

Reedley Primary School

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SEND Information Report 2017-18

The Children and Families Act 2014 underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Government is transforming the system for children and young people with special educational needs and disabilities (SEND), including those who are disabled, so that services consistently support the best outcomes for them.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

As part of the SEND reform programme, Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Lancashire's Local Offer can be found at the following web address:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

Local partners, including schools are required to inform the authority of services they can provide as part of the Local Offer. A copy of the school's own Local Offer document can be found on the school website.

As part of the SEN Code of Practice, schools are also required to publish an SEND information Report on their websites containing specific information set out in Clause 65 of the Children and Families Act 2014. At Reedley Primary School, we have decided to organise our Information Report as a series of questions which provide all the required information. You may also wish to refer to our School SEND Policy which is available on the website.

What kind of special educational needs does the school have provision for?

Reedley Primary School is fully accessible to wheelchairs with all classrooms being on one level. There are disabled toilet facilities in both KS1 and KS2 learning areas. Ramps provide access from inside to outdoor areas. The school promotes an inclusive environment endeavouring to make reasonable adjustments, where necessary, to

meet a child's needs.

- The SENCO, supported by the SLT, oversees all support and progress of any child requiring additional help across the school.
- Class teachers will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- Some children may be provided with an Individual Education Plan with specific targets so that it is easy to track progress. However, not all children with SEN will have an IEP.
- Teaching Assistants may work with individual children or with groups of children.
- Some of the Teaching Assistants in school specialise in a specific area, these staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.
- The school has access to a range of specialist staff who specifically support pupils with emotional and/ or learning difficulties. At Reedley Primary School there is a full-time Pupil Support Manager whilst other services being accessed from outside agencies.

How will school identify and assess whether a child has special educational needs?

Reedley Primary School uses the Graduated Response Approach to identifying and meeting the needs of children with additional needs. Children can be identified as having special educational needs through a number of routes:

- A child may be performing significantly below age expected levels or not making progress.
- Concerns may be raised by parents/guardians and agreed with by school.
- Concerns may be raised by classteacher or teaching assistant, for example behaviour or self-esteem is affecting performance.
- Concerns may be raised at Pupil Progress meetings between class teachers and members of the leadership team when progress data is discussed.
- A child may already have a health diagnosis through a paediatrician.
- Concerns have already been raised at previous school or setting.
- In all cases, the concerns should be discussed with parents before being passed to the SENCO.
- In order to assess whether a child has specific needs, the school may:
- Liaise with external agencies e.g. Specialist Teachers or Therapists, Educational Psychology Service, Health Care providers.
- Children may be screened and assessed for specific learning difficulties.
- Children may be referred for a Statutory Assessment.

For further information please refer to the School's SEND Policy on the website.

How does the school evaluate the effectiveness of its provision for pupils with SEND?

- All Statements and Education and Health Care Plans are reviewed at least once annually with parents, teachers, teaching assistants and other professionals involved.

- Provision and targets will be regularly reviewed on a half-termly basis.
- Termly progress and attainment meetings will identify any additional support needed and the effectiveness of current provision.

How does school match its teaching to the pupil's needs?

- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs.
- Support may be provided by working in a group with the classteacher or teaching assistant.
- Additional resources may be used to support a learner visually or kinaesthetically.
- School staff are supported by Specialist Teachers and other professionals where and when appropriate.
- Specialist equipment for specific needs will be applied for through the requisition system.

How will the school assess and review the progress of children with SEND?

- School will review children's targets at least half-termly and ensure they are being met or making progress towards achieving them. Parents will be involved in review meetings and setting of new targets if necessary. A copy of targets will be provided to parents.
- Pupil Progress meetings will identify whether a child is making progress academically against national/age expected levels. These discussions will be held between Class Teachers and a member of the Senior Leadership Team. The effectiveness of support in place and any additional needs will be identified.
- Verbal or written feedback will be sought from the teacher, parent and pupil (where possible).
- Children may be taken off the Special Educational Needs register when they have made sufficient progress. However, they may remain on a Monitoring Register to ensure progress continues.

How will the school adapt the curriculum and learning environment for pupils with SEND?

Reedley Primary School regularly undertakes an Accessibility Audit to identify areas within the school which may need to be reviewed to ensure the curriculum and learning environment is accessible to all. We are able to access a wide range of additional resources to adapt the learning environment for children such as large print texts, hearing loops and IT solutions.

The curriculum is constantly reviewed to adapt learning objectives and outcomes to individual needs and targets.

What additional support for learning is available to pupils with SEND?

- Additional support may be requested through outside agencies such as the Local Authority Specialist Teacher service, Speech and Language Therapists, Educational Psychologists, School to School Support, Outreach Support

Teachers or other external professionals who can help school provide the support needed for your child.

- Children may work in small groups or one to one with the class teacher or a teaching assistant in the classroom.
- Children may work in small groups with a teacher or teaching assistant outside the classroom on a specific learning target or intervention programme.
- The Pupil Support Manager may work with individual pupils and groups of children supporting their behavioural, social and emotional needs.

What additional activities are available for pupils with SEND in addition to the curriculum?

Reedley Primary School provides a range of extra-curricular activities both within school time and after-school. Each class also arranges a range of curriculum-linked Educational Visits throughout the school year. Appropriate adjustments will be made (where necessary) to ensure ALL children are able to participate and attend these activities. A risk assessment is carried out prior to any off-site activity to ensure everyone's Health & Safety.

What support does the school have for improving the emotional and social development of pupils with SEND?

Reedley Primary School places a child's emotional and spiritual development as a priority. In the first instance, the class teacher has overall responsibility for the pastoral, medical and social wellbeing of pupils in their class. The school also provide Nurture sessions throughout the school based upon the 'Six principles of Nurture':

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

In addition, the school also employs a Full-Time Pupil Support Manager who focuses on the emotional and social development of all children within the school. The Pupil Support Manager is also able to provide signposting for families to external support agencies.

What specialist skills or training do staff have in order to support children with SEND?

- The School SENCO holds the National Award in Special Educational Needs Co-ordination (NASC) qualification.
- Within the school, we encourage a culture of sharing good practise and expertise.
- Through our CPD Programme, staff have attended courses which focus on supporting specific learning difficulties such as Autism, Behavioural Issues, Speech & Language Development and Physical and Sensory Impairments.
- Staff are trained in specific intervention programmes which are delivered

within school.

- We also work closely with external professionals and school to school services who provide us with guidance on how best to support a child's specific needs.

How will school obtain equipment to support children with SEND?

School will liaise with the Lancashire SEND Team to discuss and procure any additional equipment required to support a child with SEND.

How will parents be involved with the education of their child?

- Parents are invited into school to discuss their child's work and progress each term.
- Parents are welcome to make appointments with class teachers, the SENCO or a member of the SLT team at any time during the school year.
- Additional review meetings will be held with parents of children who need significantly greater support in school.
- Where required, a home/school communication book will be set up.

How will the pupil's be involved with their education?

- Pupils will be set appropriate targets at the start of each half-term which will be discussed with them.
- Children who have an IEP or EHCP/Statement will be invited to provide input to review meetings with parents.
- Pupils will help in assessing the effectiveness of additional intervention or support they have been provided (where appropriate).
- Pupil interviews are held regularly to ask children to reflect on their learning.
- Reedley Primary School also has an active School Council where children can put forward their thoughts and ideas to the SLT and Governing Body.

What other external services are involved with meeting the needs of pupils and supporting their families?

Reedley Primary School works with a number of external agencies which includes but is not limited to:

- Educational Psychologists
- Specialist Teachers
- Child and Adolescent Mental Health Services (CAMHS)
- Family Support Network
- Early Intervention Team
- Barnardo's
- Child Action North West
- School to School Services
- Health Care Professionals
- CAF Team

How will school help pupils with SEND when making transitions between key stages and schools?

- For new children starting in Reception, nursery visits are organised and the children attend a number of story sessions in Summer Term 2 before starting in September. Additional meetings will be arranged with the nursery and parents for children who have specific needs.
- New starters in any year group will be invited to school to attend a full day or half day taster sessions.
- Transition sessions between year groups will be held with the new class teacher.
- Children with SEND will have additional visit days to secondary schools alongside the school's standard induction day(s) programme.
- Transition meetings are held between schools and visits made to the school by Secondary School Staff.
- Additional meetings can also be arranged with pupils, parents, SENCO and staff.

Contact details for support services for the parents of pupils with SEND:

The SEND Information Advice and Support Service (SENDIASS) is impartial, confidential and free. It provides the following services to families of children with special educational needs and disabilities:

- Discuss your concerns about special educational needs or disabilities (SEND)
- Explain SEND policies and procedures in Lancashire
- Assist you with SEND paperwork
- Liaise between you, your nursery, school or college and other professionals
- Support you with relevant meetings
- Signpost you to other sources of support about SEND

There are also a number of local parent carer support groups, contact details can be found at <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Information regarding the Local Authority's Local Offer can be found at <http://www.lancashire.gov.uk/send>

What happens if I have a complaint concerning the provision made at school for my SEN child?

If parents believe that their child has a learning difficulty or social or emotional issue which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should first raise their concerns with the classteacher. If the parents think that the child should be given more support they should then make an appointment to speak to the SENCO or the Headteacher. Most concerns will be resolved in this way. However, if parents are still dissatisfied, they may choose to raise their concerns with the school's governor responsible for SEN.

Where parents and the school are unable to agree about the nature of the child's difficulties or how they might be resolved, they may seek help and advice from the SEND Information Advice and Support Services (SENDIASS).

School SENCO Contact details:

Vikki Hall
Reedley Primary School
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Reedley
Burnley
BB10 2NE

E-mail: v.hall@reedley.lancs.sch.uk

Tel: 01282 693688

SEN Governor: Mrs Russell-Hayes