

Ribchester St Wilfrid's CE Primary School

SEN Information Report – May 2021



What kinds of SEND do we make provision for in our school?

Ribchester St Wilfrid's CE Primary School is a mainstream primary school. We believe that all children should have access to an inclusive education that enables them to achieve their full potential. We provide provision for the following special educational needs:

- Communication and interaction
- Cognition and learning
- Emotional and mental health
- Sensory or physical difficulties

How do we identify pupils who have SEND?

At Ribchester St Wilfrid's, we feel it is important to identify pupils with SEND as early as possible and to act upon this to support children to make the best progress possible. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's policy on Teaching and Learning.

Class teachers discuss any concerns with the SENCo. If further action is deemed necessary, the SENCo and teacher will invite the parent/s in for a meeting.

Triggers for identification of special educational needs could be:

- Little or no progress is made when teaching approaches/learning styles are targeted to improve the child's identified area of need.
- The level of learning continues to be significantly below the expected level for a child of a similar age.
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed
- Social, emotional or mental health problems which are not improved by the techniques usually employed in the nurturing environment of the school
- Sensory or physical problems which create barriers to progress despite the provisions of personal aids or specialist equipment.

Factors, which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010
- Attendance and Punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the understanding that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor.

What should a parent do if they think their child may have SEND?

In the first instance contact your child's class teacher to discuss.

If you still have concerns, you can contact the school's SENCo (Mrs Lester) or the headteacher (Mrs Cottam).

Appointments can be arranged in person, by phone or by email.

How do we support pupils with SEND?

Once a pupil is identified as having SEND a SEN Support plan is created by the class teacher, with support from the SENCO. The SEN Support plan identifies termly targets for the child to support their learning. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area. There may be a teaching assistant working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins and is reviewed and updated during termly meetings. Our SENCO and Head teacher oversee the progress of any child identified as having SEND.

How do we know if a SEND pupil is making progress and how will we keep you informed?

To keep parents informed we:

- Produce SEN Support Plans which are discussed between the class teacher, parents, child and if necessary external professionals.
- Assess your child regularly through informal and formal assessments.
- Discuss and review your child's progress at Parents Evening and if necessary review meetings.
- Keep in regular contact via email or Class Dojo.
- Send reports detailing your child's progress over the academic year.

As a school we track and analyse the children's progress in learning against age related expectations on a half termly basis.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods. Pupil Progress Meetings are held each term between the class teacher, SENCO and the Head teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.

PIVATS 5 is sometimes used to identify a child's strengths and set out small, measurable targets for the child's SEN Support Plan.

For children with an Education, Health and Care Plan (EHCP) an annual review will be carried out. Parents and external agencies are strongly encouraged to attend. Reviews in year 5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to transfer. Depending on when the annual cycle of reviews falls, an additional review or an early review may be necessary. A further transition meeting, when a high school has been allocated, will be arranged and the high school SENCO will be invited.

How will we support your child and how will the teaching be adapted to meet their needs?

The SENCO will add your child's name to the Special Educational Needs and Disability register.

We offer a wide ranging curriculum that is differentiated by the class teacher to support the specific needs of your child. The class teacher will provide quality first teaching, targeted at each child's needs within the classroom.

Provision for all the children with identified special educational needs in our school is co-ordinated by the SENCO, who works closely with the class teachers to devise and monitor support for children.

We have Teaching Assistants who work with identified children, either individually or as part of a group, in order to support them to achieve their targets that have been set.

The class teacher will meet with parents to discuss your child's needs, support and progress. We have an open door policy where parents are welcome to discuss concerns regarding their children, should they feel the need.

Your child may have a SEN Support Plan. This will outline the support your child will receive in school.

What is our approach to teaching pupils with SEND?

In accordance with the SEND Code of Practice, 2014, we do everything possible to meet children and young people's SEND requirements. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including when pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support does not compensate for a lack of good quality teaching;
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;
- When planning learning for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's Pupil Support Plans (PSP) and or Passport for Learning. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

How do we support children with mental, emotional or social difficulties?

We will work with you and your child to identify the specific area of need your child has. The class teacher and SENCO will also discuss the difficulties your child may have. Parent's involvement is extremely important and the class teacher or SENCO will contact you.

Children who suffer with mental, emotional or social difficulties will be part of the Graduated Response cycle.

In some cases, school or another professional agency may complete a CAF (Common Assessment Framework) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family decide what type of support is needed.

How is my child involved in his/her own learning and decisions made about his/her education?

Children are actively encouraged to have their say about the education they receive. Children are encouraged to reflect on their own learning and identify what their next steps might be and set personal targets. We regularly collect and reflect upon pupil views across the curriculum and use these to support children in their learning. Pupils with an EHC Plan reflect on their own progress and identify areas for improvement and how this might be achieved as part of their annual review.

How are decisions made about the type and how much support my child will receive?

We have a budget for SEND that is allocated each financial year. This money is used to provide additional support or resources that have been identified in the child's individual education plan. Additional provision will be made available if reviews and assessments identify that your child is not making the progress we would expect.

The types of support available may include support from a teaching assistant or specialist input from either an advisory teacher.

Teachers will evaluate and review your child's PSP termly and will discuss, with you, the progress your child has made and if the level of support needs to change.

If, following discussion with yourself, the class teacher and the SENCo, it is agreed that the school cannot meet your child's needs through existing resources an application may be made to the local authority for an Education and Health Care Plan (EHCP).

How are the staff in school supported to work with children with special educational needs and what training do they have?

Our SENCO has completed the National SENCo award.

As a school we work closely with external agencies that we feel are relevant to supporting individual children's needs within our school including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), speech and language therapists, occupational and physiotherapist, social workers,

educational psychologists and specialist advisory teachers. We have regular training for both teaching and support staff to address the needs of children in our school.

If a child in school has a medical need then specific training from a NHS professional is provided.

How will we ensure that your child is included in activities outside the classroom, including physical activities and school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on educational visits. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible. A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.

What support is there for the overall well-being of SEND pupils?

The well-being of your child is central to the ethos of our school. We have a nurturing community with a strong Christian ethos and strive to provide a happy, safe and caring environment. All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, daily whole-school worship and an annual visit from the Life Education Bus.

All children are encouraged to tell someone if they feel there are any issues, not just impacting on them but on their peers.

How will the school prepare and support my child when joining the school or transferring to a new school?

Nursery Transition

We have close links with the local nursery providers and our staff visit nursery settings prior to children starting in our Reception class so that we can prepare for any specific needs a child may have.

Children are invited to induction visits in the summer term. The Reception class teacher holds a Welcome Meeting in the summer term and then a further meeting in the Autumn term.

Transition booklets are created for children starting school.

Children moving classes

For children moving between year groups and key stages we have several transition afternoons in the summer term. This allows the children to become familiar with their new teacher, classroom and class peers and routines. Staff will also meet to discuss their classes with the next teacher to ensure a smooth transition.

High School Transition

All children are invited to attend open days at their new school in the Summer Term.

Additional visits to their new school can be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the Summer Term; the number of additional visits will depend on the needs of your child. The SENCOs of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children with a statement or Education, Health and Care Plan, a more formal Transition Meeting involving all parties will be arranged.

Where can I find out about other services that might be available for our family and my child?

Lancashire County Council Website has more information about other services that may be available on their 'local offer'. There is a link to Lancashire's Local Offer and our local offer on the school website.

Where can I find information about the school's SEND policy?

The school's SEN policy can be found on our school website or a copy can be requested from the school office.

If you would like to discuss our SEND provision then please contact our SENCO.

Who should I contact if I want to find out more about how the school supports pupils with SEND?

Our school SENCO is Mrs Elise Lester. She can be contacted by email e.lester@ribchester-st-wilfrids.lancs.sch.uk or by phoning the school.