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*Confidence. Persistence. Getting Along. Organisation. Resilience.*

## **EDISFORD SEND INFORMATION REPORT**

**November 2024**

At Edisford Primary School every teacher is a teacher of every child, including those with SEND.

Our SEND profile for 2023-2024 shows that we have 9% of children identified as having SEND. This reflects the rigorous focus on early screening and identification of specific difficulties at the end of EYFS for all children. Targeted intervention led by specialist teachers aims to reduce difficulties which previously may have had an impact on a child's learning and caused them to be included on the SEND register. This percentage is made up of the following groups:

20 pupils are identified on the Special Needs Register, 5 with an EHC plan, some with multiple needs.

6 female

14 males

2 speech and language support

6 social communication support

6 support for processing information/working memory

4 medical support

1 Visual impairment

4 Phonological processing support

At Edisford we are committed to working together with all members of our school community. We believe in achievement for all. We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills, so that all children regardless of individual need make the best possible progress. We value high quality teaching for all learners and actively monitor teaching and learning in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners; adults continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level. Sometimes this can take the form of Targets (Individual Learning Plans) written by the class teacher termly and overseen by the SENCo, the children's targets may supported in class, in small groups or individually.

## *Identifying Special Educational Needs*

*Special Educational Needs and provision can be considered as falling into four broad areas:*

- 1. Communication and Interaction*
- 2. Cognition and Learning*
- 3. Social, Mental and Emotional Health*
- 4. Sensory and/or Physical (SEND code of practice 2014)*

*At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities. The SENDco (Mrs Darnell) liaises closely with other members of the leadership team and class teachers to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information, classroom assessments, SATs, PIVATS, standardised scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.*

*The Code of Practice (2014) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching. It does not include pupils who are at risk of falling behind due to motivational issues, whatever their cause.*

*Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities. The SEND register is kept by the SENCo in consultation with class teachers.*

## *A Graduated Approach to SEND*

*At Edisford high quality teaching (Wave 1), differentiated for individual children, is the first step in responding to pupils who may have SEND.*

*This means:*

- That the teacher has the highest possible expectations for all pupils in their class*
- That all teaching is built on what children already know, can do and can understand*
- Different ways of teaching are in place so that children are fully involved in learning*
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support children to learn*
- Special Guided reading groups run for the first half hour of each day to ensure that basics are reinforced at the appropriate level.*

*Teachers will let parents know what their child is learning and how they are progressing*

*At school we regularly review the quality of teaching for all pupils, including those at risk of underachievement.*

*Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions.*

*We have our own ability sets in English, each group has its own set of standards and learning approaches. Pupils understand these groups as do parents and they are referred to in the School reports sent out twice a year. Our reading scheme closely matches the phonics phase and sound that the child is currently being taught in their phonics group. Parents also have the chance to exchange information via the 'Reading Diary' available to all pupils. These are checked regularly by Teachers and Teaching assistants.*

*The decision to make Special Educational Provision involves the SENCo, Class Teacher and Senior Leadership Team. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEND Support and is school based. This may include additional provision at Wave 2 or 3. The programmes of intervention and support for children reflect the need to access the whole*

curriculum.

### **Targeted interventions (Wave 2)**

- These may be run in the classroom or in sessions outside of whole class learning
- They are teacher led and may be delivered by a teacher or teaching assistant
- These are usually group sessions with specific targets to help children to make progress – targets are used in both group and class work
- Interventions will be assessed and monitored by the Senior Leadership Team
- Parents are informed when their child is in intervention groups and targets and progress are shared

### **Specified Individual support (Wave 3)**

- Some pupils will follow 1-1 work; such as if the learner has a Statement of SEND or Education, Health and Care Plan (EHCP) or if they have been assessed by outside agencies as needing extra specialised support e.g. Speech and language support.
- Children with Social and Emotional and Mental health needs are supported by the Wellbeing and Conduct Leader in school.

For higher levels of need school may liaise with external agencies and professionals.

Specialist agencies we liaise with regularly include:

- Speech and Language Therapy Service
- Occupational therapy
- Educational Psychology Service
- Hillside and WhiteAsh special schools
- SEND Traded Services
- Children, Family Wellbeing Service
- Specialist Teachers

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team are available to train staff for any specific medical need.

We have support assistants trained to cater for varying needs, these being Speech and Language Difficulties, Autistic Spectrum Conditions, Hearing Impairment, Visual impairment, Specific Learning Difficulties SpLD (Dyslexia) and physical differences. Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support from teaching assistants or specialist staff.

We review educational processes for all children in school termly.

### **Monitoring and Evaluating SEND provision in school**

The SENDco regularly completes audits of SEND provision in school in order to gain child, parent and staff views. The SENDco regularly feeds back to governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils.

Children and families are involved in planning for progress through regular discussions about their child's MLP (My Learning Plan) and their set targets. The child's voice is central to every review of progress.

Parents take part in annual review meetings for children with Health and Care (EHC) plans. They receive copies of all relevant paperwork concerning their child.

Pupils always contribute to their own reviews at their own level.

Individual targets are set for all children with SEND and these are reviewed termly or half

termly as appropriate.

The staff will regularly support parents of children with SEND to be fully involved in their child's school life.

School operate an open door policy with regards to any concern a parent may have.

Regular meetings with key staff and the Leadership Team look at the effectiveness of the provision made for children with SEND and disability.

**Managing Pupils Needs on the SEND register** Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. Children's attainment and progress is reviewed at least termly and next steps/targets put in place from there.

A class teacher may use a range of ways to record next steps, these being:

- Individual education plans
- Individual behaviour management plans
- Individual Nurture plans
- SEND support plans
- Provision maps

At Edisford we pride ourselves on having strong links with other agencies. We work alongside:

- Local Children's Centres
- Children's Social Care
- School Nurse Team
- Children and Family Wellbeing Service
- Medical professionals

We use the Early Help Assessment Form (EHA) process to facilitate links with other agencies.

#### **Arrangements for the Admission/transition of SEN/Pupils with disabilities.**

For new children starting in Reception, nursery visits are organised and the children attend a number of sessions in Summer Term 2 before starting in September.

Additional meetings will be arranged with the nursery and parents for children who have specific needs.

New starters in any year group will be invited to school to attend a full day or half day taster sessions.

Children with SEN/disabilities will have additional visit days to secondary schools with alongside the school's standard induction day(s) programme.

Transition meetings are held between schools and visits made to the school by Secondary School Staff.

Additional meetings can also be arranged with pupils, parents, SENCo and staff.

## *Support for the child and overall well-being.*

*Pastoral support programs are provided for vulnerable children and children who have been identified as requiring these programmes.*

*We encourage parents to be proactive in meeting the needs of their children and over the years they have sought advice and support from school in terms of their children's behaviour, emotional wellbeing and medical needs. They have also sought advice on other family situations.*

*All children, including children with SEND are encouraged to take an active role in the life of the school. Through the PSHE curriculum and pastoral support children are taught a range of life skills including learning about emotions and developing a vocabulary to express them, ways of managing emotions and taking responsibility for their actions. Also developing children's social awareness and understanding.*

*Children with SEND are encouraged to share their thoughts and feelings at annual review meetings*

*The Medical Policy identifies the procedures for managing medicines in school. The Medical List is updated annually, as are Care Plans and relevant training e.g. epipen, asthma and epilepsy training. The SENCo has regular meetings with the School Nurse.*

*Each class has a medical box and medical register detailing medical needs. Pictures of children who have severe allergies are in a central file kept in the staffroom. The kitchen has a list of food allergy sufferers.*

*We have close links with a range of other medical and family support agencies. We use the EHA process to identify needs early, taking guidance from Lancashire's Continuum of Need. Intimate care plans and health care plans are updated by the school nurse in consultation with parents.*

*Staff are first aid/paediatric first aid trained. Safeguarding procedures ensure the well-being of all children but staff are particularly aware of the vulnerabilities of children with SEND and physical disabilities.*

The staff will support any child that they feel is vulnerable or at risk of bullying. Any report of bullying by a child or parent is taken seriously and is dealt with in line with the schools behaviour policy.

### **Accessibility**

Our school was built in 1953 and is fully accessible by wheelchair.

A disabled toilet is available including changing room and shower.

Information is available on the school website and noticeboards are placed around school in addition to regular newsletters.

Furniture is modern and of a suitable height appropriate to the age group of the children being taught.

The school has a range of ICT programs for pupils with SEND in addition to laptops, ipads, computers and interactive whiteboards in each classroom.

Edisford offers a daily Breakfast club and after school activities for children. There are opportunities for children to take part in various clubs, e.g. sports, knitting, choir, and chess both after school and at lunchtimes. School run clubs are free of charge.

The staff ensure that all children have an opportunity to attend and transport is provided if necessary.

### **What happens if I have a complaint concerning the provision made at school for my SEN child?**

If parents believe that their child has a learning difficulty or social or emotional issue which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should first raise their concerns with the class teacher. If the parents think that the child should be given more support they should then make an appointment to speak to the SENCO or the Headteacher. Most concerns will be resolved in this way.

However, if parents are still dissatisfied, they may choose to raise their concerns with the school's governor responsible for SEN. Where parents and the school are unable to agree about the nature of the child's difficulties or how they might be resolved, they may seek help and advice from the SEND Information Advice and Support Services (SENDIASS).

The complaints procedure can be found on the school website, details of which can be found below.

### *Roles and Responsibilities*

The person responsible for managing SEND provision (SENCo) in school is Carol Darnell who is a member of the Senior Leadership Team.

SEND Governor: Elizabeth Clarkson

Designated Lead for Safeguarding: Elizabeth Hamilton-Thorpe Headteacher and Emma Blockeel Deputy Headteacher.

Looked After (CLA) Lead: Elizabeth Hamilton-Thorpe and Emma Blockeel

Children with Medical Needs: Carol Darnell

Special Educational Needs and Disability Officer (SENDO) from the Local Authority: Rahila Hussain, Inclusion service 01254 220553

Families can be directed towards the school's SEND policy and Lancashire's Local Offer <http://www.edisford.lancs.sch.uk/sen> in order to make decisions about next steps for their children.

### *Contact details for support services for the parents of pupils with SEN:*

The SEND Information Advice and Support Service (SENDIASS) is impartial, confidential and free. It provides the following services to families of children with special educational needs and disabilities:

- Discuss your concerns about special educational needs or disabilities (SEND)
- Explain SEND policies and procedures in Lancashire
- Assist you with SEND paperwork
- Liaise between you, your nursery, school or college and other professionals
- Support you with relevant meetings
- Signpost you to other sources of support about SEND There are also a number of local parent/carer support groups, contact details can be found at:

<https://lancssendias.org.uk/parents/>

- Lancashire County Councils Local Offer can be found on:

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