



Richard Durning's Endowed Primary and Nursery School

SEND Information Report

Name of the Special Educational Needs/Disabilities Coordinator:

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1. What kinds of special educational needs for which provision is made at the school?

Richard Durning's Endowed Primary and Nursery School is a mainstream setting which caters for children from 3 years to 11 years. Children are based in mixed age classes. Currently the children's classes are: Ducklings - Nursery; Beech - reception and year 1; Hazel - year 2 and 3; Oak - years 4,5 and 6. We are a fully inclusive school and believe that all children should be treated according to their individual basis. Every teacher is a teacher of every child including those with SEN.

2 How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

We will identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Where we identify a child as having SEN we **will** work in partnership with parents to establish the support the child needs.

We have a clear approach to identifying and responding to SEN.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same

time, we will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, we will identify what reasonable adjustments may need to be made for them.

Class teachers, supported by the headteacher, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The First Step

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. At Richard Durning's all teaching is carefully monitored through observations and scrutiny of children's work and lesson plans to ensure it is high quality for all children. Children's progress is tracked formally every term and the headteacher and teachers have dialogue about children in between these periods.

Second Step - assess

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. It will also draw on other subject teachers' assessments where relevant, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

Third Step - Plan

Where it is decided to provide a pupil with SEN support, the parents will be formally notified, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Fourth step - Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Fifth step - Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC (Education, Health and Care) plan, the local authority **must** review that plan as a minimum every twelve months. We will co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

The school's SENCO is Mrs Catherine Hodgson and Mrs Sarah Bowey who is responsible for monitoring and evaluating all provision made for children with SEN.

3. (a) How the school evaluates the effectiveness of its provision for such pupils;

At the beginning of the year a Provision Map is drawn up which outlines all the extra support needed. This details who needs support, what aspect/subject, who will deliver it, when and who is responsible for monitoring it. The assessment results from the end of the summer term and teacher's own assessments/concerns drive the Provision Map. At the end of each term the Provision Map is reviewed and modified according to evaluation, new needs and progress made. Therefore we judge whether any additional support offered has had an impact on the child's educational progress at the end of each term. This coincides with evaluating SEN children's progress on their Pupil Passport at the end of each term also.

At the end of each term all teachers review all children's progress with the Headteacher. Throughout the term teachers, teaching assistants and the Headteacher informally discuss and review all aspects of children's progress and intervention.

Governors are informed via the SEND Governor Report and Headteacher Report regarding progress and impact of intervention.

What arrangements does the school make for consulting with parents and carers of children with special educational needs and disabilities and involving them in their child's education?

All parents have the opportunity to meet the class teacher in a more formal situation at the beginning of each term when each child with SEN has their Pupil Passport reviewed. At this meeting both parties discuss achievement and success towards meeting previous objectives, set new ones and discuss the impact of support given to the child. It is important that parents have a part in this process and we see the Passport as a tool which can support school, parents and pupil. Parents have a voice and we include this within the Passport details.

All parents for all children are invited to attend termly Parents' Evening which is an opportunity to discuss each child's progress and attainment as well as next steps. Parents and teachers alike are also able to mention any concerns they have.

At the end of the year each child receives a formal written Report to Parents which covers the whole curriculum.

We also have an open door policy and welcome parents at any time before and after school if they would like to talk to their child's class teacher. Teachers are available at the end of the school day or before 8.50am in class.

For some children with SEN we also have home/school diaries which enable both parties to keep closer contact.

At the beginning of each year the class teacher holds a workshop which goes through the curriculum for each year group. Parents are able to ask any questions about their child's learning and curriculum.

At the beginning of each month we send out a calendar of events for the month ahead. Regular contact from teachers is via emails, text messages or letters.

Parents are invited into school each term to discuss the child's Passport with the teacher.

(c) How will the school staff support my child?

How will the curriculum be matched to my child's needs?

All lesson plans include differentiation for those children who need it. The plans describe how the lesson will be differentiated - this may be within the actual task, how it is delivered, whether they will receive adult support or use resources, for example, computer. Teaching assistants receive copies of the plans at the beginning of each week or topic so they know in advance how they will be supporting children each lesson.

All children on the SEN register receive individual 1:1 support each week. The teacher is responsible for ensuring this is delivered and the content of these sessions based upon the child's targets within their Pupil Passport. These sessions are evaluated and evidence is used in the review of the child's targets. The school's provision mapping outlines when this support is delivered, how often, who is responsible etc.

Teaching assistants are allocated to individual children/classes according to their skills and needs.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

When needed the curriculum and learning environment is adapted to meet the child's needs. For example a pupil with ASD may need to wear ear defenders or their own work station. We aim for all children to receive their full entitlement to the whole curriculum and will make reasonable adjustments where we can.

If a pupil was unable to access the upstairs classroom when they were in years 5 or 6 we would move classrooms around so they would be taught with their peers.

(e) How are the school's resources allocated and matched to children's special educational needs and disabilities? How is the decision made about the type and how much support my child will receive?

Resources are allocated to individual children according to their needs. This is within practical levels of reasonableness. Their needs will be discussed according to the school's policy for SEN and within children's performance meetings with the SENCO/HT. Parents will be involved in the decision making through their child's Pupil Passport termly meetings.

Where needed and where the child meets DFE access arrangements we will ensure a child can access support for public examinations. This may involve additional time, use of IT, a scribe, modified print etc.

(f) How will my child be included in activities outside the school classroom including school trips?

Trips are available for all children as long as the risk assessment deems it safe. Where possible we will provide additional adult support to ensure all children can fully take part in activities. If needed, we may ask a parent to help us support their child so that they can safely take part in all activities.

Clubs are also available to all children and we will work with outside club staff to pass on information to enable a particular child to take part.

(g) What support will there be for my child's overall well being?

We have a medical needs policy which outlines the full support we will provide to children with medical needs. In summary we will administer medicines as long as we have full parental permission through the correct documents and where necessary the staff have received training. Currently the staff have recently received training on diabetes, the use of an epi-pen and asthma.

We have nappy changing facilities for children who need it within the disabled toilet area.

Our PSHE curriculum uses a range of materials to help support all children with their emotional and social needs. We have a number of interventions available to use to support children with behaviour needs. All children are also invited to take part in peer massage which helps to calm children down and get them ready for learning.

Please see the behaviour policy and attendance policy for further information on how we promote good attendance and behaviour.

5. How do we involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children with SEND and in supporting families? What specialist services and expertise are available at or accessed by the school?

What training have the staff supporting SEND had or what training are they having?

We currently have accessed support for children through the Lancashire SEND team for Educational Psychologist and Behaviour Support, Strive SEND, IEST, Elm Tree, Inclusion Service. If we felt that we didn't have the necessary expertise and funding allowed it we would access outside agency support. All staff have recently received training on dyslexia, attachment, behaviour and the use of physical restraint. When needed, we would also access support from the School Nurse to help us support children with medical needs. Camhs can be used to support children with mental health

difficulties. We use "Confident Me" and "Mini Confident Me" resource to help children with positive mental health and well-being.

6. How accessible is the school both indoors and outdoors?

The Nursery classroom has a ramp so that all children and adults can access the outdoor play area. There are steps from the back door to the field but children in a wheelchair could use the ramp from the Nursery room. They would then have full access.

We have a disabled toilet available to both children and adults.

On entry to school we ask if adults would like to receive their paper work in a modified form for example large print. For events held in school we will always do our best to ensure all adults and children are able to participate/watch the performance.

We don't have our own parking facilities - parents are able to use the pub car park next door for drop off and pick-ups or are able to park on the road which would be more suitable for people with walking difficulties.

7 How are parents involved in the school? How can I get involved?

Who can I contact for further information?

All parents are invited and encouraged to be fully involved in school life. We do this in a wide variety of ways - Family Mornings/Afternoons; weekly achievement assemblies; special class assemblies / productions; termly parents' evenings; open door policy; curriculum meetings for parents. All teachers and the Headteacher are available on the playground at the end of the day if parents wish to talk to them.

All parents are invited to come to the PTFA meetings or share ideas on how to support the school through fundraising.

If parents would like to become involved in school please either see Mrs Hodgson or the child's class teacher.

Where a child has a TA on a 1:1 basis the TA/teacher will keep parents informed on a daily basis. This may be through a home school diary or verbal feedback.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

As part of a child's Passport we fully involve them in making provision / changes to their school day.

Within school pupil's views are important to use. All children are invited to stand for election in the School Council. We often ask their views on a wide range of issues. All children in school participate in a pupil questionnaire at the end of the year. Children are also regularly asked by their class teacher their views in relation to topics and other ways/types of learning.

9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If a parent has a concern or something they wish to discuss the first point of contact is the child's class teacher. If this isn't resolved the parent is encouraged to talk to the Headteacher. This may be first informally or more formal if needed. We hope that this resolves any concern.

If the concern isn't resolved then parents are asked to follow the school's complaints policy. This can be found on the school's website under policies or parents may ask in the school office for a paper policy.

Parents with children with SEND are also given contact details for LSIASS which supports parents.

10. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Local Authority Local Offer Link:

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

11. 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 and life?

When children are transferring to Richard Durning's from nursery the class teacher will visit the nursery and meet with staff to discuss support needed, successes and next steps. The SENCO will attend any formal meetings necessary to support the transition. Additional meetings will be offered to parents in order to make the transition smooth and successful. The pupil will be able to attend our nursery setting and or make additional visits to school in preparation for starting school.

On leaving for High School the SENCO and class teacher will meet with the secondary school staff to ensure all information and advice is passed on promptly. Additional preparation visits will be offered with school staff accompanying if needed.

For all children we aim for them to leave Richard Durnings with as high achievement as possible but also independent, confident and ready for the next stage in their life.

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