

# **St David Haigh and Aspull CE Primary School**

## **Special Educational Needs Information Report 2023-24**

At St David's Church of England Primary School we strive to ensure that all children with Special Educational Needs attain well and make the best possible progress in school.

### **What is the local offer?**

The Local Offer will provide parents and 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 Mrs Speakman (the school SENDCO) in school. Further detail about our provision for a child with additional needs can be found in our inclusion policy.

The following abbreviations are used:

SEND – Special Educational Needs and Disabilities

SENDCO – Special Educational Needs and Disabilities Co-ordinator

IEP – Individual Education Plan

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

### **1. How does St David's Primary School know if children need extra help?**

It is very important that SEND is identified at an early stage. We gather information to support early identification in a variety of ways:

- concerns are raised by parents and carers , teachers or the child
- limited progress is being made
- there is a change in a child'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 Leadership 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. A graduated approach is in place which follows the assess, plan, do, review approach on a needs led basis.

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

- The class teacher is the initial point of contact for responding to parental concerns. The class teacher will share information about how your child is doing academically, socially and emotionally in school.
- If you need further support you should make an appointment to see the SENDCO, Mrs Speakman, who is responsible for co-ordinating the support for children with special needs and/or disabilities throughout the school.

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

We aim to build an ongoing, holistic understanding of your child and their needs by understanding their barriers to learning, their strengths and the support they need. A graduated approach is taken in supporting children following the assess, plan, do, review cycle.

- The class teacher will plan each child's learning; this may be adapted to suit the child's individual needs. It could 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 and carers and may suggest ways for parents and carers to support the child at home.
- If your child is in KS1 or KS2, and not making progress at a rate that can be assessed against the national curriculum, B squared can be used to set small step targets.
- If a child has needs related to more specific areas of their education, such as spelling, handwriting, English or Maths, then the child 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.
- Every child with identified SEND needs has their own individual education plan (IEP) with 'targets' to enable them to make progress in key areas, for some children this will be learning focused; while for others it may be behaviour based to support them in making progress socially and with behaviour; or pastoral if their needs are emotional or anxiety based. IEPs are drafted by Class Teachers after having discussed with your child their thoughts on their learning and needs. The draft IEP is then shared with parents at Parent's Evening and can be added to and amended to reflect the shared conversation and views. Strategies from Quality First Teaching as well as additional interventions and focused targets are recorded. IEPs are reviewed with parents and children at least twice a year at parents evening and adapted to reflect changes. IEPs are discussion documents and the input of parents and children is really important. At parent's evening, parents can

request to see the SENDCo in addition to the class teacher but appointments can be made at any time throughout the year if parents have concerns they wish to share.

- Your child's progress will be continually monitored by their class teacher and will be reviewed formally with the Headteacher or Senior Leader through pupil progress meetings. Targets are set at the start of the year and monitoring is towards these targets. If your child is in KS1 or KS2, and not making measurable progress against National Curriculum objectives, B squared can be used to set small step targets and to show their progress in more detail. Progress against these targets will be reviewed regularly, evidence assessed and a future plan made by the class teacher. Children are asked to share their views on their progress in a way that is appropriate to the communication abilities of the child: conversations with children, questionnaires and 'Talking Mats' (a series of cards that the child puts under different symbols) are all used.

- The SENDCo or Senior Leadership Team will also check that your child is making good progress within 1:1 work and in any group intervention they are part of. 'Book looks' and learning walks will be carried out by the SENDCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is as high as possible. The needs and progress of individuals on the SEND register is discussed between the Head of School, SENDCo and Lynsey Thorniley from Sycamore SEND Support at the start of the Autumn and Spring term in a Review, Development and Planning (RDP) meeting. Danielle Howarth-Lees, Educational Psychologist from Wigan Educational Psychology Service, the school CAMHS link worker, a Startwell representative and the school nurse may also attend this meeting.

- We may ask for support and advice from local special schools: we have strong links with Hope Special School and Willow Grove School and work with these schools on out-reach (they come into our school and work with us) and in-reach (children and staff work with professionals in their school to access resources) programmes. We also receive support from outside agencies including specialist teachers or health care professionals who visit school regularly and advise staff on how to adapt the curriculum to meet specific needs.

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

We ensure that all children have access to high quality teaching.

- Prior to identification as having SEND, a child may have had access to an adapted programme planned by their class teacher, possibly with support from the SENDCo, which may include:

- o Targeted support by the class teacher within the classroom environment;
- o Sensory timetable
- o 1:1 tuition for those children identified with gaps in their phonic knowledge

- o 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.

- When a child has been identified with Special Educational Needs and/or disabilities their work may be adapted by the class teacher and they will be identified in the weekly planning for the class to ensure all staff working with the child can help them to access the curriculum more easily.
- We may complement high quality teaching with carefully selected small group and 1:1 interventions led by teaching assistants to support specific needs. These additional interventions may include programmes such as: Read, Write Inc., Wellcomm and Bucket Time.
- 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 and 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 SENDCo.
- If necessary, specialist equipment may be given to the child e.g. writing slopes, special scissors or pencil grips or technology such as technology to support enlargement of information or recording. Ear defenders are only used for short periods and guidance is sought from OT for the individual.
- Flexible groupings may be used in class to provide targeted support on a specific area of need.
- Chunking of learning by the class teacher may be used to help understanding
- Scaffolding such as writing frames and temporary supports may be used and explicit instruction given for to enable specific guided practise of a skill or learning.
- 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. These recommendations are to be followed, as appropriate, by the class teacher and those working with the child.

## **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 each term. You will be able to discuss your child's progress and raise any concerns with the class teacher. Your child's targets will be discussed with you at Parents' Evenings and the teacher will suggest ways for you to support your child at home.
- 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 visiting the school office.

- Each child has a Reading Record 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 initially.
- 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, Mrs Speakman or Executive Headteacher, Mrs Woodcock
- If you are still not happy you can speak to the school chair of Governors

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

We aim to create a positive and supportive environment for all pupils, without exception.

### **Pastoral Needs**

- Our pastoral team consists of Mrs Speakman and Mrs McKeown. They work with staff, children and parents to discuss concerns and provide support. They also monitor attendance and ensure plans are put in place for children at risk of exclusion.
- We have 'Mindfulness' days and weeks in school to ensure that all children are aware of the importance of positive mental health and wellbeing as well as physical wellbeing, and we actively model and support children in learning strategies that they can adopt to become more independent in being mentally healthy.
- We have a 'Sensory Room' for children to access who have sensory needs but this is also used more widely in school to support all children and encourage sensory awareness, and give opportunities for mindfulness and relaxation.
- We also have a Wigan Family Welfare counsellor in school who is available for the children to work with and share their concerns with.
- All staff have had training on mental wellbeing and mindfulness. Individual Teaching staff and many targeted support staff have had training on Attachment and Autism through the Educational Psychology Service and CAMHS and 'Team Teach' de-escalation strategies.
- School have a CAMHS link worker who works with the SENDCo and Pastoral Team and who can be contacted by school to discuss any children whose mental health needs outside agency support.
- An Early Help can be set up to jointly share targets that families and school wish to work on and to help engage outside agencies without the need for repetition of essential and background information.
- Lottie, our Trust Dog, is also in school and children may engage with Lottie to develop confidence and empathy.

## **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 or diabetes.

## **Social Needs**

- Children may be referred for counselling through Wigan Family Welfare with your permission. A counsellor can then work with your child in school to help support their social and emotional well-being.
- Our Pastoral Team are proactive in supporting both parents and children in achieving good attendance. Eg Regular attendance monitoring, support meetings with parents, liaison meetings with Startwell.
- Where there are unmet needs an Early Help can be opened by school to co-ordinate outside agencies around the family.

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

- School purchases support from the Sycamore SEND Support who have a behavioural support team who work with school to put Pastoral Support Plans in place for children at risk of exclusion. Risk assessments and positive handling plans are also carried out to enable staff to have a greater knowledge of trigger behaviours and diffusion strategies that help support a child. Talking Mats have been used where additional support is needed to communicate a child's view.
- For children in the Early Years, the Early Years team can be engaged to provide support and strategies.
- The Engagement Centre for children in Y1 to Y6 can support with short term placements where children can develop and practice strategies in a small, intensive support setting.
- Referrals can be made for short term placements at Three Towers Alternative Provision.

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

Directly funded by the school:

§ Educational Psychology Service

§ Teachers with different specialisms e.g. Read Write Inc, Phonics, Nurture type Groups, Reading interventions,

§ Counselling from Wigan Family Welfare

§ SEND Support consultant from Sycamore SEND Support for learning and SEMH needs

Provided by the Local Authority but delivered in school:

§ Sensory Service for children with visual or hearing needs

§ Outreach and Inreach services

Provided and paid for by the Health Service but may be delivered in school:

§ School Nurse

§ Occupational Therapy

§ Physiotherapy

§ CAMHS

§ Speech and Language Therapy

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

- Whole school teaching staff and teaching assistant training has been delivered on autism awareness by the Targeted support service
- De-escalation and Team Teach training has been delivered to key staff across both key stages including some welfare staff.
- The SENDco attends termly cluster meetings which provide the most recent information on different aspects of SEND.
- Relevant teaching staff received training on R Time, Talk of the Town, Read Write Inc. and Language and Literacy.
- 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 to ensure a member of staff is trained in the appropriate sounds and programmes that individuals are working on.

- Epilepsy training

### **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, after admitting all children with a statement of educational need naming the school, the governing body will allocate places using the criteria. The second priority on the admissions criteria is children with special medical or social circumstances affecting the child where these needs can only be met at this school. Professional supporting evidence from e.g. a doctor, psychologist, social worker is essential if admission is to be made under the criterion for special medical or social circumstances, and such evidence must set out the particular reasons why the school in question is the most suitable school and the difficulties which would be caused if the child had to attend another school.

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

### **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

- Adaptations to the school building and grounds have been made to ensure accessibility.

- Parents of children with specific medical needs are consulted as to how their child's individual needs can be best met and may be invited to accompany their child on school trips or for parts of trips where there is an identified need.

- Feedback from parents following activities and trips is used to inform future planning.

- Risk assessments are carried out for all off site visits. These take into account additional risks posed by different SEND needs.

- Outreach support is engaged to ensure staff knowledge enables full differentiation for inclusion.

- Smart Technology and adaptive aids are used by all staff working with an individual to ensure inclusiveness: this includes radio aids, spelling aids and iPads. Children are supported to become independent in using technology to meet their own needs.

- School provides a breakfast club and after school care club that is inclusive for all SEND needs.



- We ensure clubs are inclusive by offering suitable activities for different age ranges.
- Some of our clubs are age-specific to ensure full enjoyment but we ensure that all clubs are inclusive by:
  - Making adjustments so that a child with any SEND including disability can attend
  - Providing equipment that enables all children to take part
- A copy of the school equality scheme and report is available from school office
- Both the breakfast club and after school club cater for all children.

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

- St David's School was built over 150 years ago and has been adapted to be accessible.
- All doors have flat access and are wide enough to allow wheelchair access.
- We have a toilet adapted for disabled users.
- We ensure that equipment used is accessible to all children.
- If specialist equipment is needed, funding may be available from the SEND budget.
- Extra-curricular activities are accessible to all children with SEND. If necessary, additional support can be provided.
- All furniture is the correct size for the children.
- There is an accessible parking space on the staff car park.
- All areas of the school have been risk assessed.
- A copy of the accessibility plan is available on the school website in the section 'Special Educational Needs' in 'Key Information'

#### **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 child's transition to be as smooth as possible.

- If your child is starting school, there are opportunities at induction meetings for Reception 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 IEPs will be passed on to the new class teacher. Children will have at least one session 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 session at their chosen high school. The SENDCo from each high school meets with the Y6 class teacher or 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 is extra support allocated to children?**

The school budget includes money for supporting children with SEND.

- The Executive Headteacher decides on the budget for SEND in consultation with the Trust Directors, on the basis of needs in the school.
- The Executive 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. ( <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx> ).

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

- School follow a graduated approach for SEND, building up support in response to need and effectiveness following an assess, plan, do approach. Decisions are made in consultation with the class teacher, Senior Leadership Team and any other professionals involved. Decisions are based upon termly tracking of child's progress, CPOMS records 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 Executive Headteacher, SENDCo, Behaviour Support consultant from Sycamore SEND Support 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.

### **15. How are parents involved in the school? How can I be involved?**

- All parents are encouraged to contribute to their child's education.
- The class teacher is available at the end of each day or by appointment if you wish to discuss anything with them.
- The SENDCo and Executive Headteacher are available to discuss any concerns by making an appointment at the school office.
- Regular Parents' Evenings are held to enable you to discuss your child's progress with the class teacher.
- Parents are encouraged to work together with the class teacher on their child's IEP with suggestions of targets to include and strategies that they feel work and may be in use at home.
- Information from outside agencies will be discussed with you or reports will be sent directly.

### **16. 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 Mrs Speakman (SENDCO). The governor for SEND is Mrs Mingaud-Cunningham

### **What other support services are there who might help me and provide me with information and advice?**

- The Wigan Local Offer (<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx> ) gives advice on further support within the authority.
- SENDIASS and Embrace, are available for parents to discuss worries or concerns on 01942 233323.
- On the school website there are a number of links that provide advice or support in the parent section under the title 'Useful Links and Information' in the section 'Community'.

This report complies with section 69 of the Children and Families Act 2014, and includes the 'SEN Information' specified in schedule 1 to the Special Educational Needs and Disability Regulations 2014. (Statutory guidance on this is contained in section 6.79 to 6.82 of the Special educational needs and disability code of practice: 0 to 25 years