

Flakefleet Primary School

Special Educational Needs

Information Report

MARCH 2018



SENCo. KS2: Mrs. Jill Clayton  
SENCo. KS1: Mrs. Kate Jagger  
SENCo. Governor: Mrs. Joanne Spencer  
Chair of Governors: Mr. Jim Crouch  
Head teacher: Mr. David McPartlin

The intention of Lancashire's local offer is to improve choice and transparency for families. All schools in Lancashire are expected to identify and support pupils with Special Educational Needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Lancashire's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

## **1. What kinds of special educational needs does the school provide for?**

**At Flakefleet Primary School, we provide for children of varying needs. This is done through a** number of methods depending on the children's needs. A child is classed as having special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability, which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA.
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child.

Special education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- For a child under two, educational provision of any kind.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. All staff at Flakefleet Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

Disability – Flakefleet Primary School also caters for those having medical and physical needs too.

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

The range of special educational needs is very wide, from relatively mild degrees of learning difficulty to profound and multiple disabilities. Sometimes, children's learning difficulties are caused or compounded by hearing or visual impairment, physical disability or a specific learning disability. The emotional and behavioural needs of a child may also affect the child's potential to learn. Our school has developed a Behavioural Policy, which provides guidelines for strategies and procedures to be used with children displaying inappropriate behaviour.

Flakefleet Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy.

## **2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?**

Needs are identified and tested by the school in different ways. The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction (speech and language difficulties or autistic spectrum disorders)
- Cognition and Learning (general or specific).
- Emotional, social and behavioural development.
- Sensory and/or physical (hearing difficulties, visual impairment, physical and medical difficulties).

The SEN Code of Practice 2014 makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers at Flakefleet Primary are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEN provision.

Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Their performance judged against National Curriculum level descriptions.
- Pupil progress in relation to objectives in the English and Maths.
- Standardised screening or assessment tools
- Screening /diagnostic tests
- Reports or observations
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results.

If you, as a parent, have concerns regarding your child's progress or in relation to any of the 'special educational needs areas' identified above, then you should make an appointment to see the class teacher along with the school Special Educational Needs Co-ordinator. (SENCO). An action plan will then be put into place to further assess or monitor such concerns.

## **3. How will both you and I know how my child/young person is doing?**

Flakefleet Primary School believes that monitoring pupil progress is crucial in aiding a child's development. Progress is the fundamental factor in determining the need for additional support.

If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCO. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through SENAS (Special Educational Needs Additional Support). This will include differentiation in class, TA support and small group support where possible. When a child takes part within small group sessions or intervention groups, their progress will be monitored half-termly (as a minimum) to measure the impact, which this is having upon the child's learning. This will be shared with the parent during meetings where necessary. If a child is not responding effectively to intervention, i.e. if there is no change in their progress, groups will be revised and new methods considered, where appropriate.

Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment – applying for an EHC Plan. Parents will be fully consulted at each stage. Each of these

partnership, all monitoring will be shared so that everyone involved will be aware of the support in place, as well as the impact it is having in supporting the child's needs.

#### **4. How will the curriculum be matched to my child/young person's needs?**

Our school understands the importance of differentiation in enabling children to access the curriculum depending upon their needs. Obviously it is dependent on the individual child's particular/specific needs, as well as the funding given to support the child, as to how best children can access the curriculum. This is often done through class task differentiation, discreet group support (both in and outside of classes) and through use of Class Teacher support, Teaching Assistant support and one-to-one support where applicable. The curriculum will be adapted, where is required, as will the learning environment. It is important to make such changes in order for children to fully benefit from the broad and balanced curriculum offered at Flakefleet Primary School.

#### **5. How will school staff support my child/young person?**

As previously stated, Flakefleet Primary understands that it is the responsibility of all teachers to cater for the special needs of our children within their classes on a daily basis. The Class Teacher will cater for the child's needs through the delivery of the curriculum throughout the day. Differentiation can be applied through many forms, depending on the specific needs of pupils. The Class Teacher, along with class/Year group Teaching Assistant as well as any support staff are responsible for overseeing and planning the child's education programme and this will be monitored frequently. Teaching assistants and support staff can work with children in discreet, small group settings during lesson time offer one-to-one support where appropriate and sometimes can provide intervention groups outside of the classroom.

Every staff member working with the child will have an important role to play. There is a school governor with the key responsibility of SEN. They are aware of the school's policies and procedures and they are updated where appropriate. (Although the governor won't directly support children, they, along with the Head Teacher, will oversee that suitable procedures are in place.)

During parent review meetings, discussions will be held between appropriate members of staff and parents concerning the support their child is receiving. This is a great opportunity for any opinions and concerns to be shared and any queries explained.

#### **6. How is the decision made about what type and how much support my child/young person will receive?**

Flakefleet Primary School believes that a decision surrounding the type and amount of support received is most successful when a holistic approach is adopted. Factors such as existing diagnosis, all those working with the child will consider results from assessments, National Curriculum levels achieved and any other fundamental influences.

For instance, the Class Teacher, Teaching Assistant, the school SENCO, the school nurse and the Head Teacher. Outside agencies may also be involved, especially when further assessment is required, for example an Educational Psychologist, Speech and Language Therapists etc. Parents will be involved at all stages of the decision process – whether it be concerning in house support from school or greater support as suggested by Trafford, the local authority. Support is monitored regularly, as previously discussed, and any concerns can be raised with those appropriate staff involved.

#### **7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?**

Children will be included in activities outside the classroom including physical activities and school trips where possible. Arrangements will be made to cater for the physical and medical needs in relation to transport, access to medication and support provided during residential trips. Flakefleet Primary School adopts an inclusive ethos and therefore aims to embrace all opportunities available for every pupil.



## 8. What support will there be for my child/young person's overall wellbeing?

Our school has a designated Family Learning Mentor and Family Support Worker who are able to offer support to both parents and children regarding their social and emotional well-being. Teachers can suggest that a child spends some informal time chatting and sharing feelings with our Learning Mentor and Nurture staff, which allows the child some time to focus holistically on their wellbeing, as well as considering their academic achievements.

Our family support worker is able to offer advice concerning parenting and give professional guidance surrounding local services available around the community, when needed.

Flakefleet Primary School also has a number of members of staff responsible for managing medicines. Action plans have been produced for medicines such as epi-pens to ensure they are used safely use around school. In some circumstances, a child may need a designated person to administer procedures and this will be dealt with as the need arises and full training will be given.

Class teachers follow Flakefleet Primary School's Behaviour Policy and obviously such strategies will be amended as and where needed to cater for children with behavioural needs. Members of our Senior Leadership Team have the overall responsibility of overseeing the management of behaviour across the school and they will be made aware of such needs. As a school, we believe that behaviour management is a crucial factor surrounding the on going progress of all children, including those with special educational needs. The school works closely with the Education Welfare Officer to monitor and respond to issues with attendance and again those on the SEN register will be included within this process.

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

Flakefleet Primary School is able to access a number of specialist services through the National Health Service and Lancashire County Council, upon demand. For example – Speech and Language Therapists, Occupational Therapists and an Educational Psychologist.

At our school, we also have close links with The school nurse and paediatricians, speech and language providers and other agencies that are involved with families and children. The role of our Family Learning Mentor is to work alongside children and families who may be experiencing parenting difficulties, on going educational or social issues or temporarily experiencing family troubles, such as bereavement.

## 10. What training have the staff supporting children/young people with SEND had?

In recent years, all teaching and support staff have had in-house training in speech and language programmes which meets the needs of a high percentage of our children at this present time. Whilst this is general training, the courses provided many practical suggestions of how to cater for such needs within the classroom and how to identify such characteristics. A number of named staff are first aid trained and as we have a defibrillator in school, training has taken place.

The school SENCo has attended numerous training sessions within Lancashire regarding the recent changes within special educational needs and the impact this will have upon our school. As a result of such training, the school SENCo has been able to feedback to staff and therefore changes have been made across the school to accommodate for these adjustments in legislation. The SENCo has also started her National SENCo Award, which will be competed in July 2015.

Training and CPD is highly regarded at Flakefleet Primary School and this is seen as an on going process.

## 11. How accessible is the school environment?

The school is accessible for those with wheelchairs or those with physical walking aids; all of the grounds are on one level. Toilet facilities are easily available to those who require larger amenities. As our ethos is to be fully inclusive for all children attending our school, we believe it is important to treat disabled children in the same way as every other child. Education and generating understanding surrounding

needs and difference is important for young people and such learning is offered through PSCHE lessons across the school.

The school has an integral shower facility and changing facilities for those children who need changing. Correct procedures will be followed in these cases.

## **12. How are parents and young people themselves involved in the school?**

Home-school communication is regarded highly at our school. Every child is given a planner at the beginning of each academic year. This is to be brought into school every day and is used as the key point of contact between children, parents and staff. This planner is checked regularly by the class teacher and notes can be written in here when necessary. Teachers are also able to contact parents directly through the iPad by sending emails or text messages. Appointments can be made with the class teacher/head teacher when required and the school SENCo is able to meet with parents too, when needed. There are two Parents' Evening throughout the year, which allows teachers and parents to discuss progress and any issues. If a child has a Statement or EHC Plan, an Annual Review meeting will be held with all those involved in the child's education/progress. This ensures, the school is catering for the child in the best ways possible, as well as an opportunity for different professionals and parents to discuss thoughts and ideas.

As the children advance through the school, they are more aware of their own goals, how to achieve them and the level of progress they are making. It is seen as valuable to involve children in their own learning as much as possible.

## **13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?**

Referrals can be made where it is felt necessary to a variety of different agencies and specialists. Again, the parents are involved during the whole process and once a referral has been sent, updates are given regarding appointments or assessments that are consequently given.

## **14. Who can I contact for further information?**

If you have concerns regarding your child, the first point of contact should be the class teacher. If you have any concerns surrounding SEN, the class teacher may refer you (sometimes along with themselves) to the school SENCo – Mrs Jill Clayton. Contact can be made by phoning the school office or by written communication through the child's planner. If you feel these issues need to be discussed with the Head Teacher, Mr M Barnes, then again an appointment can be arranged by contacting the school office.

Lancashire also provides other services that may be of use to you, for instance, Parent Partnership Service, SENAS team and Educational Psychologist. A list of these can be found through the Lancashire Services

## **15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

Flakefleet Primary School will make preparation accordingly upon entry to the school. Transition meetings are arranged for between Key Stages / secondary school; with parents, teachers and other appropriate professionals to attend. This is to ensure a smooth transition for both children and parents. Any issues will be discussed and support will be amended where appropriate, through the Local Authority. It is our aim to equip children effectively for later life by helping them to become as independent as possible in both

## **16. What other support is available?**

Find out more about the local offer of support, which is available for disabled children and young people and those who have SEN on the Lancashire Education Services web site.

More details can be found on the NASEN website or your SENCo, Mrs Jill Clayton will only be too happy to help.