school for any further details you may require.

9. What is our additional staff expertise?

- Different members of staff have received training related to Special Education Needs and Disabilities.
- This may include sessions on:
 - Cognition and learning (e.g. Dyslexia)
 - Communication and Interaction (e.g. speech and language difficulties/Autism)
 - Physical and Sensory (e.g. Coordination needs)
 - Social, Emotional and Mental Health

- The SENDCO has Qualified teacher status and the National Award for SEND Coordination and has relevant experience.

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

- Activities and school trips are available to all in line with our equal opportunities policy.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is deemed that an intensive level of 1:1 support is required, another member of staff may be allocated this role, or you may be asked to accompany your child during the activity.

11. How accessible is the school environment?

- In compliance with the Equalities Act (2010), St Nicholas will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- Schools are responsible for setting an admission policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- We are happy to discuss individual access requirements. Please refer to the school's accessibility plan which can be found on our website.

12. How will the school prepare and support my child during transition in school between settings?

- All the children have opportunities to attend transition visits.
- Discussions between the previous or receiving schools/settings happen prior to the child joining/leaving.
- All children attend transition sessions where they spend some time in their new class teacher and other members of staff.
- Additional visits are also arranged for children who need extra time in their new setting.
- School staff are always willing to meet parents/carers prior to them joining their new school.
- Where a child may have more specialised needs, a separate meeting may be arranged with relevant staff from both schools, the local authority, parents/carers and, where appropriate the child.

13. How are the school's resources allocated and matched to the children's special educational needs?

- A notional SEND budget is allocated to individual schools each financial year in line with the SEND Code of Practice. This can be used to provide additional support or resources dependent on an individual's needs.
- Dependent on budget; additional support and resources may be deployed to aid children's learning.
- The level of support will vary dependent on the needs of the child.

14. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with teachers, SENDCO and the senior leadership team. Decisions are based upon termly tracking of child progress and/or as a result of assessments by outside agencies.
- If further concerns are identified, due to the child's wellbeing or lack of progress, then other interventions may be arranged.

15. How will I be involved in discussions about planning for my child's education?

- All parents/carers have a responsibility to support their child's education.
- Parents/carers support home learning and personalised targets.
- Discussions with teachers/SENDCO/other professionals.
- Attendance at Parent's Evenings.

16. How will my child's views be taken into account?

- Children are involved in the setting of personalised targets.
- Discussions around aspirations for the future will inform the content of any personalised planning.
- Pupil voice is valued and encouraged.
- Attendance at review meetings is welcomed where appropriate.

17. Who can I contact for further information?

- If you have further questions regarding SEND, please contact the school to arrange a meeting with the relevant staff member.
- It is in everyone's interest that concerns, and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of complaints procedure. St Nicholas take concerns seriously and will make every effort to resolve the matter as quickly as possible. If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, the SENDCO, may refer you to another member of staff or the Senior Leadership Team.
- We understand however, that there are occasions when people would like to raise their concerns formally. In this case, we will attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

We hope we have answered any queries you may have but do not hesitate to contact school if you have any further questions.

We review this SEND report annually and would like any feedback parents might have on its content. It is important that this document is considered useful to parents. Therefore, we would appreciate parents input as to whether the sections are clear and whether anything could be added or changed.