

Euxton Church of England Primary School

SEN Information Report 2015



Mission Statement

Within the framework of a Christian foundation and community, we intend that each child should progress as far as possible in gaining the knowledge, skills and attitudes essential for a balanced life whereby choices are made according to sound critical judgement. We would wish each child to gain a sense of achievement and develop to their potential.

SENCO: Mr Giles Storch (headteacher) supported by Miss Kirstin Lewis (assistant headteacher)

SEN Governor: Mr Matt Parker

Euxton C of E Primary School 01257 263454

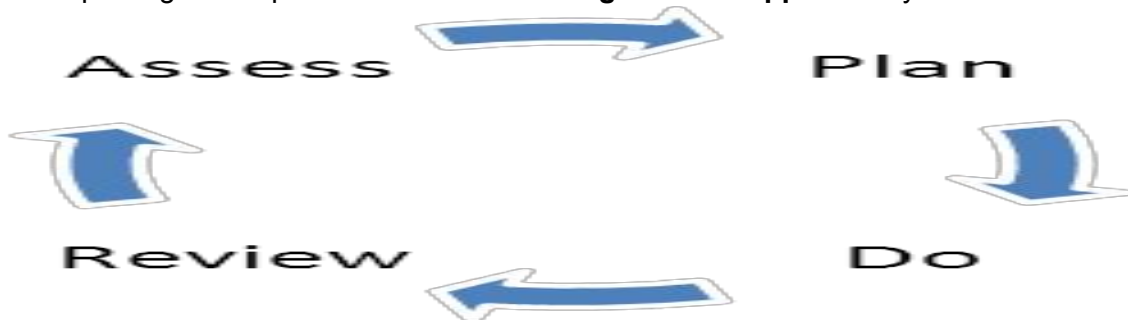
School Offer Contribution: www.euxton.lancsngfl.ac.uk

Local Offer Contribution: www.lancashire.gov.uk/localoffer

Whole School Approach:

The Christian ethos of our school is one of inclusion and each child is cherished, with their individual needs met and provided for. In addition to high quality first teaching, where needed we use a wide range of additional interventions to meet pupils' specific needs. Ongoing dialogue throughout the year, as well as termly formal assessments and annual reviews ensure that we regularly review what we offer every child in our care. These discussions also contribute to the application of a differentiated and personalised approach to teaching and learning.

Underpinning all our provision in school is the **graduated approach** cycle of:



Assess: Assessments are made by class teachers, SENCO or professionals as required. As well as those used across school for all children (eg. assessment for learning in all lessons, termly teacher assessments of progression against KLIPs/ARMA tests/PIVATs, annual PIPs/tests etc), when appropriate we carry out specific assessments according to the needs of the pupil. (For example this may include PHAB tests, ABC assessments, NAGLIERI, CAF forms, involvement of educational psychologists etc.)

Plan: Personalised targets are set with pupils and parents and reviewed at least once a term.

Do: Provision is implemented by teachers, skilled teaching assistants, specialist teachers or professionals according to the needs of the pupils.

Review: Progress against targets is monitored on a daily and weekly basis by teachers and teaching assistants. The SENCo also oversees the progression of children against their targets on at least a termly basis.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. All teachers are responsible for every child in their care, including those with special educational needs and work closely with support staff, the SENCo and senior leadership team to ensure the best possible provision.

Roles Within Provision

The Class Teacher

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 communicating this with the SENCo as necessary.

Class teachers also write pupil progress targets/individual education plans (IEPs), based on the smaller steps outlined in PIVATs (Performance Indicators for Value Added Target Setting), and sharing and reviewing these with parents at least once each term and planning for the next term. This ensures that teaching and learning is personalised for your child.

The SENCo

The SENCo is responsible for:

Developing and reviewing the school's SEN policy.

Co-ordinating all the support for children with special educational needs or disabilities (SEND).

Ensuring that you are

i) involved in supporting your child's learning

ii) kept informed about the support your child is getting

iii) involved in reviewing how they are doing.

Liaising 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.

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.

Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best possible progress possible.

The Headteacher

Responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEND. The headteacher is also responsible for ensuring that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor

Responsible for ensuring that the necessary support is given for any child with SEND who attends the school.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

As of 6th November 2015, we have 21 children receiving some form of SEN support.

We have internal processes for monitoring quality of provision and assessment of need. These include classroom observations, walkthroughs, work sampling, analysis of impact of interventions and consulting with children and their parents.

Children with SEN are enabled to engage in all activities available to pupils in school, including after school clubs and provision.

Involving parents and learners in the dialogue is central to our approach and we do this through:

Individual education plans, reviewed and targets agreed with parents and pupils 3 times a year, informal progress chats, parents evenings and annual reports.

Support is provided for improving emotional and social development. This includes extra pastoral support where appropriate and measures to enhance inclusion and prevent bullying.

How will my child be able to contribute their views?

Pupils' views are highly valued and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking pupil views:

- The school has an active school council, where pupils are elected each year to represent their peers in their teams. The school council consults with the headteacher about whole school plans, leads on charity events at schools and expresses pupil views to senior leaders throughout the school year.
- Pupil questionnaires are used annually to gather pupils' viewpoints.
- Pupils are involved in evaluating their progress against targets on at least a termly basis.

- If your child has an EHCP or Statement of SEND, their views are sought before any review meetings and children often contribute individual reports and attend at least part of their review meetings.

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

The SENCos, Mr Giles Storch (with a PGdip.Psychological Studies) and Miss Kirstin Lewis (SEN award) liaise with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual needs, including:

- Health – GPs, school nurse, CAMHS (NHS Children and young people's mental health services), speech and language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Educational Psychology Service
- Specialist teacher advisors in areas such as specific learning difficulties, autism etc.

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

All pupils are entitled to be included in all parts of the curriculum and we aim for all pupils to be included on school trips. We provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure that everyone's health and safety is considered.

How are the school's resources allocated and matched to children's needs?

We ensure that all pupils with SEND have their needs met to the best of the school's ability, within the funds available.

The budget is allocated on a needs basis. The pupils who have the most complex needs are given the most support.

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

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different pupils require different levels and types of support in order to achieve their potential. The SENCo, assessment co-ordinator, class teacher and support staff discuss the pupil's needs and what support would be appropriate. There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning.

How do we know if it has had impact?

Pupils' progress is tracked against national/age-related expectations. Evidence of impact includes:

- Pupil is achieving or exceeding their expected levels of progress;
- The gap between the pupil's attainment and age-related expectations is narrowing: they are catching up to their peers;
- Verbal feedback from the teacher, parent and pupil;
- Formal or informal observations of the pupil at school.

Who can I contact for further information?

A parent/carer's first point of contact should be the child's class teacher to share concerns

Parents/carers can also arrange to meet the SENCo by contacting the school office on 01257 263454.

Additionally, the school liaises with and can refer parents/carer to the following agencies for information and support:

Parent partnership, offering independent, free advice for parents of children with SEND:

Monday to Friday 8am to 5pm Tel: 0300 123 6706.

Email: information.lineteam@lancashire.gov.uk

Staff development

We are committed to ongoing development of the expertise of our staff. The current areas of expertise in school include: Grade 2 RNIB braille, UEB Braille, Eklan – speech and language and precision teaching.

Many of our teaching assistants have specialist skills which are utilised when required, for example phonics, reading, ASD, nurture. One member of staff also has achieved the SEN award for co-ordination of SEN.

Staff Deployment

We have a higher than average number of teaching assistants who are all highly trained and skilled at working with children with a wide range of needs. Considerable thought, planning and preparation goes into utilising support to ensure that children gain in their learning, understanding, independence and the skills needed in life. Interventions are put into place, either in small group support or one-to-one support as appropriate. These may take place either in class or outside class, depending on the specific needs of the pupil. There is also half an hour allocated each day to personalised learning, when teachers have the opportunity to work with children on their targets on an individual basis while the class read independently. .

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

All pupils involved in transition to high school have had comprehensive transition meetings conducted and next steps planned for and implemented. Additional support was arranged and provided where needed and follow up contact with new schools took place in the first term after transition.

Complaints

Our complaints procedure is available on the school website.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- reviewing our SEND policy in light of the new Code of Practice changes this year.
- To develop children's writing in line with our whole school focus.

Relevant school policies underpinning this SEN Information Report include:

Teaching and Learning

SEND policy

Behaviour policy

Child Protection

Disability Equality Scheme

Accessibility Plan

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005