

Bryning with Warton St. Paul's Church of England Primary School



SEN: Information Report

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Signed: *L. Dean*



SEN: Information Report

Believe, Belong, Be the Best that you can Be!

Bryning with Warton St. Paul's School is a **mainstream** primary school with an **inclusive** ethos.

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Bryning with Warton St. Paul's Church of England Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) in a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Half termly assessments show that the child is failing to make satisfactory progress and is failing to meet age related expectations
- Concerns raised by a parent/carer
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: Wide Range Achievement Test (WRAT), Mathematics Assessment for Learning and Teaching (MALT), BOXALL Profile
- Children with a Statement / EHCP (Education Health and Care Plan) will already have their needs clearly identified and the school will make provision this

2. HOW DO I RAISE CONCERNS IF I NEED TO?

Talk to us! – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the **SENDCO & Headteacher (Special Educational Needs Co-ordinator) – Mrs. Dean**

Appointments can be arranged in person, by phone or by email. Please see the contact details on the school's website – www.st-pauls-warton.lancs.sch.uk

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our SENDCO oversees the progress of any child identified as having SEND
- Teaching Assistants and/or the classteacher may work with your child either individually or as part of a group at regular times during the week. The frequency of this will depend on your child's needs. The content of this support will be explained to parents/carers when support begins, as part of a child's bespoke programme of learning and is reviewed and updated on a half termly basis.
- The school works closely with a range of other agencies to support our pupils with SEN. Usually, where health professionals are concerned, their work is funded externally. The school liaise closely with agencies such as the Speech and Language Therapy Service and the Child and Adult Mental Health Service to ensure that there is a joined up approach, securing the best outcomes for the child.
- We also buy in support from agencies such as the Special Educational Needs and Disability Traded Team when we feel we need specialist advice and guidance and this is done on a term by term basis, enabling us to tailor the support we buy in to the changing needs of our pupils.

- When external agencies arrange an appointment to see pupils in school we always inform parents and offer them the opportunity to meet with any professionals who will be working with their child.

3b WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you formally at Parent's Evenings, which are held twice a year, in order to discuss your child's progress and the support that they are receiving. We also hold a 'Meet the Teacher' afternoon towards the start of the year, during which you can chat to your child's teacher and you will also be invited to make an appointment when your child's yearly report comes home
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please call school or email us to arrange this
- An appointment can be made with Mrs. Dean – the SENDCO to discuss support in more detail if required
- Personal Learning Plans will be shared with you and your child

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

4a WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We see our school as a family and your child's happiness and self-esteem as essential to his/her success. With this in mind we offer a range of support to our children and families. This often involves completing a CAF (Common Assessment Framework) assessment with you, identifying your needs or those of your child/children, which can then help us involve other support services. These can include:
 - Lancashire's Children and Family Wellbeing Service which offers support to children, young people and families age 0-19+yrs (0 - 25yrs for SEND) and their families. With a whole family approach, the service ensures that the needs of children, young people and families who are vulnerable to poor outcomes are identified early and that those needs are met by agencies working together effectively and in ways that are shaped by the views and experiences of the children, young people and families themselves
 - The Key Youth Charity, who provide counselling for children and young people
 - Homestart Home-Start is one of the leading family support charities in the UK. Home-Start volunteers help families with young children deal with the challenges they face.
 - Our school nurse, who runs drop-ins for parents and can be contacted through school should you need to speak to her
- Mrs. Dean, our Headteacher and SENDCO, will usually be the person who would complete this assessment with you. Once it's completed and you have given your consent, she can involve other agencies and begin to hold Team Around the Family (TAF) meetings with you and those people who support your family.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in his/her class
- The school employs an Intervention Teaching Assistant (who provides targeted interventions for some of our pupils with SEN) and there are 6 teaching assistants who work to support children across the school
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the SENDCO

4b HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has an '**Administration of Medication**' policy that allows school staff to administer **prescribed medication** during the school day. In this case, a form (which can be obtained from the school office) must be completed and signed by both parent and school.
- Parents need to contact the school if prescribed medication, which needs to be taken during the school day, is recommended by healthcare professionals. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown.
- The school provides regular training and updates for staff on conditions and medication affecting individual children, so that all staff are able to manage medical situations

- The vast majority of staff hold first aid qualifications (including paediatric first aid), which are updated regularly.
- Where a child has a significant medical need, an individual care plan will be drawn up with the advice of the school nurse and in consultation with parents.

4c WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school's behaviour and attendance policies can be found on our website. If a child has significant behaviour difficulties, a Personalised Learning Plan is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing their needs. Mrs. Dean the SENDCO will be happy to chat to you about any concerns you may have about your child's behaviour
- The school works closely with a range of agencies, including the Child and Adult Mental Health Service (CAMHS), Stepping Stones Alternative Provision and the Special Educational Needs and Disability Traded Team to support children who have behavioural difficulties
- The school firmly believes in positive behaviour management and we will endeavour to develop an approach which focuses on clear and specific rewards and sanctions and aims to develop our children's self-esteem and resilience with a view to improving behaviour
- Every child's attendance is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher
- If we become concerned about your child's attendance, Mrs. Dean, the Headteacher, will get in touch with you and look at ways of supporting you in improving your child's attendance record
- If we are unable to resolve the issues, we may involve the LA Attendance team or Children's Services who can offer further advice and support
- The school are also able to support families in making contact with other agencies who can provide appropriate support – including our Family Support Worker

4d HOW DO WE DEAL WITH BULLYING AND SUPPORT SEN CHILDREN?

- We recognise that children with SEND are more vulnerable to bullying in and out of the school environment
- We also recognise that some SEND children have low levels of resilience and can struggle in challenging situations
- Our school's anti-bullying policy (available on the school's website) details our approach regarding bullying
- Our SENDCO leads our nurture and intervention work and is skilled in early support of SEND children, particularly in the context of relationships, friendships, team-working etc.
- Parents are always involved when bullying incidents occur and we aim to secure parents as 'a part of the solution' when SEND children have such challenges
- We recognise that children with SEND often find it difficult to talk about problems they may be having with other children and value the help parents and carers can give us in these situations. If your child comes home and tells you about an incident in school which you feel we should know about, please don't hesitate to contact us

4e HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have SEND Plans discuss their progress and targets when these are reviewed (age appropriate) with their classteachers or teaching assistants
- If your child has a Statement or EHCP, their views will be sought before any review meetings (as is age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing, during the course of their daily learning journey
- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and a disabled parking bay is available in the staff car park.
- Accessible toilet facilities are available

- If you have specific access queries or concerns please speak with us, we are happy to make reasonable adjustments to accommodate your child's needs

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- The long term curriculum plans are available to parents and carers on the school website
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning matched to their specific needs. Typically, this means that in a lesson there will be at least three different levels of work set for the class, however on occasion work will be individually differentiated as appropriate
- The class teacher, alongside the SENDCO will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, specific software
- The SENDCO reports to the Headteacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets regularly with the SENDCO. They report on their visit to the Governing Body to ensure that high standards are maintained
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- The Headteacher meets with classteachers on a termly basis to discuss pupil progress. The progress and achievements of every member of the class is discussed and where we feel a child is not meeting age related expectations or making sufficient progress, interventions are planned
- Mrs. Dean (the SENDCO) reviews children's targets in the Personal Learning Plans and ensures that they are being met
- Staff liaise closely with children, parents, support staff and other relevant professionals to build up a detailed picture of a child's progress in relation to expected learning and progression steps
- The school advisor meets with the Headteacher regularly to oversee data across the school and identify and prioritise areas for improvement
- The Governors' Standards and Effectiveness Committee meet regularly to scrutinise data across the school, particularly that of identified groups (e.g. Pupils with SEND) and check that we are meeting agreed targets for progress and achievement
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7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENDCO at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Children in KS1 can be provided with a home/school diary where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible
- If your child has identified SEND, he/she will have a Personalised Learning Plan that will have individual targets. This will be discussed with you at Parent's Evenings and you will be provided with a copy. The conversation will also provide suggestions on how you can support your child's learning at home.
- When the child's Personal Learning Plan is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND they may have a Statement of SEN or EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's' progress in learning against age related expectations on a termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details
- Pupil Progress Meetings are held each half term between each class teacher and the Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth
- The Headteacher and SENDCO report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENDCO and attends briefing sessions They also report back to the Governing Body

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children have access to every area of the school curriculum and we ensure that all children can be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is deemed unsafe for a child to take part in an activity, then alternative activity which will cover the same curriculum areas will be provided within the school environment, wherever possible.
- The school hosts a variety of after school sports clubs. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Each child's needs will be considered on an individual basis.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting
- For children starting in Reception, the Headteacher and **EYFS Leader (Miss. Yates)** hold a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other
- The EYFS Teacher, Miss Yates and Miss. Reilly our Early Years Teaching Assistant will carry out home visits during your child's first half term in reception class
- We liaise closely with staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then a Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point, where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question (if this was required) to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.
- When children with SEND leave school, we arrange meetings with the receiving school's SENDCO and/or Head of Year etc. if required. A transition plan is agreed and all stakeholders, including the child and parents, are included.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENDCO is a highly experienced teacher who regularly attends training events and holds the National Professional Qualification for SENDCOs
- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have a wealth of knowledge and experience in supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required
- As a school we work closely with any external agencies to support individual children's needs including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologists, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Children's Centre support staff, social workers and specialist advisory teachers.
- Education psychology support is secured via the local authority or SANDS Psychology

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- Our SENDCO holds the National Professional Qualification for SENDCOs and also has a Certificate in Special Educational Needs in the Primary Classroom. In addition to this she has attended a wide range of training to ensure she has a breadth of knowledge and expertise. Most recently she has been working closely with Staff from Stepping Stones Short Stay School to develop strategies in behaviour management and will be undertaking training in the new year on how to secure Education Health and Care Plans
- We endeavour to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way and we tailor our programme of professional development to the needs of our pupils and staff
- The specific training held for all staff has included: IDL Training (a dyslexia intervention programme) and PIVATS 5 Training (an assessment tool for children with SEND)
- Individual members of staff undertake training during the year which is tailored to their individual needs

13. WHO CAN I CONTACT FOR FURTHER INFORMATION OR IF I HAVE A COMPLAINT?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy and the school's SEND Local Offer. The Local Authority's Local Offer is signposted from the school's website
- Further information is available from the SENDCO (Mrs. Dean), or Headteacher (Mrs. Dean).
- The school has a complaints policy, which is available on the policy page of the school website
- You might also wish to visit the following websites:

Information, Advice & Support Service (IASS):

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support/>

IPSEA (Independent Parental Special Education Advice)

www.ipsea.org.uk

14. WHAT ARRANGEMENTS DO WE MAKE FOR CHILDREN WITH SEND WHO ARE IN THE CARE OF THE LOCAL AUTHORITY?

- Lancashire County Council employs a Virtual School Headteacher (VSH) who has countywide responsibility for the education of 'Children Looked After'
- The Headteacher and SENDCO will liaise directly with the VSH and the child's carer to undertake a needs analysis
- Children with SEND will have a Personalised Learning Plan identifying key areas for development and associated targets

- Regular review meetings will take place and the VSH will be a key contributor

15. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Please contact the school office **(01772 632364)** for further information about the school and to arrange a meeting with the Headteacher

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.
19/11/17	<ul style="list-style-type: none"> • Web address for Lancashire Information, Advice & Support Service Update • Names of staff updated • Number of teaching assistants updated 	None
18/03/20	<ul style="list-style-type: none"> ▪ Update to details of support services for children and families ▪ Update to details of how attendance issues will be managed ▪ Update to details of staffing Parent Partnerships changed to Information, Advice & Support Service (IASS) 	