



# St. Nicholas C of E Primary School

## Special Educational Needs Information Report



Our school SENCo is:

Mrs Gemma Kitchen  
St Nicholas Church of England Primary School  
Marton  
Blackpool  
FY4 5DS  
01253 966150

### **What is the SEND provision provided by the school including any support provided in relation to learning or the curriculum?**

The children are at the heart of our school and curriculum here at St Nicholas CE. We have high expectations for all our children, recognising all educational achievement. All our teachers are teachers of children with special educational needs and we provide an inclusive learning environment that meets the needs of all children enabling them to reach their true potential.

Teachers plan and deliver, high quality, appropriately differentiated lessons, incorporating varied learning styles to meet the needs of the individuals in their class. Support for pupils with special educational needs varies depending on that child's needs. This can be in the form of physical supports such as additional resources, further differentiation, or targeted interventions to improve the outcomes related to a specific area of need.

The teaching staff, SENDCo and teaching assistants work very closely to deliver interventions, monitor the impact and ensure strategies are used effectively across the school and at home where appropriate.

Learning support plans outline the specific strategies, interventions and resources for individual pupils who require additional support.

### **How will we know if your child has SEND?**

The school's assessment for learning approach ensures that the progress of all pupils is monitored and tracked. Class teachers and classroom staff reflect each lesson on the progress that has been made and identify the next steps for each child. Formative assessments are used at the end of each half term.

Following Teacher Assessments, 'Pupil Progress meetings' are held between the Class teacher and Key stage leader term. During this meeting, the progress of all children is discussed.

For pupils making less than expected progress-for whatever reason, interventions will be discussed and implemented if need be. Where progress continues to be less than expected, it may be appropriate for the SENDCo to advise the use of strategies or seek further support from advisory teachers or other external agencies and gather information to assess whether the child has special educational needs.

A child may be placed on the SEN register for several different reasons depending on their area of need, they may be making little or no progress, present with persistent emotional or social difficulties (These may display as challenging behaviours that do not improve with behaviour management techniques used within the school or with specialist support) have sensory difficulties that do not improve despite the use of specialist equipment, or have communication and interaction difficulties that do not improve despite targeted intervention.

The SENDCo works with several external agencies depending on the needs of the pupil such as Advisory teachers, Primary Mental Health Workers, Speech and Language Therapists, Occupational Therapists, Paediatricians, Educational Psychologists, and our school Nurses. If external support is required, parental consent will be sought and the SENDCo will support the parents at any point in this process.

Parents are consulted at every stage in this process and if their child is identified as needing SEN support the parents are informed verbally and then confirmed in writing.

All parents can attend Parent's evenings twice a year and are provided with a detailed report at the end of each academic year. The SENDCo is available, in addition to the class teacher, on these occasions to meet with parents.

The teachers and SENDCo are also available at other times to discuss any concerns with parents. A mutually convenient time for this meeting can be arranged and if appropriate, other professionals may be invited.

### **How the school develops teaching and adapts its curriculum to meet the needs of children with SEND?**

At St Nicholas, all the children experience a rich and relevant curriculum. When a child has special educational needs or a disability the children will enjoy the same curriculum as all the other students. We have high expectations for all, recognising all educational and out-of-school achievements; providing an inclusive-learning environment that meets the needs of all children, enabling them to fulfil their true potential.

Quality first teaching means that all teachers have the highest possible expectations for all the children. This, along with whole school processes for assessment, planning, implementing tracking, monitoring, and reviewing, ensures that the teachers have a good understanding of the children and their individual needs. They adapt their teaching style to include a range of resources and approaches to support and extend the child's learning. Whilst enabling them to be independent and aware of how they can improve. The children are encouraged to regularly reflect on their learning and work collaboratively with others to practise and teach others their knowledge.

The Senior Leadership Team (SLT) carry out regular teaching observations, ensuring that teaching staff are consistent in employing the teaching and learning policy, and that teachers and teaching assistants are working to best effect within the classroom.

Teaching staff have regular access to continuous professional development and relevant training to enhance their knowledge and strategies for the most occurring educational needs.

Training needs for Teaching assistants are evaluated throughout the year, individuals attend courses to meet the needs of children with specific difficulties and to enhance their own professional development.

The SENDCo has regular contact with specialist teachers from the Local Authority. Advice is provided for children with communication and interaction difficulties, social, emotional, and mental health needs, cognition and learning needs and sensory and physical needs. The school also works closely with an Educational Psychologist.

The SENDCo will advise the teachers regarding specific strategies to support a child with SEND.

Children who may have specific gaps in their understanding of an area of their learning may require some small group or 1:1 support. This intervention may be delivered by the class teacher, teaching assistant or another member of the school team. Progress will be carefully monitored and any concerns will be discussed with the SENDCo. If a child continues to make little or no progress, despite school additional provision they may be classified as 'SEN Concern'. This recognises that the support may need to remain in place but do not yet require a referral to outside agencies.



If a child, over a sustained period of time, continues to work at a level substantially below children of a similar age despite well founded SEND support it may be agreed to seek outside agency advice. This might be, for example to seek the advice of an advisory teacher initially and if the concern continues, the child may require an assessment by an Educational Psychologist. Children who are accessing outside agency support in this way will be placed on the school SEND register.

Children whose learning needs are complex, severe and lifelong and require continued additional support in school may be assessed as needing an Education, Health and Care Plan (EHCP) which provides a statement of need.

### **How is progress towards outcomes measured and reviewed?**

Teachers constantly assess the children in their classes and submit pupil progress data termly, the data is then discussed at pupil progress meetings with the phase leaders/Senior leadership team. Together, the data is analysed, and concerns or anomalies identified. Staff then identify what the child or group of children need who are not making or are exceeding expected progress. Some children who are age appropriate with their academic attainment may have difficulties in other areas such as social and emotional development, physical development or speech language and communication.

Any child identified as needing additional support will begin working on an intervention or catch-up programme, for which a baseline assessment will be completed or they may be set individual targets to improve in the identified area.

Following an agreed period, their progress will be measured by reviewing the targets that were set or by comparing the end of programme assessment with the baseline assessment.

Children that are identified as needing SEN support this take the form of a Assess, plan, do, Review cycle.

**Assess:** The teacher, SENDCo and parents carry out an assessment of the child's needs.

**Plan:** The SENDCo and teachers agree in consultation with the parents and pupil the adjustments, interventions, support to be put in place with the expected impact on progress along with a clear date for review.

**Do:** The teacher puts the plan into place, working with teaching assistants or specialist staff involved to use the strategies and interventions to support the child within the classroom where possible.

**Review:** The strategies and interventions are reviewed and the impact on the pupils progress is evaluated. These reviews take place termly and all people, staff, parents and children involved are encouraged to share their views and next steps are planned.

Where a pupil makes less than expected progress, despite appropriate SEN support, the SENDCo will request advice of the specialists. Parents are always involved in any decision to involve specialists.

### **How do we ensure that you child has a successful transition from one provision to another?**

#### Early Years

Starting school is an important time, we try our very best to ensure that it is a smooth and happy transition for all the children and families involved.

Our school induction process begins in the summer term prior to the children starting school in September. We welcome the children and families to an induction meeting, the teachers and senior leadership team are all available at this meeting for parents to ask any questions or discuss their concerns. The children are then invited to attend some play sessions so they can experience coming into the classroom and meeting the teachers along with their parents. Parents are also invited to attend a parent consultation to discuss their child and ask any questions before the children begin in September.

In September, the children begin school on a part-time basis for approximately two weeks gradually building up to full time attendance. This enables the teachers to get to know the children, establish classroom rules and routines in smaller groups before all pupils attend full time.

Our school works closely with preschool settings to gather as much information as possible for the children starting in September. The SENDCo attends any transition reviews, when invited, for children with additional needs and/or external agency involvement.

### Non-Routine Admissions

Any children joining St Nicholas at times other than September (Non Routine Admissions) will be invited along with their parents to visit the school. Parents will be able to share any concerns they have about their child. The school administration staff will pass on any information from the previous school and relevant information will be passed on to the SENDCo who will then contact the previous school to establish whether any specialist provision is required. To provide the appropriate support when they arrive in our school, information will be shared with the relevant staff to ensure a smooth transition.

If a child has an EHC plan, admission is arranged with school and parents through the local authority SEN team.

### Transition To High School

Transition events to high school begin during the summer term prior to the children leaving primary school. The Year 6 teachers and SENDCo will meet with the staff and SENDCo from the high school to discuss the pupils and their provision. Parents and pupils are also invited to attend these meetings.

All children are invited to visit their high schools and additional visits can be arranged for children with special educational needs so they are well prepared and feel more comfortable in their new school.

Staff endeavour to make the transition from St Nicholas to high school as successful as possible. The SENDCo is happy to discuss any concerns that you or your child might have about this transition.

If it is appropriate we will work with the high school to create a specific induction programme for any pupil with SEN to aid a smooth transition.

### **How do we secure additional services and expertise from other agencies?**

As a parent/carer you will be consulted if a referral needs to be made to seek additional advice and support for your child. After this discussion, a referral into the appropriate service(s) can be made. The SENDCo will complete the forms which will outline the nature of the difficulty and send them to the relevant agency. Parents may be invited to attend the consultation or feedback meetings with the SENDCo and professionals working with your child.

Here is a list of some of the additional services and professional bodies used by St Nicholas CE Primary School that are available to provide support.

Names and contact numbers are available through school.

Blackpool Carers Centre  
Blackpool Inclusion team  
Child Adolescent Mental Health Service (CAMHS)  
Early Help  
Educational Psychologist  
NHS Speech and Language Therapists  
Occupational Therapists  
Pupil Welfare Officer  
School Nurse  
Specific Literacy Difficulties and Visual stress Team  
Trinity Hospice  
Young Carers

### **How can you contact these services?**

The SENDCo has the contact details for the services.

Some useful contact details are:

St Nicholas CE Primary School 01253 966150

SENDCo (Mrs G.Kitchen) 01253 966150 or email [admin@st-nicholas.blackpool.sch.uk](mailto:admin@st-nicholas.blackpool.sch.uk) marking it for the attention of the SENDCo.

Postal Address:

St Nicholas CE Primary School  
School Road  
Marton  
Blackpool  
FY4 5DS

Other useful telephone numbers

SEND Officer at Blackpool Council 01253 476743

[SENDIASS](tel:01253477083) 01253 477083

[CAMHS](tel:01253957160) 01253 957160

[Speech and Language Therapy](tel:01253951101) 01253 951101

[Children's Social Care](tel:01253477299) 01253 477299

Blackpool SEND Local Offer can be viewed by this link

<https://www.fyidirectory.co.uk/blackpool-local-offer>

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

### **How do we know our provision is effective?**

The main process for assessing the success of the provision is the Assess, Plan, Do, Review cycle.

For any child with an Education, Health and Care plan an annual review is held by the SENDCo, where we discuss the provision for the child, what is working well and how it could be even better if...

Parents, pupils and all professionals who are involved in that child's care will be invited to the meeting. If anyone cannot attend, they will be asked to submit a report that can be shared in the meeting. The child's progress will be discussed and details of next steps to

ensure they continue to make progress. Annual review meetings are informative, inviting, and helpful to all staff as well as parents and carers.

Regular assessments are completed each term for each child and progress is measured. The data is then presented using the school tracking system.

Pupils may require additional support for learning, behaviour or emotional wellbeing and a Learning Support Plan will be put in place which will be reviewed at-least termly to measure impact.

Parents and carers are invited to these reviews and can contribute to target setting.

### **How can facilities that are available be accessed by children with SEND?**

Children entering the school with specific needs and who have had access to specialist equipment will continue to be provided with this equipment if possible. School will liaise with the relevant pre-school services/authority and continue to work with them.

Other specialist equipment such as writing slopes, grips and support cushions (as part of a posture pack) is available for those children who would benefit from this.

At St Nicholas', we have a lift to provide access to all children and adults to the upstairs classrooms and resource areas.

St Nicholas is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

The Accessibility policy is implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

### **What is our additional staff expertise?**

All staff have access to relevant training to support the needs of children in school. They enhance and update their skills through continuous professional development. Staff training is linked to the needs highlighted on the School Development Plan.

Staff feed back to their colleagues, usually via staff meetings and Teaching Assistant meetings. Training is accessed through the Local Authority or outside agencies.

Members of staff can provide support with Speech and Language programmes – Talk Boost, ELKLAN, Colourful semantics, Precision teaching, Active spellings, and Lego Therapy.

For more specialist expertise to support children with specific needs such as Speech, language and communication needs, Visual and Hearing Impairments, Autistic spectrum conditions and physical or sensory difficulties the SENDCo can make referrals to the advisory teacher team within the Local Authority.

Where a pupil continues to make little or no progress over a sustained period, or to work at a level substantially below their peer despite the appropriate support, the advice of an Educational Psychologist can be sought.

Referrals to other services can also be made following discussions and planning with the SENDCo and the SENDCo will complete the requested paperwork, outlining the nature of the difficulty.

### **What are our extra-curricular activities?**

St Nicholas Primary School offers a variety of breakfast, lunch time and after school clubs which are available to all our children. These are wide ranging and have included a Choir, Self-Defence, Book club, Football, Fit2Go club, Sport, Dance and Drama.

All staff involved in the delivery of these sessions are fully aware of any pupils who may encounter difficulty in accessing activities and will make adjustments accordingly. Additional staff provide 1:1 support at lunch time, swimming and off-site trips where necessary. Risk assessments are written to assess any potential hazards are identified. Registers are kept for all extra-curricular activities.

Parents/Carers are regularly informed about various clubs and activities for children with SEND within the community.

### **How can you make a complaint?**

In the first instance, we would hope that you would come into school to discuss your concerns with the SENDCo or Headteacher/Deputy Headteacher. If you are unhappy with the outcome, you will then be directed to the School's Complaints Policy.

Please see the link below to see how the local authority support children and young people with special educational needs.

Further information about Blackpool's Local offer can be accessed by using the link

<https://www.fyidirectory.co.uk/blackpool-local-offer>