

Welcome to our SEN information report which is part of the Leicestershire Local Offer for learners with Special Educational Needs and Disability (SEND). This information report is written for parents/ carers who have children at Packington Church of England Primary School, or who may be considering their children attending the school. It explains how we identify and support children with special educational needs at our school. All governing bodies of maintained schools and nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually. More detailed information can be found in our school SEND Policy that is also available on this website.

At Packington Church of England Primary School we value all members of our school community. Our local offer has been produced with pupils, parents and carers, governors and members of staff. If you would like to discuss any of the information included in this report, or in the SEND Policy, or if you have any further questions then please do contact us. The best people to contact are:

Headteacher: Mrs Carol Price

Special Needs Coordinator (SENCO): Mrs Debbie Morris

Tel: 01530 412425

Email: [office@packington.leics.sch.uk](mailto:office@packington.leics.sch.uk)

### Our approach to teaching learners with SEND:

Packington Church of England Primary School is a mainstream setting. We endeavour to make every effort to achieve maximum inclusion for all pupils and stake holders. We provide a broad and balanced curriculum for all pupils, including those with Special Educational Needs and Disability and work to the best of our ability to ensure full curriculum entitlement, access and inclusion. We strive to provide *"high quality teaching which has clear aims and uses appropriate methods and resources to meet the needs of all pupils"*. We are committed to maximum inclusion commensurate with meeting individual needs, the highest quality of education for all students and the efficient use of resources.

Our school is a place where we encourage all children to aim high, developing their own unique God-given gifts and potential to the best of their ability, whilst celebrating the gifts of others. In our school everyone is equally valued and treated with respect. Everyone has an equal opportunity to achieve and will be challenged and supported to ensure that they continue to grow.

To specifically support learners with SEND we:

- Have effective management systems and procedures for SEND, taking into account the current Code of Practice (2014).
- Have successful communication between teachers, children with SEND, parents of SEND children, staff delivering interventions and outside agencies.
- Acknowledge and draw on parent’s knowledge and expertise in relation to their own child.
- Encourage pupils to take an increasingly active role in their review cycle, in line with their readiness to do so.
- Develop our own provision and practice through professional training and development work. As a result we have staff trained to deliver a variety of reading, spelling and phonic programmes as well as bereavement support.
- We share and develop good practice through networks such as our membership of the Ashby Learning Community, the UNITY Partnership and the Forest Way Teaching School Alliance.
- Are committed to develop the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- Have an effective review cycle that allows us to monitor review and plan for the next stage of development.
- Ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

### **What is a special educational need?**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

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

### **The kinds of special educational needs the school can provide for:**

At Packington, with the support of outside agencies providing specialist advice when required, we aim to meet the needs of all children who enter our school. We have had experience of providing

for children who have special educational needs arising from dyslexia, cognition and learning, speech and language, hearing impairments, autism spectrum, attention and hyperactivity, dyspraxia, sensory processing, physical disabilities and specific medical conditions.

### **If my child has, or develops, a special educational need how will they be identified?**

**At Packington children are identified as having SEN through a variety of ways including the following:**

- **Liaison with previous school or setting**
- **Child performing below age expected levels**
- **Concerns raised by parent**
- **Concerns raised by teacher for example behaviour or self-esteem affecting performance**
- **Liaison with external agencies i.e. physical**
- **Health diagnosis through paediatrician.**

As a school we measure children's progress in learning against National expectations and age-related expectations. Class teachers continually assess each child and note areas where they are improving and where further support is needed. At Packington we track children's progress from entry through to Year 6 using a variety of different methods. Pupils who are not making expected progress are picked up at pupil progress meetings with the class teacher and Head. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid progression.

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it maybe that the child has SEN. Information will be gathered from a variety of sources, including the use of an initial concerns checklist and any assessments. We will also seek the views of parents and the pupil as well as the opinion of the teacher/s.

At Packington the first member of staff to recognise that your child may have a special educational need is usually your child's class teacher. Teaching staff receive regular training on the identification of specific needs. They use this information, together with their continual assessment of your child's rates and patterns of progress, plus any information provided by yourselves, to identify any concerns that may arise. Should your child's class teacher become concerned about your child in any way, they will speak to you and the school's Special Educational Needs Coordinator (SENCO). All staff have a responsibility towards pupils with SEND but the SENCO has a specific responsibility for coordinating the provision for children with SEND.

Depending on the needs of your child the SENCO may use a number of assessment strategies to enable the school to put in place the appropriate provision. These may include one of the following:

- Suffolk Reading Scale 2
- Single Word Spelling Tests (SWST)

- Phab Phonological Assessed Battery
- Working Memory Rating Scale
- Small Steps Tracker (phonics)
- British Picture Vocabulary [BPVslI] – used to identify children whose academic performance falls below their capabilities, measuring receptive vocabulary
- Observation

### **Do all pupils who ‘fall behind’ have special educational needs?**

It is important to note that there can be many reasons for learners ‘falling behind’. These may include absences, attending lots of different schools, difficulties with speaking English, family breakdown or worries that distract them from learning. The school understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty or medical need that require special educational provision will be identified as having SEN.

### **What should I do if I think my child may have Special Educational Needs?**

If you have any concerns regarding your child’s progress or well-being, then please speak to either your child’s class teacher, Mrs Morris (SENCO) or Mrs Price (Headteacher).

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

### **How will the school meet my child’s needs?**

The school follows the new statutory guidelines outlined in the new Special Educational Needs and Disability Regulations 2014. This means that, in discussion with you and with your permission, we will start the process of documenting your child’s needs and how we intend to meet them within the school.

In this school, for this purpose, we currently use Individual Education Plans (IEPs) and from October 2014 will be introducing a new support plan. The IEPs and support plan are written by your child’s class teacher with yourself, your child and sometimes the SENCO. The support plan includes information about what your child is good at, what is important to / important for your child, the short term targets for your child’s progress, the support in place to help achieve those targets and how you can help your child.

All work within class is pitched at an appropriate level so that all children are able to access the curriculum according to their specific need. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

Extra support which may include specific working strategies in the classroom or small group work or individual support, either within or outside of the classroom, may be timetabled as appropriate. Any work undertaken outside of the classroom is overseen by the class teachers and implemented by teaching assistants fully trained to deliver that specific area of support. At Packington it may also include the delivery of intervention work by the SENCO. Wherever possible, the classroom environment is adapted to meet the needs of individual children within the whole class setting. This includes for example, reading rulers, quiet areas, visual timetables, changing the background colour of interactive whiteboards and the use of ICT software such as Rigby Rapid Reading, Rigby Rapid Writing, Booster phonics and the Nessy Fingers Touch Typing Programme.

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

The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve expected levels. On-going discussions will also take place with parents when deciding on the type and how much support a pupil will receive.

### **How do we know if support has had an impact?**

At Packington your child's progress, and how this is recorded in the IEP/ SUPPORT PLAN, is continually being monitored and is reviewed at least termly to ensure that targets are being met. (If your child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure your child does make progress.)

Support is also having an impact if your child is making progress academically against national/age expected levels and the gap is narrowing – in other words they are catching up to their peers or expected age levels.

Verbal feedback from the teacher, parent and pupil can also provide a measure of the impact of support.

Another measure is that children may move off the SEND register when they have 'caught up' or made sufficient progress.

### **What if the school needs more expertise to support my child?**

If the support being offered does not seem to be sufficient to meet your child's needs, the school will discuss with you the possibility of requesting advice from agencies/services outside of the school. This could include for example, a specialist teacher, educational psychologist, autism outreach, school nurse, social services, speech and language therapist or paediatrician or it may include guidance for parents and families to self refer to an agency, such as Family Steps for further support and help outside of school. In a few cases, the SENCO may discuss with you the

possibility of asking the Local Authority to recognise your child's needs in a formal assessment / document called an Education, Health and Care Plan (EHCP). The process and implications for this will be fully discussed with you and your views will be paramount. Each child and family's needs are different and require individual consideration.

### **How are the school's resources allocated and matched to children's SEND needs?**

We ensure that all the needs of pupils with SEN are met to the best of the school's ability with the funds available. We have a team of staff (Teaching Assistants and SENCO) who are funded either in part or full from the SEND budget to provide a range of support and intervention strategies. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

### **How will I know how well my child is doing?**

The school uses a variety of methods to report back to parents and this depends on the needs of your child, which may alter over time. For example, every parent has the opportunity to meet at least twice a year with their child's teacher and receives an annual report. We also have an open door policy and you are welcome to make an appointment to meet with either the class teacher or SENCO to discuss how your child is getting on. More regular meetings may be arranged with staff for a short time period or a home school diary may be put in place to communicate between home and school. Specific opportunities are also made for parents to meet with the SENCO and if your child has an IEP/ SEN SUPPORT PLAN or EHCP then a regular meeting will be arranged each term to review these.

### **How will my child be able to contribute their views?**

At Packington we respect the rights of the individual and value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the class and school councils.

Where possible we also encourage our learners to be involved with the set up and review of their IEP, Support or Behaviour plan so we can fully address their needs.

A worry box is available in the entrance hall for pupils to use and these are checked and acted upon.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

As a school we have a very positive approach to all types of behaviour with a clear behaviour policy and reward system in place which is followed by all staff and pupils. Our pupils take an active role in the development of our behaviour policy and strategies and as a result there is consistent practice across the school.

If a child has behavioural difficulties then an IEP/ Support plan or Behavioural Modification Plan is written alongside the child and parent to identify the specific issues, put relevant support in place and set targets. (For some pupils we may use a contract or behavioural target sheet to encourage an improvement in behaviour prior to deciding to use one of the support plans mentioned above). As a result of the support we give and our high expectations we have had no exclusions at the school.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps them to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored on a daily basis by Admin staff. Lateness and absence are recorded and reported to the Headteacher. Support is given through a reward scheme where good attendance is actively encouraged throughout the school. As a result we have had high attendance figures over the last three years.

### **What support will there be for my child's overall well-being? What pastoral, medical and social and emotional support is there available in the school?**

We are an inclusive school; we welcome and celebrate diversity. All staff believe that a child having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCO and/ or Headteacher for further advice and support. This may involve using a school based strategy such as our Think Wise Programme or involve us in working alongside agencies such as Health and Social Services, CAMHS, Behaviour Support and the Educational Psychology Service.

### **How does the school manage the administration of medicines?**

The school has a policy regarding the administration and managing of medicines. Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the day. On a day to day basis the Headteacher and first aiders oversee the administration of medicines. As a staff we also have regular training and updates of conditions and medication affecting individual children so that staff are able to manage medical situations.

### **What measures are in place to prevent bullying?**

The school has a clear Anti-bullying Policy which is followed by staff and pupils. Each year the whole school works together to address issues and concerns to address bullying either during anti-bullying week or through the curriculum.

The school also has a strong focus on respecting every member of our school community and has specifically developed strategies with pupils on how to make and keep friends. As a result of this work the level of bullying at the school is low.

### **What opportunities are available for enrichment?**

At Packington we believe all learners are entitled to the same access to extra-curricular activities and we are committed to making reasonable adjustments to ensure participation for all.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and 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 which will cover the same curriculum areas will be provided in school.

Please contact us if your child has any specific requirements for extra-curricular activities.

### **What facilities does the school have?**

The school is on one level and can be accessed by wheelchairs. There is a disabled toilet and a disabled parking bay. The school has an accessibility plan in place and this is reviewed regularly as part of our commitment to ensure our school environment meets the needs of our pupils.

### **What happens when my child moves to or from another school or setting?**

All moves to and from other schools / settings are managed by the school to ensure that transition for your child is as smooth as possible. If a child comes to us from another school or a pre-school / nursery, every effort is made to liaise with that setting before your child arrives and any existing paperwork is requested. Where appropriate, school staff visit the previous setting and extra visits to Packington can be arranged for your child before the transition formally takes place.

If your child moves from Packington to a different setting, we liaise as much as possible with the new setting and pass on all the records of support your child has received whilst attending our school. Extra visits and activities are arranged for those who may need extra support when moving to secondary school. We have excellent links with local secondary schools particularly Ivanhoe and Ibstock Colleges. Each year staff from both schools meet to discuss the needs of transferring pupils. We also have experience of developing bespoke transition programmes for pupils, including the use of additional visits to the school, the use of social stories and the opportunity for our pupils to meet with KS3 students.

### **How does the school know that it has effective policies and practices?**

At Packington we have a rigorous system of monitoring and evaluation. The Headteacher tracks pupil progress and has regular pupil progress meetings with staff, the impact of intervention

strategies are monitored, strategies such as classroom observation, pupil interviews and work scrutiny are also used to evaluate the effectiveness of arrangements and provision for SEND.

The Governor Body has a governor specifically responsible for SEND and each term they meet with the SENCO to discuss the progress of children with SEND and/ or undertake a monitoring activity to make their own evaluation of provision which is then reported back to the Governing Body. Confidentiality of individual pupils and families is maintained and at no time will a report refer to any individual children.

### **What do I do if I have a complaint?**

The school has a complaints policy which is available on the school website and this outlines the process for making both informal and formal complaints to the Headteacher and/ or Governing Body and how they will be responded to. It is recommended that parents contact their child's class teacher in the first instance as many concerns can be dealt with at this level, but the SENCO and Headteacher are also available and can be contacted via the school office or the contact details at the top of this report. (We are always happy to talk to you should you need support, guidance or a listening ear and much prefer to have a conversation with you so we can work together for the mutual benefit of your child.)

### **Where is the Local Authority's local offer published?**

The school's local offer is linked to the Local Authority's local offer. Information about the LA's local offer can be found at the website below:

[http://www.leicestershire.gov.uk/print/index/children\\_families/local\\_offer.htm](http://www.leicestershire.gov.uk/print/index/children_families/local_offer.htm)

Further information about the schools local offer can be found by looking at the SEND policy on our school website and following the links to a number of parent-friendly fact sheets on the SEND reforms produced by Contact a Family.