

SEND Information



Local authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the “Local Offer.”

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEN Information Report

This uses the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

How does Poulton Lancelyn Primary School know if children need extra help?

Through regular book scrutinies and lesson observations carried out by the Headteacher, members of the Senior Leadership Team and SENCO we are able to identify when pupils need help. Children are identified if:

- Concerns are raised by parents/ carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil’s behaviour or progress

Who are the best people to talk to about my child’s difficulties?

The class teacher is responsible for...

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Needs/ Disabilities Co-ordinator (Deputy Headteacher) know as necessary.

Writing Pupil Targets and Individual SEN plan, and sharing and reviewing these with parents at least once each term and planning for the next term.

Personalised teaching and learning for your child as identified on the school’s provision map.

Ensuring that the school’s SEN Policy is followed in their classroom for all the pupils they teach with SEN.

The Special Educational Needs Co-ordinator (Mrs Collins) is responsible for:

- Developing and reviewing the school’s SEN policy

- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are: involved in supporting your child's learning, kept informed about the support your child is getting, involved in reviewing how they are doing
- Liaising with all the other people who may be coming in to school to help support your child's learning, eg. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept
- Providing specialist support for teacher and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher (Mrs Greathead) is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND
- The Head teacher will give the responsibility to the SEND co-ordinator and class teachers, but still responsible for ensuring that your child's needs are met
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND

The SEN governor (Mrs Cooper-Shone) is responsible for:

- Making sure that the appropriate support is given for any child with SEND who attends the school.

Roles & Responsibilities of the Special Needs Co-ordinator (SENCO).

- Our SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. We liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEN matters do not hesitate to contact us.

School Contact number 0151 334 5021

How will I know how Poulton Lancelyn Primary School supports my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or a teaching assistant in class.
- If a pupils has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. Short focused interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to focussed support, please do not hesitate to contact the class teacher or SENCO.
- Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as the Speech and Language Therapy team, Educational Psychologist, Autism Spectrum condition team etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/ carers.
- The Governors of Poulton Lancelyn Primary School are responsible for entrusting a named person, Mrs. Cooper Shone, to monitor SEN provision. In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs
- If a child has been identified as having a special need, they will be given an Additional Support Plan or a Person Centered Plan (PCP) Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCO three times a year. They will be discussed with parents at Parents' Evenings and a copy given to them.

- If appropriate, specialist equipment may be given to the pupil eg. writing slopes, concentration cushions, pen/ pencil grips or easy to use scissors.

How will I know how my child is doing?

- Your child's class teacher is available at the end of the day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by contacting the school office.
- You will be able to discuss your child's progress at Parents' Evenings.
- You will receive a copy of your child's reviewed PCP or ASP.

How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child
- Homework may be adjusted, as needed, to your child's individual requirements
- The SENCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/ emotional needs.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child
- If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home
- Parents' workshops are held regularly to provide parents with information regarding our curriculum

What support will there be for my child's overall well-being?

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These can manifest themselves in a number of ways, including behavioural difficulties, anxiety etc. The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff as well as the class teacher include Mrs Higgins Carter (Pastoral Support Leader) and Mrs Simms (Pastoral Support TA) and the SENCO are readily available for pupils who wish to discuss issues and concerns.
- Clubs are available for those who find lunchtimes a challenge.

Pupils with medical needs

- If a pupil has a medical need then a detailed Individual Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

- Staff receive annual epipen and asthma training delivered by the school nurse.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.
- All teaching assistants and some teachers have basic first aid training. 2TAs have a higher first aid qualification. The office staff have received training in the administration of medication. 2 members of staff have a Paediatric First Aid qualification

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- ASC team (Autism, Social Communication)
- Child Protection Advisors
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- ESWO (Educational Social Welfare Officers)
- Social Services
- SALT (Speech & Language Therapy)
- OT (Occupational Therapy)
- School Nurse
- Hearing/Vision support
- Family Support workers
- SENAAT (Special Educational Needs Assessment Advice Team)
- Gilbrook Outreach teacher (behavior support)
- An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned. The psychologist will generally meet with the parent and give feedback after any assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND. These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.
- How to support children with behavioural needs.
- TAs specialise in the delivery of Orrets Meadow outreach programs for Literacy and Maths

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

Reasonable adjustments are made to ensure inclusion of all children

Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. The school is fully compliant with DDA requirements. Facilities we have at present include:

- Ramps into school through double doors make the school accessible to all as both buildings are on one level.
- Toilets adapted for disabled users.
- A shower, toilet and changing facilities in the medical room

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

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

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a transition session where they spend a morning with their new Class teacher as they move to a new year group each year.
- Additional visits may also be arranged for pupils who need extra time in their new school / year group.
- The SENCO is always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- Our SENCO liaises with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the school SENCO, the secondary school SENCO, the parents/carers and where appropriate the pupil.
- Foundation Stage staff contact or visit nursery settings to support children in transition. We hold a coffee morning / afternoon to support transition in the summer term prior to the children starting school.

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

The SEN budget is allocated each financial year. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors and SENCO on the basis of needs in the school. This budget is prioritised according to the needs of the children.

- The money is used to provide additional support or resources depending on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff depending on individual circumstances.
- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible using best endeavours in our school.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with class teacher, SENCO and Senior Leadership Team.

- Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- If further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
- If a child has an Education Health and Care Plan (EHCP) or an IPFA (Individual Pupil Funding Arrangement), support received will be guided by the Local Authority and other advice from relevant agencies.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher for example during parents' evenings
- During discussions with the SENCO or other professionals
- Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.
- Attendance at review meetings.

Who can I contact for further information on SEN?

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with the SENCO.