



SEND Information Report

Responsible Person	Mrs G Beetham
Date Created	September 2022
Date to be Reviewed	September 2023

What kind of Special Educational Needs do we provide for at Trawden?

At Trawden Forest School we have children with a range of Special Educational Needs. We support these children in many different ways to ensure that they can access our broad and balanced curriculum. They may have additional needs in one or more areas as set out in the Code of Practice 2014:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Teachers provide differentiated learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum. All staff are responsible for maximising the learning of our children therefore we closely monitor, and set ambitious targets for all of our children. We value and nurture all of our children to help them feel secure and able to learn.

How do we identify a child with SEND and how do we assess their needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

'A child or young person has SEND if they have a learning difficulty or 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 or disability 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 post-16 institutions.'

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEND. Information will be gathered from parents, teachers and the pupil where appropriate.

Other factors such as absence, attending lots of different schools, difficulties with speaking English and other worries may affect progress. The school understands that many learners may be vulnerable but this does not necessarily mean that they have SEND.

It is very important that specific needs are identified at an early stage. We gather information to support early identification in many ways which include:

- Concerns raised by parents
- Whole school tracking and monitoring
- Identification by the class teacher or SENDCo through observations in the classroom / playground
- Discussions with nurseries
- Issues identified by an outside agency (such as Speech and Language Therapists, Educational Psychologists etc.)
- Issues identified by a medical professional

You should always speak to your child's class teacher initially if you have any concerns. A meeting may then be set up with the school SENDCo, Mrs Gemma Beetham, if necessary.

How do we involve parents?

Parents are always welcome to discuss concerns with their child's teacher. The school SENDCo can be contacted through the school office or via email. Teachers may invite parents into school to discuss concerns or they may be discussed at Parents' Evening. Information would also be shared with the SENDCo.

SEND Support:

- Provision Maps are discussed and shared termly, or more frequently if necessary, and the targets are discussed with the children and parents
- Appointments can be arranged with relevant staff to discuss concerns as they arise.
- Appointments can be made with the Headteacher, Class Teachers or members of the Senior Leadership Team either directly or through the school office.
- Termly (at least) 1:1 meetings with teaching staff and SENDCo
- Provision Maps are used to share short-term targets

Children with EHCPs (Education, Health and Care Plan):

- Parents/carers are invited to attend and contribute to annual reviews.
- Parents/carers are asked provide written information for the reviews
- Provision Maps are used to share short-term targets

Open Days are held to share classroom activities with parents/carers. School holds two main Parents' Evenings and a final report each academic year to share progress and targets. Parents/carers are welcome to request meetings more frequently and some families have brief meetings on a regular basis if this is deemed appropriate. Newsletters are produced fortnightly and our website is updated regularly. Each class posts regularly on our Website, which is linked to our Facebook page, to share images and updates about their class.

How do we involve children?

All pupils at Trawden are supported to engage in their learning which includes knowing their strengths and areas to develop. This can involve: discussing their work, assessing their work and responding to marking and feedback. Targets are shared with children and discussed. They are reminded of these throughout their learning as appropriate and during targeted work.

In addition to this, children with SEND are asked to comment on their progress towards their Provision Map targets and possible next steps. Children are also invited to contribute to and attend annual reviews in a way that is appropriate to their age and level of need.

How do we assess and review the progress that the children make?

- PIVATS are used to assess and monitor the progress of children with cognition and learning as their primary area of need. This is measured in small steps.
- PIVATS PSED are used to assess and monitor the progress of children with Social, Emotional and Mental Health needs. This is measured in small steps.
- Teachers assess children with SEND at least termly and targets and provision are altered as necessary when they are met.
- Class teachers meet with SENDCo at least termly (more often if necessary) to discuss progress and provision
- Children's progress is measured by the Headteacher during Pupil Progress Meetings with the class teacher to inform the level of provision which is required.
- Governors are involved in monitoring data

What is our approach to teaching children with SEND?

At Trawden Forest School, we ensure that all pupils are valued and have equal access to a broad and balanced curriculum which is differentiated or adapted to meet individual needs and abilities.

- We have successful communication between teachers, children with SEND, parents of SEND children, intervention leaders and outside agencies.
- We discuss progress and next steps with parents/carers during termly Provision Map review meetings and when completing 'One Page Profiles' and annual reviews for children who have an EHCP.
- We are committed to developing the knowledge and skills of staff to manage the challenges of the range of needs in the school, and to ensure that all support is of a high quality.
- We have developed an effective review cycle that allows us to monitor, review and plan for next steps of development.

- We ensure that consideration of SEND crosses all curriculum areas and aspects of teaching and learning.
- Early intervention is key and support is put in place quickly where needed.
- Support, which may be in class, in small groups or one-to-one, is personalised, targeted and tracked.
- TAs are deployed according to the needs of the children.
- Children usually work with the same TA and teacher on their Provision Map targets.
- Children with specific needs are provided with the correct learning environment and resources.
- Observations may be undertaken by a Specialist Teacher and advice is then implemented.
- All of our children are taught to value and embrace how we are different. Issues relating to this are covered through our PSHE lessons, during our annual Anti-bullying week, assemblies and through our positive ethos.

How do we support and adapt the curriculum for children with SEND

If the learner is identified as having SEND, they may need support that is '**additional to**' or '**different from**' the differentiated approaches which are provided as part of high quality, personalised teaching. As part of the new Code of Practice, we will engage in the four stage process: Assess, Plan, Do and Review.

Assess - take information from parents or carers, class teachers and their assessments, and the child where appropriate.

Plan – identify barriers to learning, intended outcomes and details of support. Information such as this will be recorded on a Provision Map which will be formally reviewed at least termly.

Do – provide the additional support. The class teacher is responsible for working with the child on a day-to-day basis which includes overseeing interventions undertaken outside of the classroom. Teachers work closely with the teaching assistant delivering the intervention to discuss progress and to ensure links are made with classroom teaching.

Review - measure the impact of the support provided and consider any changes which may need to be made. All of those involved with the child will contribute to this review which will happen at least termly.

This additional support will be tailored to meet the child's needs and will target the area of difficulty. These interventions may be within class, with a small group of children with similar needs or on a one-to-one basis. The support provided, and its impact, will be monitored closely and shared regularly with child and with their parents or carers.

For a small number of learners, their needs may require access to technology e.g. modified ICT equipment, recording devices or larger print etc. These resources will usually be secured by the schools SENDCo.

While the majority of children will have their needs met in this way, some may require an EHC Plan (Education, Health & Care Plan) assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHCP.

What is an Education, Health and Care Plan and who can request one for my child?

The purpose of an EHC Plan, which replaces a Statement of SEN, is to make special educational provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood (SEND Code of Practice 2014)

An EHC Plan will contain:

- The views and aspirations of you and your child
- A full description of his/her special educational needs and any health, community and independence and social care needs
- Establish outcomes for your child's progress
- Specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You and/or the school (usually the SENDCo), can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan. This request would be made if previous targeted and specialist support has proved ineffective at supporting your child.

How are staff trained and kept up to date?

We believe that your child's learning needs will first be met through high quality teaching delivered by his/her class teacher. We regularly review our school training schedule and professional development for teaching and support staff to ensure that there is the appropriate expertise to support children with special educational or medical needs. All of our teaching assistants have training for the interventions that they deliver and work closely with the class teacher and SENDCo to monitor impact. Training is revisited and refreshed regularly. All staff are given regular SEND updates and support from the SENDCo. The SENDCo attends regular SEND seminars and relevant training events which are then cascaded down to other members of staff.

Staff have undertaken a range of training to support children with special educational needs such as Autism, Dyslexia, Adverse Childhood Experiences, Emotional Literacy and Managing Emotions. Designated staff have undertaken relevant First Aid Training including Emergency Aid, First Aid at Work and Paediatric First Aid. A number of relevant staff have had Epipen training through the School Nurse or other NHS professionals. Training for children with specific medical needs is given as required.

Speech and Language therapists train staff to support children as required. Most members of staff have been trained in Team Teach Positive Handling Strategies.

All staff have training on how to support children with social, emotional and mental health needs and for positive behaviour management. Our Nurture Lead attends relevant training to support her in her role.

How do we ensure that what we provide for the children is effective?

- Monitoring by the class teacher
- Provision Map monitoring, regular evaluation and updating of children's individual targets.
- 'Book Looks'
- Learning walks
- Pupil Progress Meetings
- Tracking with PIVATS
- 1:1 SEN meetings with SENDCo and class teachers
- Annual reviews with parents, child and outside agencies if applicable.
- Assessments are carried out prior to the intervention so that progress can be measured.
- Regular reviews will take place to ensure that the intervention is having an impact.
- Should progress be less than expected, consideration will be given to adapting the frequency, duration and delivery of the intervention or to changing the intervention.
- Reviews will take in to account the views of all those involved with the child.
- Where difficulties persist, despite targeted, reactive intervention over a period of time, outside agencies may be requested, with the parents' consent. This may include: services from the Local Authority, Speech & Language Therapy Services, Occupational Therapy, Physiotherapy, an Educational Psychologist or health services such as a paediatrician.

How are children with SEND enabled to take part in all the activities available at school?

We believe that all children are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all.

We also work closely with Sports Partnership who arrange activities for children with additional needs and have participated in activities a range of activities such as horse riding, swimming and football.

How do we support children with social, emotional and mental health difficulties?

We are a nurturing school and place great importance on the wellbeing of our children. We are aware that there are many reasons why a child may be displaying these difficulties in school and the support they receive will be individualised to meet their needs. We are also committed to working in partnership with parents as we recognise the wealth of information they can share about their children and the positive impact it can have on a child's behaviour if both school and home work closely together. Every class has a well-being area in

which children can access resources to help them to recognise and understand their feelings. It is also a place where we celebrate the little things that they do for each other.

Our nurture lead currently runs a range of nurture groups in which the children undertake different activities to enhance and develop their social skills and confidence when communicating with others. Some children also have additional 1:1 or small group sessions to target specific areas for development such as understanding and managing their emotions and how to build and maintain friendships.

We also run our 'Friendship Group' at lunchtimes where children can choose to go to quieter place, relax, chat and take part in different activities.

Where difficulties persist, despite targeted, outside agencies may be requested, with the parents' consent. This may include: services from the Local Authority, Behaviour Specialists, Clinical Psychologists and Educational Psychologists. We may also ask for support from behavioural outreach units such as the District 13 Inclusion Hub.

How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?

We teach our children that we are all different and put great emphasis on celebrating this as part of our ethos. Our PSHE lessons, assemblies and targeted work help to develop positivity, kindness and resilience.

We take allegations of bullying very seriously and any individual cases of bullying will be dealt with by the Headteacher and class teacher. We also participate in 'Anti Bullying' week where we raise awareness of what bullying is and how it may look in school.

How do we work with outside agencies if we need their support and advice?

It may be necessary to involve outside agencies to identify and effectively target the specific needs of the child. This will be discussed with parents before any action is taken and consent will be obtained. This may include support from: Educational Psychologists, speech and language therapists, behavioural outreach workers and specialist teachers. School staff liaise closely with the specialists in order to support the child and to work on targets that may have been set. These outside agencies will be contacted by the SENDCo and may work with the child in and out of school on individual programmes. These professionals will also be invited into termly/annual reviews to meet with the parents or carers. Some children will require specialist, termly visits from outside agencies and these will be arranged within school time.

What are the transition arrangements in school?

We liaise closely with nurseries to support our reception children with their transition. The reception teacher visits the children in their setting before they start school to get to know them. The children then have 'Stay and Play' sessions at school so that they become familiar with their new environment and the staff that they will be working with. Meetings will be arranged for children with EHC Plans or additional needs with the parents/carers and staff from both settings to help support the child through the transition.

As the year six children prepare to move to secondary school, the SENCo and class teacher will liaise with the children's secondary schools to ensure information regarding their special educational needs is shared. This supports a smooth transition for the next stage in the children's learning journey. Secondary school SEN staff are invited to visit the children in their primary setting and meetings are often held with primary and secondary staff and parents prior to them starting secondary school.

We consider our children that may need support with their transition between classes and plan for opportunities to support this in the summer term. This usually involves informal opportunities to meet their new teacher and TA and to visit their classroom. It may also include a booklet with photographs and completing activities in their new classroom if we feel this is necessary to support the child with their transition.

How accessible is the school?

We take health and safety issues very seriously. We have a designated disabled parking space and access for a wheelchair on the ground floor, We work hard to ensure that all children can access the full curriculum and adjustments are always made, where possible, to ensure that children have full access to resources and equipment to support them. The school has an up-to-date accessibility plan.

What arrangements do we make for supporting children who have SEND and are in the care of the local authority?

'Children Looked After' (LAC), who have SEND are supported in school using the same methods as other children with SEND. The SENDCo liaises with Social Workers and Foster Parents/carers in order to meet any additional needs. A PEP (Personal Educational Plan) is completed termly with the SENDCo, Carers and social worker to meet any academic and social needs.

Who should I contact if I need some external support or advice?

There are a range of ways that you can access advice and support if you feel that you need it. The Lancashire SEND IAS (Information, advice and support for Special Educational Needs and Disability) offers free, impartial and confidential advice and guidance to parents of children and young people with special educational needs.

<https://lancssendias.org.uk/>

What should I do if I have a concern or complaint about the provision for my child?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment should be made with the class teacher. If this is not possible or appropriate then an appointment should be made with the Headteacher or SENDCo through the school office.

Where can I find information about the authority's Local Offer?

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

How do I contact the school SENDCo?

Our SENDCo here at Trawden is Mrs Gemma Beetham. She can be contacted through the school office or via email

gbeetham@trawden.lancs.sch.uk