

The different areas of Special Educational Needs for which provision is made

At Trawden Forest School we have children with a range 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

Identifying the Special Educational Needs of Pupils

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

'A child or young person has SEN 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 SEN. 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 SEN.

Assessing the impact of provision

- Assessments will be 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 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.

Our approach to teaching Learners with SEN

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 SEN, parents of SEN children, intervention leaders and outside agencies.
- We discuss progress and next steps with parents/carers during termly IPP review meetings and when completing 'All About Me' profiles for children who have funding through the authority.
- 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 SEN 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 and targeted.
- All of our children are taught to value and embrace how we are different. Issues relating to this are covered during our annual Anti-bullying week, through our PSHCE lessons, assemblies and through our positive ethos.

Support for children with Special Education Needs

If the learner is identified as having SEN, we will provide 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. This information will be recorded on an IPP 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.

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

Opportunities for Enrichment

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. Please contact us if your child has any specific requirements for extra-curricular activities.

Social and Emotional Development

We currently run nurture groups in which the children undertake a range of activities to enhance and develop their social skills and confidence when communicating with others. Some children also have additional 1:1 sessions to target specific areas for development.

In relation to mainstream school and maintained nursery schools, the name and contact details of the SEN Co-ordinator.

Mr E Burnley

Email: eburnley@trawen.lancs.sch.uk

Admission arrangements

All parents are asked to express preferences for three primary schools. Published criteria are used to decide which children should be offered the available places. In primary schools an equal preference scheme has been introduced to comply with the Schools Admission Code, whereby three parental preferences are given equal status and will be considered equally against the admissions criteria. Our admission number for each year group is currently 30.

When a school is oversubscribed on parental preferences, then the following priorities apply in order:

1. Children in public care at the time when preferences are expressed and who are still in public care at the time of their admission to school, then;
2. Children for whom the Local Authority accepts that there are exceptional medical, social or welfare reasons which are directly relevant to the school concerned, then;
3. Children with older brothers and sisters attending the school when the younger child will start, then;
4. Remaining places are allocated according to where a child lives. Those living nearest to the preferred school by a straight line (radial) measure will have priority.

Tie-break

The distance criterion which will be used as the tie-breaker if there is oversubscription within any of the admission criteria is a straight line (radial) measure. If the Local Authority is unable to distinguish between applicants using the published criteria (e.g. twins or same block of flats) places will be offered via a random draw.

This is a summary of the admissions policy. Please refer to the 'Information for Parents' 2015/16 booklet and area inserts for full policy details.

Accessibility Arrangements

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Trawden Forest Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated as works take place and circumstances change.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school for pupils, staff, parents and visitors, and provision of physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils; (If a school fails to do this they are in breach of the Equalities Act 2010). This covers teaching and learning as well as access to the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Staff training

All of our teaching assistants have had training for the interventions that they deliver and work closely with the class teacher and SENCo to monitor impact. Training is revisited when required. All staff are given regular SEN updates and support from the SENCo. 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 diabetes training and Epipen training through the School Nurse or other NHS professionals. Staff working closely with children with speech and language difficulties have received training on Makaton and how to deliver individualised speech therapy programmes. Two teaching Assistants have received training to support a child with Visual Impairment and this information has been cascaded to all staff. Most members of staff have been trained in Team Teach Positive Handling Strategies.

Involving parents or carers

Parents/carers are invited to contribute and take part in EHCP (Education, Health and Care Plan) Reviews and receive copies of all relevant paperwork concerning their child. Children are also asked to contribute in a way that is appropriate to their age and understanding. IPPs 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. Images, names and roles within school are displayed in the school entrance so that staff can be easily identified. Appointments can be made with the Headteacher, Class Teachers or members of the Senior Leadership Team either directly or through the school office.

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 weekly basis if this is deemed appropriate.

Parent/carer questionnaires are provided annually so that views and suggestions can be shared. Newsletters are produced fortnightly and our website is updated regularly.

Involving children

All pupils are expected 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.

- 6 In addition to this, children with SEN are asked to comment on their progress towards their IPP targets and possible next steps.

Complaints

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 SENCo through the school office.

Involving outside agencies

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.

This may include support from: specialist dyslexia teachers, Educational Psychologists and Speech and Language Therapy. School staff liaise closely with the specialists in order to support the child.

Arrangements if a child with SEN is excluded

If exclusion is deemed necessary then the parent / carer will be called into school and given a start and end date and time for the exclusion. This is never more than five consecutive days and always a last resort.

Transition

We recognise that transition is an important time for children, and especially so for a child with SEN. Consequently, we work closely with parents, children and staff to ensure a smooth transition between phases or schools.

All pupils visit their Secondary School and staff from the Local Schools come in to help ease the transition. Children with SEN are offered additional visits to meet key members of staff. The Secondary School mentor will also come in to meet the children with SEN.

Local Authority's local offer

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

School SEN policy

See 'School Policies' section on the school's website.