



## SEND Information Report 2020-21

### St. David Haigh & Aspull CE Primary School

At St. David Haigh and Aspull Church of England Primary School we strive to ensure that all pupils with Special Educational Needs make the best possible progress in school.

#### What is the Local Offer?

The Local Offer will provide parents/carers with information about how to access services in their area and the support that is available for children with Special Educational Needs in their child's school. As parents and carers you may have many questions about how our school is able to meet your child's needs. We aim to answer many questions about how school will contribute to the Local Authority Local Offer as possible here, but should you have any other question please contact the school SENDCO in school. Further detail about our provision for children with additional needs can be found in our SEND & Inclusion Policy.

**Wigan Council SEND LOCAL OFFER can be found here:**

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

The following abbreviations are used:

- SEND – Special Educational Needs and Disabilities
- SENDCO – Special Educational Needs and Disabilities Coordinator
- IEP – Individual Education Plan
- TESS – Targeted Education Support Service (Wigan LA Service)

#### Arrangements for identifying, assessing and making provision for pupils with SEND:

##### 1. How will St David's Primary School know if my child needs extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- limited / lower than expected progress is being made from starting points
- there is a change in pupil's behaviour or progress
- your child is working one year below age related expectations
- concerns are raised and shared by a previous setting

Pupil progress meetings are held with Senior Management each term and the progress of all children is discussed. A child may be raised at this meeting or at any other time throughout the year to the SENDCO.

##### 2. What should I do if I think my child may have special educational needs and needs extra help?

- The class teacher is the initial point of contact for responding to parental concerns.
- If you have further concerns then contact the SENDCO – via the school office

### **3. How will St. David's support my child?**

- Each pupil's education programme will be planned by the class teacher. It will be differentiated to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant or the provision of additional teaching aids such as pencil grips, number lines or a spelling log. The teacher will discuss any extra provision for the child with parents/carers and may suggest ways for parents/carers to support the child at home.
- If your child is in KS1 or KS2, and not working at the level of the national curriculum, P scales using B squared can be used to set small step targets.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, English or Maths, then the pupil may have additional support in a small group run by the teacher or a teaching assistant. The length of time of the intervention will vary according to need and will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded in the class teachers' planning.
- The class teacher will inform parents/carers if any specific intervention is to take place and will discuss the outcomes of the intervention after it has taken place (beyond those not part of any differentiated provision).
- Occasionally, a pupil may need further support or an assessment from an outside agency, such as the Targeted Education Support Service (TESS) or the Educational Psychology Service (EPS). A referral will be made, with parental consent, and a series of assessments or consultations will be conducted. A report then suggests further interventions for the school to implement with the child.
- The SENDCO reports to the Governors each year. Our SEND Governor is Mrs. Tracy Mingaud-Cunningham. She is responsible for making sure that any child with a special need receives the necessary support. She attends governor training and has regular meetings with the SENDCO and Headteacher to monitor progress, provision and expenditure.

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

- When a pupil has been identified with Special Educational Needs their work will be differentiated by the class teacher and they will be identified in their planning for the class to ensure all staff working with the child can help them to access the curriculum more easily.
- Teaching Assistants may be allocated to work with the child in a small group or 1-1 group to support specific needs.
- If a child has been identified as having a special need, an IEP (Individual Education Plan) will be written by the class teacher and discussed with parents/carers and the child. Targets will be set according to need. IEPs will be reviewed termly and the child's progress will be monitored by the class teacher and SENCO.
- Prior to identification as having SEND, a child will have had access to a differentiated programme planned by their class teacher, possibly with support from the SENDCO, which may include:
  - Targeted support by the class teacher within the classroom environment;
  - Support in small teacher or teaching assistant led groups; The school will consider further intervention if little or no progress is made even when teaching approaches are targeted particularly in the child's area of weakness. These additional

interventions may include 1:1 reading support for those children identified with gaps in their phonic/reading knowledge.

- If necessary specialist equipment may be given to the child e.g writing slopes, special scissors, pencil grips, overlays.

### **5. How will I know how my child is doing and how will you help me to support my child's learning?**

- Parents' Evenings are held twice a year. You will be able to discuss your child's progress and raise any concerns with the class teacher.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or the SENDCO by contacting the school office.
- Your child's attainment and progress will be discussed with you at Parents' Evenings and the teacher will suggest ways for you to support your child at home.
- Pupil Progress Meetings are held at the end of each term (as a minimum). This is a meeting where the class teacher meets with the Leadership team to discuss the progress of all children in their class. This shared discussion is used to identify any children who are making slow progress (or no progress) and allows the teacher to plan any interventions needed to boost progress.
- Each child has a School Planner and this can be used to communicate progress between parents/ carers and the class teacher.
- If you have concerns about your child's progress you should speak to your child's class teacher in the first instance.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO or Headteacher.
- If you are still not happy, you can speak to the school SEND Governor or Executive Head of the Learning Together Trust.

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

#### **Pastoral Needs**

- All teachers provide and promote ongoing pastoral support for any child based on individual needs.
- Attendance is monitored by the Headteacher (in discussion with the class teacher) – please see our attendance policy for further information.
- Pastoral Support Plans are put in place for children who at risk of exclusion.

#### **Medical Needs**

- We have a strict medication policy. Forms are available in the office and must be completed in every case.
- Care plans are created, where necessary, in consultation with parents and health care professionals, if appropriate. All staff working with the child have access to the care plan. A list of children with medical conditions is kept by the class teacher and the school and is regularly updated.
- Procedures are in place for medical emergencies.

- All staff are briefed about children with medical needs. Good ratios of staff with first aid training are maintained.
- Staff are trained by outside agencies when required to support specific medical needs. For example, epi-pen training, epilepsy awareness.

### **Social Needs**

- Children may be referred for counselling through TESS (Targeted Education Support Service) with your permission. A counsellor can then work with your child in school to help support their social and emotional well-being.
- Each class has clear expectations for positive behaviours and learning in class.
- All staff are proactive in supporting both parents and children in achieving good attendance e.g. Regular attendance monitoring, support meetings with parents, liaison meetings with Startwell.

### **To support your child in avoiding exclusions and increasing attendance, the school provides:**

Support from the behavioural support team at the Targeted Education Support Service who work with school to put Pastoral Support Plans in place for children at risk of exclusion. Risk assessments are also carried out to enable staff to have a greater knowledge of trigger behaviours and diffusion strategies that help support a child.

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

- Within school we have TAs with a range of different specialisms and these will be deployed where needs are identified.
- We can make referrals for further assessment to TESS (Targeted Education Support Service), Educational Psychology Service, Sensory Service.
- We can access Health Service support by referring to: School Nursing Team, Occupational Therapy, Outreach, Physiotherapy, CAMHS and Speech and Language Therapy.

### **8. What training have the staff supporting children with SEND had?**

Staff have access to current and specific training in accordance with the schools CPD commitment for all staff. Recent training includes:

- Autism Awareness for all staff;
- Individual teachers and TAs attend training run by outside agencies which are relevant to the needs of the children in their class.
- The speech and language service work in school with staff regularly to ensure a member of staff is trained in the appropriate sounds and programmes that individuals are working on.
- mental health training;
- anger management;
- R-time training;
- the SENDCO submits results of staff IDP audit to Wigan TESS Team to instigate future training needs identified.

### **9. What are the admissions arrangements for children with disabilities?**

The Governing Body operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, the governing body will allocate places to children with a statement of educational need or Educational Health and Care Plan as a priority.

A copy of the school admissions arrangements is available on the school website in the section 'Information'

### **10. What steps are taken to prevent disabled pupils from being treated less favourably than other pupils?**

All children have full access to the curriculum including school trips and may be assisted in this by teaching assistants.

Activities and school trips are accessible to all children.

Risk assessments are carried out for all off site visits. These take into account additional risks posed by different SEND. Extra staff can accompany children on visits if necessary.

Both our breakfast club and after school club (TCC) cater for all children. (TCC is an independent childcare provider which is staffed with school staff and so continuity of provision is possible)

We ensure clubs are inclusive and provide extra adult support to enable children with SEND to attend if they wish to.

### **11. How accessible is the school environment?**

Please see the school's Access Plan for details.

### **12. How will the school prepare and support my child when joining the school, transferring between classes and transferring between schools?**

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

- If your child is starting school, there are opportunities at induction meetings for Reception children to talk with members of staff.
- If your child is moving to us from another school, relevant material will be passed to us from the previous school. If necessary, the class teacher or SENDCO will contact the previous school to discuss the child's needs.
- If your child is moving to another school, we will contact the school to ensure their SENDCO knows about any special arrangements or support that need to be made for your child. All records about your child will be passed on and we will meet with the new school staff, if appropriate.
- When children move on at the end of the school year, information will be passed to the new class teacher and a planning meeting will take place with the new class teacher. All interventions employed in the preceding class will be passed on to the new class teacher. Children will have at

least one morning with their new teacher before the end of the summer term. If a child needs further support during transition then it can be arranged for them to visit the new class on more occasions.

- Year 6 children have at least one taster day at their chosen high school. The SENDCO from each high school meets with the Y6 class teacher and SENDCO to discuss all SEND children. All relevant information is passed on to the high school. If necessary, an extended transition can be arranged to allow children to have more visits to their high school prior to transfer.

### **13. How are the school's resources allocated and matched to children's special educational needs?**

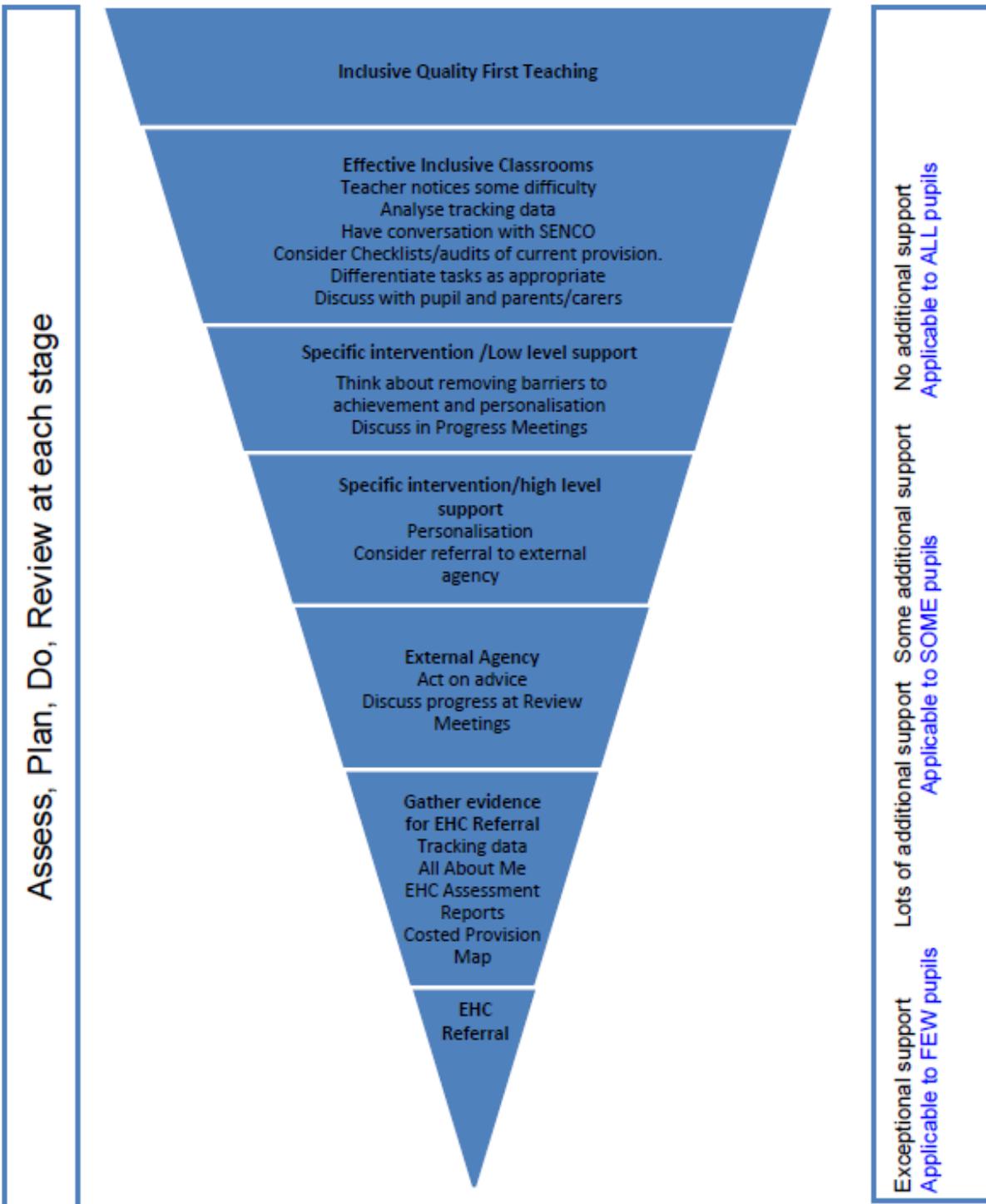
The school budget includes money for supporting children with SEND (*based on those children who were on-roll at the previous autumn census*)

- The Headteacher decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and SENDCO discuss all the information they have about SEND in school including: the children getting extra support already, the children who need extra support, the children who have been identified as not making expected progress and any other children who have been identified by parents or other professionals. They then decide what training or resources are needed. All resources, training and support are reviewed regularly and the impact is measured. If more than 15 hours of support is required, an Education Health Care Plan can be applied for. In the Early Years, this funding is known as Early Years Additional Resources (EYAR).

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

- These decisions are made in consultation with the class teacher, Senior Leadership Team and any other professionals involved. Decisions are based upon termly tracking of pupil progress or as a result of assessments by outside agencies. Any support provided is reviewed regularly and its' impact is measured and evaluated. A review, development and planning meeting is undertaken at the start of the Autumn and Spring terms with the Headteacher, SENDCO, Learning Mentor, TESS teacher and Educational Psychologist to discuss and plan for the needs of the child in the term ahead.
- During their school life, if further concerns are identified due to a lack of expected progress or concerns about well-being then other interventions may be arranged.
- In some cases it may be necessary, with parental approval, to seek advice from other professionals. External services may observe or assess a child in school so that they can advise teachers on new targets and strategies to support the child. Their specialist advice is usually in the form of a report, including targets and appropriate strategies, and is shared with parents.
- This process is often referred to as the graduated approach/ response to SEND- see flow chart below:

## Graduated Response to SEND – Generic Flowchart



**15. Who can I contact for further information?**

If you wish to discuss your child's educational needs, please contact the school office to arrange an appointment to see the SENDCO.

***Last updated: August 2020***

***This SEND Information report will be reviewed annually***