



SEND Information Report

1. What are Special Educational Needs?

The term Special Educational Needs and Disability (SEND) has a legal definition. Children with SEND all have difficulties or disabilities that make it harder for them to learn. These children may need extra or different help from that given to other children. All schools should be inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in mainstream settings wherever possible.

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

At Asmall we follow the Code of Practice. All staff follow a graduated approach. This involves a cycle of:

- Assessment
- Planning
- Completion
- Review

We are committed to meeting the special educational needs of pupils and ensuring that they make progress. We seek to provide a high-quality education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility. Parents and pupils are central to this and communication between school and home takes place frequently about any provision given to children with SEND.

2. How does the school know if my child has SEND and what should I do if I think my child has SEND?

We place great importance on identifying SEND early so that we can help children as soon as possible. Teachers know the children in their class well and they continually observe, and monitor the progress they make. If they have any concerns, they can discuss these with the SENCO at any time. Pupil Progress meetings are held with the Headteacher each term, where children's progress is monitored and checked. We do not assume a child making slower than expected progress has SEND, but if there are any concerns they will be discussed with the parents as soon as possible. Sometimes a child's individual needs do not focus around academic achievement. Their needs may affect their attention and concentration skills, communication skills and social interaction skills, some of which can manifest themselves as behavioural issues. If you are concerned about how your child is doing at school, please talk to their class teacher or SENCO. The views of parents, pupils and, when appropriate, outside agencies are also taken into account when assessing additional needs. Where outside agencies from health or social services are involved with the child, school will use this information to make assessments. When support from outside agencies is needed, the SENCO will discuss this with parents and organise appropriate support. Where there is a multi-agency approach,

an Early Help is usually opened and TAF meetings are organised for agencies to identify needs and plan a co-ordinated response to support the family.

3. How will the school support my child?

Asmall looks to identify children with special educational needs as early as possible. After clear analysis of the pupil's needs using teacher assessment knowledge of the pupil, the class teacher identifies (in conjunction with the SENCO/Headteacher) those pupils who require additional support through a provision map. Progress is measured for all students with SEN termly (individual teacher assessment, phonics, reading, writing and maths assessments). These are recorded on termly trackers by the SENCO to ensure SEN pupils are meeting expected targets. A range of data is used to identify pupils with SEN including phonics screening, reading, writing, maths assessment results and SATs (statutory and optional).

The SENCO in school is Mrs Kerry Todd and she is supported by Mrs Ellen McNulty and Mrs Sarah Evans (Headteacher). Their role is to co-ordinate all the specific provision needed for individual children. This includes liaising with the class teacher(s), other adults in school and monitoring pupil's progress and well-being. They also liaise with a range of external agencies such as speech therapists and educational psychologists, who can give us more specialised advice.

The SEND Code of Practice describes how help for children with SEND should be made by a step-by-step or graduated approach. Teachers will choose the most appropriate way to help each child learn from a range of activities within the classroom, or adapting the curriculum. Support can also be offered in the form of group work or interventions with teaching assistants. Parents will be made fully aware and engaged in the planning of support and interventions and, where appropriate, be asked to contribute or reinforce progress at home.

For children who do not make expected progress after school based interventions, the school will liaise with parents and outside agencies to involve the support of other professionals, such as Speech Therapists and Counsellors. When support from outside agencies is needed, the SENCO will discuss this with parents and organise appropriate support. Where there is a multi-agency approach, an Early Help is usually opened and TAF meetings are organised for agencies to identify needs and plan a co-ordinated response to support the family. Where, despite the school having taken relevant action to meet the needs of the child, progress is still not achieved, the school and parents can consider requesting an Education Health and Care Need assessment. At this stage, a child is likely to be assessed by an Educational Psychologist. If considered appropriate, the pupil will have an Education Health Care Plan, which may result in very individual support being made available to help progress.

4. How Accessible is the school?

Our school is all on one level with accessible facilities for wheelchair users. There is a parking space available for disabled persons in the car park and a disabled toilet is available for wheelchair users if the need should arise. We also make every effort to ensure children with SEND are included in activities outside the classroom such as clubs and trips, including residential trips.

Information is available on the school website, class newsletters and our school app. School policies can be viewed on our website and paper copies are available upon request. Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Some tables and chairs can have their height adjusted according to the child's needs. The school has a range of ICT programmes for pupils with SEN in addition to i-pads, headphones, computers and interactive whiteboards installed in every classroom. Visual timetables are used in all classrooms, as well as some individual children having an individual visual timetable. All classes have access to Widgets, which can be used to support adaptations to the curriculum.

5. How will the school prepare for my child to join the school and move on to a new school?

There are a range of transition arrangements in place for all children and additional arrangements can be implemented depending on individual needs. When starting the school in the Reception Class, all children come for taster visits in the summer term. In addition to this, they are offered a home visit in September and then a stepped entry into the school environment in September. If appropriate, additional visits can be made and resources such as photobooks or social stories or holiday packs can be provided. When transitioning into different year groups, all children take part in move up mornings to meet their new teacher and become familiar with their new classroom. If we feel additional visits or different transitional activities are required then we will do so on an individual basis. When transitioning from primary school into secondary school, our SENCO and/or Headteacher will communicate and share information with the secondary schools SENCO and arrange meetings if required. We may also access support groups, which may help specific children with transition to secondary school.

6. How will we know how well they are doing?

Within school, pupil progress meetings are held with the Headteacher and class teacher to discuss children's progress formally. If progress is a concern, meetings can be held at any time. To support a child with SEND, teachers may work with the SENCO to produce an Individual Education Plan (IEP) which will consist of individual targets for the child to work on in school. The child will be working towards these targets and will be reviewed towards the end of each term. During this discussion, you are invited to share your views and support is offered as to how you can help your child at home.

We have an 'open door' policy and parents are always welcome to speak to teachers at a mutually convenient time. This may mean that parents need to make an appointment or, for a relatively quick enquiry, teachers may be available immediately. We hold two parents' evenings per year and every class teacher will write a detailed report near the end of the school year about your child's attainment, progress and achievement. We inform parents about age-related expectations for their child. Class teachers and, if appropriate professionals from external agencies, will advise parents on how best to support their child's learning and development at home.

7. How can I be involved?

Where a child is receiving SEN support we will regularly talk to parents to set clear targets and review progress regularly. The IEP will outline the personal targets for your child and these can be worked on at home, as well as in school. Should you need any advice or strategies on how best to support your child with their targets then please speak to the class teacher or SENCO.

8. Who can I contact for more information?

The SENCO in school is Mrs Kerry Todd and she is supported by Mrs Ellen McNulty and Mrs Sarah Evans (Headteacher). Their role is to co-ordinate all the specific provision needed for individual children. If you would like a meeting, please call school on 01695 576654 or contact the school office.

The Local Authority have published a "Local Offer" to outline services available to children and their families and to explain what they can expect from a range of local agencies. More information can be found at:

www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

You can view our own local offer on our school website where you will also find our SEN policy.

www.asmallprimary.co.uk

If you have a complaint about the SEN support the school provides for your child, then you should follow the procedure outlined by the DfE.

www.gov.uk/complain-about-school/sen-complaints