

## SEN Information Report

### What kinds of special educational needs do we provide for?

All children are different and they learn in different ways. Work is differentiated in each class so that all children are able to access the curriculum. Children who attain well are pushed to achieve higher. In Year 6, such children attend level 6 booster classes after school. Children who find curriculum work challenging have tasks changed so that they can be successful. This could be via the final product or by guidance given from the teacher or a teaching assistant.

Some children are on the school's SEN register. This is because they need extra input to that that they get in lessons. If this is the case, the teacher or teaching assistant will spend assemblies, play times or lunch times working towards specific targets from their Individual Education Plan. These plans are bespoke and are written at the start of each term. They are evaluated and sent home at the end of the term.

Sometimes there may be a need that we are not able to provide for. If this is the case, outside agencies are used and we use the advice that they pass on to us. We have a Specialist Teacher that comes in regularly to work with children with hearing impairments. We also have a counsellor who visits and works with children whose behaviour is not the norm.

### How do we identify a child with SEND and how do we assess their needs?

When teachers have a concern about a child, they will talk to the SENCO about it and agree a way forward. The teacher will also fill in a cause for concern document. If the problem persists, we invite professionals in to observe and test the children to highlight possible issues. Such professionals include educational psychologists, counsellors and behaviour managers. The report that follows is used to create targets for Individual Education Plans (IEPs). These IEPs are sent home at the start of the term and evaluated copies are sent home at the end of a term. Parents are able to express their thoughts when a child is given a new IEP.

We invite an AMBDA (Associate Membership of the British Dyslexia Association) Specialist Teacher into school to provide a Special Educational Needs Clinic. Teachers discuss worries and seek advice to support learning.

We have a specialist teacher that visits frequently to support children with hearing impairments. She works with children and feedback is given to staff after the visit.

We have a team of support staff who work with the SENCO to support the teacher and child. Each class has an identified teaching assistant who liaises with the SENCO to ensure that the support in class meets the identified children's needs. In addition, they work with identified children either one to one or in a group to support the Individual Education Plans or identified need over an agreed period of time.

The teaching assistants are also deployed to act as readers during Maths and SPAG SATs. Additional time is applied for if children meet certain criteria.

### Who is the SENCO and how can we contact them?

The SENCO at Worsthorne Primary School is Mrs Louise Young. Parents can come and have an informal chat with her. If she is unavailable, contact will be made via the telephone. If a more formal conversation is required, a meeting can be arranged by telephoning the school on 01282 425690.

### How do we involve parents and consult with them about their child's education?

#### How do we involve and consult the children about their education?

Children who are on the SEN register have IEPs (Individual Education Plan). They are written at the start of each term and are evaluated at the end. At present, a form is sent home at the beginning of each term with their plan, and parents can return it and share their views.

However, we feel that parents and children need to be more involved in the process. Therefore, parents who have a child with have an IEP, will be invited into school to discuss their child's needs prior to the first cycle of targets. Parents and children will have their say at this point. Parents will still get the form with their child's IEP and will be able to share their views.

Teachers and teaching assistants discuss targets in an age-appropriate manner with pupils. Parents are also encouraged to work towards these targets at home. The child will be able to respond to their evaluated IEP through discussion with the class teacher and SENCO.

### How do we assess and review the progress that children make and how do we involve them and their parents?

Termly progress meetings are held for those children who have a statement. If a child is transferring to another school then the relevant person from there attends a transition review. All adults who work with these children, including parents, are also invited to express their concerns for the future.

The child is central to this review process and they record their thoughts/ideas. They are supported by the teaching assistant that knows them best. They then attend the meeting, at an agreed time, to share their thoughts in the review.

We also hold progress meetings at the end of the school year. The Class teacher will be joined by the teacher from the year above, whose class the child will be joining the following academic year.

The child, teacher and teaching assistant evaluate and assess progress made towards the targets on the IEP and they put together new ones. Parents have the opportunity to share their views at this point.

Target Tracker is used to record and monitor the attainment and progress of all pupils. The tracker is updated with new assessments each term.

## How do we support our pupils with SEND as they move on to high school or move to another school?

If a child with a statement/EHC plan is transferring to another school, then the relevant person from there attends a transition review. All adults who work with the children, including parents, are also invited to express their concerns for the future. The child is central to this review process and they record their thoughts/ideas. They are supported by the teaching assistant that knows them best. They then attend the meeting, at an agreed time, to share their thoughts.

The Year 6 teacher meets with representatives of the high schools that our children go to. They have meetings with each other and the children. Our children have taster days in their respective high schools.

## What is our approach to teaching children with SEND?

The school uses the graduated approach as advised in the Code of Practice 0-25 Years – ‘Assess, Plan, Do, Review’. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the personalized plans and keep them updated.

## How do we adapt the curriculum and the learning environment for children with SEND?

All children are catered for through Wave 1 teaching. The Class teacher differentiates lessons to take into account the individual needs of all children. If children need extra input and/or modelling this is done by teachers and teaching assistants who have their roles explained on the teacher’s plans. Resources are also given out by the Class Teachers in order to help them achieve the lesson’s objective.

Each child with an IEP has time allocated to them so that the Class teacher or Teaching Assistant can work on specified targets. These times are during register times or assembly times. There are also interventions that take place in afternoons where groups of children work on an aspect of school life that they find challenging.

We have several pupils with hearing impairments in our school. Guidance given by a specialist teacher for the deaf is followed by class teachers and teaching assistants working with these pupils. Two of the pupils are supported by the use of radio aids.

## How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?

The SENCO attends a cluster meeting every term to keep abreast on the role. Feedback is then shared during staff meetings. Time is also given in staff meetings to discuss children whom the class teacher is concerned about. Before the cluster meetings, there is a course focusing on different aspects of SEND.

If we need more help and advice we can call upon the inclusion service. They can pass on knowledge during INSET days or via a phone call.

If we are worried about a child for whom IEPs and wave one teaching are not working, the inclusion service can spend time with the child and advise us, via a report, on strategies to aide in their development. If these strategies do not work, an educational psychologist will be invited to look at the child once we have been given parental consent. We may then apply for an EHC Plan.

How do we know if what we provide for the children is effective?

We track all the children's progress and attainment in our school and assess each of them on a termly basis. This is often how we identify children who need extra input. We can see if the children have made progress by checking the tracking system.

Each class has barriers for learning for Maths, English and Reading. Children who do make progress are often on these documents. They have strategies that are used to aide progress. They are evaluated each term to assess the impact that they have had on the children's learning. Provision maps are also used to show what interventions are in place. The impact of these are also evaluated on a regular basis.

How are children with SEND enabled to take part in all the activities available at school?

All of our children at present can access the whole of the school building. Therefore they can go wherever a lesson is taking place, e.g. library, forest school. All children are catered for within lessons with the help of differentiated activities and the resources used. All after school clubs cater for children from specific years. For example, our Multi-skills course is aimed at Years 1 and 2. Any children from these classes are able to attend.

How do we support children with emotional and behavioural difficulties?

Any children who have emotional or behavioural difficulties are known to staff. During Staff Meetings, the difficulties that they are having are shared so that all staff can use their professional judgement if an incident occurs around school. Friendship groups are used to include children and activities are undertaken to promote a caring ethos. Behaviour charts are used to promote positive behaviour and rewards are given for success. Rewards are given to the whole class so that all children are included. Children with extreme behaviour are given Behaviour Plans with targets and these are shared with adults at home.

We also use Brighter Lives North West Counselling Service. The counsellor works with children with emotional and/or behavioural difficulties. These sessions are generally 1 to 1 but sometimes friendship groups are invited to them. Feedback from each session is given to the class teacher together with strategies to support the child.

How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?

Bullying is taken very seriously at Worsthorne Primary School. To view the school's policy on anti-bullying, see the school's website at: <http://www.worsthorne.lancs.sch.uk/>

Assemblies promote positive behaviour and are used to educate pupils on what is right and what is wrong. Children are encouraged to share with any adult in school when negative behaviour takes place, whether they are involved or a witness to it. The Headteacher also encourages the children to discuss their worries with her. The Headteacher also stands outside school every morning and parents can share their problems with her.

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

When the school has exhausted all avenues with regards to supporting children, outside agencies are invited into school. Children with SEND may get a visit from the Inclusion team, and they will write a report with possible strategies that can be used to help children progress. If progress continues to be a worry, an educational psychologist will be invited into school to try and identify a specific problem.

What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

At present, we do not have any children with SEN and who are in the care of the local authority. However, should the situation arise, we would follow our normal SEN policy as outlined in this

document, coupled with the evaluation and reporting arrangements required by the particular local authority.

What should I do if I have a concern or complaint about the provision for my child?

We encourage parents to contact school if they are concerned about their child. They should speak primarily to the class teacher. If necessary, a meeting can be set up with the Class teacher and SENCO. The Headteacher can also be contacted via the telephone. Complaints can be made via a telephone call to the Headteacher. If this is not appropriate then parents are asked to put their complaint in writing addressed to the SEN governor (Mrs Lord), who will inform the Chair of Governors (Mr Foster).

Where can I find information about the authority's Local Offer?

The school's Local Offer can be found on the school website [www.worsthorne.lancs.sch.uk](http://www.worsthorne.lancs.sch.uk)

Lancashire's Local Authority's Local Offer can be found at:

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