

Special Educational Needs Information Report 2020/2021

Acting Head teacher: Miss S Sanderson **Name of SENCo:** Miss S Sanderson **SEN Governor:** Mrs Val Richards

School's Local Offer Contribution:

<http://caton-stpauls.co.uk/wp-content/uploads/2014/10/LO-Caton-St.Pauls-Primary-School-01014.pdf>

All Lancashire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

The LA Local Offer

The *Children and Families Bill* will become enacted in 2014. 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.

The School SEN Information Report

This utilizes 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.

At Caton St Paul's Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs. The questions below highlight information from the School's local offer and informs you of what and how we provide support for children with special educational needs.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)?

The class teacher is responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs Co-ordinator (SENCo) know as necessary. They write Pupil Progress targets/Individual Education Plans (IEPs), based on the smaller steps outlined in PIVATS (Performance Indicators for Value Added Target Setting), sharing and reviewing these with you at least once each term and in planning for the next term. They are required to personalise teaching and learning for your child as identified on the school's provision map. Class teachers ensure that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCo (Special Educational Needs Co-ordinator) is responsible for developing and reviewing the school's SEN policy and co-ordinating all the support for children with special educational needs or disabilities (SEND). She ensures that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing. The SENCo liaises with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology. She is responsible for updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept. She seeks specialist support for teachers and support staff, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher is responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEND. The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met. The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor is responsible for making sure that the necessary support is given for any child with SEND who attends the school.

The school contact telephone number is: 01524 770241

What are the different types of support available for children with SEND in our school?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean that the teacher has the highest possible expectations for your child and all pupils in their class. All teaching is built on what your child already knows, can do and can understand. There are different ways of teaching in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning. Specific strategies (which may be suggested by the SENCo) are in place to support your child to learn. The child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

b) Specific group work

This is intervention which may be run in the classroom or a group room or run by a teacher or a teaching assistant (TA).

c) Specialist groups run by outside agencies, e.g. Speech and Language therapy

Specialist teachers are commissioned by the school to provide additional support for children with specific needs. Assessments can be carried out, recommendations are given and programmes of work can be provided for individual children.

SEN Code of Practice 2014: School Support (SS) means a pupil has been identified by the SENCo/Class teacher as needing some extra specialist support in school from a professional outside the school. This may be from the Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need), outside agencies such as the Education Psychology Service (EPS).

You will be asked to give permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

d) Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need) or outside agencies such as the Speech and Language Therapy (SALT) Service.

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining the child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in

place to ensure your child makes as much progress as possible. The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs Co-ordinator (SENCo). At Caton St Paul's C.E. Primary School we hold a weekly drop in session with the SENCo on Wednesdays from 9:30am to 10:30am where any parent (including parents of children not identified on the SEN register) can come to discuss their child's needs. The school SEN Governor can also be contacted for support.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have, plan any additional support your child may need and discuss with you any referrals to outside professionals to support your child.

How is extra support allocated to children, and how do they progress in their learning?

The school budget, received from Lancashire Local Authority, includes money for supporting children with SEN. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed. The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Who are the other people providing services to children with SEND in this school?

School provision

- Teachers are responsible for arranging individual or group provision within their class.
- Teaching Assistants mainly working in Group Rooms with either individual children or small groups.
- ICT support in the form of English and maths programmes is delivered by teaching assistants small group or individual sessions, according to need.
- The Learning mentor offers support for children with emotional and social development through our Nurture Groups.

Local Authority and Health Provision delivered in school

- Educational Psychology Service
- Hearing Service for children with hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- Specialist teacher from Inclusive Learning North Ltd
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS

How are the teachers in school helped to work with children with SEND, and what training do the teachers have?

The SENCo's job is to support the class teacher in planning for children with SEN. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. behaviour, social skills and bereavement.

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class (including using IEP targets) and will ensure that your child's needs are met. Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary. Specific resources and strategies will be used to

support your child individually and in groups. Planning (including that for specific IEP targets) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

How will we measure the progress of your child in school?

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed formally with the Headteacher, class teacher, assessment co-ordinator and SENCo every term in reading, writing and numeracy. A more sensitive assessment tool can be used if appropriate, which shows their attainment in more detail – breaking learning down into smaller steps (PIVATS – Performance Indicators for Value Added Target Setting). At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. Where necessary, children will have an IEP based on PIVATS (Performance Indicators for Value Added Target Setting) or based on targets set by outside agencies specific to their needs. IEP targets will be set using these PIVAT levels and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made. The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in. The teaching assistant who works with your child will monitor and review your child's progress during the session and will record this for monitoring by the class teacher and SENCo. Regular book scrutinies and lesson observations will be carried out by the Headteacher to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have either by appointment or at weekly drop in sessions. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. IEPs will be reviewed with your involvement every term. Homework will be adjusted as needed to your child's individual requirements. A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

How is Caton St Paul's Primary School accessible to children with SEND?

Caton St Paul's C.E. Primary School is a mainstream setting providing education for a variety of children both with and without special educational needs. All of the building (and external dining hall) is wheelchair accessible and we have accessible parking facilities. Classrooms have lowered false ceilings to improve the auditory environment. Pale coloured paintwork is used on internal walls so all displays and classroom working walls are easy to see and we have accessible changing and toilet facilities. Brochures or policies are available via our bursar or on the school website and where relevant brochure/policies can readily be presented in large font. We liaise with the pupil access team and the School transition team to access and present school information in other languages if required. Similarly we will meet with parents who are without access to laptops to support them when filling in forms/Secondary School online forms.

How will we support your child when they are joining this school? Leaving this school? Or moving onto another class?

We recognize that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from another school the SENCo will visit pre-schools with the Foundation Stage Leader when appropriate. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school we will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP s will be shared with the new teacher.

In Year 6 the SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer an in-school nurture provision, run by a highly trained learning mentor. A number of programmes can be used tailored to individual children's needs. There is lunchtime and playtime support available through planned activities and groups. If your child still needs extra support, with your permission the SENCo will access further support through the CAF process.