

GREAT ECCLESTON COPP
CHURCH OF ENGLAND PRIMARY
SCHOOL

SEN Information Report

Reviewed Sept 2018

SEND Provision

Additional support can be delivered in one of the following ways:

- Differentiation of lessons.
- Focused learning sessions timetabled into the week.
- Additional resources or strategies being employed.

Areas of SEN that are provided for include:

- Communication and interaction
- Cognition and learning Social
- Mental and Emotional health
- Sensory and/or physical

Intervention of external agencies is secured when a higher level of expertise is required and the appropriate specialist service is contacted according to need.

This would usually be one of the following:

- Educational Psychologist service
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Specialist Teacher Advisors eg: ASD, HI, Behaviour
- School nurse

Teaching staff and Support staff are provided with regular training to ensure their high levels of expertise are maintained. In the event of a child coming in to the school with a particular need which is not already covered within the school, full training by appropriate staff will be undertaken and all staff will be aware of the outcome. A child with SEND may be withdrawn from the classroom at times for their additional support.

Advice will be given by the SENCO as to the nature of the support. Parents are kept informed by the class teacher /SENCO. Support is allocated flexibly to meet the child's needs and provision is regularly reviewed. Work within the class is differentiated to an appropriate level so that all children are able to access tasks according to their specific needs. Work is adapted to an individual level if

the need arises, to enable the child to access the curriculum. Some children with SEND may require specific resources to help them make progress. Such resources would be provided according to need. The type of support and how much support a child with SEND needs is determined by the class teacher, SENCO and the head teacher in relation to the evidence provided. The amount of support depends on the complexity of the needs and possible involvement of outside agencies. Parents are involved in discussions as to the nature of the provision. Provision is reviewed on a regular basis according to the needs and in relation to the data.

Identification of SEN

The school will know if a child has additional needs when :

- a previous setting highlights a specific need on transfer
- concerns are raised by the parents
- concerns are raised by the Class teacher
- a child is performing below age expected levels and assessment data causes concern

The SENCO, class teacher and external agencies as appropriate will build up a holistic profile of the child's needs and be supported by a variety of assessments and tracking procedures. These will be in line with the SEND Code of Practice 2014. Parents will always be involved at every step. If a parent has any concerns regarding their child they need to contact the class teacher, SENCO or the head teacher.

Evaluating effectiveness of provision

The impact of all interventions is measured every half term and tracking meetings take place regularly, where each child's progress is monitored closely. Individual programmes are devised together with the SENCO and /or specialist teacher as required. Regular meetings are held to update parents and involve them in the process. When children have individual programmes set by outside agencies, such as Speech and Language Therapy, the review and progress is monitored by the outside agency concerned, along with the school staff, the

SENCO and the parents. The class teacher oversees the provision and plans and works with the child to ensure full accessibility to the curriculum. There may be a Teaching Assistant working with the child on a one to one basis or in a small group.

Extra - curricular Activities

Children with SEND are included in all playtimes and lunchtimes. Support is provided at lunchtimes and break times according to the needs of the school at the time and this is an on-going flexible arrangement. We ensure that children with SEND can access after school clubs and all extra-curricular activities such as school trips, including residential trips. We ensure that everything is in place to ensure that the child has access to activities and is safe.

Parental support and involvement

Parental support is very much valued at the school and is seen as a vital form of communication to enable the progress of a child with SEND. We communicate progress and involve parents by:

- Individual support plans that are created with parents and children and at least termly meetings are held to review progress.
- Home / school communication books are used to communicate between home and school if necessary.

Well- Being and Medical Needs

The class teacher has overall responsibility for the pastoral, medicinal and social care of every child in their class, therefore the class teacher would be the parents' first point of contact. A health plan is put in place for those children who have more complex medical needs. If further support is required the class teacher liaises with the SENCO and this may involve working with outside agencies such as health and social services. Inhalers are managed by the children but kept in an easily identifiable bag within the classroom. If medicine is required it is kept in the office and administered by the administration staff. The school has qualified First Aiders in the school to oversee minor injuries. Staff are trained in First Aid on a regular basis. The school have a policy regarding the administration and managing of medicines.

Transition

We have structured transition programmes in place for pupils with SEND at Foundation Stage, end of Key Stages and all other times where support with transition might be needed. Foundation Stage staff meet with playgroups and any transfer meetings are attended by class teacher for those children with complex needs. Year 6 teacher/SENCO meets with secondary staff to plan transition arrangements. Pupils who require additional support for any reason will be offered a transition meeting which involves parents, school staff and staff from the new school.

Pupil Voice

Children are involved in their target setting as far as possible and are always encouraged to contribute. They are involved in pupil conferencing with the class teacher and/or SENCO and their views are taken into account. Discussions take place with parents and pupils and there is close liaison between home and school. Pupil voice is represented in school via the School Council, Pupil Questionnaires and Focus groups.

Policies

The following policies are available on the school website:

SEN

Safeguarding and Child Protection

Behaviour

Medical Conditions Policy

Complaints

Admissions

Lancashire Education Authorities Local Offer can be found on their website at <http://www.lancashire.gov.uk/children-educationfamilies/special-educational-needs-and-disabilities>

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