

Gisburn Road CP School



Special Educational Needs Information Report and School's Contribution to the Local Offer

(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 - 3a)

This Special Educational Needs Information Report (incorporating the School's Local Offer) should be read in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND) which is available on the website.

1. What kinds of special educational needs do we provide for?

Gisburn Road CP School is a mainstream primary school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

Definition of Special Educational Needs and Disabilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

2. Who is the SENCo and how can parents contact them?

The school's SENCo is Mrs S Whittaker and can be contacted by email: senco@gisburnroad.lancs.sch.uk

Alternatively, an appointment to see Mrs Whittaker can be made via the school office by telephoning: **01282 812287**.

Mrs Whittaker completed the SENCO award in July 2024.

How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. The identification process is laid out in detail within the school's Policy for Special Educational Needs and Disability.

The school may, with parental permission, seek the advice of external agencies such as Acorn Psychology and Support Services (Educational Psychologist and/or Specialist Teacher), an Independent Speech and Language Specialist or the Special Educational Needs and Disability Support Service (SENDS). Additionally, some children may receive support from our National



Health Service colleagues e.g. Speech Therapy (SaLT), Occupational Therapy (OT), Child & Adolescent Mental Health Services (CAMHs) etc.

Evaluation/impact to January 2025:

In December 2024 there were 35 children on the SEN register 9 of those children with EHCPs. As a result of formal assessments and observations, several children have been referred on to the NHS Speech and Language Therapy Service and the Neurodevelopmental Pathway and/or the Educational Psychologist or Specialist Teacher. With their support, at least 5 EHC Needs Assessment Requests are being prepared.

3. How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance, contact the class teacher. School operates an 'open door policy' so parents can contact the school office at any time and we will do our best to arrange a meeting with you and the relevant member of staff and/or the Special Educational Needs Coordinator as soon as possible.

To keep parents informed we have a comprehensive website with a SEND section, texting service and Facebook page. The SEND section of our website has links to the Lancashire Local Offer main website and Facebook page. <https://www.gisburnroad.com/send>

We also have newsletters, parents' evenings and an annual report which enables parents to give written feedback and/or to meet the teacher to discuss the report.

Tours are available for prospective parents and parent in class sessions are organised regularly to showcase children's current learning in different areas of the curriculum. Parents are also invited to our whole school celebration assemblies.

In addition, for children who are on the Special Educational Needs record and have an Individual Education Plan (IEP), the IEPs are sent home when they are written (three times a year). Parents are invited to discuss the IEP with the class teacher. We also send a copy of the previous IEP with an evaluation to show the progress the child has made against their targets. Sometimes children achieve their targets before the IEP is reviewed.

For children with a high level of Special Educational Need who require an individualised curriculum, a Personalised Provision Plan (PPP) is written in conjunction with the parents, based on advice from specialists and reviewed at least 3 times per year.

For children with long-term, complex needs, it may be appropriate to request an Educational Health and Care Needs Assessment. This is a long and complicated process but school will guide parents through each step. We would also encourage parents to accept a referral to the Information and Advice Service (SENDIAS, formerly Parent Partnership Service). Their aim is 'to inform, support, assist and enable parents or carers, of children with Special Educational



Needs or Disabilities, to obtain the best possible educational outcomes for their child'. More information is available here: <https://lancssendias.org.uk/>.

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 if requested e.g. enlarged print.

The school office manager, Headteacher, Family support worker and/or SENCo will be happy to help parents/carers to complete forms and paperwork when necessary. 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 the Information and Advice Service, as above. The school office staff will also support parents with online school applications if they do not have access to a computer or Internet at home. Information, advice and guidance for families of children with SEND is available via the SENCo and/or links on our website and the Local Offer (www.lancashire.gov.uk/SEND).

When children join the school, we make a Home – School Agreement to help parents to understand the parameters and expectations in school. Additionally, we may use Behaviour Contracts for all children on school trips and within school for some children who have particular difficulties in regulating their emotions and/or behaviour.

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. Parental surveys are also completed and actions taken in response to this.

Evaluation/impact to January 2025:

Feedback regarding provision from parents of SEND pupils via recent parental survey, is extremely positive. Many parents have been (and continue to be) supported by the SENCo, Nurture and pastoral staff as well as outside agencies.

OFSTED commented that; *'They ensure that all pupils, including those with Special Educational Needs and or disabilities (SEND), access a curriculum that is well matched to their needs.'*

85.7% of parents with SEN agreed or strongly agreed that ' My child has SEND and the school gives them the support they need to succeed.'

The school's open-door policy means that prompt action is taken to intervene as soon as any issue or concern is raised and the SENCo and/or, Head teacher meet frequently with parents.

4. How do we involve and consult with the children about their education?

At Gisburn Road we value the views of all children. Children elect two class representatives for pupil voice who meet regularly with Mrs Walker and take ideas and report back to their class. ALL children are eligible to serve on this team, regardless of Special Educational Needs or Disabilities and in recent years several such children have served the school very well.

All KS2 children take part in a 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.

Children with SEND are involved as much as possible in discussions about their targets including how well they are progressing and what they need to do as a “next step”. They do this whilst working 1:1 with a teacher or teaching assistant. Adjustments can be made to the targets when necessary to suit the rate of progress.

Evaluation/impact to January 2025:

A survey of the views of pupils with SEND is overwhelmingly positive. The children report that they know what to do and who to ask if they need help. They could show how their work was adapted and tools used to help with their learning.

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

Assessment for all children is a continual process and takes many forms, as laid out in the school's Policy on Teaching and Learning. For many children with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 basis through an IEP. For children with a higher level of need, assessment and target setting is carried out in conjunction with the SENCo and any relevant external specialists e.g. Educational Psychologist, Speech and Language Therapist etc.

It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEN in their care. This work is co-ordinated by the school's SENCo. Throughout the school, children's progress in Mathematics and English is formally assessed by teachers every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.

Specific additional assessments for children with potential or identified SEND can also be carried out by the specialist teachers, usually starting with targeted classroom observations. Examples of specialist assessments available are: York Assessment of Reading Comprehension (YARC), British Picture Vocabulary Scale (BPVS), Comprehensive Test of Phonological Processing (CTOPP-2) etc. These can be repeated at a later date to measure progress.

All IEPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored weekly (on a 'can they do it' basis) by the teaching assistant, backed up by the class teacher. The child is also encouraged to self-evaluate against their targets on a weekly basis with the teaching assistant and/or teacher. New targets are set as soon as each target is met. IEPs are formally reviewed and evaluated 3 times per year by the class teacher and/or SENCo, informed by the weekly monitoring; this may involve the repetition of a specialist assessment, as above. A copy of a child's IEP is sent home, along with a copy of the previous, evaluated IEP and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) is carried out by the school in conjunction with the LA. Parents and external agencies are strongly encouraged to attend. Reviews in Y5 are used to begin to establish the parent's choice



of high school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in the Summer Term of Y5 to confirm parents' choice of high school and a further transition review, when a high school place has been allocated, will be convened and the high school SENCo invited.

Evaluation/impact to January 2025:

Due to the increase in level of need, we have significantly increased the amount of Educational Psychologist, Assistant EP and Specialist Teacher input over the year and plan to continue this. Our Independent Speech and Language Specialist continues to support school on a fortnightly basis. These professionals provide ongoing, embedded specialist advice; regular reassessment and evaluation of plan; bespoke training and support for staff and children.

Adjustments to provision and Action Plans have been made whenever required, in addition to the regular review cycle (as determined by the Plan). Personalised Provision Plans are written in consultation with the parent and child where possible.

When in-house assessment indicates progress isn't as good as hoped, children have been referred on to the EP for further advice.

Some progress is measured less formally e.g. the impact of a fine motor skills group can be seen by comparing handwriting before and after the intervention.

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

To support all the Y6 children with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All children are invited to attend open days at their new school in the summer term.

Additional visits to their new school will be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENCos of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children with an Education, Health and Care Plan, a more formal Transition Meeting involving all parties may be arranged to plan the transition process.

Where children with SEND move to another primary school, the SENCo will contact the SENCo of the receiving school to ensure all relevant information is shared. Parents planning such a move of their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move.

Evaluation/impact to January 2025:

There was one child with an EHCP and five others at SEN Support level in the year 6 cohort in 2023-24. The child with an EHCP transferred to a specialist provision for High School.

There were several transition meetings and visits for all of these children so that transition was as smooth as possible. SENCos / Head teachers have liaised to share information and all paperwork has been passed on to the receiving schools, in accordance with GDPR guidance.

6. What is our approach to teaching pupils with SEND?



In accordance with the SEND Code of Practice, 2015, school does everything it can to meet children and young people's SEN. 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 laid out in the school's Policy for Special Educational Needs and Disability.

For all children with Special Educational Needs, the class teacher, SENCo 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 children with a high level of SEND, a One Page Profile is written and reviewed at least annually. Some children, whose needs can generally be met within class support but who require some adjustments, a One Page Profile may also be written. For most children, the class teacher and SENCo 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 One Page Profile and/or IEP. Some children with a higher level of need may have a Personalised Provision Plan (PPP) which is more detailed than an IEP. There may be some direct input and advice from a Specialist Teacher from within the LA (Special Educational Needs and Disability Support Service, SENDS) or from other agencies such as Acorn Psychology and Support Services, the LA Educational Psychology Service, NHS Speech and Language Therapy etc.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child is laid out in their EHCP.

For 23/24 there were 11 teaching assistants (TAs) and one family support worker working in school ensuring support in every class with some additional support to be deployed where and when the need arose including in-class support, the one-to-one delivery of SEN provision and small group interventions.

Evaluation/impact to January 2025:

School has purchased 14 days of support from an Educational Psychologist who also provides embedded Qualified Specialist support, half a day per fortnight of support from a Speech and Language Specialist and a total of 12 hours of Specialist Teacher support.

All the specialists (as noted above) have worked with teachers and TAs to support them in the implementation of their advice and to enhance their skills. TAs have been deployed according to the needs of the children.

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

Ofsted June 2021, commented that,



'They ensure that all pupils, including those with special educational needs and/or disabilities (SEND), access a curriculum that is well matched to their needs.'

'Pupils trust the adults in school to support them with their behaviour.'

The school will provide a range of adaptive equipment from its own budget. 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, organisational 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, voice recording devices, writing slopes 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 from the classroom) e.g. further English and Maths support, Fine and/or Gross Motor Skills, Nurture, Social Skills or bespoke small group interventions. A minority of children will require a fully bespoke curriculum delivered through a Personalised Provision Plan. 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.

Every child has access to a laptop where necessary and there are interactive whiteboards in all classrooms.

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, a scribe, enlarged print etc.

Evaluation/impact to January 2025:

The classroom environments have an increased level of visual communication aids, especially lower down school (EYFS and Year 1). Where needed, staff wear lanyards with picture cards to help the children to understand what they need to do and children have access to similar cards to communicate their wants and needs when they find it difficult to use words. Other children have smaller pieces of extra equipment to accommodate their needs e.g. wobble cushions, writing slopes, special pencil grippers, sensory toys etc.

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

The school is approached from the main road and is on a split site. There is ramp access and a lift if needed accessible through the children's centre entrance.



When the school gates open at 8.45am, all children are handed over to staff by their parents/carers. Special arrangements would be put in place for children with acute medical / social needs so that busy entrances to school can be avoided. All children from EYFS to Y6 are supervised as they leave school to ensure a safe handover. If someone other than a parent is collecting the children, school must be informed in advance. Each family has a unique password that would be checked by the adult supervising the children leaving. Y5 and 6 children are allowed to make their own way home if school decides they are able to behave responsibly and parents have signed giving permission and agreeing to the rules, otherwise they must be collected. 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).

SEND children are supported by dedicated staff at playtimes and lunch times. Teachers/Teaching Assistants ensure help with the handover process at the start and end of the day.

Evaluation/impact to January 2025:

Personal Emergency Evacuation Plans have been updated, amended and are in place for children with very specific needs for whom emergency situations would be physically difficult or particularly distressing (e.g. due to learning disability). Risk assessments are in place to support staff in assisting pupils with complex needs.

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

Many of our current Teaching Assistants and some teachers have been trained to support children with a range of Special Educational Needs, in areas such as:

- Children's Mental Health
- 'Behaviour that Challenges'
- Counselling
- Autism
- Dyslexia
- Speech & Language Programmes
- Subject specific support programmes
- Phonics
- Nurture
- Moving and Handling, Back Care Awareness
- Care and Control
- Inclusion
- Communicating with children who are distressed, angry or anxious
- Understanding Attachment and Building Better Relationships
- Early Help
- Autistic Spectrum Disorder
- Communicating with children who are distressed, angry or anxious
- Mental Health Lead Training
- Trauma & Attachment Training

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 but is often delivered, in situ by the various specialists (as noted above) that school buys in.

Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if following several cycles of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies such as Acorn Psychology and Support Services; Local Authority services such as the Special Educational Needs and Disability Support Service (SENDs) or similar. Again, with parental permission, some children may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Occasionally, even with the support of external agencies, 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 EHA (Early Help Assessment) process which would involve parents, pupils and all agencies involved in the pupil's care.

Evaluation/impact to January 2025:

Frequent visits from the school's various bought-in services (as noted above) have continued to facilitate frequent, on the job bespoke training and advice to staff to meet the specific needs of children within school. The Independent Speech and Language Specialist has trained specific staff to deliver the support programmes she has devised as well as how to support children with language needs, in class. The NHS have also provided in-house training to deliver programmes of support to specific children.

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

Provision for children with SEND is as laid out in the school's Policy for SEND.

The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach (assess, plan, do, review) section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice.

The SENCo / Head Teacher collect and analyse tracking data for all pupils on the SEND register and use this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc.) to make a judgement on effectiveness. The SENCo liaises with the SEN Governor once per term to help produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENCo outlines an annual action plan and updates progress against this on a termly basis.



Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENCo. Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team to ensure that the effectiveness and efficiency of provision is maximised.

Evaluation/impact to January 2025:

At the end of Key stage 2, children on the SEND register made good progress from their starting points. Two out of the 5 children scored in the 90s in two areas and two scored in the 90s in one area showing the closing of the gap to their peers.

11. 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 encouraged 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 (e.g. 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 whose dedicated School Games Organiser promotes sport for children with SEN and/or disabilities. This results in a wide range of sporting activities over the course of the year, tailored specifically at the individual needs of each child. Examples include: Boccia, Cricket, Swimming, Fishing and Golf.

Before and after school care is available at Gisburn Road CP School from 7:30am until school opens at 8:45am and from 3:30pm until 6:00pm during term time. The club costs £4 for a morning session and £7.00 for the evening session. As the club is Ofsted registered, parents may be eligible for Working Tax Credits towards childcare costs.

After-school activities e.g. a variety of sports and dance are offered to children throughout the academic Year. These change termly. All of our clubs are open to children regardless of Special Educational Need or Disability, with reasonable adjustments. Additional school staff are on duty to support SEND pupils as required, especially if clubs are run by external agencies. Some children may be eligible for support with the cost of a club from an outside agency through pupil premium and/or SEN budgets.

Evaluation/impact to January 2025:



Every child with SEN was able to enjoy all the school trips on offer by ensuring risk assessments and staffing levels were adjusted to ensure safe participation.

12. How do we support children with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

Medical

The school has a variety of policies which cover health and wellbeing issues e.g. Supporting Pupils with Medical Conditions Policy etc. The school's Equality Policy is available for free on the website and via the school office on request.

Some medication, such as asthma inhalers are kept in the classroom and accessible to the children who need them. All other medication is kept in the cabinet in the reprographic room or in the fridge if necessary. All medicine is recorded on an individual record sheet along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

For individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs.

Staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

Evaluation / Impact to Jan 2025:

Most TAs, dinner supervisors and teachers are all in receipt of a valid first aid qualification. At least one staff member in each class has an up to date children's first aid certificate.

Emotional and Social

Gisburn Road CP School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future.

The school employs a "Family Support worker" who is also a DSL. Regular Nurture groups (KSI and KS2) are run each week for specific children. The Family support worker also provides other Social Skills Groups and 1:1 emotional work / counselling for children who require it.

Additionally, this role involves supporting individual pupils and their families through a range of avenues, including through the Early Help Assessment process. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed.



Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved. The school liaises with all relevant specialist agencies such as the family and medical centres, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these is based in school, some do come into school to carry out assessments and therapy, with parental permission.

Evaluation/impact to January 2025:

The post of Family Support worker which began in 2024 has had a hugely beneficial impact on school's ability to support all pupils and their families in a holistic manner. Examples of some of the support given:

- Mental Health support has been accessed for both children and parents.
- Parents have had 1:1 parenting support.
- Referrals have been made to food banks and food parcels have been delivered on many occasions.
- Advice sessions have been held on ensuring you are getting the best value for energy costs and up to date energy advice.
- Support with completing paperwork e.g. for the EHC Needs Assessment process
- Signposting to external support agencies such as Spring North (autism support).

Bullying and Child Protection

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, daily whole-school assemblies and visits and visitors where appropriate. Anti-bullying day is observed and children are encouraged to speak to members of staff on duty if they are worried during playtimes. Children with specific difficulties may be teamed up with a buddy to ensure their inclusion, safety and well-being on the playground. A weekly well-being meeting is held so that concerns and relevant information is shared among all staff (including welfare) and they are made aware of vulnerable children. If appropriate, a key worker may be allocated to a specific child.

E-Safety is taught in an age-appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Pupils' views on safety, bullying and attitudes to risk are sought through the annual Pupil Attitude Questionnaire.

Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request.

In accordance with legislation, the school has a Designated Senior Lead (DSL) and a deputy DSL to deal with issues related to Child Protection and Safeguarding. All staff have received "Prevent" (anti-radicalisation) training and safeguarding training and the school uses CPOMS to ensure information is shared securely amongst staff on a need-to-know basis.

Evaluation/impact to January 2025:

All staff have received "Prevent" (anti-radicalisation) training and safeguarding training. E-safety issues have been raised regularly with all children and letters are sent to parents to ensure children keep themselves safe. Any incidents of bullying are taken seriously and dealt with



swiftly. The Headteacher reports incidents to the governors on a termly basis in the Headteacher's report and records them on CPOMs.

The Ofsted report commented:

'Pupils live up to their school values. They are respectful of themselves and others. They value their friends and are truthful. Pupils trust the adults in school to support them with their behaviour'

'Pupils feel safe.'

'The arrangements for safeguarding are effective. Staff and governors have a clear understanding of the needs of pupils and their families. All staff are well trained and know how to spot concerns and report them appropriately.'

13. What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?

School has a nominated member of staff for Children Looked After. This is the SENCo.). Where a Child Looked After has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP.

Evaluation/impact to January 2025:

There was one child looked after up to December 2024

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

In order to deal with your concern or complaint in the quickest and most straightforward way, we ask that you take a graduated approach:

- a) Firstly, contact the class teacher via the school office;
- b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the Headteacher via the school office and/or SENCo;
- c) Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

Evaluation/impact to January 2025:

0 formal complaints in the last academic year.

15. Where can I find information about the Authority's Local Offer?

www.lancashire.gov.uk/SEND

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.

Adopted: January 2025

Next Review: January 2026





Appendix I**List of personnel involved in SEND issues**

NAME	POSITION
Mrs N Walker	Co. Head teacher / DSL
Mrs L Toor	Co. Head teacher/DSL
Mrs S Whittaker	SENCO and DSL
Mr N Browne	SEN Governor
Mrs R Waddington	Chair of Governors
Mis S Smith	Family Support worker and DSL
Mrs K Brown	Managing Pupil Premium Grant

Appendix 2 – Terminology and Acronyms

ADD	Attention Deficit Disorder.
ADHD	Attention Deficit/Hyperactivity Disorder.
Amanuensis	Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe).
ASC / ASD	Autistic Spectrum Condition / Disorder.
CAMHS	Child & Adolescent Mental Health Service.
CLA	Child Looked After. (This is NOT a special educational need). Same as LAC.
CPOMS	Software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues, working alongside a school's existing safeguarding processes,
Dyscalculia	Pupils having difficulty in acquiring mathematical skills.
Dysgraphia	Children who may be verbally proficient but have difficulty writing down their thoughts.
Dyslexia	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
Dyspraxia	Pupils with impairment of gross and fine motor skills.
EAL / ESL	English as an Additional (or Second) Language (This is NOT a special educational need).
EHA	Early Help Assessment (this replaces the CAF)
EHCNA(R)	Education, Health and Care Needs Assessment (Request) – also known as a Statutory Assessment
EHCP (or EHC Plan)	Education, Health and Care Plan. Legally enforceable document that describes the needs of the child and how these needs will be met.
EP(S)	Educational Psychology/ist (Service).
HI	Hearing Impaired.
HLTA	Higher Level Teaching Assistant.
IAS	Information and Advice Service (Previously Parent Partnership Service /Officer)
IEP	Individual Education Plan.
LAC	Looked After Child. (This is NOT a special educational need). Same as CLA.
LA	Local Authority.
MLD	Moderate Learning Difficulties.
MSI	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.
NASEN	National Association for Special Educational Needs.
OT	Occupational Therapy
P Scales	Performance descriptors. A common basis for measuring (within school) the progress of pupils working up to below year one equivalent all subjects of the National Curriculum
PD	Physical Disability.
PECS	Picture Exchange Communication System.
PEP	Personal Education Plan – For those in the care of the Local Authority (not the same as an IEP)
PIVATs	Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets.
Pupil Profile	An overview of a pupil's strengths and difficulties (For children at SEN Support)
SaLT / SLT	Speech and Language Therapist.
SEMH	Social, Emotional and/or Mental Health.
SEN Code of Practice (CoP)	Practical guidance to LAs and the governing bodies of all maintained schools.
SEN	Special Educational Needs.
SENCo	Special Educational Needs Co-ordinator.
SEND	Special Educational Needs and Disabilities.
SENDO	Special Educational Needs and Disabilities Officer (LA representative).
SEN Support	Pupils on the SEN register have SEN Support unless they have an EHCP.
SLCN	Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language.
SLD	Severe Learning Difficulty.
SpLD	Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia.
SLCN	Speech, Language and Communication needs.
TA/LSA	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
TAF	Team Around the Family.
VI	Visually Impaired.

