West Street Primary School

# Special Educational Needs

Information Report

2019

Head teacher: Mrs Sarah Burtoft

SENDCO: Mrs Alysia Gupta

SENDCO Governor: Mrs Kelly Graham

The intention of Lancashire’s local offer is to improve choice and transparency for families. All schools in Lancashire are expected to identify and support pupils with Special Educational Needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Lancashire’s Graduated Approach provides guidance on expectations of what should usually be available within school’s resources.

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| **1. What kinds of special educational needs does the school provide for?** |
| At West Street Primary School, we provide for children of varying needs. This is done through a number of methods depending on the children’s needs. A child is classed as having special educational needs if he or she has learning difficulties that call for special educational provision to be made.    A child has learning difficulties if he or she:   1. Has a significantly greater difficulty in learning than the majority of children of the same age. 2. Has a disability, which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA. 3. Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.     Special education provision means:   * For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area. * For a child under two, educational provision of any kind.     Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. All staff at West Street Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.    Disability – West Street Primary School also caters for those having medical and physical needs too.    A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.    The range of special educational needs is very wide, from relatively mild degrees of learning difficulty to profound and multiple disabilities. Sometimes, children’s learning difficulties are caused or compounded by hearing or visual impairment, physical disability or a specific learning disability. The emotional and behavioural needs of a child may also affect the child’s potential to learn. Our school has developed a Behaviour Policy, which provides guidelines for strategies and procedures to be used with children displaying inappropriate behaviour.    West Street Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. |

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| **2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?** |
| Needs are identified and tested by the school in different ways. The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children’s needs and requirements fall into four broad areas.     * Communication and interaction (speech and language difficulties or autistic spectrum disorders) * Cognition and Learning (general or specific). * Emotional, social and mental health * Sensory and/or physical (hearing difficulties, visual impairment, physical and medical difficulties).     The SEN Code of Practice 2014 makes it clear that ‘all teachers are teachers of pupils with special educational needs.’ All teachers at West Street Primary are responsible for identifying pupils with SEN and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEN provision.    Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:   * Evidence obtained by teacher observation/ assessment. * Their performance judged against the schools assessment tool Target Tracker. * Pupil progress in relation to objectives in the English and Maths. * Standardised screening or assessment tools * Screening /diagnostic tests * Reports or observations * Records from feeder schools, etc. * Information from parents * National Curriculum results (Y2 and Y6)     If you, as a parent, have concerns regarding your child’s progress or in relation to any of the ‘special educational needs areas’ identified above, then you should make an appointment to see the class teacher along with the school Special Educational Needs Co-ordinator. (SENDCO). An action plan will then be put into place to further assess or monitor such concerns. |

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| **3. How will both you and I know how my child/young person is doing?** |
| West Street Primary School believes that monitoring pupil progress is crucial in aiding a child’s development. Progress is the fundamental factor in determining the need for additional support.    If a child’s class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENDco. The SENDco and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, children will be supported by additional staff within the school. This additional support may include small group support or one to one support. When a child takes part within small group sessions, intervention groups or one to one individual provision, their progress will be monitored half-termly (as a minimum) to measure the impact, which this is having upon the child’s learning. This will be shared with the parent during meetings where necessary. If a child is not responding effectively to intervention, i.e. if there is no change in their progress, groups will be revised and new methods considered, where appropriate.    Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment – applying for an EHC Plan. Parents will be fully consulted at each stage. Through joint parent-teacher partnership, all monitoring will be shared so that everyone involved will be aware of the support in place, as well as the impact it is having in supporting the child’s needs. |

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| **4. How will the curriculum be matched to my child/young person’s needs?** |
| Our school understands the importance of differentiation in enabling children to access the curriculum depending upon their needs. Obviously it is dependent on the individual child’s particular/specific needs, as well as the funding given to support the child, as to how best children can access the curriculum. This is often done through class task differentiation, discreet group support (both in and outside of classes) and through use of Class teacher support, Teaching Assistant support and one-to-one support where applicable. The curriculum will be adapted, where is required, as will the learning environment. It is important to make such changes in order for children to fully benefit from the broad and balanced curriculum offered at West Street Primary School. |

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| **5. How will school staff support my child/young person?** |
| West Street Primary School understands that it is the responsibility of all teachers to cater for the special needs of our children within their classes on a daily basis. The class teacher will cater for the child’s needs through the delivery of the curriculum throughout the day. Differentiation can be applied through many forms, depending on the specific needs of pupils. The class teacher, along with class teaching assistant as well as any support staff are responsible for overseeing and planning the child’s education programme and this will be monitored frequently.  Teaching assistants and support staff can work with children in discreet, small group settings during lesson time, offer one-to-one support where appropriate and sometimes can provide intervention groups outside of the classroom.    Every staff member working with the child will have an important role to play. There is a school governor with the key responsibility of SEN. They are aware of the school’s policies and procedures and they are updated where appropriate. (Although the governor won’t directly support children, they, along with the Head Teacher, will oversee that suitable procedures are in place.)    During parent review meetings, discussions will be held between the SENDCO and parents concerning the support their child is receiving. This is a great opportunity for any opinions and concerns to be shared and any queries explained. |

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| **6. How is the decision made about what type and how much support my child/young person will receive?** |
| West Street Primary School believes that a decision surrounding the type and amount of support received is most successful when a holistic approach is adopted. Factors such as existing diagnosis, all those working with the child will consider results from assessments, for instance, the class teacher, teaching assistant, the school SENDCO, the school nurse and the Head Teacher. Current levels of progress will be taken into account and any other fundamental influences.  Outside agencies may also be involved, especially when further assessment is required, for example an Educational Psychologist, Speech and Language Therapists etc. Parents will be involved at all stages of the decision process – whether it be concerning in house support from school or greater support as suggested by Lancashire County Council, the local authority. Support is monitored regularly and any concerns can be raised with those appropriate staff involved. |

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| **7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?** |
| Children will be included in activities outside the classroom including physical activities and school trips where possible. Arrangements will be made to cater for the physical and medical needs in relation to transport, access to medication and support provided during residential trips. All visits are risk assessed and safety is paramount. West Street Primary School adopts an inclusive ethos and therefore aims to embrace all opportunities available for every pupil. |

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| **8. What support will there be for my child/young person’s overall wellbeing?** |
| Our school has an Inclusion Team who focus on ensuring overall well being. The Inclsuion Team is led and overseen by our SENDco.  We have a designated Pastoral Support Worker who is able to offer support to both parents and children regarding their social and emotional well-being. Our Pastoral Support Worker is able to offer advice concerning parenting and give professional guidance surrounding local services available around the community, when needed.  We also have a counsellor and staff and parents can recommend that a child spends some sessions with her if they are suffering some emotional upset.  Our Learning Mentor supports staff, pupils and parents in managing emotions and developing confidence. She runs a number of small group interventions targeting emotional well being and social interaction. She also implements groups such as nurture breakfast group, playtime social groups to aid children’s inclusion within school.  West Street Primary School also has a number of members of staff responsible for managing medicines. Care Plans have been produced for medicines such as insulin to ensure they are used safely. In some circumstances, a child may need a designated person to administer procedures and this will be dealt with as the need arises and full training will be given.  Class teachers follow West Street Primary School’s Behaviour Policy and strategies will be amended as and where needed to cater for children with behavioural needs. The Senior Leadership Team have the overall responsibility of overseeing the management of behaviour across the school and they will be made aware of such needs. As a school, we believe that behaviour management is a crucial factor surrounding the on going progress of all children, including those with special educational needs. |

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| **9. What specialist services and expertise are available at or accessed by the school?** |
| West Street Primary School is able to access a number of specialist services through the National Health Service and Lancashire County Council, upon demand. For example – Speech and Language Therapists, Occupational Therapists and an Educational Psychologist.  At our school, we also have close links with the school nurse and paediatricians, speech and language providers and other agencies that are involved with families and children. The role of our Pastoral Support Worker is to work alongside children and families who may be experiencing parenting difficulties, on going educational or social issues or temporarily experiencing family troubles, such as bereavement.  We also have a teaching assistant dedicated to speech and language support who develops and implements individual programmes with our speech and language therapist.  Our EAL teaching assistant support pupils and families with any specific need alongside English as an additional language. |

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| **10. What training have the staff supporting children/young people with SEND had?** |
| A large number of named staff are first aid trained including paediatric first aid within our Early Years Unit. We also have staff trained in positive handling across the school.  Staff with a dedicated role such as speech and language, EAL, counselling access regular training to ensure they have current knowledge and to broaden their understanding of specific needs.  Our Learning mentor attended behaviour mentor training this year and is now able to support other schools.  We have a number of staff, including the SENDco and head teacher, who have completed nurture group training.  We have three members of staff who attend Designated Safeguarding training.    The school SENDco has attended numerous training sessions within Lancashire regarding the recent changes within special educational needs and the impact this will have upon our school. As a result of such training, the school SENDco has been able to feedback to staff and therefore  changes have been made across the school to accommodate for these adjustments in legislation..    Training and CPD is highly regarded at West Street Primary School and this is seen as an on going process. |

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| **11. How accessible is the school environment?** |
| West Street Primary School was built over one hundred years ago with some rooms that are situated up or down stairs. However all class areas are on one level and can be accessed by wheelchair.    Information is available on the school website and a community notice board in the playground in addition to weekly school newsletters. If necessary information can be made readily available in different font sizes.    We have links with the Lancashire Education Additional Language Service and we are aware of how to make appropriate referrals to the Ethnic minority service if we need to request any further support and advice to communicate with parents and families in other languages.    The furniture within school is modern and of a suitable height appropriate to the age group of children being taught in that classroom. We have adjustable steps available in school, for children that cannot reach sinks, smart boards etc.    We have purchased a range of specialised equipment throughout the years to meet the individual needs of the children within our school these include ICT programmes, Picture Exchange System (PECs), Social stories, pencil grips, specialised scissors, visual stress overlays and a variety of intervention programmes.    As our ethos is to be fully inclusive for all children attending our school, we believe it is important to treat disabled children in the same way as every other child. Education and generating understanding surrounding needs and difference is important for young people and such learning is offered through PSHE lessons across the school. |

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| **12. How are parents and young people themselves involved in the school?** |
| Home-school communication is regarded highly at our school and we have a clear open door policy. Parents are able to speak with staff when dropping and collecting children and if more time is needed appointments can be made. We actively encourage parents and children to contact us as soon as possible with any queries or concerns. We have regular newsletters and information is on our website, new this year!  Teachers are also able to contact parents directly by phone calls, emails, using text messages and Class Dojo. There are two Parents’ Evening and two open afternoons throughout the year, which allows teachers and parents to discuss progress and any issues. If a child has a Statement or EHC Plan, an Annual Review meeting will be held with all those involved in the child’s education/progress. This ensures the school is catering for the child in the best ways possible, as well as an opportunity for different professionals and parents to discuss strategies and ideas.  From Year 2 pupils have an assertive mentoring folder, Reach for the Stars, which gives them ownership of their own progress, not only academically, but also attitude to school. As the children advance through the school, they are more aware of their own goals, how to achieve them and the level of progress they are making. It is seen as valuable to involve children in their own learning as much as possible. |

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| **13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?** |
| Referrals can be made where it is felt necessary to a variety of different agencies and specialists.  The parents are involved during the whole process and once a referral has been sent, updates are given regarding appointments or assessments that are consequently given.    Regular meetings can be made to discuss the progress with all agencies involved together, discussing current progress and next steps. |

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| **14. Who can I contact for further information?** |
| If you have concerns regarding your child, the first point of contact should be the class teacher. If you have any concerns surrounding SEN, the class teacher may refer you (sometimes along with themselves) to the school SENDCO – Mrs Alysia Gupta. Contact can be made by phoning the school office, emailing her directly or by written communication.  If you feel these issues need to be discussed with the Head Teacher, Mrs Sarah Burtoft, then again an appointment can be arranged by contacting the school office.    Lancashire County Council also provides other services that may be of use to you, for instance, SENDIAS, CAMHs and Educational Psychologists. A list of these can be found through the Lancashire Services directory website. |

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| **15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?** |
| West Street Primary School will make preparation accordingly upon entry to the school and pre visits are encouraged. Children joining us in reception have 3 transition visits and we have meetings for parents in the summer term. We have a whole school transition day for children to spend in their new class; this is held at the end of the summer term.  Transition meetings are arranged for between secondary school; with parents, teachers and other appropriate professionals to attend. This is to ensure a smooth transition for both children and parents. Any issues will be discussed and support will be amended where appropriate, through the Local Authority. It is our aim to equip children effectively for later life by helping them to become as independent as possible in both the short and long term. |

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| **16. What other support is available?** |
| Find out more about the local offer of support, which is available for disabled children and young people and those who have SEN on the Lancashire Education Services web site. More details can be found on the NASEN website or the SENDCO, Miss Helen Smith will only be too happy to help. |