Samlesbury Church of England Primary School

SEN Information Report

2015/2016

Samlesbury Church of England Primary School is a mainstream school.

Special Education Needs Coordinator: Mrs Louise Qualye
Appointed Governors for SEN: Mrs Kirsty Whiteside (Chair of Governors)

How does Samlesbury School know if my child needs extra help?

- ➔ The progress of all children at Samlesbury is monitored and tracked throughout their time at school.
- ➔ Teachers use assessment in every lesson.
- ➔ Teachers regularly have informal discussions about children's progress with the headteacher.
- ➔ There are regular pupil progress meetings held with each teacher and the headteacher.
- ➔ At the end of each term assessment is entered into a tracking system and any children not making good progress or are now at the age-related expectations are identified.

With these systems in place, the teachers are aware very quickly if there is a problem with progress or attainment of a particular child.

What should I do if I think my child may have special educational needs?
If you, as a parent, have concerns regarding your child then you should make an appointment to see the class teacher. Where appropriate the concern will then be shared with Special Educational Needs Co-ordinator. (SENCO)

How will the school staff support my child?

The school believes high quality teaching is vital for good progress for all children. Children who require additional support will be be given targeted intervention to help them 'catch-up' and make more progress.

Below is a list of some of the support the school offers:
Daily interventions (for example Acceleread/ Accelewrite)
One-to-one support to meet specific objectives
Small group targeted work led by a teacher or teaching assistant
Additional support in class for the class teacher/ teaching assistants
Support from specialists (for example specialists teachers of speech and language/ therapists)
Screening and outside assessments by specialists for example dyslexia screening by Lancashire's Inclusion, Disability Support Service.

How will I know how my child is doing?
Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review.

The school has two Parents Evenings each school year, the first is in October and the second one is in February. In addition to speaking to the class teacher, children with individuall education plans will have additional meetings to discuss objectives and progress.

IEPs are produced termly or half termly depending on the circumstance and pupil and the school operates an Open Door policy with regards to any concerns a parent may have.

The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The Lancashire E- Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

How will my child's needs be identified and the learning and development provision matched their needs?
The method of identify and allocating provision follows a graduated approach:

Each child's education will be planned for by the class teacher
Teaching and learning will be differentiated accordingly
to suit the needs of individual children. This may include additional general support by the teacher or teaching assistants in class.

Additional Need

If a child's needs relate to more specific areas of learning then the child may be given intervention. All intervention is the responsibility of the classteacher/SENCO but may be led by teaching assistants
The length of time the intervention is run for varies according to need but will be monitored regularly. Interventions will be reviewed by the teacher to establish the effectiveness of the provision and to inform future planning.

Higher Needs/ Complex Needs

If a pupil's needs are more complex a formal assessment for an educational, health and care plan may be undertaken.

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

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.
The whole school follows a structured PSHE (Personal, Social, Health end Economic education) and philosophy for children to support this development.

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

The school can access external agencies (e.g. Educational Psychologists, IDSS (Inclusion, Disability and Support Service) Speech Therapists where necessary.
The school uses a specialist teacher for supporting individual children.

What training have staff supporting children with SEND had or are having?

Our teaching assistants have a range of experience with SEND. Several have completed courses relating to several areas and one has completed a course to deliver speech and language support.

The SENCO is a member of a group of SENCOs (in a cluster) who meet regularly to share best practice and the latest developments in SEND.

How will you help me to support my child in their learning?

Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need.

The SENCO may meet with you to discuss strategies on how to support your child with their specific needs.

If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided by them that can be used at home.

How will my child and I be involved in making decisions about my child's education?

When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account, this may be through:
* Informal discussion with staff
* Teacher and child meetings
* Teacher and parent meetings
* Review meetings, including outside agencies where appropriate
* Informal meetings and discussions
How will my child be included in activities outside the classroom, including school trips?

Appropriate provision and reasonable adjustments will be made where necessary.

Medical support will be put in place where necessary.

In some instances parents/carers may be asked to accompany their child on school trips

How accessible is the school environment?

The school has an accessibility plan which is available on request.

Due to the age of the school and the current layout, the school is not full wheel-chair friendly. However, the staff is fully committed to inclusion and can make arrangements to welcome wheel-chair users in school.

Information is available on the school website and on the notice boards in the junior and infant playgrounds in addition to regular newsletters.

School furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom.

The school has a range of ICT programmes for pupils with SEN in addition to IPADs, headphones, computers and interactive whiteboards installed in every classroom.

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

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is a smooth as possible. Several of these steps may include:
A meeting with their new form tutor
Telephone conversations with staff at their new school
Recommending children for high school summer schemes
Work in class to support transition
Support for individual children on transition

If your child is joining us from another school:

→The SENCO will undertake a pre-visit where appropriate or speak to the previous school's SENCO.

→If your child would be helped by a book to support them in understand moving on, one will be made for them.

→Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

*We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs 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 a transition meeting will take place with the new teacher.
* There will be opportunities to make additional visits to the new classes, if this is appropriate.

In Year 6:
*Each Year pupils visit their forthcoming Secondary School for a taster day and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.
*The SENCO will discuss the specific needs of your child with the secondary school SENCO.
* Children with statements are offered extra taster sessions at their chosen secondary school. These are discussed at the transition meeting which is held in the Spring term.
* Your child will also participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
* If your child would be helped by a book/passport to support them in understand moving on, one will be made for them.

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

* The school budget, received from Lancashire LA, includes money for supporting children with SEN.
* The headteacher in collaboration with the governors decide on the budget for Special Educational Needs, on the basis of needs in the school.
* The money is used to provide additional support or resources dependent on individual needs
* Additional provision may be allocated, after discussion with the head teacher and the class teacher at pupil progress meetings, or if a concern has been raised at another.

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

Through consultation with parents, teaching and support staff, and relevant external agencies, the level of support will be constantly reviewed in order to identify when and where additional support may be needed.

How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

http://new.lancashire.gov.uk/children-education-families/

Who can I contact for further information?

Mrs Louise Quayle (SENCO)
mrsquayle@samlesbury.lancs.sch.uk
01772 877200

Mrs Kirsty Whiteside (Appointed SEND Governor & Chair of Governors)
C/ O bursar@samlesbury.lancs.sch.uk

Lancashire Local offer: http://new.lancashire.gov.uk/children-education-families/
Samlesburys Church of England Primary School's Local Offer: www.samlesbury.net