

St Thomas the Martyr CE Primary School

SEN Information Report

Our school is a single form entry mainstream Church of England primary school with nursery and 2 year old provision. We believe that each child is a unique individual and should have an equal opportunity to access a broad and balanced curriculum. They should be included in all activities at school that are open to pupils of their age including breakfast and after school clubs. Every child has the right to expect to make progress and fulfil their God given potential.

A new SEN and Disability Code of Practice came into force on April 1st 2015. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. You will find a link to the Local Authority's Local Offer on the school website or by following the link below.

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

The School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

Please see the information below to find out more about the local offer and how we can support your child.

How does the school know if children/young people need extra help?

- We recognise that parents/carers are their children's first educators and are the people who know their children best. We value parents'/carers' contributions through formal (parents evenings) and informal discussions.
- Our teaching style enables us to assess, plan, implement and review continually. It is through this process that we are able to identify if a child is not making expected progress. We believe in quality first teaching, which happens every day in all classes, and this enables us to provide most of the differentiated learning within the classroom.
- We liaise closely with other professional agencies, such as health or social care to ensure that any child with SEND receives a seamless transition into our school.
- Within school, we have a named SENDCo (special Needs Co-ordinator) to whom teachers and other members of staff can raise concerns. From September 2016 this will be Miss Kenny.

What should I do if I think my child may have special educational needs?

- In the first instance talk to your child's class teacher as she/he is the person who has got to know your child best within school. We operate an open door policy so there is no need to wait for parents evening.
- If needed, the next step will be to involve the SENDCo who, after discussion, will decide what next steps are needed.
- The interventions may take the form of school based additional help or seeking further assessment of need by using the specialist educational services through the local authority. Liaison with health or social care may also be needed at this stage.

How does the school evaluate the effectiveness of its provision?

- Termly progress meetings are held with the senior leadership team and class teacher and discussions take place to analyse data to ensure all groups of children are making at least expected progress.
- Individual Pupil Plans (IPPs) are created for those children who need them and these are evaluated every 6 weeks. This enables us to ensure that individual children are making progress.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- All children are aware of their targets in maths and literacy through the sharing of assertive mentoring targets.
- Half termly progress meetings enable the class teachers and senior leadership team to discuss any children who are making accelerated progress as well as those not making progress.
- Each class teacher creates their own provision map which records the different interventions put in place to meet a child's needs as well as tracking the progress made.
- Individual Pupil Plans (IPPs) are produced half termly and are regularly shared with parents and children. We regularly review the progress that the children make by monitoring their IPPs, it is clear through these what the pupils are able to do as well as what they are working towards achieving. These are flexible, so if the targets have been achieved then new targets can be set.
- Intervention timetables are completed by each teacher and intervention is delivered by a Teaching Assistant with advice from the teachers, SENDCo and any other programmes made available by other professionals.
- Each half term parents will receive an overview of the planned learning for that half term.
- Within the early years, parents are encouraged to enter the classrooms and settle the children. Stay and play sessions are planned regularly throughout the year to support a different curriculum area and this also provides an opportunity for you to discuss any concerns with your child's class teacher. Your child's learning journey is available at any time.

How will the school staff support my child?

- Your child's class teacher works in close collaboration with yourself, the SENDCo and any other professionals to ensure that the planned education programme will meet your child's needs.
- The needs of each child vary greatly. If your child has a high level of need, they may have access to a trained adult whose role it is to support your child.
- However it may be decided that your child will benefit from working within a small group for targeted and regular interventions.
- It is the responsibility of the class teacher to ensure that the planned learning programme is delivered.
- The SENDCo monitors the impact and effectiveness of the learning programme and the Senior Leadership Team carry out a termly analysis of progress.
- These processes enable us to ensure that interventions and support remain appropriate.

How do we match the curriculum to your child's needs?

- We set high expectations for all children at our school.
- We believe in quality first teaching, which happens every day in all classes, and which enables us to provide most of the differentiated learning within the classroom.
- In order for each child to reach their potential, it is the responsibility of the class teacher to plan learning experiences that enable each child to learn new skills and consolidate skills already learned.
- Children with a high level of need will have an individual pupil plan with targets, often delivered by a trained member of the support staff.
- Other children may have access to small withdrawal groups to enable them to focus and work at targeted areas of need.

How is the decision made about the type and how much support my child will receive?

- We consider very carefully the advice from you, the child's parents/carer, other professionals, previous educational setting and information that we gather through informal and formal assessments.

How will my child be included in activities outside the school classroom including school trips?

- The school currently offers a breakfast and after school club which is available to all pupils. Any additional information that is needed to meet the needs of individual pupils is shared with the staff within these clubs. There is at least one member of staff at each of these clubs who also works within the school on a day to day basis.
- Prior to any trips taking place a risk assessment is completed and appropriate adult support will be available during these visits.
- There is always a member of staff on the yard at the beginning of the day and the children are dismissed from the playground by their class teacher.
- During break times and lunchtimes children are supported by staff within the school and if your child needs additional support during these times then a discussion will be had with the staff to ensure that your child's needs are being met.

What support will there be for my child's overall well being?

- Medication is kept locked and administered and recorded by a member of staff. The class teacher may keep medicines such as inhalers within the classroom (stored away from the children in Key Stage One and Early Years) and these are given to the child as needed. No medication is given to a child unless needed for a life threatening/ongoing/chronic illness or previously agreed with the parent. All medicine is recorded in a medicine book - a separate one is kept within the early years, along with details of dosage and frequency and parents sign to grant authorisation to the school to administer medicine to their child.
- Medical Care plans are completed with the parents and staff at the school and are signed by the parents. These are then passed onto the relevant class teacher and shared with kitchen staff where appropriate. A master copy is kept by the head teacher, copies are displayed in the kitchen area and the staff room.
- Nominated staff are kept regularly up to date with Paediatric First Aid training and first aid at work training to ensure staff are familiar with what action to take in the event of an emergency.

- When necessary we seek other professional training to meet the needs of individual children for example, all staff have undergone Epipen training.

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

- Currently we have a number of health and therapy services which children can access on school premises. We are visited by a speech and language therapist who works with children, parents and the staff to implement programmes to support children's speech, language and understanding.
- We have access to counselling services and physiotherapists and occupational therapists have completed visits to the school.
- We have regular links with the school nurse as well as the services provided by the school based children's centre.
- We are happy to allow therapy services to access the school premises and we will work with them to support the needs of an individual child.

What training have the staff supporting SEND had or what training are they having?

- Staff are regularly trained in paediatric First Aid and First Aid at work.
- Two teaching assistants have been trained to support children with Early Literacy Skills (ELS), Advanced Literacy Skills (ALS) and Further Literacy Skills (FLS).
- One teacher and two teaching assistants have been trained to deliver the Picture Exchange Communication Programme (PECs).
- Two teaching assistants have been trained to further support children with speech and language needs through ELKLAN.
- The Early Years staff are trained in using the WellComm Toolkit.
- All teaching assistants are trained in delivering a range of intervention programmes such as acceleread and accelerwrite, first class at number and springboard.
- The Headteacher has completed the SENCO award.
- The previous SENDco is Early Bird Plus trained, Portage trained, early support trained in Down Syndrome, visual impairment and hearing impairment.

- All staff within school have experience of working with other agencies such as speech and language therapists, educational psychologists and specialist teachers.
- All teaching assistants have attended courses to support pupils to develop their early literacy and maths skills.
- All teachers have been provided with updates regarding ASD strategies and a programme for the development of fine and gross motor skills.
- The Reception staff have worked closely with a teacher of the deaf to ensure that we are meeting the needs of a child who has a hearing impairment.
- The previous SENDco is trained in Lego Therapy.
- Training which is due to be delivered includes social stories training and sign a long training.
- All staff are prepared to further develop their own knowledge and understanding of individual needs and will deliver specific programmes to support individual needs where necessary.
- Once concerns are raised by either staff members or parents, discussions will take place between parents and relevant school staff and where appropriate the child themselves. If there is no current member of staff with the relevant expertise we will liaise with other schools in the local schools cluster (SHAREs) to gain further support and/or refer to Special Educational Needs and Disability Service (SEND) for support.

How accessible is the school both indoors and outdoors?

- Our single form entry primary school with nursery was built in the 1960's and has been most recently updated in 2010 and as a result the early years and key stage one classrooms are fully accessible as is the school office.
- There is a lift situated at the main entrance to allow the remainder of the school to be accessible.
- Key stage two classrooms are situated on two floors and therefore are not readily wheelchair accessible but changes could be made if necessary.
- There are three accessible toilet facilities within the school.
- The furniture within school is modern and of a suitable height appropriate to the age group of children being taught in that classroom. We have

purchased a range of specialised equipment throughout the school to meet the individual needs of the children within our school.

- There is a designated accessible parking space in the school car park.
- Recent changes to the school playground have included a ramp.

How are parents involved in the school? How can I get involved?

- The school website contains details of all staff currently employed by the school and the school prospectus also provides this information.
- The school operates an Open Door Policy and every morning there is either the head teacher or deputy head teacher on the school playground prior to the school day.
- We hold two parents evenings a year to provide opportunities to discuss children's progress. An individual report is completed and shared within the summer term.
- We hold regular review meetings as well as initial meetings when concerns are raised about a child's learning and development.
- Within the early years, regular stay and play sessions offer an opportunity for parents to discuss the progress of their child as well as hosting two parents evenings a year.
- Information evenings are also held within the Early Years in preparation for the children starting Nursery and Reception and to cover other areas of the curriculum. Information sessions are held for those families who are accessing our 2 year old nursery. All children are offered a home visit prior to their start date.
- Parent questionnaires are provided annually for parents to record their views, in addition a suggestions box is held within Early Years for parents to share ideas.
- We welcome parents/carers to become involved in the work of our PTA.
- We welcome volunteers to work within school.

How do we consult young people with special educational needs about, and involving them in, their education?

- Each child knows what targets they have achieved and what they are working towards achieving.
- Each child with SEND has a pen portrait which is completed at the end of the school year and passed onto the class teacher. The children have the opportunity to record what they are good at, what they don't like and what resources they may need to help them reach their full potential.
- Prior to an annual review, children and their teaching assistant discuss and record the things that they find easy and difficult as well as if there is anything they are worried about. The children attend the review meeting towards the end bringing with them a piece of work that they are proud of.
- There is a school council for pupils to contribute their own views and ideas, two children are nominated from each class from Year 2 through to Year 6. Two representatives take part in pupil parliament visits.

What arrangements are made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

- Elections to the Governing Body are held in the event a vacancy arises.
- There is a nominated SEND Governor and the SENDCO updates the Governing Body regularly.

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

- We offer a flexible approach to your child's introduction to school with a number of visits.
- Within the Early Years we offer home visits to further support your child's transition.
- Additional visits are arranged with the receiving secondary school and where necessary the child's current teaching assistant will join them on these visits to support transition.

- For children with a statement/EHC transition meetings are held in the autumn term, parents can let us know their thoughts and feelings at these meetings and once secondary school placements have been finalised children will have extra visits depending on their needs.
- For other children with additional needs, discussion will take place with parents regarding any concerns or worries they may have on entering Secondary School and where necessary transition meetings will be held and additional visits will be put in place.
- The link secondary teachers visit the school and have a discussion with the Year 6 teaching staff regarding any concerns and particular transition needs that are required. The secondary school SENDCo is also invited to any transition review meetings to share and discuss any concerns and targets which the child may be working on.
- All about me booklets will also be completed for children with a statement moving onto secondary school and this gives the children and their parents the opportunity to share their concerns and aspirations for their child.
- If your child transfers to another school, we liaise closely with the receiving school through the use of document transfer, offering face to face meetings, providing a pen portrait of your child and ensuring that we forward tracking details, including levels of attainment.

Who should I contact for further information?

- Where possible we as a school will seek to signpost parents and carers to a variety of organisations and services that can provide additional support such as the Parent Partnership Service.
- If you have any concerns regarding your child, in the first instance we would ask that you speak to your child's class teacher.
- Then you could contact Miss Kenny the school SENCO.
- Alternatively you could contact Mrs Butcher, the head teacher.
- You will also find a link to the Local Authority's Local Offer on the school website.