



"Keys to Faith and Knowledge"

SEN Information Report

Our Mission Statement

At Simonstone School we want all children to:

Be confident and happy about who they are.

Have knowledge and skills for life and to work together and make friends.

Learn to have faith and understand differences.

Learn through Jesus that we are loved and can love; that we can talk to others; find guidance to be a better and stronger person, to know right from wrong and find forgiveness.

To show care, kindness and appreciation in the world.

What kinds of special educational needs do we provide for?

At Simonstone St Peter's C of E Primary School we value that all children are different and learn in different ways. Some children may have specific SEN needs and we support these children in many different ways to ensure that they have access to a broad and balanced curriculum. They may have additional needs in one or more areas as set out in the Code of Practice 2014.

- Communications and interaction – We have a number of pupils who experience speech and language difficulties. Children are supported in a 1:1 or small group settings. We have a range of resources which are used to support children's Speech and Language development and we work closely with Speech and Language Therapists.
- Cognition and learning - All children have access to high quality first hand teaching and work is effectively differentiated in each class to meet the needs of all learners. Some children have Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of interventions and if appropriate seek advice from specialist teachers.
- Behaviour, emotional and social development - For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups. We involve outside agencies such as Dr Barnardo's and HARV if necessary.
- Sensory and/or physical and medical conditions – We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them.

The school endeavours to provide an inclusive learning environment and to constantly review the strategies and arrangements in place to meet the needs of current and future pupils.

How do we identify a child with SEND and how do we assess their needs?

The Code of Practice 2014 defines SEN as follows: "A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision."

At different times in their school life, a child or young person may have a special educational need. It is very important that SEN is identified at an early stage. We gather information to support such early identification in a variety of ways, this includes:

- Whole school tracking system for early identification of children who are underperforming and who require additional support.
- Identification by the class teacher through observation of behavioural or emotional difficulties.
- Concerns raised by a parent.
- Liaison with previous school or nursery setting.
- Medical issues identified by a health professional.
- Issues identified by an external agency.

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Pupils are only identified as SEN if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. Assessment is initially based upon teacher observations, PIPS, baseline assessment processes, KLIPS and the National Curriculum age-related expectations. Termly assessments are undertaken in English, Maths and Science. If children are falling behind, appropriate action will be taken and school may carry out a selection of additional assessments. These may include reading tests, reasoning tests, Sandwell Numeracy Test, Lucid Cops or PIVATS. To monitor progress, PIVATS (Performance Indicators for Value Added Target Setting) may be used. If the SENCo and class teacher decide that a child is to be placed on the PIVATS scale, the following guidelines will be followed:

- The class teacher will complete an Individual Pupil Profile to determine the pupil's attainment against the performance indicators.
- All teaching and non-teaching staff involved with that particular child will moderate this assessment to corroborate the "best fit" rounded judgement made.
- Effective targets for that child will be set which provide focus and direction, and will form the basis of the IEP for that particular child.

All class teachers are responsible for providing a curriculum with an appropriate level of challenge and are therefore responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All teaching staff regularly and carefully monitor and review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support vulnerable pupils.

If a child's performance is falling below national expectations and they fail to make adequate progress, despite differentiation; different opportunities and alternative approaches to learning being used within the classroom, the class teacher will complete an 'Initial Concern' sheet detailing the areas of concern. A decision will be made together with the head, as to the intervention required and the level of provision to be provided. School, in consultation with the parents, will place the child on the SEN Support register.

At this stage of the graduated approach support may involve:

- Extra help from the class based teaching assistant
- Small group support out of class
- Individual support out of class
- Alternative resources such as ICT access, sloping boards or visual prompts

A Pupil Profile will be completed and an IEP will be drawn up which will give the child manageable targets. The class teacher is responsible for setting SMART targets (Specific, measurable, attainable, realistic and timely). After each term, progress is reviewed and regular dialogue between teachers, teaching assistants and the SENCo take place. During these dialogues, pupils of concern are discussed and progress/provision of all children on the SEN Register is discussed in detail in order to inform future provision and priorities. Following this, the SENCo may liaise with the relevant outside agencies. This would determine whether any further formal assessments need to be carried out in order to identify key areas to target and to evaluate the effectiveness of any interventions that are put into place. These assessments could be repeated following an intervention programme to evaluate whether progress has been made.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP. If a teacher is concerned about the welfare of a child they should consult the Headteacher (DSP) or Mrs Clare Rossi, (Back-up DSP).

Who is the SENCO and how can we contact them?

The SENCO at Simonstone St Peter's Primary School is Mrs Christine Smith. Parents can come and have an informal chat with her at the end of the school day. If she is unavailable, contact will be made via the telephone. If a more formal conversation is required, a meeting can be arranged by telephoning the school on 01282 771147 or by emailing head@simonstone.lancs.sch.uk

How do we involve parents and consult with them about their child's education?

We endeavour at all times to work closely with parents, taking into consideration their views and feelings, and responding accordingly where appropriate, to support and enhance the education of their child.

Parents meet regularly with school staff and concerns and successes are shared. The school has an 'open door' policy and parents are always welcome to call in school at any time to discuss any matter relating to their child's progress with Mrs C Smith or the Class Teacher. Appointments may be made for longer meetings.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. When a child is placed on the SEN register, parents will be invited into school to discuss the provision that the school will be making. Parents and children will have their say at this point and together achievable targets will be set. Parents are encouraged to work towards these targets at home and work in partnership with school.

Parents are kept informed of their child's progress at parent's evenings, IEP review meetings and where appropriate, TAC meetings.

Parents of children with Statements/ EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves. All relevant parties are encouraged to make contributions during the review process.

How do we assess and review the progress that children make and how do we involve them and their parents?

The SEN Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'.

At Simonstone St Peter's C of E Primary School our priority is to ensure that all children, including children with SEN have access to good or outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children. We also recognise that some children will require educational provision that is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review': -

- Assess: The class teachers and if necessary the SENCo or professionals from external agencies, assess the needs of the individuals.
- Plan: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- Do: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- Review: We evaluate the impact of the support provided and consider whether changes to the support need to be made.

A small number of children may require specific adaptations to the learning environment. Examples include the provision of modified equipment, individual workstations, task ladders, picture cards etc.

Through consultations with teachers, TAs, parents, children and Headteacher, the SENCo makes decisions regarding the most effective allocation of resources in order to most effectively meet the needs of the children with SEN within the school. Teaching Assistants are allocated carefully according to their skills.

Children's progress is measured, at least termly by the Senior Leadership Team (SLT) during Pupil Progress Meetings with the class teacher, to inform the level of provision which is required.

- School Governors are also involved in the monitoring process.
- PIVATs are used to assess children with SEN, which measures their progress in small steps.
- Adjustments may be made to their 1-1 support/intervention programmes as their needs change.
- The SENCo monitors progress throughout the year and reviews the SEN register termly.

At Simonstone St Peter's C of E School we believe that children should play a major part in the target setting process and are involved in planning and evaluating their IEP's. Teachers and TA's regularly discuss targets with pupils and encourage them to take ownership of them.

We also hold progress meetings at the end of the school year. The Class teacher will be joined by the teacher from the year above, whose class the child will be joining the following academic year.

If a child is transferring to another school then the relevant person from there attends a transition review. All adults who work with these children, including parents, are also invited to express their concerns for the future.

All children in school are on a tracker to show attainment and progress. These are updated with new assessments each term.

How do we support our pupils with SEND as they move on to high school or move to another school?

Change can be challenging for all children, particularly children with SEN and at Simonstone St Peter's C of E School we ensure that the children are well prepared for the transition.

If a child with a statement/EHC plan is transferring to another school, then the relevant person from there attends a transition review. All adults who work with the children, including parents, are also invited to express their concerns for the future. The child is central to this review process and they record their thoughts/ideas. They are supported by the teaching assistant that knows them best. They then attend the meeting, at an agreed time, to share their thoughts.

The children from Simonstone St Peter's C of E School feed a wide range of secondary schools. The Year 6 teacher meets with representatives of the high schools in the summer term. Children who would benefit from specific mentoring when they start their secondary school journey are discussed and parents are then invited into school to liaise with our secondary counterparts. Representatives from the respective high schools come into school and meet the children and following this children have taster days. We have a strong link with Ribblesdale High School and work very closely with their SEN/mentoring department.

What is our approach to teaching children with SEND?

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCO will be responsible for liaising with those agencies. The SENCO will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the IEP's and keep them updated.

How do we adapt the curriculum and the learning environment for children with SEND?

If the learner is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches which are provided as part of high quality, personalised teaching. This additional support will be tailored to meet the child's needs and will target the area of difficulty. Each child with an IEP has time allocated to them so that the Class teacher or Teaching Assistant can work on specified targets. There are also interventions that take place in afternoons where groups of children work on an aspect of school life that they find challenging. Interventions may be within class, with a small group of children with similar needs or on a one to-one basis. The support provided, and its impact, will be monitored closely and shared regularly with child and with their parents or carers. For a small number of learners, their needs may require access to technology e.g. modified ICT equipment, recording devices or coloured overlays etc. While the majority of children will have their needs met in this way, some may require an EHC (Education, health & care) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan. Resources and extra support will be assessed and provided for if required, for individuals based on their needs.

Children with SEN should be able to access all curriculum activities as well as out of school clubs and school educational visits. A risk assessment is carried out prior to any trip to ensure that everyone's health and safety is accounted for. If a child has SEN we will ensure that reasonable adjustments are made to ensure that they can access the trip safely. This may be done by ensuring that an additional adult is on the trip or it could be achieved by looking at the physical environment that they will be accessing e.g. if the visit is suitable for wheel chairs.

When sitting examinations children with SEN can be supported 1:1, have timed breaks, be granted additional time, sit exams in a quiet setting to aid concentration. Access arrangements to the tests will be made when a child's history of need has been considered – this includes the normal classroom practice for that particular child.

At Simonstone St Peter's C of E School we endeavour to include pupils in all activities where feasibly possible and will actively promote children's positive self-esteem in all areas.

How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?

The SENCO attends a cluster meeting every term to keep abreast on the role. Feedback is then shared during staff meetings. The SENCO/Head will plan staff training, development and support so that all teachers and support staff have the knowledge and skills to support the children in their care.

The SENCO/Head arranges specific INSET training/CPD for all staff on specific learning disabilities eg Autism relevant to their needs at any one particular time. Inset is often arranged with one of the Cluster Schools

All of the teaching assistants have had training for the interventions that they deliver and work closely with the class teacher and SENCO to monitor impact.

All staff have undertaken relevant First Aid or Paediatric First Aid training. School works closely with Healthcare professionals and accesses relevant training periodically for asthma and epipen according to the needs of the children in school at any one particular time. The School Nurse comes into school regularly to liaise regarding specific Health Care Plans for individual children.

School takes advice from external agencies including IDSS and Speech and Language to access courses relevant to the needs of the pupils in school. School may also seek advice from the Educational Psychologist.

How do we know if what we provide for the children is effective?

The SLT(Senior Leadership Team) and SENCO monitor the progress of all children every term (using the tracking system) to measure the amount of progress made by each individual. Regular monitoring and evaluation is also done through:

- Reviewing and updating the children's IEP's.
- SEN work book scrutiny
- Pupil progress meetings
- Tracking with PIVATs
- Annual reviews with parents, child and outside agencies if applicable.

Provision maps are also used to show what interventions are in place. The impact of these are also evaluated on a regular basis (normally half termly).

How are children with SEND enabled to take part in all the activities available at school?

We believe that all children are entitled to the same access to extracurricular activities, and are committed to making reasonable adjustments to ensure participation for all.

How do we support children with emotional and behavioural difficulties?

Our Teaching Assistants run social skills and anger management groups for those pupils who require support with this area of their education.

Any children who have emotional or behavioural difficulties are known to staff. During Staff Meetings, the difficulties that they are having are shared so that all staff can use their professional judgement if an incident occurs around school.

Friendship groups are used to include children and activities are undertaken to promote a caring ethos. Behaviour charts are used to promote positive behaviour and rewards are given for success. Rewards are given to the whole class so that all children are included. Children with extreme behaviour are given Behaviour Plans with targets and these are shared with adults at home.

We also use Dr Barnardo's and HARV councillors to work with children with emotional and/or behavioural difficulties.

These sessions are generally 1 to 1 but sometimes friendship groups are invited to them. Feedback from each session is given to the class teacher together with strategies to support the child.

How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?

Bullying is taken very seriously and we have an anti-bullying policy which is available on the school's website.

Simonstone St Peter's C of E School has a strong Christian ethos and is a very nurturing school. Worship and Assemblies promote positive behaviour and are used to educate pupils on what is right and what is wrong. Children are encouraged to

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share with any adult in school when negative behaviour takes place, whether they are involved or a witness to it. The Headteacher also encourages the children to discuss their worries with her or a member of staff with whom they feel most comfortable approaching.

The Headteacher also stands outside school every morning and parents can share their problems with her.

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

If children fail to make progress, despite targeted, reactive intervention over a period of time, outside agencies may be requested, with the parents' consent. This may include: services from the Local Authority, Speech & Language Therapy Services, Occupational Therapy, Physiotherapy, an Educational Psychologist or health services such as a paediatrician.

These outside agencies will be contacted by the SENCo, GP or the Parents and will work with the child in and out of school on individual programmes. These professionals will also be invited into annual reviews to meet with the parents or carers. Some children will require specialist, termly visits from outside agencies and these will be arranged within school time.

What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

At present we do not have children with SEN and who are in the care of the local authority.

What should I do if I have a concern or complaint about the provision for my child?

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and Head, Mrs Christine Smith will discuss the issues with the parents at a meeting.

If the difficulty cannot be resolved then the parents' concerns should be put in writing to the Governing Body. If parents wish to pursue the matter further, The Chair of Governors, Mr John Aizlewood, will become involved after other avenues to resolve the situation have been exhausted.

Where can I find information about the authority's Local Offer?

The school's Local Offer can be found on our school's website.

Lancashire's Local Authority's Local Offer can be found at:

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