



SEN Information Report

Version 1.1 January 2017

Overview

All educational providers from Child Minders to Further Education Colleges have a statutory duty under the SEND Code of Practice (CoP) to have arrangements in place to support children and young people with SEND. This support starts with the approach to the early identification of needs, through to the support that is provided at each of the steps through the Graduated Response to pupils with SEN Support. This collection of information is commonly known as the Provider's Local Offer, and this should link to the Local Authority's Local Offer, <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>, as well as the Local Authority's Local Offer linking back to your establishment web site. This information should be regularly reviewed and updated, in partnership with other local education providers, children and young people, parent/carers and the Local Authority.

Mainstream schools and academics, maintained nursery schools, 16 to 19 academics, alternative provision academies and Pupil Referral Units, also have a statutory duty to annually publish their SEN Information Report.

Lancashire County Council would encourage all educational providers to produce and publish a SEN Information Report, as this is recognised by the Department for Education (DfE) and OFSTED as good practice.

Guidance for Completion

This guidance reflects the statutory guidance from the DfE in the CoP, and pulls on good practice from the national Association of Special Educational Needs (NASEN). The statutory requirements are detailed in the CoP 6.79 – 6.83. Lancashire County Council would encourage all educational providers to use the following template to produce their SEN Information Report.

Charles Saer Community Primary School

SEN Information Report March 2017

Name of the Special Educational Needs/Disabilities Coordinator:

Helen Deaville

Contact details:

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The kinds of SEND we provided for.

Charles Saer Primary School is a mainstream primary school that makes provision for children with SEN within each of the four categories identified in the 2014 Code of Practice.

- Communication and Interaction

Some pupils experience difficulties when communicating and interacting with others. This can take several forms, for example, difficulties in sound production; limited use and understanding of words and phrases and/or underdeveloped skills in communicating with others.

- Cognition and Learning

Some pupils face difficulties when learning. There are a number of reasons why some children find aspects of learning more challenging ranging from specific issues eg dyslexia or dyscalculia to wide ranging difficulties that can affect all areas of development eg poor memory skills, or processing difficulties. Each child is treated as an individual and needs are met accordingly.

- Social, Mental and Emotional Health

Some pupils require additional support with their personal development to overcome various social, emotional and behavioural barriers to their learning. We value a nurturing philosophy at Charles Saer School which underpins the way we understand and support each pupil.

- Physical and Sensory

Some pupils have physical and/or sensory needs which require the curriculum and environment to be adapted in order that they can fully access learning opportunities.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At Charles Saer Primary School, the attainment and progress of all children is carefully tracked and monitored. This process is overseen by the Head teacher who holds termly progress meeting with class teachers to discuss each child's progress. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons.

When staff raise concerns, they are discussed with the SENCO and parents are invited to come into school to share the concerns that school hold. Parents are encouraged to speak initially to their child's class teacher if they have concerns.

A graduated approach to overcoming difficulties is put into action. Children's needs are assessed by experienced class teachers, the school SENCO, the school SEN team and by other professionals from outside school.

Pupils are placed on the SEN support register when it is agreed that they have area(s) that need support, in addition to that given in quality class teaching. Pupils have an Individual Pupil Passport which outlines their difficulties, describes what they are working towards and how this is being supported. Regular dialogue between all staff involved, and parents, ensures the passports are reviewed and progress is accelerated wherever possible.

Some children have complex needs and a multi-team approach will be used in requesting an EHC plan and meeting the targets set within it. Parents, and the pupil, will be significantly involved during this process.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

When supporting children with SEN, we aim to talk to our children and fully involve them in the process. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small.

For children with an EHC Plan, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children can come into the meetings to share their views. We use a range of practical and visual strategies to support children who find it difficult to express their views with words. Wherever possible, we try to take into account the views, wishes and aspirations of our pupils when discussing outcomes for the child and

approaches to achieve them.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

At Charles Saer Primary School, we recognise the value of working in collaboration with parents and carers of children with SEN in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. This includes parent consultation evenings, open evenings and annual reports. We have an 'open door policy' and teachers are always happy to meet with parents at a mutually convenient time. We have created an informal group for parents of children with autistic spectrum conditions. They meet half termly with the SENCO to help and support each other.

For children with Education, Health and Care Plans, parents will be invited to attend their Annual Review meeting in which children's progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed.

How will the curriculum be matched to my child/young person's needs?

The SEN Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' At Charles Saer our priority is ensure that all children, including those with SEN have access to good or outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children.

Differentiation can be observed in a range of ways. At Charles Saer, we strive to accommodate all learning styles and provide appropriate resources, often with the advice of other agencies for the children with special educational needs.

Pupil Passports identify the barriers that a child faces to learning, the strategies and resources that support the removal of this barrier, the people who help and other key information that staff need to know. These are reviewed in order to reflect the changing needs of each child.

Teaching assistants are allocated carefully according to their skills and experience, with many TA's becoming specialised in certain areas such as speech and language, precision teaching and sensory integration.

How accessible is the school environment?

Most of the school's facilities are on the ground floor but there is also a lift available to reach the first floor, making all areas fully accessible. There are 4 disabled toilets and we have 2 disabled parking bays in the car park. All outdoor areas are accessible for all.

In the case of pupils attending Charles Saer with physical disabilities, we work alongside parents, Occupational Therapists and Physiotherapists to ensure we provide the necessary facilities, equipment and support. Teaching assistants are trained to run specific programmes eg physio by the relevant medical professionals.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

Through discussions with parents, teachers, teaching assistants and children, the SENCO, alongside the Head Teacher, makes decisions regarding the most effective allocation of resources. This includes human and physical resources.

Pupils with EHC plans have provision listed clearly in their plan which is met by internal and external sources. EHC plans are reviewed annually, including the level of support required and it's impact. All relevant parties are involved in the review process.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

At Charles Saer Primary School, we recognise the value of working in collaboration with parents and carers of children with SEN in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. This includes parent consultation evenings, open evenings and annual reports. We encourage parents to be part of the progress their child makes and advise them where necessary of how to support this at home. We have an 'open door policy' and teachers are always happy to meet with parents at a mutually convenient time, as of course is the SENCO.

For children with Education, Health and Care Plans, parents will be invited to attend their Annual Review meeting in which children's progress against their individual

targets is looked at in detail and decisions about future provision is jointly agreed.

What training have the staff supporting children/young people with SEND had or may they have?

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

Staff members have had training in a range of areas including dyslexia, dyscalculia, lego therapy, communication skills, social skills groups, circle times, nurture and attachment, autism and memory skills. We are aiming to improve our understanding of sensory difficulties.

Prior to a new pupil with particular needs starting school, we endeavour to find out as much information from their parents/carers and previous school/nursery as we can in order to have provision in place.

Children have access to a range of additional provision. This includes:

-2 teaching assistants designated to developing speech and language needs. Children's communication skills are assessed on entry to reception and this can lead to some children accessing specific early intervention activities in groups or 1:1. The team make referrals to Speech and Language therapy, if necessary, for children throughout school, join parents at clinic appointments and carry out action plans set by SAL therapists in school.

-2 teaching assistants are trained to run Precision Teaching programmes to develop reading in KS2

-Reachout (Consultants in Autism Spectrum Conditions) visit monthly to advise and support staff teaching children who have a diagnosis or present traits of an ASC. Emma Turver also works with the children on each visit.

-regular visits from a specialist SEN teacher from Lancashire SEND team to assess specific needs, provide advice and resources to teachers/teaching assistant and support the SENCO in providing for all the children with SEN support or EHC plans.

-fine/gross motor programmes such as Finger Gym or sent from OT or physio

-Counselling is provided by qualified counsellors from New Start and Women's Aid.

-Sensory Specialist OT visits half termly to support a pupil's sensory diet.

We also have two behaviour support assistants and a family support worker both of whom have a wealth of experience of supporting families and children in challenging situations.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

We have structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEN. All children are given the opportunity to spend a morning with their new class teacher. Where necessary, children with SEN make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and are given photo-books of their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

Moving on to secondary school can be an exciting but daunting time for all children so at Charles Saer Primary we ensure that the children are well-prepared for the transition. We have good links with the local Secondary Schools including special schools within the area. For children with EHC plans, the SENCo from the secondary school will be invited to either the Year 5 transition Annual Review or the Year 6 Annual Review or both. This gives parents the opportunity to find out how the school will be able to support a child through the transition and beyond. If a child is on 'SEN Support' a transition meeting with the SENCo from the secondary school during the summer term of their final year takes place to pass on important information about each child. Parents are invited to attend.

Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. For children with Special Educational Needs and for children who are likely to find the transition more challenging the SENCo will arrange an extra visit to the secondary school.

If a child with SEN is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school. Our Headteacher will liaise with the new Head teacher, SENCo to ensure that they are well-informed of the child's individual needs.

How will my child/young person be included in activities outside the classroom, including school trips?

At this school we provide ourselves on providing an inclusive learning environment where all children including children with SEN are treated equally and have access to the full range of opportunities that we provide. We run a large number of after school clubs (see website for full list) and ensure that all children who want to participate have at least one club each week. Some children will need additional support with particular skills so they are supported by adults or their peers. We

ensure there is a variety of physical activities to cater for all abilities.

All children are included in class trips. Children are considered individually regarding the support they need eg 1:1 adult, walking frame etc. Access arrangements are included in the risk assessments and the parent and pupil are included in these discussions so that they feel secure.

During break and lunch times, children with SEN are able to play outside with their peers or stay inside in chill out club. There are covered areas outside for those who prefer to sit and play with friends or alone, rather than run around. In more challenging situations, we have adults supervising certain pupils during these times. All staff, including welfare, are briefed on individual needs.

What support will there be for my child/young person's overall well-being?

Charles Saer Primary School has a nurturing ethos. The head teacher, SENCO and nurture class teacher have all been trained by the Nurture Group Network and all staff have had attachment training. The school strives to develop and support the positive wellbeing of all our pupils.

Some children require additional support from the school's pastoral team. The nurture class teacher and nurture support assistant run the school's nurture class each morning for children in KS1 who have specific personal, social and/or emotional difficulties. The nurture support assistant continues to support children in class in the afternoons.

At Charles Saer School, the pastoral team also includes a Family Support Worker and two Behaviour Support Assistants who all provide individual additional support for children, and families, on issues such as managing emotions, dealing with separation or maintaining friendships. We also access Stepping Stones Early Intervention for support with behaviour. We have close links with other agencies such as Women's Aid and New Start who are able to provide specialist support such as counselling when a referral is agreed necessary.

For children with medical needs, we work alongside parents, paediatricians, school nurses and specialists to ensure correct care is in place. We have health care plans which are regularly reviewed. (See Medical Policy for information on administering medication) Three members of staff have been trained to support a child with Type 1 diabetes.

We are proud of our inclusive school where all children accept and support each other. We encourage and expect empathy and understanding from pupils and staff at all times. However, we are aware that children with special needs are vulnerable and therefore we observe their well-being closely. We take any reports of bullying

seriously and it would be dealt with as set out in the Anti-Bullying Policy.

All children are entitled to participate in all areas of school life regardless of ability or needs. We believe experiences such as being part of the student council enriches their overall education.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

At Charles Saer Primary School, we have a robust system of self-evaluation in which we evaluate:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Pupil outcomes

As part of this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs. The SENCO and SEN governor meet to discuss the provision for children with SEN. The governors also receive regular reports.

Each term the performance of all children, including those with SEN is analysed by the Head teacher, SENCO and Key Stage Leaders and areas of need are identified. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective.

Parents are kept informed, as previously mentioned, throughout the year.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

School

Head teacher: Mrs Carolyn Thackway

Deputy head: Mr Mike Lees

SENCO: Miss Helen Deaville

Family Support Worker: Miss Sonia Lemon

Behaviour Support Assistants: Mrs Julie Cameron and Miss Laurie Fearon

Speech and language teaching assistants: Ms Celia Somerton and Mrs Tracy Douglas work on pupil's targets within NHS therapy plans and accompany parents to appointments if desired.

External agencies

We have strong links with a range of education, health and social care professionals who can support the process of assessment, target-setting and ensuring that the

needs of children with SEN are appropriately met. This includes working with:

-Special Educational Needs and Disability Officer(SENDO)

Our school SENDO is Heather Currie (01524 581200)

-Educational Psychologists

-Speech and Language Therapists

We currently have several therapists from NHS Therapy Services working with our children in school.

-Advisory teachers:

We work with a specialist teacher from IDSS who we buy-in to work with and carry out specific tests with children. We also work with Emma Turver from ReachoutASC who implements action plans for children with medical diagnosis of ASD and those who present traits.

-Occupational therapists/Physiotherapists:

Children in need of OT or physio input need to be referred by their GP or paediatrician. If a programme is required, we are able to support parents by following the programme in school too.

-Medical practitioners including school nurses, paediatricians and the Child and Adolescent Mental Health Service(CAMHS) team. Our named CAMHS link worker is Liz Loftus.

-Social Workers from Lancashire County Council and other agencies.

-Professionals from local Children's centres.

-Counsellors from Jigsaw, New Start and Women's Aid.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

At Charles Saer Primary School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school.

If parents have questions or concerns about the provision for a child with SEN, in the first instance, we would encourage them to contact the child's class teacher. Should they then wish to discuss the concerns further, they could contact the SENCo, SLT or Headteacher.

In the unlikely event that a concern is not resolved, then please make contact with our Chair of Governors in line with our 'Parental Complaints' policy and procedure.

Where can I find the contact details of support services for the parents of children/young people with SEND?

SENDIASS is available for parents to access additional information, support and advice.

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

Where can I find information on where the local authority's local offer is published?

Our Local Offer - <http://www.charles.lancsngfl.ac.uk/Statutory-Information>

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>