

*Blacko  
Primary School*

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SEND  
Information Report

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**UPDATED:** September 2018

**COORDINATOR:** Mrs Davis

**Agreed By Head Teacher:** September 2018

**Agreed By Governors:** November 2018

**REVIEW:** September 2019

INFORMATION REPORT

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## What is the SEND Information Report?

The Special Education Needs (Information) Regulations (September 2014) outline that the governing body of every school must prepare a report, which is made available on its website, which outlines:

- The kinds of special educational needs for which provision is made at the school.
- Information in relation to schools policies for the identification and assessment of pupils with special educational needs.
- Information about the schools policies for making provision for pupils with special educational needs.

## Introduction

Blacko Primary is half form entry, mainstream school. We are an inclusive school and aim to provide every child with access to a broad and balanced education. This includes the National Curriculum 2014, in line with the Special Educational Needs Code of Practice, September 2014. We aim to actively include children with a broad range of special needs and to ensure that all pupils, regardless of their specific needs, make the best possible progress in a mainstream setting wherever possible.

“Our aim is to provide a happy, safe, and stimulating environment where relationships between all members of the school community are respected and seen to have potential for improvement. Through effective teaching and learning, supporting and encouraging, together we can enable the fulfilment of that potential. We aim for success for all.”

## Who is the SEND Coordinator and how can parents contact them?

The SENDCo has responsibility of ensuring that there is a consistent approach to special educational needs and that the Graduated Response process of: Assess Plan Do Review is completed and monitored for its effectiveness. It is also the responsibility of the SENDCo to ensure the views of families and pupils are taken into account and that there is clear communication.

Further information about SEND at Blacko, including roles and responsibilities, can be found in our SEND Local Offer and the SEND policy available on the school website.

**School SENDCo:** Mrs K. Davis

**School contact telephone number:** 01282 616669

**SENDCo email address:** [kerrie.davis@blacko.lancs.sch.uk](mailto:kerrie.davis@blacko.lancs.sch.uk)

## **Identifying Children with Special Needs and/or Disability**

### ***Definition of Special Educational Needs and Disability***

The Code of Practice (2014) states that a child or young person has a special educational need (SEN) or disability if they have a learning difficulty or disability which calls for special educational 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:

- Has a significantly greater difficulty in learning than the majority of others of the same age;
- 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.

The four key areas of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory, and /or Physical.

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Factors which are **NOT SEND** 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 – all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- 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 premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

### What should I do if I think my child has special educational needs or disability (SEND)?

Any concerns about a child's needs should be raised through your child's class teacher, initially. If you continue to be concerned that your child is not making progress you may speak to:

**SENDCo:** Mrs K. Davis, 01282 616669, kerrie.davis@blacko.lancs.sch.uk

**Headteacher:** Mrs K. Richards, 01282 616669, head@blacko.lancs.sch.uk

**SEND Governor:** Mrs H. Wilson, via the school, 01282 616669, head@blacko.lancs.sch.uk

## How does the school know if children need extra help?

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. All children are assessed regularly and progress is tracked and monitored as detailed within our Teaching and Learning Policy. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored.

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this.

The SENDCo liaises closely with the Assessment Co-ordinator, Maths and English Leads to analyse data and individually track pupils who are experiencing difficulties. Class teachers report and discuss any concerns with the SENDCo and Assessment Coordinator. If further action is deemed necessary, the parents are informed and consulted immediately. Children with SEND may be identified at any stage of this process during their school life.

### **In the Foundation Stage and Years 1 and 2 the assessments used are:**

- Baseline PIPS scores at the start and end of the Foundation Stage year
- The Early Years Foundation Stage Profile, including Development Matters
- The P scales, where necessary, using the Lancashire PIVATS programme for both learning and behaviour.
- Half termly assessments of progress, summative and formative.
- Annual Teacher Assessment sheets for both core and foundation subjects.
- The end of Key Stage 1 SATs tests

### **In Key Stage 2 the assessments used are:**

- Ongoing profiles of progress towards objectives in all curriculum areas
- The P scales, where necessary, using the Lancashire PIVATS programme, for children working outside the national expectations for their age group
- Half termly assessments of progress (summative and formative) including the end of Year Optional SATs tests in Years 3, 4 and 5 in English and Maths
- Annual Teacher Assessment sheets for both core and foundation subjects.
- The end of Key Stage 2 SATs tests

In most cases, 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.

Triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English and Mathematics skills resulting in poor attainment in some curriculum areas;
- 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 normally employed in the nurturing environment of the school;
- Sensory or physical problems which create barriers to progress despite the provision of personal aids or specialist equipment.

The tests used in school for assessment and diagnostic purposes are:

- British Picture Vocabulary Scale (BPVS)
- Lucid Rapid Dyslexia Screening Tool
- Lucid Cognitive Profiling System (CoPS)
- Lucid LASS 8-11
- Pearsons Early Dyslexia Screening Tool
- Pearsons Junior Dyslexia Screening Tool
- Phonological Awareness Battery (PhAB) Assessment Tool
- WRAT tests for reading, spelling and mathematics, as required by the LEA

With parental consent and where necessary, children are also assessed by outside agencies which provides guidance on difficulties, support and strategies for interventions along with specific diagnosis where necessary. Where outside agencies are involved the school will work alongside them in collaboration with the family. A selection of the outside agencies consulted by school include:

Literacy Solutions – Dyslexia Specialists  
Acorn Psychology – Educational Psychologists  
School Nurse  
NHS Speech and Language Service  
NHS Occupational Health  
NHS Children and Adults Mental Health Service (CAMHS)  
Lancashire Teacher for the Deaf Support Services

As a school we are continually seeking new relations with outside agencies and so this list may develop and change. Please speak to the school SENDCo, Mrs Kerrie Davis if you require further information.

Once identified, as having a special educational need or disability, a child will be added to the SEND register by the SENDCo in collaboration with the Class Teacher and the child's family so that 'additional and individualised' provision can be made for them.

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 premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause. This will allow staff to put strategies and support in place to meet their individual needs.

### **What provision is there for children with SEND?**

The provision which the school makes is fully detailed in the school's Local Offer which is available from the school office or on the school's website:

<http://lancashire.schooljotter.com/blacko/SEN+and+Disability>

At Blacko Primary School we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress. Please refer to our SEND Policy, which outlines the purpose, nature and management of special educational needs within our school. Our SEND policy is also available on the school website

<http://lancashire.schooljotter.com/blacko/SEN+and+Disability>

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

#### **Assess - Plan - Do - Review**

This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### **Assess: How does the school decide if a child needs extra support?**

The class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests as well as the views of parents and pupils is used to identify needs. Advice may also come from external support services. In addition to this, we also continually identify and monitor pupil's well-being and emotional health through the use of CPOMs. Any patterns and areas of concern will be raised and discussed for support.

#### **Plan: What type of support and how much support will my child get?**

Information gathered is then used to develop interventions and adaptations to the environment and to the curriculum which aim to provide the best impact on a child's development. Again, advice from outside agencies and specialist services, the educational psychologist, behaviour support, the school nurse and speech and language therapists may be accessed. Class teachers work alongside the SENDCo to plan the most appropriate strategies and interventions.

#### **Do: How will the school staff support my child?**

Interventions may involve group or one-to-one teaching both in class and away from the main teaching on specific learning objectives. It may also involve use of different equipment or the adaptation of the curriculum. The curriculum may be adapted through differentiation, using prompts and adapted resources and by support from teachers and teaching assistants. In some cases specific schemes of work (including for social and emotional difficulties) and interventions will be used. Examples of the interventions we use include literacy interventions: additional phonics; Early Literacy Support; Springboard Maths; Dyslexia Support Programmes; speech and language programmes. Children who have a special need will have the targets and strategies they are working on recorded on an individual education plan (IEP). This will be reviewed termly and discussed with both the pupils and their families at review meetings. The IEP will include strategies on how families can best support their child.

Pupils will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the Common Assessment Framework (CAF) process, which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website: <http://lancashire.gov.uk/corporate/web/?siteid=5943&pageid=43530&e=e>

### **Review: How will school and I Know how my child is doing?**

The SENDCo reviews intervention work termly with class teachers and teaching assistants, using teacher assessments, specific test results and observations. Children with SEND are also carefully monitored at termly progress meetings with the head teacher. This is reported back to the governors by the headteacher. Parents will be offered a chance to discuss progress each term. More regular meetings happen where staff and families feel necessary. Multi- agency meetings where support from other agencies is necessary will also happen as well as the termly review meetings. A home school communication book can also be set up to support home/school communications.

## Additional Support

### What is our approach to teaching pupils with SEND?

In accordance with the SEND Code of Practice, 2014, school does everything it can to meet children and young people's SEND. 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 where 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 cannot 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 work for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's Individual Education Plans (IEPs) and or Pupil Profile. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

For all children with Special Educational Needs, the class teacher, SENDCo and Teaching Assistants will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention.

For most children where necessary, the class teacher and SENDCo will make more detailed arrangements for a programme of support, including an Individual Education Plan (IEP) when required to provide Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the pupil's support programme and/or IEP. There may be some direct input and advice from a specialist teacher from within the LEA (Lancashire Special Educational Needs Support Service, SEND Service) or from other agencies such as the LEA Educational Psychology Service, Speech and Language Therapy etc.

Where a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, the provision and approach to teaching this child is laid out in their Statement or Plan.

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

The school provides a comprehensive range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions / supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child.

For more complex and expensive items, an Access and/or ICT Assessment will be requested and then the school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisations aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, seating supports, work screens, dictaphones and many more. We already have a very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually in withdrawal for limited periods) eg Further English Support, Springboard Maths, Fine and/or Gross Motor Skills, Social Skills or bespoke small group interventions. A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child.

We have a range of ICT programmes for pupils with SEND (eg Lucid Memory Booster, Wordshark and Numbershark). Every child has access to computers in the IT suite with headphones, there are interactive whiteboards in all classrooms and a full-class set of i-Pads is available for use throughout school.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

## What else do we do to make the school safe and accessible?

The school is approached and is wheelchair accessible onto a side street; there is no car park and no disabled parking bays. Although there is some street parking, the road can be quite busy with residents. Access to the entrance is via a double fronted door in to a porch followed by another double door in to the school building, both of which can be opened to full width if necessary. There is additional access to the Juniors via a single width door in the front yard, which can be opened on request. Additional access is via an Infant door in the back yard accessed from a separate gate which is not used by parents. Once inside the building, the school is partially wheel-chair accessible with the exception of the school office, library, class 3 and class 4, which are located up a three different flights of stairs. We have usual cubicle style toilets with no disabled toilet. Reasonable adjustments will be made to ensure that children, who cannot not access the library, or other areas will have full access to the resources in an inclusive way.

School staff are on duty on the school playground from 8:50am. All infant children are supervised as they leave school to ensure safe handover. Upper Key Stage 2 children are allowed to make their own way home or to a pre-arranged off-site collection point, providing this intention is made clear to school by written parental consent and that they return straight away if the person collecting them is not present. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away).

There is sufficient Teaching Assistant cover within the school to enable extra support at playtimes and lunch times if necessary to support children with Special Educational Needs and Disabilities. Teaching Assistants are also employed to help with the handover process at the start and end of the day.

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

Children with Special Educational Needs and Disabilities are welcomed and actively encourage to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (eg through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

School also works closely with the Pendle Sports Partnership, who have a dedicated sports leader, Fiona Callaghan, who promotes sport for children with SEND and/or disabilities. This results in a wide range of sporting activities over the course of the year, tailored specifically at the individual children's needs. Examples include: Boccia, 'Blind Cricket', Horse Riding and Sailing.

Before and after school care is available at Blacko Primary School from 7:30am until school opens and from 3:30pm until 5:45pm during term time. The breakfast club is run externally by Caroline Harris and Ann Graham and costs £4 per morning and £8 per afternoon session which includes breakfast and afternoon snack. Further information can be obtained from the school.

There is a huge range of after school (and some lunch-time) clubs at Blacko Primary School throughout the year, varying on a termly basis. We are able to offer most of these at no cost, although a small number, which are run by external providers will incur a small cost.

The following list is a selection of what has been available over the last year:

Rounders	Football	School Choirs	Homework
Netball	Musical Tuition	Gardening	Rugby

Many of these clubs are provided by School staff, but a number of trusted outside providers are also used. Examples include: Schools' Cluster PE and other Sports Specialist Teachers

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

Schools receive funding for all pupils including those with Special Educational Needs and disabilities and the majority of pupil's special educational needs are met from this funding.

The school budget, received from the Department for Education, includes money for supporting children with SEND. The head teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the SENDCo and school governors on the basis of needs in the school. The school identifies and records the needs of SEND 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.

Our notional SEN Budget this year was approximately £24,000. We use the funding primarily on staffing costs. Through this we offer a wide range of support for SEN pupils, including: curricular support, Dyslexia support, nurture groups led in small group support by teaching assistants; 1:1 support; accelerated learning groups; specialist teaching; and family support.

In addition, the funding is used to pay for external services such as Educational Psychology and the Lancashire Additional Needs Service. We use some of the funding to buy specialist resources for SEN children (such as writing slopes, magnifiers, physical aids etc.) and a small amount for staff training.

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

The well-being of all our pupils is very important to us and we have a robust Child Protection Policy in place, which follows both National and the PENNiNE Trust Guidelines. We recognise that some pupils with SEND may well have Emotional, Social and Mental Health Development needs that will require support in school. We are an Anti-bullying school and we have a robust Behaviour Policy in place (all policies are available on the school website or via request from the school office). We also offer an in school nurture group to support the development of these needs on a tailored basis as needed.

We aim to make sure all children have equal access to school life including activity clubs, lunchtime play activities and the opportunity to undertake roles of responsibility within the day to day life of the school. We ensure all pupils in the school have a 'voice', e.g. through pupil questionnaires, the school council and pupil contribution to review meetings.

All children contribute to the planning and reviewing of their learning targets and are encouraged to share their ideas and opinions. Further details of our curriculum can be obtained from the school prospectus on the school website or from the school office. For further information on administration of medicines please see the school's SEND policy and medical policy for details.

## What specialist services and expertise are available or accessed by the school and what training do members of staff have?

### School provision:

- Teaching Assistants (TAs) working with either individual children or small groups;
- TAs offering support for children with emotional and social development;
- TAs to support children who hold an Education, Health and Care Plan (EHC);
- Class Teacher support where appropriate;
- In-School Trained Dyslexia Specialist for assessing pupil needs
- Volunteers and parent helpers work with small groups to support reading in school;
- Specialist Teacher Services.

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

### Staff Training

- PG cert with AMBDA (dyslexia)
- Medicine Management
- Safeguarding Training
- Metacognition Training
- SEND Cluster
- Claire Woodcock Associate SENDCo Support Half Termly
- Annual Prevent Training
- SENDCo Responsibilities
- SENDCo Quality First Teaching
- Closing the Word Gap – 2 Staff
- Fundamental PE Skills
- Using KLIPs & Engaging Boys Reading
- Developing a Reading School
- Top Tips for TAs
- Supporting SEND Pupils in Reading
- Supporting SEND Pupils in Math
- Supporting SEND Pupils in Memory Skills
- SEND in Practice
- KS2 Access Arrangements
- GAT and Ofsted
- NQT and Independence
- NQT and AGT
- SEND Conference
- SEND Outstanding Practice Conference

### **Other Provision delivered in school:**

- Educational Psychology Service;
- Sensory support for children with visual needs;
- Parent Partnership Service;
- SALT (Speech and Language Therapy).
- Family Support Services
- SENDIASS (SEND Information, Advice and Support Service)
- Social Care
- Paediatricians – accessed via school nurse and/or GP's

### **Health Provision delivered in school:**

- School Nurse,
- Occupational Therapy;
- CAMHs (Child and Adolescent Mental Health)
- Teachers and TAs receive a range of training as part of their continuing professional development (CPD) and to respond to the needs of the individual children they are working with. Many members of staff have basic training in Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties. Other training includes assessing reading and running records, Paediatric First Aid Training; social stories and social skills. Other TAs have received very specific training from specialist teachers and outside agencies.

## How are parents involved in the school and whom can I contact for further information?

We believe that children do their best when staff, parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. You are welcome to contact the school to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. We involve parents through the following methods:

- Discussions with the class teacher
- Regular Review Meetings
- During parents evenings
- Meeting with the school SENCO or senior leaders
- During discussions with other professionals
- Multi-Agency Meetings
- Secondary Transition Meetings
- Annual reviews

Parents/carers are invited to all review meetings including Annual Review meetings, Parents' Evening and are invited to meetings with regard to their child's Individual Education Plan (IEP). Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service, children's centre and other specialist organisations where specific advice, guidance and support may be required. More information is available by following the link to Parent Partnership Service under the **"Help for Parents and Carers"** section of the Lancashire SEND website, [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND).

We also sign post parents to Lancashire County Council's Local Offer, <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx> and the FIND Family Services Directory for advice and support, <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/family-information-network-directory.aspx>

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted e.g. enlarged print or in audio format if requested. We do not currently have any multi-lingual staff in school.

The school office manager, Headteacher and/or SENDCo will help parents/carers to complete forms and paperwork when necessary and by signposting to agencies such as Sure Start or the school nurse. Information, advice and guidance for families of children with SEND is available via the SENDCo and/or links on our website and parents/families who have additional needs are supported by members of the school staff. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to Parent Partnership Services, as above. The school office manager will also support parents with online school applications if they do not have access to computer or Internet at home.

When children join the school, we make a Home – School Agreement to help parents to understand the parameters and expectations in school. Additionally, we use Behaviour Contracts for all children on school trips and within school for some children who have particular difficulties in regulating their behaviour; behaviour of children at Blacko is outstanding (Ofsted, January 2017).

If parents wish to become even more closely involved with school life, we have two places for parents to sit on our governing body and elections for these positions take place on a 4-yearly cycle. We also have a Parents' Forum (to enable parents to raise issues and help shape the future development of the school). Parental surveys are also completed and actions taken in response to this.

### **How are children consulted?**

All children with an EHC plan have the opportunity, annually, to record and contribute to their annual review meeting. Children also have an opportunity (where appropriate) to take part in the meeting.

Other children with identified SEND have an opportunity to review their Individual Education Plan targets with teachers.

We have a School Council which is made up of representatives from each class, voted for by their classmates. ALL children are eligible to serve on the School Council, regardless of special educational needs or disabilities and in recent years several such children have served the Council very well.

All junior children take part in the Pupil Attitude Questionnaire each year which produces a numerical summary of views of their own school lives as well as opinions of various school-related topics, such as behaviour. The data shows that the vast majority of children have a positive view of school. Areas for further development can also be identified and improvements planned to ensure all children enjoy their school life.

Additionally we have recently begun to carry out Pupil Interviews, which take two forms: The first is a general survey based on learning skills and how they access the learning environment; the second is subject-specific. These are to be carried out annually. An SEND focused Pupil Interview is planned for the near future.

## How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education?

We recognise that transitions can be difficult for a child with SEND and we therefore take steps to ensure that any transition is as smooth as possible.

**If your child is joining us from another school:** The Foundation Stage Leader or/and the SENDCO will arrange to visit the pre-school setting and/or arrange to make a home visit. Your child will be able to visit our school and stay for a 'play date' and parents will be invited to an induction evening at the school. You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.

**Moving to another school:** If your child is moving to another school we will contact the school SENDCO and ensure that he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

**When moving classes in school:** information will be passed on to the new class teacher in advance and in most cases, a planning meeting is held at the end of every year with the new teacher. IEPs will be shared with the new teacher and the TAs meet to pass on any relevant information.

**Transfer to KS3:** The Head teacher and SENDCO will liaise closely with the receiving secondary school with regard to the specific needs of your child. Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

## What is the Local Authority Local Offer?

The Children and Families Bill was enacted on the 1st September 2014. This means that, 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. The local Authority refers to this as 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 by offering details on the context of schools and the provision for children with SEND therein. The Local Offer is available at [www.lancashire.gov.uk/send](http://www.lancashire.gov.uk/send)

## Complaints Procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the SENDCo or Head teacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors.

A copy of the school's Complaints Procedure is available on request from the school.

## Role of the Governors in SEND

Governors have a responsibility to ensure children with SEND can access services by:

- Determining school's general policy
- Appointing the 'person responsible' for Special Needs (SENDCO)
- Having regard to the Code of Practice in all decisions
- Establishing the appropriate staffing and funding arrangements and maintain an overview of the school's work
- Ensuring that where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- Ensuring that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special educational needs
- Working with the governing bodies of other schools in the area where necessary to coordinate special educational provision.
- Ensuring that necessary provision including accessing other services is made for any pupil who has special educational needs and that all pupils are fully included.

## Other Information

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- SEND Local Offer
- Accessibility Plan
- Assessment Policy
- Safeguarding Policy
- Single Equalities Act

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

## **Important Contacts**

**SENDCo: Mrs Kerrie Davis** 01282 616669 [kerrie.davis@blacko.lancs.sch.uk](mailto:kerrie.davis@blacko.lancs.sch.uk)

**Headteacher: Mrs Kate Richards** 01282 616669 [head@blacko.lancs.sch.uk](mailto:head@blacko.lancs.sch.uk)

**SEND Governor: Mrs Hilary Wilson** 01282 616669 [head@blacko.lancs.sch.uk](mailto:head@blacko.lancs.sch.uk)

**Lancashire Parent Partnership** 0845 601 4284

**Children's Social Care (Children's Services only)** 01282 866706

**Walton Lane Children's Centre** 01282 613437

**Speech and Language Therapy Service** 01282 644360

**CAMHS** 01282 804803