

Poulton St Chad's CE Primary School SEND Report

'Promoting a passion for learning'

We want every child to leave Poulton St Chad's CE Primary School determined to make a difference in the world, and having the skills to do so. In order to do this, we will endeavour to enable the children to be emotionally intelligent, resilient and brave, so that they will stand up for what is right and be ambassadors of social justice.

Types of SEN, disability and medical needs

At Poulton St Chad's CE we believe that every pupil, regardless of gender, ethnicity or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Poulton St Chad's CE Primary School's SEND Information report is written with full regard to the Children and Families Act 2014.

Who are the best people to talk to about my child's progress and Special Educational Needs and/or disability?

| | Responsible for: |
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| Class Teacher | <ul style="list-style-type: none">• The progress of your child and identifying, planning and delivering any additional help your child may need (this could include things like targeted work or additional support) and informing the SENCO as necessary.• Contributing to children's provision and learning maps and keeping them up to date.• Ensuring that all staff working with your child in school is supported to deliver the planned work programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.• Ensuring that the school's SEND policy is followed in their classroom and for the pupils they teach with any SEND. |
| SENCO Suzanne Shrewsbury | <ul style="list-style-type: none">• Coordinating all of the support for children with special educational needs or disabilities (SEND) and developing the |

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| | <p>school's SEND Policy in order to ensure that all children receive a consistent, high quality response to meeting their needs in school.</p> <ul style="list-style-type: none"> • Ensuring that you as parents and carers are: <ul style="list-style-type: none"> - involved in supporting your child's learning - kept informed about the support your child is receiving - involved in reviewing how your child is progressing in school • Liaising with any other professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc. • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. • Monitoring the impact of policies and the effectiveness of provision in the school. • Working with the Local Authority and External Consultants to implement and monitor our provision. |
| <p>Head Teacher Jan Potter</p> | <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • The Head Teacher will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met. • The Head Teacher must ensure that the Governing Body is kept up to date about any issues in the school relating to SEND. |
| <p>SEN Governor Linda Hastings</p> | <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school and who has SEND. • Monitoring the effectiveness of SEND provision in the school. |
| <p>Teaching Assistants may working with a pupil with exceptional special educational needs and/or disabilities. Whilst they take a very valuable role in your child's education we</p> | |

would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parent/carers and TAs on how a child's day has been and we do actively encourage this regular feedback.

What to do if you have concerns about a child.

If you tell us that you think your child has a SEND, we will discuss this with you and investigate – we will share with you what we find and agree with you what we will do next and also what you can do to help your child.

What happens if my child does have a SEND?

The school will follow a graduated approach to your child's learning. It will follow the sequence of Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs.

What are the different types of support or strategies available to support children with SEND?

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| <p>Quality First Teaching (Wave 1)</p> | <ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • All lessons are differentiated to meet the needs of your child and the class. • Grouping of ability, mixed and independent work is used to support all pupils. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. |
| <p>Targeted Intervention and Support (Wave 2/3)</p> | <ul style="list-style-type: none"> • At Poulton St Chad's CE Primary School we offer a broad range of interventions to meet the needs of all pupils requiring additional support with learning, communication, emotional needs and sensory / physical difficulties. |

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| | <ul style="list-style-type: none"> • For a complete list of the current interventions we are offering this year please see our 'Summary of Interventions' document on the school website. |
| Specialist Services | <p>If your child has been identified as needing more specialist input in addition to quality first teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. • Support to set targets which will include their specific professional expertise. • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group. • A group or individual work with outside professional. • Further assessment with other professionals when and if appropriate. |

How will I know how my child is progressing in school?

At Poulton St Chad's CE Primary School your child's progress is continually monitored by their class teacher, SENCO and the Leadership Team.

- Their progress is reviewed every term and judgments are made as to whether each child is reaching, exceeding or not reaching age-related expectations.
- If your child is in Year 1 and above, but is not yet ready to work on at National Curriculum expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P scales'.
- At the end of each Key Stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something that the government requires all schools to do and they are the results that are published nationally.
- Children on the school SEND register will have an Individual Education Plan (IEP). This has targets set for your child and will be reviewed regularly. You will be invited to attend a meeting in order for us to review and set new targets together.

- The progress of children with an Education and Health Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Leadership team and SENCO will also check that your child is making good progress with any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Homework Books and Reading Journals
 - Parents Evenings
 - Additional meetings as required
 - Reports

How is our school accessible to children with SEND?

The school building is housed in a one storey building and the ground floor is easily accessible.

- Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.
- Alternative coloured paper and overlays are available as required for pupils and staff with dyslexia.
- Lap-tops and iPads are used regularly in classroom learning and to support children who would benefit from the use of electronic equipment to support their learning.
- Writing slopes, writing grips and alternative scissors are readily available for children to use.

How does Poulton St Chad's CE Primary School support pastoral care and care outside the classroom?

At Poulton St Chad's CE Primary School we work hard to ensure that children are engaged and stimulated during less structured times of day. We have activities available during lunchtimes as well as 'quiet spaces' which are available to all students. In addition to this Poulton St Chad's uses a Learning Mentor to provide pastoral care such as drop-in sessions for all students. We also buy into a Counselling service for those pupils with more complex needs.

What if I think my child needs more help than the school can provide?

If you or the school believe that your child needs more support than the current provision set in place either you or the school can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer. Once the request is made Lancashire County Council must make a decision and communicate with the parent or the

school within 6 weeks of receiving the initial request. They will decide whether an Education and Health Care (EHC) plan is necessary to meet your child's needs in school.

Admissions

If your child has a SEND but does not have an EHC plan or a statement you will need to apply for a school place in the usual way. Admissions to Reception are handled by Lancashire County Council through the Application Form, which is available online at <https://lccsecure.lancashire.gov.uk/education/data/e-admissions/>.

Admissions at other times are handled through our school office. If your child DOES have an EHC plan or a statement the Lancashire SEN Team will co-ordinate your application. You will be contacted for your preferences and sent a paper form to write these on. The Team will approach the schools of your preference on your behalf. You will be invited to a special information event on transfer to primary and secondary school which will explain this process in detail.

Where can I find out about what is available locally for me, my family or my child?

Lancashire County Council has published its own Local Offer which can be accessed via the link below.

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

Who can I contact in school?

Mrs Jan Potter, Headteacher – head@poultonstchadsce.lancs.sch.uk

Mrs Suzanne Shrewsbury – SENCO – s.shrewsbury@poultonstchadsce.lancs.sch.uk

Mrs Linda Hastings – SEND Governor – 01253 883639