



**St John the Baptist
RC
Primary School**

**SEN Information Report
and School's Contribution
to the LOCAL OFFER**

September 2020



St John the Baptist RC Primary School Primary School

Special Educational Needs Information Report and School's 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?

St John the Baptist RC Primary 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 C. Atkinson; she works in school part time but can always be contacted by email: senco@stjohns.lancs.sch.uk

Alternatively, an appointment to see Mrs Atkinson can be made via the school office by telephoning: **01282 438120**

Mrs Atkinson completed the National Award for SEN in 2016

3. 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. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENCo liaises closely with the Assessment Co-ordinator to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENCo and Assessment Coordinator. If further action is deemed necessary, the parents are informed immediately.

In most cases, pupils are only identified as SEN *if they do not make adequate progress* once they have been given good quality personalised teaching, access to adaptations and intervention. Triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English and mathematics skills resulting in poor attainment in some curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems which create barriers to progress despite the provision of personal aids or specialist equipment.

Once identified, as having a special educational need or disability, a child will be added to the SEND record by the SENCo so that 'additional and different' provision can be made for them.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to



recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

The school may, with parental permission, seek the advice of external agencies such as Acorn Psychology and Support Services or the Special Educational Needs and Disability Service (SENDS). Additionally, some children may receive support from our National Health Service colleagues e.g. Speech and Language Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc.

4. 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 school at any time and we will do our best to meet with you straight away, although sometimes some members of staff are out of school (on courses or at meetings etc). An appointment to speak with the Special Educational Needs Coordinator can also be made via the school office, as above, and Mrs Atkinson is always happy to talk about special educational needs!

To keep parents informed we have a comprehensive website with a SEND section. We also have newsletters which go out weekly, two parents' evenings a year and one annual report which enables parents to give written feedback.

There are annual open days for prospective and current parents and some special open days to showcase children's topic or project work. Parents are also invited to some of our celebration assemblies e.g. if their child is one of the presenters or if they are to be given a certificate. Parents will be informed / invited by text message. Each year we ask parents to complete a questionnaire; the theme of the questionnaire changes each year. Feedback is analysed and acted upon where appropriate.

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 (four times a year). Parents are invited to discuss the IEP with the class teacher. Sometimes children achieve their targets before the IEP is reviewed; if this happens, a new target is set and a note is sent home to inform parents of the new target.

Children with a high level of Special Educational Need who required an individualised curriculum, a Personalised Provision Plan (PPP) is written in conjunction with the parents, based on advice from specialists.

For children with long-term, complex needs, it may be appropriate to request a statutory assessment of their needs. 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, Advice and Support Team. Their service is free, impartial, and confidential. It can help parents to gather, understand and interpret information and apply it to their own situation. More information is available by



following the link to the IAS Team under the **“Help for Parents and Carers”** section of the Lancashire SEND website:

<http://www.lancashire.gov.uk/SEND>

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted e.g. enlarged print or in audio format if requested.

We do not currently have any multi-lingual staff in school but we do have several bi-lingual parents who may be able to assist other non-English speaking parents.

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

When children join the school, we make a Home – School Agreement to help parents to understand the parameters and expectations in school.

If parents wish to become even more closely involved with school life, we have two places for parents to sit on our governing body and elections for these positions take place on a 4-yearly cycle. We have a PTFA group which always welcomes new members. Parental surveys are also completed and actions taken in response to this.

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

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

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

Additionally we have carry out Pupil Interviews to understand how they access the learning environment; these can be subject-specific. An SEN focused Pupil Interview is planned for the near future.

Children with SEND who have an Individual Education Plan (IEP) or Personalised Provision Plan are involved in discussions about their targets including how well they are progressing and what they need to do or need help with next. They do this whilst working 1:1 with a teacher or teaching assistant and we always blame the target



and/or the strategies, *not the child*, when a pupil is struggling to achieve a target and make adjustments accordingly.

6. 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.

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 Maths 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.

The SENCo, usually starting with targeted classroom observations, can also carry out specific additional assessments for children with potential or identified SEND.

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 4 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. This is so that they can support their child in achieving their targets through activities in the home. Children with IEP targets are rewarded for their achievements with a certificate. A similar process is followed for children with Personalised Provision Plans (PPPs).

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the Local Authority. Parents and external agencies are strongly encouraged to attend. Reviews in year 5 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 late summer term of year 5 or early autumn term of year 6 will 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.

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

To support all the year 6 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 a statement or 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.

8. 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:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;
- When planning work for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's Personalised Provision Plans (PPPs), Individual Education Plans (IEPs) and or Pupil Profile. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

For all children with Special Educational Needs, the class teacher, 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 who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the pupil's Personalised Provision Plan or IEP. There may be some direct input and advice from a specialist teacher from within the LA (Special Educational Needs and Disability Service, SENDS) or from other agencies such as Acorn Psychology and Support Services, the LA Educational Psychology Service, 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 Plan and delivered via a Personalised Provision Plan.

There are currently 13 teaching assistants (TAs) working across the 8 classes in school. Although some are part-time, this enables almost full-time TA support in every class with some additional support to be deployed where and when the need arises including in-class support, the one-to-one delivery of Individual Education Plans (IEPs) and small group interventions.

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

The school will provide a range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions / supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child. For more complex and expensive items, an Access and/or ICT Assessment will be requested and then the school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this.

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

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

We have a range of ICT programmes for pupils with SEN (e.g. IDL Cloud). Every child has access to computers in the IT suite with headphones, there are interactive whiteboards in all classrooms and a full-class set of iPads are available for use throughout school.



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

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

The school has its own gated car park. Under normal circumstances, this is for use by staff and visitors only but it does have a disabled parking bay which is made available to parents if their vehicle carries a blue badge. Access from the car park to the entrance lobby is via tarmac pathway. The entire school is on one level and is fully wheelchair accessible. In addition to the normal children's toilet facilities, there is one disabled toilet although changing facilities are restricted. Most doors in the school have been adapted to allow for easier access for wheelchair bound pupils although all are accessible.

School staff are on duty on the school playground from 8:30am. All infant children are supervised as they leave school to ensure safe handover. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away).

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

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

The SENCo attends termly cluster meetings and passes updates on SEND to other staff, as appropriate. Many of our current Teaching Assistants and some teachers have been trained in to support children with a range of Special Educational Needs, in areas such as:

- Precision Teaching Methods
- Memory Difficulties
- Behaviour Management
- Autism
- Speech & Language Programmes (ELKLAN, Primary Strategies)
- Dyslexia
- Subject specific support programmes

Specific training is made available to staff to support the needs of a particular child(ren) if the expertise is not already in school. This may take the form of external course or, where appropriate, from the relevant outside specialist coming in to school. 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.

Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if following several weeks 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 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 CAF process which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website:

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45139>

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

All SEND children have either: an Education, Health and Care Plan (EHCP); an SEN Support Plan or, in most cases, a Pupil Profile. High needs children may have a Personalised Provision Plan (PPP); most other children with SEND will have an Individual Education Plan (IEP). All of these are reviewed regularly, as laid out above.

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 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 collects and analyses tracking data for all pupils on the SEND register and uses 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. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The SENCo meets with the SEN Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENCo. The cost of all such provision is calculated based the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and/or SENCo to ensure that the effectiveness and efficiency of provision is maximised.

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



Children with Special Educational Needs and Disabilities are welcomed and actively encourage to go on all trips (including residential trips) 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 specialist teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

Before and after school care is available to all children at St John the Baptist RC Primary School from 8:00 am until school opens and from 3:00 pm until 5.30 pm during term time. This is run directly by school and operates under school's Special Educational Needs Policy. The morning club costs £2.00 per day including breakfast and the afternoon club costs £8.50 per day including a snack.. The Club is mainly staffed by existing TAs who know the children well and are suitable qualified to support them.

There is a huge range of after school (and some lunch-time) clubs at St John the Baptist RC Primary School throughout the year, varying on a Termly basis. We are able to heavily subsidise these to encourage participation.

The following list is a selection of what has been available to all children, including those with Special Educational Needs and Disabilities, over the last year:

- | | |
|--------------|--|
| Artist Club | Board Games Club |
| Tag Rugby | Cricket |
| Dance | Dodgeball |
| Eco-Club | Fitness |
| Football | Gymnastics |
| Handball | Netball |
| Cookery | Multi-skills |
| School Choir | Musical Tuition: Guitar, Violin, Woodwind, |

14. 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. Medicines in School Policy, Accident / Incident Report Procedures Policy etc. The school's Single 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 teacher's cupboard in the appropriate classroom. All other medication is kept in a locked cupboard in the office or in the staff-room fridge if necessary. All medicine is recorded in a medicine book 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. Additionally, there is a photo-card for children with medical needs in the front of each class register; this gives a brief outline of their difficulty and signposts the reader to more detailed information which is held securely in the office.

At least 3 of staff within school have had Paediatric First Aid training which is updated on a 3 yearly cycle. Additionally, 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.

Emotional and Social

St John the Baptist RC Primary 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. To support pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centres, CAMHS, paediatricians, speech and language 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.

In some cases, school or one of the other agencies may complete a CAF (Common Assessment Framework) form with parents. 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. It may be used to address an unmet educational need (as above) or an emotional or social need. More information for families about the CAF process is available here:

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45139>

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

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 and daily whole-school assemblies. Anti-bullying day is observed and we have play leaders and buddies on the playground. Children with specific difficulties may be teamed up with a buddy or buddies to ensure their inclusion, safety and well-being on the playground. Additionally, all staff (including welfare) are made aware of vulnerable children and, 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 (See qu. 5) 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 Person (DSP) and a deputy DSP to deal with issues related to Child Protection and Safeguarding. All staff receive regular Child Protection awareness training. The DSP, deputy DSP and the SENCo have recently been retrained in the use of the new Common Assessment Framework (CAF). All staff are trained to Level 1 (Awareness).

15. 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 Headteacher. They liaise with the SENCo to contribute to the child's Personal Education Plan (PEP). Where a Child Looked After has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP.

16. 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 more straightforward way, we ask that you take a graduated approach:

- a) Firstly, contact their 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 (contact details in qu. 2);
- 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).

17. 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.



Next Review: September 2021



Appendix 1

List of personnel involved in SEND issues (from September 2018)

NAME	POSITION
Mrs S. Price	Headteacher
Mrs C. Atkinson	SENCo
Mr M Mulrooney	SEN Governor
Mr M Mulrooney	Chair of Governors
Mrs H Bibby	Assessment Co-ordinator
Mrs S. Price	Managing Medical Needs Responsibility
Mrs S. Price	Designated Teacher with Specific Safeguarding Responsibility
Mrs H Bibby	Managing Pupil Premium Grant / Children Looked After funding Responsibility

**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.
BESD	Behavioural, Emotional and Social Difficulty. This term has now been replaced by SEMH where the focus is on the reasons behind the behaviours.
CAF	Common Assessment Framework.
CAMHS	Child & Adolescent Mental Health Service.
CLA	Child Looked After. (This is NOT a special educational need). Same as LAC.
Dyscalculia	Pupils having difficulty in acquiring mathematical skills.
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).
EHC Needs Assessment	Multi-disciplinary assessment by the LA of a child's educational needs which may lead to an EHCP if appropriate.
EHCP	Education, Health and Care Plan. The new, legally enforceable document that describes the needs of the child and how these needs will be met. (Supersedes the Statement).
EP(S)	Educational Psychology/ist (Service).
HI	Hearing Impaired.
HLTA	Higher Level Teaching Assistant.
IAS	Information, Advice and Support (Team) – formerly Parent Partnership
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.
P Scales	Performance descriptors. A common basis for measuring the progress of pupils working up to the Year 1 curriculum in all subjects.
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)
PEEP	Personal Emergency Evacuation Plan – written for children who need extra support if the school is evacuated (eg for a fire)
PIVATs	Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets.
PMLD	Profound and Multiple Learning Difficulties.
Pupil Profile or Pupil Passport	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.
SENDS	Special Educational Needs and Disability Service (LA organisation, formally IDSS)
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.
Statement	Now obsolete and replaced by EHCP
(R)SIA	(Request for) Statutory Integrated Assessment. Now known as EHC Needs Assessment. Multi-disciplinary assessment by the LA of a child's educational need
TA/LSA	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
TAF	Team Around the Family.
VI	Visually Impaired.