



Carnforth Christ Church C of E Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT 2021-2022

Christ Church C of E Primary School is a vibrant, stimulating and caring educational community which exists to celebrate the uniqueness of every person, made as they are in the image and likeness of God.

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The Kinds of Special Educational Needs and Disabilities (SEND) School provides for.

Carnforth Christ Church C of E Primary is a mainstream primary school.

We are an inclusive school that welcomes children from all backgrounds and abilities. We are committed to working together with all members of our school community and believe in achievement for all.

We want adults and children to participate in learning and we celebrate all members of our community.

We strive to create an inclusive culture in our school and aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills, so that children, regardless of individual need, make the best possible progress.

We value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community.

We monitor progress of all learners; adults continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings and tracking of internal data.

Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level.

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nursing team are available to train staff for any specific medical need.

We have support assistants trained to cater for varying needs, these being: Speech and Language Difficulties, Autistic Spectrum Conditions, Behavioural Difficulties and Specific Learning Difficulties SpLD (Dyslexia).

Our SEND profile for 2021 -2022 shows that we have 33% of children identified as having SEND. This percentage is made up of the following groups:

- 55% are identified as having SEN linked to Cognition and Learning as the main category of need (including maths, reading, writing and spelling etc.)
- 8% are identified as having SEN linked to Communication and Interaction as the main area of need (including speech and language difficulties and problems with social interaction)
- 29% are identified as having SEN linked to Social, Emotional and Mental Health as the main category of need (including ADHD, ASD, anxiety, depression and behavioural difficulties)
- 8% are identified as having SEN linked to Sensory or Physical as the main category of need (including disabilities such as those affecting gross and fine motor skills)
- 3% of our school population have an Education and Health Care Plan

How does school identify Special Educational Needs? How does school meet the needs of SEND learners?

Special Educational Needs and provision can be considered as falling into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

(SEND code of practice 2015)

At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

The SENDCo liaises closely with other members of the leadership team and class teachers to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, SATs, standardised scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve best outcomes. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

The Code of Practice (2015) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching

Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities provided at our school. The SEND register is kept by the SENDCo in consultation with class teachers.

**Underpinning ALL our provision in school is the graduated approach cycle of:
Assess – Plan – Do - Review**

High quality teaching (Wave 1), differentiated for individual children, is the first step in responding to pupils who may have SEND.

This means:

- That the teacher has the highest possible expectations for all pupils in their class
- That all teaching is built on what children already know, can do and can understand
- Different ways of teaching are in place so that children are fully involved in learning
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn
- Teachers will let parents know what their child is learning and how they are progressing

At school we regularly review the quality of teaching for all pupils, including those at risk of underachievement.

Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions.

The decision to make Special Educational Provision involves the SENDCo, Class Teacher and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEN Support and is school based. This may include additional provision at wave 2 or 3.

The programmes of intervention and support for children reflect the need to access the whole curriculum.

Targeted interventions (Wave 2)

- These may be run in the classroom or in sessions outside of whole class learning
- They are teacher led and may be delivered by a teacher or teaching assistant
- These are usually group sessions with specific targets to help children to make accelerated progress - targets are used in both group and class work
- Interventions will be assessed and monitored by the SENDCo.
- Parents are informed when their child is in intervention groups and targets and progress are shared

Specified Individual support (Wave 3)

- Some pupils will follow 1-1 work; such as if the learner has an Education, Health and Care Plan (EHCP) or if they have been assessed by outside agencies
- For higher levels of need, school may liaise with external agencies and professionals.

Specialist agencies we liaise with regularly include:

- Speech and Language Therapy Service
- Occupational Therapy
- Educational Psychology Service
- SEND Services

<p>Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff. We review educational processes for all children in school termly using tracking data and data gathered following a specific intervention.</p> <p>Parents take part in annual reviews meetings for children with Education, Health and Care plans (EHCP). They receive copies of all relevant paperwork concerning their child. Pupils always contribute to their own reviews at their own level.</p> <p>Individual targets are set for all children with SEND and these are reviewed termly or half termly as appropriate.</p> <p>Staff will regularly support parents of children with SEND to be fully involved in their child's school life.</p> <p>School operates an open-door policy with regards to any concern a parent may have. Regular meetings with key staff look at the effectiveness of the provision made for children with SEND.</p>
<p>What arrangements does the school make for consulting with children with special educational needs and disabilities about - and involving them in - their education?</p>
<p>Children with SEND are asked their views. Targets are discussed individually. One Page Profiles are created and updated as per requirements of Lancashire's SEND process. Children with statutory SEND needs are asked to contribute to their annual review.</p> <p>Children with SEND are also asked their views about the support they receive using the PAQ (Pupil Attitude Questionnaires). These views are analysed and support put in place in response on a group or individual basis.</p>
<p>Arrangements made by school for consulting with the parents & carers of children with special educational needs and disabilities and involving them in their child's education.</p>
<p>Parents have opportunities to become involved during parent's evenings, annual reviews, informal reviews and Team Around the Family (TAF) meetings.</p> <p>The school operates an open-door policy whereby key staff are available to deal with any immediate concerns a parent may have. School hold two Parent's Evenings a year to provide parents with opportunities to discuss the progress of their child. Parental questionnaires are distributed annually to gather parent's views and suggestions.</p> <p>Class Teachers and the SENDCo supports parents and families. This support may include completing forms and paperwork, or signposting parents to any additional information, advice and guidance they may require.</p>
<p>How will the curriculum be matched to my child's needs?</p>
<p>School Leaders monitor the success of the interventions, judging how effective they have been on the pupil's progress. The impact of interventions is recorded to measure progress and to ensure that only the interventions which deliver the best impact on learning are delivered.</p> <p>The SENDCo works closely with class teachers, teaching assistants and the school leadership team to identify the needs of the child and to ensure the correct support is given. When identifying additional internal or external provision, consultation with parents and the child (where appropriate) is paramount. The needs of the child and family are discussed in order to jointly agree the appropriate support.</p>
<p>Children's progress is reviewed termly at progress meetings. Where concerns are raised, a plan of action is discussed. This may involve further internal assessments being carried out, inclusion in an intervention, work with a teaching assistant, specific assessments by an external agency, enhanced quality first teaching, or a referral to counselling. It would always involve a discussion with parents. The graduated approach would be discussed.</p>

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nursing team are available to train staff for any specific medical need. We have support assistants trained to cater for varying needs, these being Speech and Language Difficulties, Autistic Spectrum Conditions and Behavioural Difficulties.

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

How accessible is the school environment?

The school was built in 1962 with additional extensions in 1976 and 1998. The main entrance to the school is accessible for wheelchairs along with the entrance hall, hall, computer suite, library and junior classrooms. Stairs lead from the hall to the infant section of the building. However, wheelchair access is available externally through two doors leading to the Reception Classroom and Year 1/2 Classroom. All internal doorways and entrances to rooms and toilets are fully wheelchair accessible.

Furniture is modern and of suitable heights for the different age ranges.

The school also has ICT programmes to support pupils with SEND. Each classroom has a computer and interactive whiteboard. There are also Chromebooks and iPads which can be used to support learning.

There are opportunities for children to take part in various clubs e.g. sports, craft, choir both after school and at lunchtimes.

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

How is the decision made about the type and quantity of support my child receives?

A SEND Register is created annually and updated as necessary by the SENDCo. This focuses upon specific SEND and interventions required to meet needs.

The school budget, received from Lancashire Local Authority, includes money for supporting children with SEND, although this money is not specific to supporting children with SEND. 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 the needs in the school.

The class teachers plan wave 1, 2 and 3 interventions each half term and discuss this at pupil progress meetings and intervention monitoring meetings.

The SENDCo also commissions support from the SEND team and Educational Psychology services.

Where a child has an EHCP, the provision is discussed at an annual review. At Christ Church we actively seek parents' opinions as to how we can best provide for their child.

Regular meetings with the SEND Governor enable allocation of provision to be discussed.

How will both you and I know how my child is doing and how will you help me to support their learning?

Class teachers are responsible for the progress of all children in their class. If a parent has any questions about how their child is progressing or how they can help them further, then they should approach the class teacher initially. If the parent feels that they wish to discuss this further, then the SENDCo or the Headteacher are available to help.

At Parents' Evening, the age-related expectations are shared with parents, as are the expected rates of progress. Where a child may benefit from extra support at home, resources and strategies are discussed.

We strive to respond quickly to parents concerns and put relevant strategies in place. Parents are fully informed about support in school.

Parents are invited to 'Meet the Teacher' evening workshops, open days and information meetings.

We operate an 'open door' policy and encourage all our parents to be involved in their child's school life. This is a key message at the induction meetings for Foundation Stage children. In addition to the two Parents Evenings each year, we have further meetings with parents, teachers and SENDCo both at our request and that of parents. We aim to be sensitive and honest with our parents in terms of the progress that their child is making and if we have any concerns, take action early through monitored additional support.

What training have the staff supporting children with SEND had or may they have? What specialist services or expertise are available at or accessed by the school?

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nursing team are available to train staff for any specific medical need.

We have support assistants trained to cater for varying needs, these being Speech and Language difficulties, Autistic Spectrum Conditions, Behavioural Difficulties and Specific Learning Difficulties (Dyslexia).

Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

The school buys in Local Authority SEND traded services and specialist providers from support strategies. The SENDCo also attends local clusters on a regular basis to keep up to date with developments in SEND for children and to share good practice.

School works with a wide range of external agencies including: the School Nurse, Health Visitors, Physiotherapists, Occupational Therapists, Consultants, Children's Social Services, CAMHS and signposts to other services offering family support, including the Child and Family Well Being Services.

A strength of our school is the nurturing support for children and parents. We cater for a wide range of difficulties and additional needs and we believe that there has to be good communication with parents to foster this ethos.

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

We recognise that transition between school placements and key stages can be difficult for a child with SEND and we take steps to ensure this transition is as smooth as possible and is fully supported.

Children and families will have the opportunity to access support from within school in order to make smooth transitions. For transition from KS2 to KS3, each child takes part in taster sessions organised by the secondary schools. The SENDCo takes responsibility for organising various additional transition activities involving secondary schools for those children with additional needs.

For children moving to another school, we will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made. Where possible a planning meeting will take place with the SENDCo from the new school. We will make sure that all records 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. IEPs will be shared with the new teacher.

The EYFS staff support Nursery children's transition into school, there are visits by the EYFS teacher to Nursery and Pre-School settling in sessions and Induction Afternoons are offered prior to starting full time, attendance at TAF's and links made with family support workers.

Parents are reminded to complete applications in time and are supported to complete them where necessary.

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

We strive to give all of our SEN children the opportunity to take an active part in every aspect of school life, including extra-curricular activities/trips.

School trips are planned with all children's needs in mind. Parents are consulted where extra precautions may be necessary and the relevant risk assessments completed.

Children with additional needs, including SEND, may also be prioritised for activities. Some clubs are planned specifically to target certain children e.g. clubs to target health issues or social skills. Where extra support is needed to facilitate inclusion, support assistants and/or other members of school staff are deployed to ensure this can happen.

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

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. Pastoral support is a key part in supporting members of our school family. Class Teachers, SENDCo and Headteacher work together to offer this pastoral support.

We encourage parents to be proactive in meeting the needs of their children and over the years, they have sought advice and support from school in terms of their children's behaviour, emotional well-being and medical needs.

All children, including children with SEND, are encouraged to take an active role in the life of the school. Through the PSHE curriculum and pastoral support, children are taught a range of life skills including learning about emotions and developing a vocabulary to express themselves, ways of managing emotions and taking responsibility for their actions. It also develops children's social awareness and understanding.

Children with SEND are encouraged to share their thoughts and feelings at IEP reviews and annual review meetings.

The Medical Policy identifies the procedures for managing medicines in school. The Medical List is updated annually, as are Care Plans and relevant training. The SENDCo has regular meetings with the School Nurse.

Each class has a first aid bag and, if applicable, a medical register detailing medical needs. Pictures of children who have severe allergies are in prominent places around school e.g. Classroom, Staff Room, School Kitchen and School Office. These are updated by the Headteacher.

We have close links with a range of other medical and family support agencies. We use the Early Help Assessment (previously CAF) process to identify needs early, making decisions in accordance with Lancashire's Continuum of Need.

Teachers, Teaching Assistants, Welfare and Office are first aid trained.

Safeguarding procedures ensure the well-being of all children but staff are particularly aware of the vulnerabilities of children with SEND. Staff meet weekly and share any well-being concerns.

The Headteacher liaises with the Attendance Officer to monitor the attendance and punctuality of all children and where necessary, an Early Help Assessment (CAF) may be initiated in order to support the family.

Support will be given to any child that is vulnerable or at risk of bullying. Any report of bullying by a child or parent is taken seriously and is dealt with in line with the school's behaviour policy.

How does the school evaluate the effectiveness of the provision made for children with special educational needs?

Pupil progress meetings take place half termly with the Class Teacher, Headteacher, Deputy Headteacher and SENDCo. The progress of each child is reviewed individually and the support, assessment or intervention needed is discussed.

This information is part of the graduated response of assess, plan, do, review cycle. Where more detailed assessments may need to be undertaken, the information from these will then be fed back to teachers with suggestions on how to provide for the child's needs. These will then be reviewed at the next progress meetings.

Parents are integral to the support we provide at Christ Church and views are always sought at annual reviews, Parents' Evenings and TAF meetings. Parental surveys and questionnaires are also completed during the year.

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

For higher levels of need school may liaise with external agencies and professionals. Specialist agencies we liaise with regularly include:

- Speech and Language Therapy Service
- Occupational Therapy
- Educational Psychology Service
- SENDCO Network
- Child and Family Well Being Service
- School Nurse Team

We use the Family's Early Help Assessment (replaced Common Assessment Form (CAF) from September 2021) process and Team Around the Family (TAF) to facilitate links with other agencies.

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

The first point of contact if a child/young person wishes to discuss something about their Special Educational Need should be with their class teacher. A child may feel that they can talk to one of the teaching assistants and the teaching assistant can support them in discussions with the class teacher.

If a parent/carer wishes to discuss something about their child/young person the first point of contact should be the class teacher. If the parent wishes to discuss the issue further then a meeting will be arranged with the Head Teacher and/or the SENDCo.

If a parent wishes to make a formal complaint, the complaints procedure can be found on the school website.

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

During discussions with parents / annual reviews / TAF meetings we signpost to support services as appropriate.

We sign post parents to Lancashire's Information and Advice Team in order to access support.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>

The service provides information around the following areas in relation to SEND:

- Rights, roles and responsibilities
- Health and social care processes, regulations and guidance
- Support from other agencies and organisations

They can also support families in:

- Exclusion from school
- Liaising between you, your nursery, school and other professionals.

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

The link to Lancashire's Local Offer - <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>