



Lea Endowed C of E Primary School

Special Educational Needs and Disabilities Report 2020

OUR VISION

'LET EVERYONE SHINE'

At Lea Endowed Church of England School we provide an excellent education for our children.
We follow God's example, by loving Him, and each other, in all that we do.
Our whole school family is encouraged to achieve their full, God given potential and shine in their own special way.

"Let your light shine."

Who is our SENCO? MRS A LUCARELLI

Contact Number 01772 729880

ABBREVIATIONS

SEND	Special Educational Needs and Disabilities
EHC	Education and Health Care Plan
SENCO	Special educational needs and Disability Co-ordinator
IEP	Individual Education Plan
PIVATS	Performance Indicators for Value Added Target Setting

WHAT LEA ENDOWED SCHOOL PROVIDES

Lea Endowed CE Primary School is a mainstream school and can accommodate up to 140 pupils between the ages of 4 and 11.

We offer a warm, caring Christian environment. We are a school family that follows the example of Christ in His message; regarding every child as a unique and special individual.

The school consists of one building. The ground floor is fully accessible. We have one room which is on the second storey. This is currently used as an extra classroom for Year One children. Our building has an accessible toilet facility. Specialised equipment, materials and furniture can be provided to meet individual needs as required.

The school offers a broad and creative curriculum, differentiated to meet the needs of all children. A range of enrichment activities take place throughout the school year.

HOW DO WE IDENTIFY A CHILD WITH SEND AND HOW DO WE ASSESS THEIR NEEDS?

The progress made by all pupils at Lea Endowed is regularly monitored and reviewed by class teachers, senior leaders and our SENCO.

Teachers consult with the SENCO when the evidence gathered through the usual assessment & monitoring arrangements gives concern about a pupil's progress.

The triggers for concern are described in the SEND Code of Practice.

We recognise that all pupils make progress at different rates and so we use information from a range of sources when identifying if a child may have SEND, they include;

- Parents
- Reports & meetings with transferring nursery/school
- Ongoing teacher assessments and formal termly assessments
- Termly progress meetings
- Information from other professionals.

The school identifies pupils as having special educational needs **if we are taking action that is additional to or different from that which goes on in the classroom as part of our differentiated approach.**

There are four categories of special educational needs and disabilities. If a pupil has SEND, their needs will fit into one or more of these categories;

- COMMUNICATION AND INTERACTION**
- COGNITION AND LEARNING**
- SOCIAL, MENTAL & EMOTIONAL HEALTH**
- SENSORY OR PHYSICAL**

If a pupil is identified as causing concern, we may assess children's needs through observations and assessments by the SENCO.

Where necessary, external agencies may be involved to provide further advice and support.

In addition to the assessments carried out in class, the Engagement Model may be used to assess, measure and monitor progress for those children working significantly below age-related expectations.

If a child is assessed as having a Special Educational Need or Disability, a meeting will be held with the parents or guardians of the child and the child will be placed on the school's SEND register.

Children on the SEND register are more closely monitored by the SLT and SENCo. A support plan is put in place for the child which contains focused and specific interventions around their area/s of need. The impact of these targets and interventions is monitored by the school SENCo and adjustments are made to the programme of support where necessary. Where there are concerns beyond the school's level of expertise, school will refer to external agencies with the permission of parents.

HOW WE INVOLVE PARENTS AND CONSULT WITH THEM ABOUT THEIR CHILD'S EDUCATION

NEW CHILDREN

For new children joining the school, there are open days for prospective parents held in the Autumn term each year.

Parents complete registration forms which enable them to share information about any known additional needs. Induction meetings for new parents are held in the Summer term where relevant staff will be introduced and parents can discuss their child's needs.

ALL CHILDREN

The first contact for parents will always be the child's class teacher. Teachers hold 'Open Door' sessions weekly where they are available to talk to parents about their children's progress and parents are able to look at their children's work and learning environment.

In some cases, home/school books are used to inform parents daily of their child's progress, achievements or needs.

Parents are welcome to talk to staff at any appropriate time but longer conversations will usually require an appointment.

At the start of the school year, each year group holds a Welcome meeting for parents.

Throughout the year, parents are invited to attend relevant curriculum meetings and workshops.

Parent evening meetings are held in the Autumn and Summer terms, giving parents the opportunity to meet with the teacher and discuss progress.

Parents are welcome to contact the school at any point during the year, regarding any aspect of their child's needs and the school will identify an appropriate member of staff to offer support.

A full annual report is sent out in the Summer term

CHILDREN WITH SEND

If a child is experiencing difficulties, parents will be informed at a parent's meeting or an informal meeting will be arranged.

Parents of children with SEND are informed Termly, by letter, of their children's progress on their Individual Learning Plan targets. They are also invited to meet with the teacher or SENCo to discuss their child's Learning Plan or any other concerns they might have.

Meetings with the SENCOs and the school's class teacher can be arranged as required

HOW WE INVOLVE AND CONSULT THE CHILDREN ABOUT THEIR EDUCATION.

All children are given the opportunity to have their say through the Light Keepers (our version of a school council). Children have at least one Extra Mile representative in each class who they can take their ideas, concerns and suggestions to. The Light Keepers then share these at the Half termly meetings.

Children are given many opportunities throughout the year to make democratic decisions about Behaviour systems/ rewards/ fund raising activities/

With adult support, SEND children develop a 1-page profile at the beginning of each year which informs those working with the child, of their strengths/difficulties and preferences for support. Send children are given "their voice"; they are consulted termly as their Send Support Plan targets are reviewed and set.

Targets are shared with children on an ongoing basis.

Where appropriate;

- all children with Statements/EHCs will be asked to complete a questionnaire for their annual review.
- the child is able attend the review to share their views verbally or is asked to provide a written view to be shared at the meeting.

We currently have 2 children with an EHC plan.

HOW WE ASSESS AND REVIEW THE PROGRESS THAT CHILDREN MAKE AND HOW WE INVOLVE THEM AND THEIR PARENTS

Assessment for all children is ongoing and informs the teachers' planning.

The school measures progress against nationally agreed standards.

Termly pupil progress meetings are held to review the progress of all children and identify those who may need additional support.

Following Lancashire guidelines, reviews of Statements/EHCs are held annually, or more frequently if necessary.

Support Plans and the outcomes of intervention groups, are monitored by the class teachers and our SENCO and are reviewed termly.

Targets on Support Plans are reviewed regularly and new ones set when appropriate.

Support Plans are sent home termly with an invitation to attend a meeting to discuss the targets if required.

Parents are encouraged to share their views or recommendations termly for their child's support on the Support Plan. Plans often include recommendations on how parents can best support their child at home.

HOW WE ADAPT THE CURRICULUM AND THE LEARNING ENVIRONMENT FOR CHILDREN WITH SEND.

Work and activities are differentiated to support the needs of all pupils.

To support learning all teachers use a range of teaching styles

Support Plans are put in place to target the individual needs of pupils as necessary.

Adjustments are made for children with SEND to support them as necessary during tests, such as SATs. Access arrangements, for example additional time, readers and scribes can be applied for, for individual children. In some cases, children may be disapplied from these assessments, if necessary.

Adaptations to the environment will be made as required.

Additional resources, specialised equipment, materials and furniture is provided to meet individual needs.

Recommendations from other professionals will be followed.

CPD will be provided for staff to support specific needs, if required.

All children are able to access school clubs or trips. Access arrangements or increased adult supervision will be arranged as required.

Medication

Medicines can be administered by staff with parental permission.

A medicine letter can be filled out for any short term medications.

Care plans are written for any long term medications.

HOW WE SUPPORT OUR PUPILS WITH SEND AS THEY MOVE ON TO HIGH SCHOOL OR MOVE TO ANOTHER SCHOOL

Each year pupils visit their forthcoming secondary schools for taster sessions.

Additional visits will be arranged for children with special educational needs with support from school staff as required.

Y6 teachers meet with the secondary school staff to pass on information and transition documents will provide additional information.

The SENCO will liaise with staff from the receiving school as required.

Following the allocation of places, the high school SENCO will be invited to any relevant meetings including Statement/EHC reviews.

How we support children with emotional and behavioural difficulties

Liaison with the family to ensure consistency between home and school, including the use of communication books if appropriate.

We support children through our strong Christian ethos and through our school family Christian Values.

All children participate in PSHE lessons where they are encouraged to develop their social skills and reflect on relationships.

A range of resources are available to support in the specific teaching of social skills and to support with emotional development.

The Achieve 360 team is used for intervention and nurture groups are set up to support individual children.

The playground has a friendship bench which encourages children to take care of each other at playtimes and Reception children have buddies in the Class 5 to help them settle.

Involvement of outside agencies to work closely with the family if appropriate.

Individual Behaviour plans and Behaviour Contracts where appropriate are written.

THE ARRANGEMENTS WE MAKE FOR SUPPORTING CHILDREN WHO HAVE SEN AND ARE IN THE CARE OF THE LOCAL AUTHORITY

There is a designated member of staff with responsibility for looked after children who ensures that we work in partnership with the social worker and other professionals to fully meet the needs of the young person and to ensure that a Personal Education Plan is in place.

How we deal with bullying and make sure children with SEND can tell us if they are having a problem

We support children through our strong Christian ethos and through our school family Christian Values.

Reported incidents are dealt with immediately Anti-bullying week further raises awareness.

Strategies are put in place according to the individual pupil's needs. As appropriate children can elect a trusted adult with whom they can discuss concerns or worries.

The school has a Behaviour Policy which incorporates anti-bullying strategies. This can be found on the school website.

Use of Collective Worship, RE and PSHE lessons are consistently and effectively used to promote positive friendships and relationships.

WHAT SHOULD I DO IF I HAVE A CONCERN OR COMPLAINT ABOUT THE PROVISION FOR MY CHILD?

Initial concerns or complaints should be raised with the class teacher, then the SENCO, and if it cannot be resolved, the Head teacher.

WHERE INFORMATION CAN BE FOUND ABOUT THE AUTHORITY'S LOCAL OFFER

All information about the authority's local offer can be found on their website www.lancashire.gov.uk

C M SEAGRAVE

Date: January 2020

Review date: January 2021