



Worsthorne Primary School SEND Information Report 2023-24

Name of the Special Educational Needs/Disabilities Coordinator:

Mrs Chloe Noon

Contact details:

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*An appointment to see Mrs Noon can be made via the school office, using the email above or via telephone on **01282 425690***

The areas of SEND we provide for at Worsthorne.

Worsthorne Primary School is a one form entry mainstream school. We are an inclusive school and aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 2015*. We aim to actively include children with a broad range of special needs and to ensure that all pupils, regardless of their specific needs, make the best possible progress in a mainstream setting wherever possible.

How We Identify SEND:

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. All children are assessed regularly and progress is tracked and monitored. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored.

At Worsthorne we have children with a range of SEND. We support these children in many different ways to ensure that they have access to a broad and balanced curriculum. They may have additional needs in one or more areas as set out in the SEN Code of Practice, 2015.



Communication and Interaction

We have a number of pupils who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support children with Speech and Language Difficulties in a 1-1 situation or small group settings. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources and intervention programmes which are used to support children's Speech and Language development and we work closely with Speech and Language Therapists.

[Speech and Language resources for families and schools](#)



Cognition and Learning

We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective adaption to the curriculum. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of interventions. The teachers plan a provision map for each of the children, called a POP, in their class that require additional support and this is monitored by the SENDCo – Mrs Noon and the SEND consultant/Specialist teacher – Mrs Ashton.

[Interactive games and resources for children to enjoy at home](#)



Social, Emotion and Mental Health Difficulties

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills

groups. We involve outside agencies such as ELCAS (East Lancashire Child and Adolescent Service), Child Action North West (CANW) if necessary.

[ASD - strategies to support behaviour at home](#)

[Self regulation strategies to support children in school and at home](#)



Sensory or/and Physical Needs

We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place.

At Worsthorne, we endeavour to achieve maximum inclusion for all children whilst ensuring all their individual needs are met.

Teachers provide adapted learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners, including those with SEND. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times. Worsthorne provides a very nurturing environment for all children.

[How to meet your child's sensory needs](#)

[Fine motor skill activities to do at home](#)

How we consult with parents of children with SEND and involve them in their child's education.

To keep parents informed we have developed comprehensive website with a SEND section. We also have a newsletter which goes out weekly, two parents' evenings per year, an interim report and one annual report which enables parents to give written feedback.

There are annual open days for prospective new parents and some special open days to showcase children's topic or project work. Parents are also invited to our celebration assemblies, if their child is to be presented with an Award. Parents will be informed / invited by text message. We ask parents to complete a questionnaire regularly; the theme of the questionnaire changes each year. Feedback is analysed and acted upon where appropriate.

The school office manager, Head Teacher and/or SENCo will help parents/carers to complete forms and paperwork when necessary and by signposting to agencies such as Child, Family and wellbeing service or the school nurse. Information, advice and guidance for families of children with SEND are available via the SENCo and/or links on our website and parents/families that have additional needs are supported by members of the school staff. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to Lancashire SEND partnership Services. The school office manager will also support parents with online school applications if they do not have access to computer or Internet at home.

When children join the school, we make a Home – School Agreement to help parents to understand the parameters and expectations in school.

If parents wish to become even more closely involved with school life, we have places for parents to sit on our governing body and elections for these positions take place as a place becomes available. We also have a recently established fundraising committee and we always welcome new members.

Parents are welcome to come into school to discuss any concerns they have with their children. Alternatively, teachers may invite parents into school to discuss concerns about the children's education. This may also be discussed at parents evening and would then be passed onto the SENCo.

Arrangements in place for children receiving SEN support -

- Provision mapping, through the POPs and class intervention maps, are used to effectively plan provision; this is regularly evaluated and updated
- 1:1 meetings with the Class teacher and SENCo to discuss specific needs
- SENCo is available during the week to discuss provisions with parents and class teachers
- SENCo will complete 1-1 meetings as part of an annual review.

Arrangements for reviews of educational needs or EHC (Education Health Care) plans – Annual reviews take place for those children who have EHC plans:

- All relevant parties are invited to attend and to make contributions during the review process
- Written advice is requested from all parties
- The Teacher, child and SENCo review POPs (Pupil Overview of Provision) termly and shares with parents, who are then invited to make their own comments about the progress of their child which is recorded on the POP.
- Provision mapping, through the POPs and class intervention maps, are used to effectively plan provision

Contact	Date	Evidence
Which professionals are involved with your child	1/1/1	You can help school by making sure they have all the names of the professionals involved in the care of your child and any reports or letters not listed
	1/1/1	Report with recommendation

<https://sway.office.com/IV0S5Xq9kuFUqVBF#content=7qASfHSNOcc4nZ>

1 - This is how we record information about your child in school regarding their SEN needs and support in place.

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

At Worsthorne we believe that children should play a major part in the target setting process and are involved in planning and evaluating their POPs (Pupil Overview of Provision). Furthermore;

- Teachers will share targets with the children and they will be involved in setting and agreeing their POP targets
- Learning objectives will be discussed daily with the children during work linked to their targets
- Children will be invited to their annual review

Children are also encouraged to write a review of their targets termly as part of the monitoring process of the graduated response. These are recorded on the POP.

How does school assess and review children's progress towards outcomes?

Assessment for all children is a continual process and takes many forms. For many children with SEND, the teacher's assessment of need is sufficient to decide what provision is needed in the classroom, as part of a group and on a 1:1 basis through a POP.

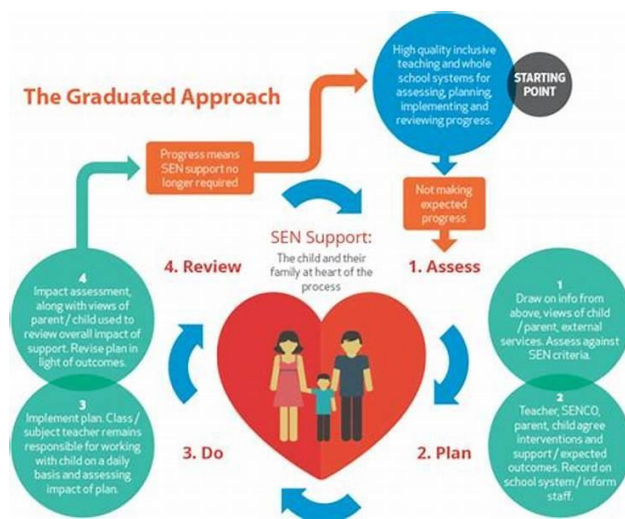
It is the responsibility of the Head Teacher, through the class teachers, to monitor the support and provision for pupils with SEND in their care. This work is co-ordinated by the school's SENCo. Throughout the school, children's progress in maths and English is formally assessed by teachers every term, sometimes using PIVATs (Performance Indicators for Valued Assessment and Targeted learning) if a child is working significantly behind Age Related Expectations. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs. This is alongside the monitoring undertaken by the SENCO on matching provision to what is happening in the classroom for each child on the SEND register.

Specific additional assessments for children with potential or identified SEND can also be carried out by the specialist teacher in school, usually starting with targeted classroom observations. Examples of specialist assessments available are: Wide Ranging Achievement Test (WRAT5), Wide Ranging Intelligence Test (WRIT), British Picture Vocabulary Scale (BPVS) etc. These can be repeated at a later date to measure progress.

All POPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored weekly (on a 'can they do it' basis) by the teaching assistant, backed up by the class teacher. The child is also encouraged to self-evaluate against their targets on a weekly basis with the teaching assistant and/or teacher. New targets are set as soon as each target is met. POPs are formally reviewed and evaluated 3 times per year by the class teacher and/or SENCo, pupil and parents; this may involve the repetition of a specialist assessment, as above. A copy of a child's POP is sent home, along with a copy of the previous, evaluated POP and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the LEA. Parents and external agencies are strongly encouraged to attend. Reviews in year 5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in late summer term of year 5 or early autumn term of year 6 will confirm parents' choice of high school and a further transition review, when a high school place has been allocated, will be convened and the high school SENCo invited.

As part of the Code of Practice 2015, we will engage in the four stage graduated approach process: **Assess, Plan, Do and Review.**



Assess - take information from parents or carers, class teachers and their assessments and the child where appropriate.

Plan – identify barriers to learning, intended outcomes and details of support. This information will be recorded on a POP which will be reviewed at least termly.

Do – provide the additional support. The class teacher is responsible for working with the child on a day to day basis which includes overseeing interventions undertaken outside of the classroom. Teachers work closely with the teaching assistant delivering the intervention to discuss progress and to ensure links are made with classroom teaching.

Review - measure the impact of the support provided and consider any changes which may need to be made. All of those involved with the child will contribute to this review which will happen at least termly.

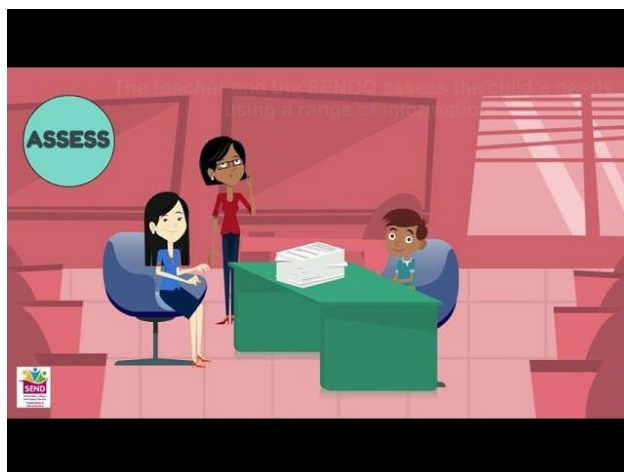
This additional support will be tailored to meet the child's needs and will target the area of difficulty.

These interventions may be within class, with a small group of children with similar needs or on a one to-one basis. The support provided, and its impact, will be monitored closely and shared regularly with child and with their parents or carers.

For a small number of learners, their needs may require access to technology e.g. modified ICT equipment, recording devices or larger print etc.

While the majority of children will have their needs met in this way, some may require an EHC (Education, health & care) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Resources and extra support will be assessed and provided for if required, for individuals based on their needs.



2 - A great introduction to the SEND system, very relevant even though it is based on the provision of another local authority we all have to follow the SEN Code of Practice 2015 and the graduated response.

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

Change can be challenging for all children, particularly children with SEN. Therefore, at Worsthorne we have lots of procedures to support the transition of children with SEN as they join our school, move to new classes within the school or transfer to new schools.

Joining our school:

We work closely with preschool settings to support the successful transition of all of children as they begin their school journey with us in Reception. Our Reception teacher visits the children in their preschool setting or at home and the children come into school for an induction period. In order to support children and families of children with SEN, we also offer meetings in the term before the children start school with the SENCo, teacher, parents, and representatives from the preschool setting in addition to any other professionals that are supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school.

At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits.

If a child with SEN is part-way through their school career, we will arrange for parents to meet with the SENCo and Headteacher to discuss the child's needs. We will also liaise with the child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a child's transition to us.

Moving classes:

We have a 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 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.

Transferring to a new school:

Moving on to secondary school can be an exciting but daunting time for all children so at Worsthorne 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.

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.



3 - Transitioning to secondary school can be a difficult time for children. Find Your Feet is about helping children cope with this transition and preparing them for any other changes and challenges they will face in life.



4 - A great video about how to support your child with their transition to secondary school.

What is the schools approach to teaching and learning for children with SEND?

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisation aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, sloped desks.

We are building up a bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually in withdrawal for limited periods) eg Further English Support, Maths catch up, Fine and/or Gross Motor Skills, Social Skills or bespoke small group interventions.

A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child.

We have a range of ICT programmes for pupils with SEN (eg Nessy). There are interactive whiteboards in all classrooms and a set of iPads shared across the school. There are laptops in every classroom.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

Our inclusive approach to provision means that the majority of pupils have their needs met by adapting planning that is used across the school. To ensure personalised learning takes place, lessons are structured to provide a varying range of activities. (Quality First Teaching).

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- have high expectations of all pupils plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching) adapt the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress

- set targets on POPs through discussions with pupils and with parents.
- Teachers are familiar with the relevant equal opportunities legislation from the Equality Act 2010 covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Support in the classroom
- Focused withdrawal support from the classroom
- 1:1 tuition

This support may be provided by Teaching Assistants, Teachers, SENCO or external agencies.

The role of staff supporting children is:

- through 'quality first' teaching - support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence and resilience in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty and promote the inclusion of all children in all aspects of life at school.

What adaptations are made to the curriculum and the learning environment of children with SEND?

Our school understands the importance of adaptation in enabling all children to access the curriculum, irrespective of their needs. This is often done through class task differentiation, discreet group support (both in and outside of classes) and through use of class teacher support, Teaching Assistant support and one-to-one support where applicable.

The curriculum will be adapted, where required, as will the learning environment. It is important to make such changes in order for children to fully benefit from the broad and balanced curriculum offered at Worsthorne Primary School.

The long term curriculum plans are available to parents/carers on the school website, along with ideas for how parents can support their child's learning outside of school.

The provision available across the 4 areas of need is shown on the schools provision map (seen below)

We use the SEND in mainstream guidance from the Education Endowment Foundation (EEF) and employ the 5 a day principles in how we support children in the class. These 5 a day principles are shown in the picture.

Within our scaffolding approach we use the guidance to support independence as seen in the inverted triangle diagram.

All learning activities within class are planned and adapted at an appropriate level so that all children are able to access learning according to their specific needs.

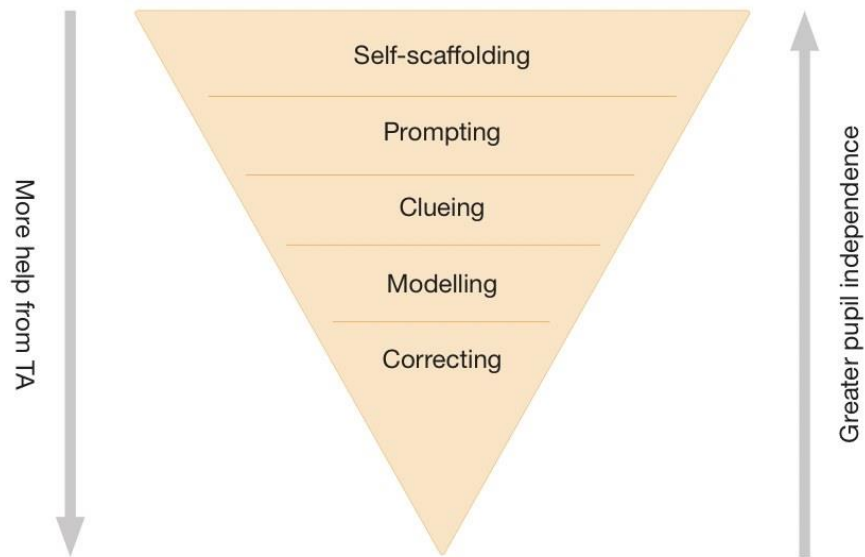
The class teacher, alongside the SENCo, will discuss a child's needs and what support is appropriate.

Children with SEND will have access to the appropriate resources needed in order to help them make progress eg phonic mats, reading rulers/overlays, practical maths resources, writing slope

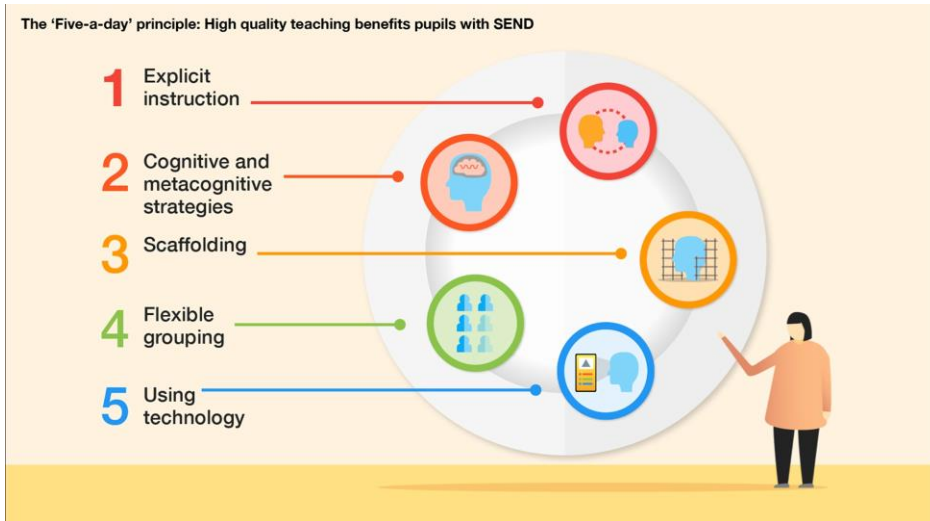
The SENCO reports to the headteacher and governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to retain confidentiality at all times

The governor responsible for SEND meets regularly with the SENCO and this is reported termly at governor meetings to ensure everyone is clear on school and LEA information.

The governors agree priorities for the SEND budget with the overall aim that all children receive the support they require in order to access the curriculum, make progress and secure good outcomes. This includes resourcing appropriate resources, equipment and facilities.

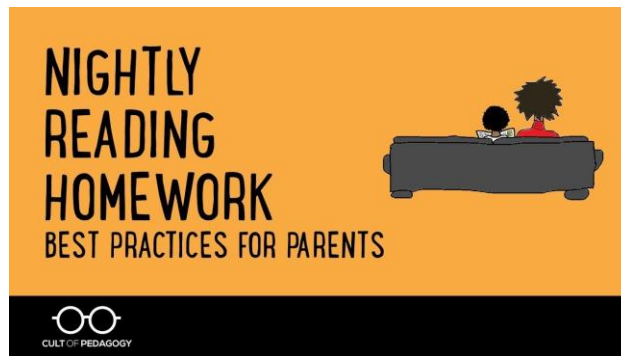


5 - How we promote independence through scaffolding in the classroom



6 - 5 a day principles to support learning in the classroom from the EEF guidance - SEND in mainstream

Ideas to help parents to support their children at home



7 - Some great tips for hearing your child read and improve fluency



8 - How to support children who have spelling difficulties with their spellings at home



9 - Ways to encourage maths into your child's life at home



10 - How to say those sounds (phonemes) right!

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

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

All of our teaching assistants have had training for the interventions that they deliver and work closely with the class teacher and SENCo to monitor impact.

All staff are given regular SEND updates and support from the SENCo alongside the specialist teacher within cognition and learning.

The SENCo attends regular cluster meetings and also relevant training events which is then cascaded down to other staff.

Designated staff have undertaken relevant First Aid Training, including Emergency Aid, First Aid at Work and Paediatric First Aid. A number of relevant staff have had Epipen training through the School Nurse

or other NHS professionals. Staff are trained on any medical care that is needed in order to treat a child in school.

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

All SEND children have either an Education, Health and Care Plan (EHCP) and/or a Pupil Overview of Provision (POP). All of these are reviewed regularly, as laid out above.

The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice 2015;

The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The SENCo meets with the SEND Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENCo produces an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENCo. The cost of all such provision will be calculated in the future, based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and/or SENCo to ensure that the effectiveness and efficiency of provision is maximised.

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

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (eg through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are overseen by the EVC coordinator and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

Before and after school care is available to all children at Worsthorne Primary School from 7.45am until school opens and from 3:15pm until 5.45pm during term time. Further information can be obtained from the school office. Parents may be eligible for Working Tax Credits towards childcare costs.

There is a huge range of after school (and some lunch-time) clubs at Worsthorne Primary School throughout the year, varying on a Termly basis. The vast majority of these clubs are free and are organised by the teaching staff.

The following list is a selection of what has been available to all children, including those with Special Educational Needs and Disabilities, over the last year:

- Netball
- Kwik
Cricket
- Multi Skills
- Dance
- Football
- Cross country
- Change For Life
- Orienteering
- Tag Rugby
- Athletics
- Jujitsu
- Tennis

Many of these clubs are provided by School staff, but a number of trusted outside providers are also used.

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

Worsthorne Primary School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. All Teaching Staff record concerns about children on CPOMs (behaviour/CP/racist/bullying/homophobic)

There are regular meetings held each week where staff share concerns about children and families. The School employs a trained ELSA lead to work with vulnerable children when needed. In addition, to supporting pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centres, ELCAS, CAMHS, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these are based in school, some do come into school to carry out assessments and therapy, with parental permission.

In some cases, school or one of the other agencies may complete a EHA (Early Help Assessment) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need. More information for families about the EHA process is available here:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/the-early-help-assessment-and-plan/>

Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

Some medication, such as asthma inhalers are kept in the teacher's cupboard in the appropriate classroom. All other medication is kept in a locked filing cabinet in the school office, or in the staff-room fridge if necessary. All medicine is recorded, along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child.

A review of medical for individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. Worsthorne is a small school; all staff should know which children have Care Plans and who is trained to deal with them. Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs. Additionally, there is a list of children with medical needs in the front of a confidential green file that is held in the office; this gives a brief outline of their difficulty and signposts the reader to more detailed information which is held securely in the office. Care Plans are also kept on the medicine board in the office. This board is out of sight for visitors.

Some staff within school have had Paediatric First Aid training which is updated on a 3 yearly cycle. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the

emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

Resources to support parents and carers with their child's well-being



<https://www.camhs-resources.co.uk/downloads>

This is a collection of downloadable self-help guides that we really like and hope may be useful to you. Some are aimed at adults but the ideas and suggestions in them can still be relevant for young people and parents. If you click on the image it will automatically download the PDF from its source and the credit will link to the originators main website.

<https://www.camhs-resources.co.uk/videos>

These are videos on a wide range of topics that provide information about mental health and well-being.

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

School's 'open door' policy ensures that you can feel confident when you approach school with any concern that we will endeavour to support in any way we can which can include referrals to a range of targeted services such as family support, counselling. Referrals can be made where it is felt necessary to a variety of different agencies and specialists.

Parents are involved during the whole process and once a referral has been sent, updates are given regarding appointments or assessments that are consequently given. Regular meetings can be made to discuss the progress with all agencies involved together, discussing current progress and next steps.

Worsthorne has a specialist teacher/SEN consultant in regular attendance. Ms Toomey oversees the specialist provision for the children with SEN, carries out specialist teacher assessments when necessary and supports the SENCO.

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND. The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required.

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Health services including:

- GPs
- school nurse
- CAMHS (Child and Adolescent Mental Health Service)
- clinical psychologist
- paediatricians
- speech and language therapists
- occupational and physiotherapists
- Children's Services including: Early Help locality teams, social workers
- educational psychologists and specialist advisory teachers.

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

The school has a Complaints Policy, which is available on the policy page of the website.

However, if you have concerns regarding your child, the first point of contact should be the class teacher.

General information relating to SEND can be found on the school website, included within the SEND policy. This can be found on the policy page of the school website www.worsthorne.lancs.sch.uk

Further information is available from the SENCo/Head teacher, or, in exceptional circumstances, the SEND Governor.

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

General information regarding SEND can be found on the school website, including the SEND policy and this SEN information report.

The information in this report feeds into Lancashire County Council's Local Offer which details support, opportunities and services available to children and young people their area that have SEN.

This can be accessed at:

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

The Independent Advisory Service (IAS) formally Parent Partnership Service can also provide information, support and advice service to the parents or carers about their child's special educational needs.

To contact them please call 0300 123 6706 or visit

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

Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk/



11 - Even though this is not the service offered by Lancashire it gives a good understanding of the support on offer to you through the SENDIASS service.

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

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.

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



what they like and what they want to change.