



Penwortham Primary School

SEND Information Report
27th November 2019

Name of the Special Educational Needs/Disabilities Coordinator: Mrs Joanne Curran

Contact details: c/o j.curran@penwortham-pri.lancs.sch.uk

The kinds of SEND we provided for.

Penwortham Primary school is a single form entry mainstream primary school.

At Penwortham Primary School we aim to provide an inclusive education for all children.

The areas of need are categorised broadly as:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and mental health difficulties
- Sensory and/or physical

Penwortham Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all children
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all.

All our activities are adjusted so that young people with SEND are able to access them across the curriculum. Wherever practicable, intervention and additional support is managed within the main learning space for the year group, to allow maximum inclusion.

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?

If you have any concerns about your child's needs / progress you should initially talk to your child's class teacher. They will involve the SENDCO as necessary.

If school have concerns about your child the class teacher will arrange a convenient time to discuss them with you.

These are the people who will help and support your child in school:

Class Teacher

The class teacher is responsible for

- Assessing, monitoring and planning for each child's progress. They will identify any concerns and plan interventions (such as additional targeted support within the class) for the child.
- Communicating any concerns to parents. If the class teacher has concerns about your child they will invite you into school to discuss them, and work with you to help your child.
- Inform the SENDCO of concerns
- Following and implementing the schools SEND policy.
- If you have any concerns about your child your initial contact should be with your child's class teacher. They will involve the SENDCO as necessary. They will be more than happy to talk to you.

SENDCO - Mrs. J. Curran contact via School Office

The Special Educational Needs and Disability Coordinator (SENDCO) will become involved with your child if it is clear that further support from within school or outside agencies is needed. They are responsible for:

- Developing and reviewing the school's special educational needs and disabilities (SEND) policy
- Coordinating all the support for children with special educational needs or disabilities
- Talking with you and ensuring you are involved in your child's learning. You will be kept informed of your child's progress and be involved in reviewing how they are doing. They will support and guide you should further assessment be needed.
- Coordinating and liaising with other agencies which might support your child's learning. These might include Speech and Language Therapy, Physiotherapy, Occupational Therapy, Specialist Teachers or Educational Psychologist.
- Providing specialist support to the class teacher to address your child's needs.
- Coordinating any Statutory Assessment

You are welcome to make an appointment to see the SENDCO. Please contact the school office.

The Head Teacher - contact via School Office

- The Head Teacher is responsible for the management of all aspects of the school's work, including the support of children with SEND.
- The Head Teacher has delegated the responsibility for SEND to the SENDCO but is still responsible for ensuring needs are met.
- The Head Teacher must keep the governing body informed of SEND within the School.

The School Governor with responsibility for SEND Miss A Flint, contact via School Office.

The School Governor with Responsibility for SEND liaises with the SENDCO and keeps the Governing body informed about SEND within the School. They ensure that the school has policies and systems in place to identify and support children with SEND.

The School has a clear policy for identification and assessment of pupils with SEND. These are detailed in the SEND POLICY available on school website or via the school office.

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?

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-evaluation)
- Share in individual target-setting across the curriculum
- Self-review their progress and set new targets

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?

The Class teacher is the person who will be the first point of contact for parents. If the class teacher has concerns about your child they will invite parents into school to discuss them, and work with you to help your child. They will monitor and communicate progress to parents through normal school assessment procedures and parents meetings.

Parents are invited to parents meetings in the Autumn and Spring Terms. An Annual Report is issued in the Summer Term.

The School SENDCO will meet with parents and the class teacher if additional input is required.

SEND Support plans are written with parents for children who require more support than that provided by Quality First Teaching.

For children with EHCP/Statements parents are invited to two informal review meetings and an annual review meeting each year. The child's views are sought as part of the Annual Review process.

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

1. Quality First Teaching

This means having high expectations for your child and supporting their learning by making reasonable adjustments to their teaching and/or classroom environment to enable your child to participate and access the curriculum. This may be:

- Providing different resources
- Structuring activities in different ways to allow access
- Using specific strategies with your child to allow access to learning
- Building on what your child already knows and can do

2. Enhanced Quality First Teaching

This is when Teachers will:

- Further adapt their teaching environment to meet a child's needs
- Provide specific targeted group or individual work within the classroom
- Provide additional Teacher/TA group or individual work in or outside of classroom

3. Learning Programme development

If your child needs more focused help, the SENDCO will work with the class teacher and the parents to develop a focused learning programme. This will be based on school's assessment and on information provided by parents / any agencies involved. The learning programme will include:

- Specific measurable targets for the child
- Strategies / resources child/school need to implement the programme
- Details regarding who is responsible for delivering the programme
- Specific timescales for delivery of the programme and for when the programme should be reviewed and assessed.

4. Support from Outside Agencies

If school identifies your child as needing specialist support from outside of school, you will be asked to give permission for a referral to be made to the appropriate specialist provider.

School can make referrals to lots of different professionals for support and advice. These include: School Nurse, Speech Therapist, Physiotherapist, Occupational Therapist, Education Psychologist, and Specialist Teachers.

Parents will be involved in discussions and a new learning programme will be implemented on receipt of advice.

5. Higher Needs and Statutory Assessment

If the school has progressed through stages 1-4 and it is clear that your child requires further support, the school can make a request to the Local Authority for Statutory Assessment. The SENDCO would coordinate this request with parents. This process usually requires compelling evidence of need gathered over a period of time.

Statutory Assessment

This type of support is provided for children with severe and complex life-long needs. It is usually provided by an Education, Health and Care Plan (EHCP). This level of support is available for children who have specific barriers to learning that cannot be addressed and supported through Quality First Teaching and intervention groups.

If your child requires this level of support the school would make a request to the Local Authority (LA) for a Statutory Assessment. The LA would collect information from a variety of professional and this would be presented to a panel who would decide if the child's needs were severe, complex and life-long. If this is the case an EHCP will be written outlining the child's needs and how they are to be provided for.

School, Parents and other professional can initiate a request for Statutory Assessment.

If a local authority ("LA") is requested to carry out an EHC needs assessment by a parent, young person, school or college, they must consider:

- whether the child or young person **has or may have** special educational needs ("**SEN**"); and
- whether they **may** need special educational provision to be made through an EHC plan.

If your child has to go through the statutory assessment process the SENDCO will help and support you and inform you of other agencies that can offer support.

How accessible is the school environment?

The site is single level and ramped to allow full access. Accessible toileting facilities are available within both teaching blocks. There are no parts of the school which are inaccessible. Teachers adapt the learning through their curriculum planning and through Quality First Teaching. In addition, the governing body premises Health and safety Committee ensure that any particular needs i.e. Closed hearing loops or additional furniture within classes are funded through School delegated funds and the school accessibility plan (on school website within doc/policies page) ensures that a proactive response in addition to any reactive needs. Further information is available in our Local Offer, via our school website.

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

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

The SENDCO reviews the schools Provision Map each term with class teachers. This identifies individual pupil needs. From this, provision such as Enhanced Quality First Teaching, Intervention Groups, Learning Mentor Input and if necessary individual support are put in place.

If a child required additional support arrangements for Statutory Assessments the SENDCO and class teacher would discuss with parents. The SENDCO would make necessary applications/arrangements.

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

- The school has a robust system of half-termly assessment. Your child's progress is continually monitored by their class teacher.
- Children in Reception are assessed continuously against the Early Learning Goals. More formal assessments are recorded half-termly.
- The school administers Year 2 and Year 6 SATS and YR1 Phonics Screening tests
- The school holds a termly parents meeting. This is an opportunity to discuss your child's progress with the class teacher.
- The SENDCO /Class teacher may arrange extra meeting to discuss progress and learning plans with you if necessary.
- If your child has a Statement of Special Educational Need or ECHP there will be an annual review of progress which you will be invited to.

What training have 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?

It is the job of the SENDCO to support teachers of pupils with SEND. This may be done by:

- Providing advice and support
- Providing suitable training courses for individual teachers and TAs
- Providing suitable whole school training
- Obtaining advice from other agencies

The School works with the following outside agencies: CAHMS, Golden Hill, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Educational Psychology and accesses other specialist service providers as required.

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?

Children with SEND often require more support at times of change. We recognise that your child might find moving class or moving to a new school challenging and difficult.

If your child is moving to a new school (other than at the end of Year 6):

- The SENDCO will support the process by liaising with the SENDCO at the new school to ensure that they know of any support or special arrangements that need to be made to ensure a smooth transition.
- The SENDCO will discuss and if appropriate implement a transition plan with the new school.
- The SENDCO will ensure that all records are sent to the new school.

When your child moves class:

- The SENDCO will ensure information/ records are passed to the new class teacher and the teacher has appropriate support.
- The school will provide an early opportunity for parents to meet with the class teacher to discuss their child
- The school will provide opportunities for extra visits to the new class
- The school will provide photobooks of staff and classroom for the child to look at over holidays if appropriate
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When a Year 6 Child Transfers to Secondary School:

- The SENDCO will discuss the specific needs of your child with the SENDCO of the Secondary School.
 - A Transition Plan will be written and implemented
 - Where possible your child will visit their new school and staff from the new school will visit your child in their current class.

Before a Child starts at Penwortham Primary School

If your child is joining us from another primary school they will usually be able to visit our school and stay for a taster session, if this is appropriate. Teachers will speak to staff at the previous school so we have a clear picture of your child and their needs. They will also liaise with parents as appropriate. In addition, the school runs an 'Induction Group' every Thursday afternoon – this is aimed at pre-school children who are planning on joining our school in the following September – close links between the school and home will naturally develop through accessing the Induction Group.

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

The school runs a range of extra-curricular activities/trips and visits across the year. Subject to a reasonable assessment of risk, all pupils are included in these. The school works with families to ensure maximum inclusion.

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

- School recognises that pupils with SEND may need a little more social and emotional support. Pupils who require extra support will be identified and support given as needed. This support could be lunchtime buddies, extra clubs, time to talk and ask questions on an individual basis, specialised social / emotional programmes or support from outside agencies such as counselling.
- We have a robust Safeguarding Policy
- We have a robust behaviour policy
- We are an anti-bullying school
- We have a robust Equality Policy
- All staff continually monitor the emotional and social wellbeing of pupils
- The school has a Vulnerable Pupil Champion who will provide emotional and well-being support as needed.

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

Evaluation of the effectiveness is made by:

- Discussion with parents / seeking parents and child's views at Annual Review
- Individual Pupils data discussed termly by class teacher and SENDO
- Scrutiny of Assessment data and comparisons to national progress rates - this is done by SLT and presented to the Governing Body Achievement and Curriculum Committee
- SEND Nominated Governor Reports (Termly) reported to Full Governing Body

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?

The School works with the following outside agencies: Local SEND Inclusion Hub, CAHMS, Golden Hill, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Educational Psychology, Barnardo's, Social Services and accesses other specialist service providers as required. Specialist Teacher input is bought in as needed.

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?

If you have any concerns about how your child's needs are met please contact your child's class teacher in the first instance. If you feel it is not appropriate to do this then please contact the SENDCO or Head Teacher. An appointment can be made via the school office. The School Complaints Procedures are on the school website.

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

Lancashire County Councils website contains links to support services for children with SEND <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

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

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