

# ST AIDANS CE PRIMARY SCHOOL



## Special Educational Needs Information Report

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## **1. The kinds of special educational needs for which provision is made at the school.**

St Aidan's Primary School is a mainstream setting where children come first. We aim to provide the best possible education for every child within a warm and caring ethos. We are committed to ensuring equality of education and opportunity for all pupils. As required by law, all children with a statement of Special Educational Needs / Education, Healthcare Plan naming a school will be admitted before the application of the over-subscription criteria. Children who have a statement of special needs have their application considered separately. We believe that all pupils are entitled to a broad, balanced and relevant curriculum that can be adapted to meet any specific need. We provide "quality first teaching" to allow all children to reach their potential. However, at times a child may require additional support beyond this practise. This report outlines how we aim to support these needs in the following areas:

- Specific and Moderate Learning Difficulties, including Dyslexia and Dyspraxia
- Social and Emotional Needs
- Speech, Language and Communication Needs
- Physical Disabilities
- Hearing impairment
- Visual impairment
- Autism Spectrum disorder

## **2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs and/or disabilities (SEND).**

**How does the school know if children need extra help and what should I do if I think my child may have Special Educational Needs and/or Disabilities (SEND)?**

St Aidan's Primary School, children are identified as having SEND through a variety of ways, including the following:

- Transfer and liaison from feeder schools/previous school
- Teacher observations - if a child is performing well below age expected levels in class.
- Results from in school assessments, indicating if a child is not making expected progress.
- Concerns raised by parent/carer
- Concerns raised by a teacher if a child's behaviour or self-esteem is affecting performance.
- Liaison with external agencies and professionals
- Health diagnosis through a paediatrician or parental contribution.

## **How will I raise concerns if I need to?**

As a school we pride ourselves on building open, honest and positive relationships with parents. We ask that you initially contact your child's class teacher to discuss your concerns. Information will be then passed to the school's Special Needs Co-ordinator (SENCo): **Mrs Diane Gant**, and agreed assessments will be carried out, in order to organise appropriate in-house support, or advice from external agencies if necessary.

### **3. Information about the school's policies for making provision for pupils with special educational needs and/or disabilities whether or not pupils have EHC plans including:**

#### **(a) how the school evaluates the effectiveness of its provision for such pupils.**

#### **How do you know if your support has made an impact?**

Children with SEND are tracked using regular assessment from the Class Teacher. Specific interventions given to support their learning is co-ordinated by the Class Teacher and Special Needs Co-ordinator (SENCo), and progress is documented by the Teaching Assistant (TA) who is delivering the intervention where appropriate. Progress is also measured and tracked by the SENCo to assess its impact. Children will also have a Targeted Learning Plan (TLP) or an Intervention plan (IP), which consists of learning targets for that child. This is issued three times a year, but more frequently if necessary. Parents will be given a copy of these targets, and an opportunity to discuss these with the Class Teacher if they wish.

We offer two formal Parents Evenings a year, but we operate an open classroom culture also. You are welcome to book an appointment to see your child's Class Teacher at any time.

If you would like to help your child at home, please contact the Class Teacher and SENCo. We can offer advice and practical ways that you can support your child.

#### **(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs and/or disabilities.**

#### **How will both you (the School) and I (Parent) know how my child is doing? How will you help me to support my child's learning?**

As a school we measure children's progress in learning against National and age-related expectations. We track children's progress from entry at Reception through to YR6 using: teacher assessment; summative tests in Yrs 1-6; assessing reading and spelling ages.

Any additional support given to a child is documented by the TA who is delivering the programme. Progress is monitored and tracked by the SENCo and Class Teacher, and measured against National expectations and age related expectations. If your child has a Targeted Learning Plan (TLP) or an Intervention plan (IP), it will be shared with yourselves, along with any updates.

If your child has an Education and Health Care Plan (EHC Plan - formally known as a 'Statement'), there will be a formal meeting at least annually to discuss your child's progress. A report will be written and shared with the SEN team at Lancashire County Council.

We hold one parent's evenings a year, where teachers will outline your child's progress and next targets for their learning, as well as discuss ways you can support your child at home in order to achieve these targets. Parents also receive two reports a year, sharing what your child has achieved.

### **(c) The school's approach to teaching pupils with SEND**

#### **How will the school staff support my child?**

- Our SENCo oversees all support and progress of any child requiring additional support across the school.
- The Class Teacher will oversee, differentiate plans and work with each child with SEND in their class to ensure that progress in every area is made. They will liaise with the SENCo if your child needs a record of support.
- A Targeted Learning Plan (TLP) or an Intervention plan (IP), is written and reviewed three times yearly for all pupils on the Special Educational Needs and/or Disabilities (SEND) register; these identify specific targets for an area of need; they outline who will work with the child to meet these targets; the frequency of the intervention; the programme that will be used to support this intervention, and the anticipated outcomes.
- A Teaching Assistant (TA) may work with your child, individually or within a group, if this is seen as necessary to assist their learning. We strive to promote independence for all children, therefore alongside this adult support, certain activities will be selected during the day to encourage your child to work on them independently.
- The outcome of these interventions will be passed on to the class teachers, either written or verbally, and their effectiveness reviewed regularly. Pupils' progress is reviewed at least termly and information from these reviews can highlight any further support required.
- Outside agencies may be contacted to offer assessment and advice to support staff in ways to help your child in a certain area.
- The SENCo meets with the governor responsible for SEND regularly and produces a report that outlines all areas of SEND. The SEND governor shares updates on SEND regularly at governor meetings.
- Each term the governors receive a report that gives them an overview of the progress of children with SEND.
- In accordance with our safeguarding policy, we understand the importance of the welfare of our children.

## **(d) How the school adapts the curriculum and learning environment for pupils with SEND**

### **How will the curriculum be matched to my child's needs?**

All work within class is pitched at an appropriate level, so that all children are able to access a task. Learning outcomes are personalised, so that all children can achieve. Children with additional needs all access learning that is catered to their individual needs. For example, a child with a heart condition will be closely monitored during PE and other exhaustive activities and their care plan guidance closely followed to ensure they are able to participate in all aspects of the curriculum. This is also applied to all areas of the curriculum, ensuring full curriculum access. A child with SpLD / MLD eg, Dyslexia / Dyspraxia will have differentiated work to enable them to access the curriculum. They will also have access to specialist programmes to support their learning. For instance, a child with dyslexia will receive extra support for spelling and/or reading and will partake in weekly interventions such as IDL. This could be through adapting the activity, or through using a range of resources available. At times, a TA may be allocated to work with your child in a 1-1 or small focus group to target more specific needs.

Needs are individually assessed and upon advice by the SENCo, classroom and school environments can be adapted to help a child where necessary.

## **(e) Additional support for learning that is available to pupils with SEND.**

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

As our SEN policy states, we follow criteria for identification of children with SEND, which is termed as 'SEN support'. In very few cases, a child could meet the criteria to be referred for an Education and Health Care Plan (EHCP). This will document a specific support structure and outcomes to be reached. The level of support differs according to the needs of the child.

The SEND budget is allocated by Lancashire County Council each financial year. The money is used to provide additional support or resources dependent upon need. Resources may include deployment of staff depending on individual circumstances.

The SENCo audits the provision and resources available to support SEND and produces an SEND action plan annually. Some of the budget may be used to fulfil targets on the action plan.

Some children may qualify for additional time or support in SATs. Year 6 staff apply for extra help for those children who meet the SATs criteria thresholds for their specific year.

Pupil progress is tracked termly, and the SENCo reviews the progress of SEND children and their needs. Different children will require different levels of support at various times of their schooling, in order to accelerate progress and bridge any gaps to

achieve age expected levels. The SEND register is a fluid document, and children can come on and off the register as their learning arc develops.

### **(f) Support that is available for improving the emotional and social development of pupils with SEND**

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

At St Aidan's Primary School, we are a caring team and aim to nurture the whole child. Their self-esteem and well-being is paramount to their education.

The Class Teacher has overall responsibility for the pastoral, medical and social care of every child in their class. However, if further emotional support is required to help your child, we have a Children and Family Support worker, who works under the direction of the Headteacher or SENCo with vulnerable children. The emotional support they receive is dependent upon need, and its impact on the child's well-being is reviewed regularly. Please speak to the Class Teacher if you feel that this would benefit your child.

We promote high expectations of behaviour, and we use positive behaviour systems to demonstrate this. Please see our behaviour policy for rewards, sanctions for inappropriate behaviour and how we reduce the risk of exclusion.

Along with advice from our SENCo, it may be necessary for outside involvement to help your child e.g Behaviour Support Team; Child and Adolescent Mental Health Service. If you feel that your child may need this support, please speak to their Class Teacher for referral guidance.

Pupils at our school have a voice through pupil questionnaires and the School Council. **All** children are welcome to put themselves forward for this role, regardless of any need.

#### **Pupils with medical needs:**

The school produces a directory (with photos) of all children with medical conditions with health care recommendations for all staff, these should be available in the staffroom. This directory is updated regularly.

Staff receive training for certain conditions when required, and if a child has a medical condition, a protocol is compiled and this is shared with all staff who work with the pupil.

#### **First Aid Training**

The school has a First Aid Policy and Medications Policy regarding the administration and managing of medicines on the school site. This is reviewed regularly by the Headteacher and Governors.

Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day, as it can only be administered after a

medical form has been signed and received by the school office. On a day to day basis First Aiders generally oversee the administration of any prescribed medicines. However the responsibility for the administration of non-prescribed medication e.g Calpol, lies with parents.

### **School Trips and Offsite activities**

We aim for all children to be included on School Trips and activities outside the classroom. If necessary, additional support will be discussed with parents, and provision will be put in place. A risk assessment is carried out prior to any offsite activity to ensure everyone's safety is ensured. If an activity is deemed unsafe for your child to participate, an alternative activity, which covers the same curriculum area, will be provided.

#### **4. In relation to mainstream schools and maintained nursery school, the name and contact details of the SEN co-ordinator.**

In the first instance, parents/carers are encouraged to talk to their child's class teacher. You could also arrange to meet with our school's SENCo:

Diane Gant

01772 337321

Information is also available at Lancashire County Council's **Special Educational Needs and Disabilities Information Advice and Support Service** or **SENDIASS**.

#### **5. Information about the expertise and training of staff in relation to children and young people with SEND and about how specialist expertise will be secured.**

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

We work closely with any external agencies that we feel are relevant to individual children's needs within our school.

Outside Educational agencies include:

- Behaviour Support Team;
- PRU Outreach;
- REACH behaviour
- Inclusion Engagement Support Team
- Educational Psychologists
- Specialist Teacher Advisory Service.

Health Services include:

- CAMHS(Child & Adolescent Mental Health Service);
- The School Nurse;
- GPs;
- Speech & Language Therapists (SaLT);

- Occupational Therapists;
- Physical and Sensory Advisors

Social Services include:

- Locality Teams;
- Social Workers

### **What training is provided for staff supporting children with SEND?**

Mrs Gant (SENCo) is a qualified teacher with the qualification 'National Award for Special Educational Needs Co-ordination'.

Our team of TAs are highly skilled and an invaluable part of our school. Within the team, there has been training given in:

- Reading, spelling and phonics support
- Maths support
- Memory and concentration development
- ASD training
- Speech and Language training
- Support in working with children with physical disabilities and sensory impairments.

Over the course of the year, training needs of all staff are reviewed and appropriate training is planned and delivered. Continuing Professional Development is paramount for our staff, in order that they meet the specific needs of the children with whom they are working.

### **6. Information about how equipment and facilities to support children and young people with SEND will be secured.**

#### **How accessible is the school environment both indoors and outdoors?**

St Aidan's school is fully compliant with EA requirements.

- The school is over one floor and is accessible to all as there are slopes which are wheel chair friendly to gain access in and out of the school.
- There is a slope for ease of access to the junior playground.
- There is a disabled toilet.
- There is a disabled parking bay.
- School ensures that all extra-curricular activities are accessible for children with SEND.
- Many of our staff are first aid trained and are also trained in the use of a defibrillator.

#### **What reasonable adjustments can be made around the buildings limitations?**



The building is a disabled friendly environment. We are on one level with double or wide doors to allow wheelchair, standing frame access. We would consider any reasonable adjustments to our buildings and will work with the relevant professionals to do so, however, there may be a limitation in terms of budget.

### **What equipment and facilities are routinely provided?**

For those children who require additional resources such as sloping boards, special scissors, adapted cutlery, laptops etc. these are provided from within schools budget. For more costly specialised equipment we apply to LCC for support to provide these resources. When deciding what resources we may need, we work in collaboration with parents, health professionals and specialist teachers to ensure we are procuring the right resources for that child.

**7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of the child.**

**8. The arrangements for consulting young people with SEN about, and involving them in, their education.**

### **How are parents currently involved in the school? How can I get involved and who can I contact for further information?**

We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations. Parents are encouraged to contribute to their child's education through:

- discussions with the Class Teacher
- during parents' evening
- through discussions with the SENCo or external agencies
- supporting learning targets at home.
- participation in Annual Reviews for children with EHC plans

We have a team of Parent Governors on our Governing body. If you are interested in becoming a Parent Governor, please contact our Chair of Governors via the Headteacher(Mrs Leanne Finch) on the school's contact number 01772 337321.

### **How do we involve children in their education?**

Children with an EHC plan are entitled to put forward their views on the previous academic year, and can come into the meeting where appropriate.

Children also have their learning targets shared with them, and in some cases, design their own targets.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.**

### **What steps should I take if I have a concern about the school's SEND provision?**

Please see your child's class teacher as a first point of contact. If it cannot be resolved, please contact the SENCo or Headteacher for investigation. Please see the school's complaints policy on the procedure for how to make a complaint.

### **10. The school's arrangements for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living.**

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

We have a successful 'transition programme' during the Summer term that enables children to become very familiar with the school and its staff. We also hold information meetings for Reception parents in the Summer and Autumn terms.

The SENCo and Reception class teacher will visit the nursery setting of a child that had additional needs to discuss their needs to ensure a smooth transition for them.

Our Reception staff visit complete home visits, allowing both parents and staff to discuss any issues or concerns they may have.

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. The Secondary Schools offer transition programmes and taster days to aid transition for more vulnerable pupils.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

### **11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32.**

Please contact your child's Class Teacher in the first instance. They will then liaise with our school SENCo on how best to support your child.

IPSEA, a National Charity for families with children with SEND

Lancashire SENDIASS 0300 123 6706

Monday to Friday 9am to 5pm

Email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk)

### **12. Information on where the local authority's local offer is published.**

Our School's SEN information report is provided as part of Lancashire's Local Offer

### **13. Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC Plans, including:**

Please see our School Policy for SEN for our provision.

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**Reviewed and amended:** June 24

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