



# **Carter's Charity Primary School**

## **SEN Information Report 24 25**

## Overview

All educational providers from Child Minders to Further Education Colleges have a statutory duty under the SEND Code of Practice (CoP) to have arrangements in place to support children and young people with SEND. This support starts with the approach to the early identification of needs, through to the support that is provided at each of the steps through the Graduated Response to pupils with SEN Support. This collection of information is commonly known as the Provider's Local Offer, and this should link to the Local Authority's Local Offer, <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>, as well as the Local Authority's Local Offer linking back to your establishment web site. This information should be regularly reviewed and updated, in partnership with other local education providers, children and young people, parent/carers and the Local Authority.

Mainstream schools and academics, maintained nursery schools, 16 to 19 academics, alternative provision academies and Pupil Referral Units, also have a statutory duty to annually publish their SEN Information Report.

Lancashire County Council would encourage all educational providers to produce and publish a SEN Information Report, as this is recognised by the Department for Education (DfE) and OFSTED as good practice.

## Guidance for Completion

This guidance reflects the statutory guidance from the DfE in the CoP, and pulls on good practice from the national Association of Special Educational Needs (NASEN). The statutory requirements are detailed in the CoP 6.79 – 6.83. Lancashire County Council would encourage all educational providers to use the following template to produce their SEN Information Report.

# Carter's Charity Primary School



## SEN Information Report December 2024

### Name of the Special Educational Needs/Disabilities Coordinator:

Mrs Janina Callery

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### The kinds of SEND we provided for.

Carter's Charity Primary School is a mainstream school.

#### Inclusion Statement

We work hard to ensure that every member of our school community – pupils, parents, staff and visitors – feel safe and included. We are an inclusive school and every child, whatever their individual abilities or needs, is equally valued and welcome here. We expect all parents and visitors to understand and support our inclusive ethos. What does Inclusion mean? Inclusion is a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other needs. It is about giving equal access and opportunities and getting rid of discrimination and intolerance. Inclusion in schools In education 'inclusion' describes the right of parents and children to access mainstream education alongside their peers. Inclusion is about providing equal opportunities for all children. This means that all of the following groups have the same rights: · boys and girls · minority ethnic and faith groups, travellers, asylum seekers and refugees · children who need support to learn English as an additional language · children and with additional educational needs · gifted and talented children · children who are looked after by the local authority · children with disabilities · children with medical conditions · children from families under stress · children at risk of exclusion Sometimes children in these different groups may behave in ways that we find difficult to understand. In particular, children with additional needs and/ or disabilities can demonstrate different and even sometimes challenging behaviour.

#### What is a Special Educational Need and Disability?

The Children and Families Act 2014 clause 20 says that:

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she-
  - (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
  - (b) Has a disability which prevents or hinders him or her from making use of facilities

of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection 2. When of a compulsory school age (or would be likely, if no special education provision were made).

4. A child or young person does not have a learning difficulty or disability solely because of the language (or form of language) which is or has been spoken at home.

### **School context November 2024**

172 on roll

16.86% with SEND

Of these

Cognition and learning 34.4%

Communication and interaction 44.8%

Physical and sensory needs 13.7%

Social, emotional and mental health 6.89%

This information is shared with the Local Authority on a termly basis.

Examples within each area of need

- Cognition and Learning Difficulties
- Specific Learning Difficulties
- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties
- Communication and interaction
- Speech Language and Communication Needs
- Autistic Spectrum Disorder
- Physical and sensory needs
- Visual Impairment
- Hearing Impairment
- Multi-Sensory impairment
- Physical Disability
- Social, emotional and mental health
- Depression
- Attention Deficit Hyperactivity Disorder ADHD
- Eating disorders
- Anxiety disorders
- Mental Health issues

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

School follows a graduated approach. If a child is not making progress in a particular area with class teacher high quality teaching, the class teacher will liaise with the SENDco who will work with the teacher to provide an intervention to support an area of need. If progress is not made, the SENDco may consider asking for support from an outside agency such as a Speech and Language therapist or a Send Specialist teacher.

They will assess the child and provide recommendations /strategies to support the child's need. At this point, they will be added to the school's SEN Register. School works with parents and the child throughout this process in an open and sensitive manner.

We have good links with a variety of agencies who can offer support to families of children with SEND. These agencies work in partnership with families and school to ensure the child receives support to best meet their additional needs. We may have meetings with families and these agencies to discuss progress and plan next steps.

### **How do we monitor and evaluate our SEN provision?**

- Tracking of progress measured against national progress, individually and at a year group level.
- Use of Lancashire PIVATS when required.
- Some children in EYFS are monitored and evaluated using Lancashire Specialist Teaching Service Toolkit Assessment, Tracking and Target Setting 2022.
- Feedback from parents.
- Lesson observations.
- Individual case monitoring.
- Pupil voice.
- Report to Governors

### **Who can support my child in school with Special Educational Needs (SEND)?**

#### **Class teacher- Summary of responsibilities:**

##### **He/She is responsible for:**

- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet children's needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning for, and delivering any additional help your child may need (this could be targeted work, additional support, adapting resources etc) and talking about this with the SENDCo as necessary.
- Writing Individual Pupil Plans ( IPPs) and sharing these with parents termly(changing to half termly)
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and any specific adjustments which need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and/or specially planned work or resources.
- Ensuring that the school's SEND practice is followed in their classroom and for all the pupils they teach with any SEND.

Parents/carers can contact the class teacher via dojo or via the school office to make an appointment.

### **Special Educational Needs Coordinator (SENDCo)**

- Is responsible for and will use best endeavours to:
- Coordinate all the support for children with special educational needs (SEND) and developing the school's SEND practice to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensure you are involved in supporting your child's learning
- Ensure you are kept informed about the support your child is getting.
- Ensure you are involved in reviewing how they are doing.
- Ensure you are part of planning ahead for them.

- Liaise with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist.
- Update the school's SEND register, (a system for ensuring all the SEND needs of pupils in this school are known and understood) and checking/maintaining your child's records of progress and needs.
- Provide specialist support for teachers and support staff.
- Support your child's class teacher with creating and reviewing Support Plans, which identify targets.
- Organise training for staff.
- Liaise with cluster SENDco's to ensure consistency of approach and practice.
- Monitor, track and analyse progress and attainment of SEND pupils.
- Liaise and ensure smooth transition between educational phases
- Co-ordinate SEND interventions.
- The day-to-day management of all aspects of the school, this includes support for children with SEND.
- Entrusting the daily responsibility for SEND to the SENDco and class teachers and overseeing effectiveness of this.
- Ensuring the Governing Body is kept up to date about any issue relating to SEND.
- Accountable for financial expenditure of SEND budget.

SENDco can be contacted by the school office for an appointment, via email or via ClassDojo.

### **Head Teacher**

**Is responsible for and will use best endeavours to:**

- Oversee the effectiveness of provision for children with SEND.
- Develop the school's SEND practice to make sure all children get a consistent, high-quality response to meeting his or her needs in school.
- Monitor, track and analyse the progress and attainment of all children.
- Support the teaching staff and SENDCo.
- Ensure effective and efficient, use of human, environmental and financial resources

**The Headteacher** can be contacted by the school office for an appointment.

### **SEND Governor**

**Is responsible for:**

- Making sure that the school has an up to date SEND Policy and/or SEND Information Report.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure all SEND children achieve their potential in school.

**SEND Governor** can be contacted by the school office for an appointment.

**What do I do if I think my child has Special Educational Needs?**

**Who to contact?**

- If you have concerns about your child's progress you could speak to your child's class teacher.
- You can also speak to the SENDCo.
- The Head teacher can be contacted if you have concerns about how your child's SEND is being managed.

**School response:**

- Where there are concerns about your child's progress or learning, the teacher may raise this with the SENDCo
- The school has termly pupil progress meetings to monitor the progress of all pupils.

If there are further concerns about your child's learning, the school will discuss this with you:

- Any concerns you may have.
- To plan any additional support your child may receive.
- To discuss with you any referrals to outside professionals to support your child's learning.
- How we could work together, to support your child at home/school.

**What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?**

Teachers and SENDco are mindful of discussing children's additional needs in a sensitive manner with them. We listen to children as we are working with them and discuss progress towards targets.

SENDCo has one to one session with children with SEND to discuss what is and is not going well. These views are written down, shared with class teachers and used in meetings or to plan/amend future targets.

Moving forward, SENDco will ensure that children's views will be captured in relation to their aspirations and goals as well as their views on the provision they receive and how best they can be supported.

Evaluated IPPs will be shared with children and their comments towards their progress will be noted.

Additional support can be given by use of scribing or a pictorial format to ensure that their voice is heard.



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

We operate a graduated approach to working with children who we believe may have an additional need and keep parents informed of each step we are taking. Parents and children are treated with sensitivity and respect. Their views are listened to and taken note of by staff and by other professionals involved in their children's care.

Parents are invited to autumn and spring term parents' evenings, with their child, or without the child if parent has a particular reason not to want to the child to be there. They are encouraged to attend new starter parents' sessions in the summer term before their child starts in Reception class.

Parents are invited to meetings with other SEND professionals, when possible, to discuss their child's progress. Minutes of meetings are sent to the parents. Parents of children with SEND are encouraged to contact the SENDco or class teacher if they have a concern about their child's additional needs. This can be by dojo, phone call or by email.

Parents are invited to contact SENDco or class teacher if they have any questions about reports or IPPs.

Children contribute towards and attend (if they would like to) the annual review of their EHCP. The parents also contribute to and attend the Annual Review. Both sets of view are captured on specific forms which form part of the review process and the setting of future targets.

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

Class teachers and TAs are provided with all SEND paperwork for the children in their class for the coming year. This is updated as the year progresses. There is usually a handover meeting for teachers from one year group to the next to ensure a smooth transition. During this meeting, individual needs of children with SEND are discussed.

The class teacher is responsible for adapting the learning to best meet the needs of all children in their class. They are supported to do this by professionals who are working with particular children and by the SENDco.

All teachers have had some recent training on adaptive teaching. Specific year groups have had input from outside agencies on supporting the needs of children within their class, these have included Red Marsh Outreach Team for ASD, Specialist HLTA for dyslexia and for use of alphabet arc and colourful semantics. Specialist HLTA has modelled strategies to support children in EYFS with complex needs,



The speech and language therapists have given some staff training on speech sounds and specialist Speech therapist has given Reception class resources and modelled approaches to support children with ASD with their language development.

SEND Specialist Teacher for children with HI has recently led a deaf awareness session together with a child with HI for a particular year group and advises staff on classroom practice from children with HI.

### **How do we adapt the curriculum and the learning environment to support children with SEN?**

All children have an entitlement to a broad and balanced curriculum and pupils benefit from a range of teaching and learning styles; a carefully adapted curriculum with clear learning objectives; a range of adapted learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements which is used to inform the next stage of learning; access to ICT; and a broad range of extracurricular activities and visits (including a residential visit in Year 6).

This enables the pupils to understand the relevance and purpose of the learning activities. It also allows them to experience levels of understanding and rates of progress that bring about feelings of success and achievement.

Access to the curriculum is important and to ensure we get it right for children with Special Educational Needs we use a wide variety of resources to facilitate this. This includes the use of ICT and specialist equipment such as coloured overlays, writing slopes, pencil grips and adapted rulers and scissors.

We also offer a sensory room which is used for individual children as required who may need some quiet time or sensory input to support them through the school day. Adaptations to the child's learning environment and curriculum will help them to become more independent learners.

### **How are the adults in school helped to work with children with SEND and what training do they have?**

Part of the SENDCo's role is to support class teachers in planning for children with SEND. Individual teachers and support staff often attend training courses run by outside agencies such as the SEND Specialist Teacher and SEND Specialist HLTA, Speech and Language Therapist, Physiotherapist etc that are relevant to the needs of specific children in their class.

### **How accessible is the school environment?**

#### **How have we made this school physically accessible to children with SEND?**

- The school is accessible to children with physical difficulties via hand railings and ramps. We ensure that equipment used is accessible to all children regardless of their needs.
- The school has disabled toilet facilities.
- The school works in conjunction with SEND Specialist Teaching Services and medical professionals to support pupils with additional needs. Specialist teachers for children

with hearing and visual impairments undertake audits and make also recommendations to the class teacher regarding the classroom.

- All classrooms, the Head teacher's office, toilets including the disabled toilet, the hall, which is used as a dining room at lunchtime, the libraries and music room as well as the staffroom are on the ground floor.
- Toilets would be assessed and adapted in accordance to the needs of individual pupils.
- Currently, there are no disabled parking bays.

We work with families and with the relevant services such as SEND Specialist Teachers for children with visual or hearing impairments, physiotherapists to ensure audits are undertaken of both interior and outside areas.

We ensure staff are aware of children's specific needs and that relevant adjustments are made. Risk Assessments and Personal Evacuation Plans are also created in conjunction with families and shared with staff.

### **How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**

#### **How is the decision made about the type and quantity of support my child/young person receives?**

##### **How is extra support allocated to children?**

- Extra in-class support or group intervention is allocated by the class teacher, the SENDco or other professionals involved with your child depending on their level of need.
- Extra support from external professionals can be requested by the school.
- Progress of all interventions and support is reviewed regularly to evaluate progress and to see whether changes can/should be made.
- The school budget received from Lancashire County Council, includes money for supporting children with SEND.
- From the overall school budget, the Head Teacher decides on the budget for Special Educational Needs and Disabilities, in consultation with the school governors, based on the needs of the children in the school.
- Resources (including physical equipment)/training and support are reviewed regularly and changes made as needed.
- The Head Teacher and SENDco, discuss all the information they have about SEND in school including:
  - The children getting extra support already
  - The children needing extra support.
  - The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

##### **How could my child get help in school?**

At Carter's Charity School, we offer a graduated approach to Special Educational Needs and Disabilities so that a child will initially be supported by high quality teaching.

##### **Types of support:**

### **Class teacher-high quality teaching**

- Ensuring that the teacher has the highest possible expectation for your child and all pupils in their class.
- Ensuring that all teaching is based on building on what your child already knows, can do and can understand.
- Differentiated tasks, using different ways of teaching so that your child is fully involved in learning in class. This may involve more practical learning or provide different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the SENDco or outside staff) to support your child's learning.
- Your child's progress is continually monitored by his/her class teacher.
- Attendance, engagement in learning and behaviour are also monitored.
- His/her progress is reviewed formally every term.
- You will be informed of your child's progress and attainment at Parent/Carers' evenings in the Autumn and Spring terms and will receive a school report at the end of the school year.

**Who receives this?** All pupils

### **Specific small group work which may be:**

- Run in the classroom or away from the classroom.
- Run by a teacher or teaching assistant.

These are generally called 'Intervention groups' by schools.

Your child's class teacher or the SENDco will have monitored your child's progress and will have planned specific group work to help close the gap between your child's achievement and that of his peers

A Teacher or TA will run these small group sessions using the teacher's targets or a recommended programme.

Each child's progress is evaluated regularly, before and after the period of intervention.

**Who receives this?** Any child who has specific gaps in his or her understanding of a subject

### **SEN SUPPORT Level**

Children at SEN SUPPORT will have an Individual Pupil Plan (IPP) which will include targets that are currently being worked on and the additional provision that is put into place for that child. This individualised plan will be reviewed at least three times per year so that the outcomes can be closely monitored and adapted if necessary.

Children will have been assessed by an outside professional such as a SEND Specialist teacher, or a Speech and Language Therapist. They will be added to the SEN Register

Children may require support from school-based staff, or sometimes your child may need specialist support from a professional from an outside agency. This may be delivered in or out of school. This will be reflected in their IPP/SaLT plan.

**Who receives this?** Children whose learning needs require specialist support and advice in addition to the support already received in school.

### **Children with Educational, Health Care Plans**

The school, or you, can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, and you can find more detail about this in the Local Offer on the Lancashire Council website:

After the school have sent in the request to the Local Authority it will be decided whether your child's needs require statutory assessment.

If this is the case, they will ask you and all the professionals involved with your child, to write a report outlining your child's needs.

If they do not think your child needs this, they will ask the school to continue to support your child seeking additional advice and support as appropriate.

After the reports have all been sent in, the Local Authority will decide if your child's needs are complex and require additional support in school to make good progress. If this is the case, they will write an EHC Plan.

The EHC Plan will outline the support your child will receive from the LA and how the support should be used and what strategies should be put in place. It will also have long and short-term goals for your child.

An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with parents and all other professionals involved.

**Who receives this?** Children with complex needs.

### **How are decisions, resources and support on access arrangements that can be made available for public examinations?**

The Head teacher, class teacher and SENDco work closely following government guidance which is updated annually and liaise with parents to decide on the access arrangements, resources and support available for public examinations. They ensure that staff supporting children at these examinations are fully informed of their role and remit. Children and supporting staff are given experience of the support/access arrangements prior to the examination.

### **How will both you and I know how my child/young person is doing and how will you help me to support their learning?**

Parents are invited to whole school parents evening with their child to discuss their progress twice a year. They also receive an end of year report after which they are invited to contact the class teacher if they have any queries or concerns.

Parents of children with IPPs are sent a copy of each new IPP and an evaluated IPP at the end of term (to be altered to every half term.) They are invited to discuss these with the SENDCo. Progress against targets is written into the evaluated IPP from a baseliner assessment.

Children who undertake specific interventions such as IDL receive a termly progress chart detailing reading and spelling progress. Not all children who do IDL are on the SEN Register. Parents are given log in details for this and other apps used in school for parents to work on with children at home should they wish to.

Parents are encouraged to keep in contact with the class teacher and the SENDco to discuss any queries or concerns via ClassDojo or email. Appointments can also be made for face-to-face meetings.

Class teachers, TA's and the SENDco keep children informed about progress towards SEND targets.

### **Supporting Pupils and Families**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all SEND pupils by encouraging them to:

- State their views about their education and learning
- Identify their own strengths and learning needs
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- SENDCO/class teacher will go through the evaluated IPP with the child to discuss progress and next steps
- Monitor their success at achieving the targets on their IPP.

The school aims to work in close partnership with parents and carers.

We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing or resourcing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.

The Lancashire Local Offer brings together information that is helpful to children and young people with special educational needs and disabilities and their families.

Please see the link below:

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

**What training have the staff supporting children/young people with SEND had or may they have?**

**What specialist services or expertise are available at or accessed by the school?**

**How are the adults in school helped to work with children with SEND and what training do they have?**

Part of the SENDCO's role is to support class teachers in planning for children with SEND. Individual teachers and support staff often attend training courses run by outside agencies such as the SEND Specialist Teacher and SEND Specialist

If a child was due to start at our school with needs we have not previously supported, we would ensure that we worked closely with the relevant professionals involved in their care, that we received the appropriate training and that we held transition meetings with parents

and the other agencies involved in supporting the child to ensure a smooth start for the child at our setting.

We work closely with the Lancashire SEND Specialist Teaching Service who provide highly qualified specialist teachers to assess specific children and to attend EHCP reviews. We have been supported by Specialist HLTAs who model strategies recommended by the SEND Specialist teacher to staff.

We also receive support when needed from Red Marsh Special School Outreach Service. Staff also work closely with and have received specific SaLT training from speech and language therapists who we work closely with. Staff, both teachers and TAs are experienced and have received training to meet specific needs over the years. Each year, the SENDco can access 3 x1 hour one to one sessions with our link Educational Psychologist to create an Action Plan for certain children.

Paediatric Physiotherapists and Occupational Therapists provide school with programmes of support and provide guidance for school staff to carry out the support.

The Paediatric Continence Team or the School Nurse Team support school with continence needs.

We meet with all outside agencies who support our children including Children's Social Care, Specialist Nurse Teams, Paediatricians, the Children with Learning Disabilities Team, Children Family Wellbeing Service. The SENDco is often the Lead Person on families' Early Help Assessments and will then lead Team Around the Family Meetings. She has received training from the Children Family Wellbeing Service.

We operate a graduated response to children's mental health needs starting with a universal provision in class. SENDco may then offer low level mental health support individually. Finally, SENDco refers to the relevant agencies for counselling/assessment. The SENDco and the Attendance Lead, have had some training in EBSA (Emotionally Based School Avoidance). The Attendance Lead and Year 4 class teacher are Mental Health Champions and SENDco completed her Primary Mental Health Lead training. School is about to start working with Lancashire Minds to further support children's mental health and build resilience.

We are always looking to learn new skills to better support our children with additional needs.

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

#### **How can your child be supported during transition in school?**

#### **How will we support your child with identified special needs before starting at school?**

- We would welcome you to visit our school with your child to have a look around and speak to staff.
- If other professionals are already involved, a meeting may be held to discuss your child's needs, share strategies used and ensure provision is put in place before your child starts. If possible, we would ask for supporting documents to be sent to us from professionals/other provisions, to support the transition.
- We may visit your child if he or she is attending another provision.

- We may suggest writing a plan of action to help your child to settle more easily
- Taster sessions are held in the summer term for nursery age children to experience time in Reception class. Parents sign the children up for these sessions.
- Parents are invited to an Induction Evening where they get the opportunity to meet with the Head teacher, the Reception Class teacher and the SENDco.

### **How will we support your child when they are leaving this school or moving onto another class?**

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We can contact the new school's SENDco to pass on any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- We arrange a meeting with the SEND from the new school to discuss and pass on relevant information and documentation.

### **When moving classes in school:**

- Information and relevant documents will be passed onto the new class teacher and a 'handover' meeting with the previous and new teacher will take place.
- If your child would be helped by a book, or other resource to support them understand moving on, then it may be made for them.
- There will be an opportunity for children to meet their new teacher and other adults who will be working with them and to see their new classroom.

### **In Year 5 (in the summer term):**

- Children with EHC Plans will have a 'transition review' of their progress and needs which will be an opportunity to discuss appropriate high school options.

### **In Year 6:**

- The SENDco from the high school attends review meetings.
- School can arrange extra transition visits for your child to become familiar with their new surroundings.
- In some cases, staff from the new school will visit your child in this school.

### **How will we support your child when they join our school part-way through the year?**

If your child is planning on moving to our school:

We invite you to visit the school with your child to have a look around and speak to staff.

If other professionals are involved with the child, a meeting of all the professionals may be held to discuss your child's needs, share strategies used and ensure provision is put in place before your child starts:

- We may put 'settling in' strategies in place.
- If your child has moved to our school without a transition:

We will contact the previous school to arrange for transfer of information as soon as is possible. Your child will be monitored, and any necessary additional support will be discussed with the class teacher and other relevant professionals.

During an EHCP review, we work with the child and their parents, discussing Preparing for Adulthood outcomes and aspirations. Targets chosen by the child and family are added to



the short-term outcomes of the Annual Review Summary and are worked on by home and school throughout the year.

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

The school runs a variety of extra-curricular activities, some of which are seasonal and may change termly. Examples include an ECO Club, Young Voices, Christmas Choir, Dance Club, football, netball, Lego Club, Book Clubs

We do not routinely offer targeted extra-curricular activities for children with Special Education Needs, but instead actively try to ensure that all our extra-curricular activities, including our residential trip, are adapted for children's specific needs. As a fully inclusive school, all children participate in whole school curriculum and off-site activities. The extent to which each child participates, and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part.

Parents are involved in discussions about provision required and the child's risk assessment is used as a first step in creating a risk assessment for a specific trip such as the Year 6 overnight trip to Hothersall Lodge.

Staff take into account children's additional needs which are identified in personal risk assessments and PEEP Plans to ensure that there is the correct ratio of staff to support the child during break times and lunchtimes both in the dining hall and in the playground. Additional considerations may need to be made for some children with additional needs to access Breakfast and After School Club and to use the school bus service. We liaise closely with parents and staff as well as the school bus driver to create a plan that is suitable.

### **What support will there be for my child/young person's overall well-being?**

#### **How we support the emotional, mental and social development of pupils**

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in several ways, including behavioural difficulties, anxiety etc.

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff are readily available for pupils who wish to discuss issues and concerns.
- Teaching Assistant available on the yard at lunchtime to support others in play activities as well as outdoor activities designed to support emotional wellbeing.
- Several staff have attended mental health awareness training and use a range of strategies to support children with these needs.

The SENDCo provides pastoral and mental health support to individual children and their families. This is available to all pupils as required. If these levels of support are not sufficient, SENDCo will then refer to more specialist mental health support teams.

### **The administration of medicines and provision of personal care**

The SENDCo is responsible for liaising with parents and medical staff to create a Health Care Plan for children with medical needs.

A copy of this plan is kept in files in the staffroom and in Superstars where Breakfast and After School Clubs are based.

All staff are made aware of these plans. Class teachers and TAs keep medicines securely in classroom medical boxes and parents complete long or short-term medication forms giving permission for staff to administer medicines. Separate asthma cards and permission for the use of emergency asthma inhaler forms are completed by parents of children with asthma. Staff undertake annual anaphylaxis and asthma training. See also The Policy for Administering Medicines in School.

Parents of children with continence issues are given copies of the school's Intimate Care Policy and complete the relevant paperwork to enable staff to change/assist with changing their child, School staff and SENDCo work closely with the school nurse team and Paediatric Continence Team in these matters.

### **How school supports behaviour, avoiding exclusions and increasing attendance**

School staff and SENDCo work closely with the Behaviour Lead and the Attendance Lead to support behaviour, avoiding exclusion and increasing attendance. SENDCo and school staff may also work with outside agencies such as Children Family Wellbeing Service, the Lancashire EBSA Team. School can also access specialised support /assessment via the District Inclusion Hub. Parents are a central part of this process and are invited into school to meet with staff to decide on next steps.

### **How we ensure the safety of the children/young people with special educational needs**

Individual risk assessments are undertaken in consultation with parents and the relevant professionals to ensure the safety of specific children with SEND. Copies of these are shared with all staff who work with the child and these are taken into account when planning for school trips.

The bullying of any child, including those with SEND is treated seriously at school and details are noted on CPOMS where they can be securely kept easily accessed. See schools Behaviour Policy for further information.

### **How do children/young people with special educational needs contribute to all parts of your organisation's life, including school councils, Class Reps, or roles of responsibility?**

All children at Carter's Charity Primary School are given equal opportunities to take part in all organisations such as monitoring roles, Class Buddies, Eco Councillors. Children with SEND currently undertake these roles.

### **How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

Parents are always invited to speak to/message the SENDco when IPPs are sent out and when they are evaluated. Parents can also speak to the class teacher after they receive a class report. The SENDco is also available during term time to speak with parents of children with SEND and can be contacted by email, by phone or parents can ring school and ask for an appointment.

SENDco and classroom staff liaise with children with additional needs in class, during interventions and in one-to-one sessions with SENDco to discuss what is and what is not going well and how to move things forward.

SEND Specialist teachers or other professionals who assess children to identify additional needs capture the child's voice as part of their assessment and also liaise with parents.

SENDco sends out copies of IPPs termly (soon to be half termly) to parents and staff who work with that child. She also sends them to relevant outside agencies working with the child.

Reports from outside agencies are shared between professionals with parental permission.

SENDco provides an annual SEND Report to Governors to the Head Teacher in the autumn who then shares this with the governing body.

SENDco provides assessments of interventions on IPPs to parents and staff. She has an annual appraisal with the Head teacher at which future targets are set, and previous targets evaluated.

SEND outcomes are tracked and discussed at SLT meetings and with the Head teacher.

The SENDco is part of the Senior Leadership Team and meets regularly with them to discuss SEND matters. The SENDco also has a SEN Governor with whom SEND meetings are held.

### **How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

#### **What specialist services and expertise are available to children with SEND in this school?**

Senior leaders, teachers and teaching assistants are skilled in meeting the individual learning, behavioural and social needs of our children. The school also accesses a range of specialist services including:

- School Nurse Team
- Specialist Nurse Teams
- Speech and Language Therapist
- Occupational Therapist
- Educational Psychologists
- Physiotherapists

- SEND Specialist Teachers for children with Visual and Hearing Impairment
- Outreach support from specialist schools
- Specialist support from Social Communication Team
- Children's Social Care
- Children Family Wellbeing
- District2 Inclusion Hub
- Key Charity
- YMCA counselling
- BARNARDOS Time to Thrive
- BARNARDOS Young Carers
- Fylde Coast Women's Aid
- Family Support Worker
- Looked After Children Support Teams
- Child and Adolescent Mental Health (CAHMs)
- Paediatricians
- Parent Partnership
- ADHD Pathway (via CAMHS)
- Inclusion North
- ND Pathway
- Primary Mental Health Worker for CYP
- Children with Learning Disabilities Team

Support from outside agencies usually requires a referral by the SENDco. Some agencies accept direct referrals from parents. SENDco makes the referral in consultation with the parents and child. Parental permission is always sought. SENDco also signposts parents to agencies they may want to contact themselves. Meetings are held with parents and professionals to discuss the effectiveness of provision and to decide on next steps.

We work closely with professionals who support all four areas of need as described in the SEN Code of Practice.

**What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

**How can you be supported as a parent of a child with additional needs?**

### **Parental/Carer and Pupil voice**

Arrangements for consulting with parents and pupils will be made throughout all SEND processes. This is to ensure that there is a child-centred approach, and a clear set of targets agreed that best match the child's needs.

#### **What support do we have for you as a parent of a child with SEND?**

We would like you to talk to your child's class teacher regularly so we know what they are doing at home, and we can tell you about what we are doing in school.

In addition:

- The SENDco is available to meet with you to discuss your child's progress or any concerns you may have.
- All information from outside professional agencies may be discussed with you with the person involved directly or where this is not possible, in a report. The SENDCo may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Individual Pupil Plans are reviewed regularly (at least termly).
- EHC Plans are reviewed each year.
- Homework may be adjusted to your child's individual needs
- A Home/School contact book may be used to support communication.
- If your child is undergoing Statutory Assessment, you will also be supported by a SEND Caseworker. He/she will ensure that you fully understand the process.
- Additional information and contacts of external support within the school community on our website.

#### **How do we complain if things seem to be going wrong?**

If there is a concern which is not resolved by the actions described, please refer to the school's complaint procedure. If we are concerned regarding external provision or decisions made school will challenge those decisions, following a discussion with parents/carers. See also the school's Complaints Policy.

### **Where can I find the contact details of support services for the parents of children/young people with SEND?**

Parents are sent links which signpost children/young people and their parents/carers with special education needs to organisations and services that can provide additional support. The FIND SEND newsletter is sent out termly. Lancashire Break Time information is also sent to parents of children with additional needs. Further information is available on the Lancashire Local Offer, see website and see link above.

**Where can I find information on where the local authority's local offer is published?**

Our Local Offer - Insert link to your establishments Local Offer

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>