

Heskin Pemberton's C of E VA Primary School
SEND Report, 2017-18

SENDCO: Mrs K. King (Maternity leave)

Acting SENDCO: Mr A. Brindle

SEND Governor: Mrs T. Dean

Headteacher: Mr A. Brindle

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What kinds of special educational needs do we make provision for in our school?

- The school provides for pupils with special needs and disability in mainstream education.
- It does not have any designated specialist teachers or teaching assistants.
- The school does not have any special needs units attached to it.
- The school does provide experienced teaching staff and a warm, nurturing environment for all pupils.

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

- The school continuously assesses the progress and achievement of all pupils including those with special educational needs in line with the school's assessment policy and strategy.
- The impact of the additional support given to the children will be monitored and reviewed.
- In the first instance, parents should consult with the class teacher if they think their child has special educational needs. This should be done as early as possible in order for school to implement early intervention strategies.
- Guidance on identifying special educational needs can be found in the school's SEN Policy.

What arrangements does the school make for consulting with children with special educational needs and disabilities about, and involving them in, their education?

- All pupils play a significant role in their own assessment, progress and learning throughout their time at Heskin Pemberton's.
- The children are involved in face-to-face discussions with staff regarding their needs, likes, dislikes and support.
- The children, alongside their parents are fully involved in the decisions being made about their education.

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

- The school continuously assesses the progress and achievement of all pupils including those with special educational needs in line with the school's assessment policy and strategy.
- Where a pupil is assessed as having special educational needs the parent is contacted by the school and they are encouraged to be involved in working in partnership with the school to meet their child's needs.
- We ensure that face to face meetings take place with parents/carers and children as frequently as necessary.
- The school maintains an open door policy and strives to ensure appropriate and relevant information is shared between parents/carers and school staff.
- Interim reports and annual reports provide written details of progress and attainment throughout the year.

How will the curriculum be matched to my child's needs?

- It is important that all pupils are given equal access to the school curriculum.
- The teaching of this curriculum will then be adapted and differentiated in order to take into account the individual needs of our children.
- Additional resources, guidance, support and professional development may be needed to support some children and the school will assess and manage this within the limitations of the school budget.

How accessible is the school environment?

- The areas accessed by children on a single level.
- Disabled toilets are accessible.
- A ramp is used to access the school entrance.
- Suitable paths have been installed on the school playing field and EYFS area.
- Visual timetables are sometimes used in school.
- IT equipment and school desks are at an appropriate height.
- Information is accessible through letters, weekly newsletters, the school website and the school/PTFA Facebook page.

How is the decision made about the type and quantity of support my child receives?

- The type and quantity of support will be decided upon through consultation with parents, teaching staff, support staff and any relevant outside agencies.
- Children with an EHC Plan will also have local authority input into the level of support the child should receive.

How will both you and I know how my child is doing and how will you help me to support their learning?

- The school will regularly monitor, assess and review the provision made for pupils with special educational needs.
- Parents, pupils and staff will communicate regularly, sharing relevant information about wellbeing, provision, attainment and progress.

- *Parents of children with an EHC plan will be issued with updated plans and will be involved in an annual review meeting.*
- *The class teacher will provide you with strategies, resources and support in order for you to assist in your child's learning.*

What training have the staff supporting children with SEND had or may they have?

- *All staff in school have updated training on any changes to the SEND school, local and national agenda.*
- *All staff have medical training, including First Aid, Epi-Pen, AED and Asthma training.*
- *A number of members of staff have received training for social and emotional wellbeing, Autism, ADHD and Dyslexia.*

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

- *School liaise with the following agencies and seek their advice when needed:*
 - *The School Nurse*
 - *Occupational Therapy Service*
 - *Physiotherapy Service*
 - *Speech and Language Services*
 - *Educational Psychology Service*
 - *Inclusion, Disability and Support Service*
 - *Specialist School Outreach*
 - *Special Educational Needs Officer*
 - *Social Services*
 - *Early Intervention Team*
 - *Child, Adolescent and Mental Health Services (CAMHS)*

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

- *Transitions can be an unsettling time for any child so we will endeavor to take steps to ensure that any transition is as smooth as possible.*

If your child is joining us from home/a childminder/ a pre-school or a nursery setting:

- *The SENCO will liaise with the childminder/ SENCO and/or parents and will gather all necessary documentation and information.*
- *A transition programme will be arranged which meets the individual needs of your child.*

If your child is joining us from another school:

- *The SENCO will undertake a pre-visit where appropriate or speak to the previous school's SENCO.*
- *Your child will be able to visit our school and stay for taster sessions, if this is appropriate.*

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.

When moving from Key Stage 1 to Key Stage 2:

- A transition meeting will take place and parents will be invited to attend.
- Extra visits, if required, to the Key Stage 2 areas and new classrooms.
- Some children may find it useful to have photographs of key members and staff and of the new school, classroom, playground and lockers

High School Transition:

- Each Year pupils visit their forthcoming Secondary School for a taster day and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.
- The SENCO and class teacher will discuss the specific needs of your child with the secondary school SENCO.
- Children with statements are offered extra taster sessions at their chosen secondary school. These are discussed at the transition meeting which is held in the spring term.
- Your child will also participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- If your child would be helped by a transition programme to support them in understand moving on, one will be devised for them.

How will my child be included in activities outside the classroom, including school trips?

- All pupils are entitled to be included in all parts of the school curriculum.
- We will endeavor to include all pupils with special educational needs in any educational visits with their peers.
- We will conduct specific Risk Assessments to ensure that these activities are safe for all participants and we will make any adaptations in order to make these visits successful.

What support will there be for my child's overall well-being?

- At Heskin we recognise that children may have additional emotional and social needs which we will endeavour to nurture and develop.

- The school follows PSHE programme to support these needs.
- Social Stories may also be used.
- The school will make appropriate provision if these additional needs manifest themselves in certain ways such as behavioural difficulties, anxiousness or communication difficulties.

How do you evaluate the effectiveness of the provision made for children with special educational needs?

- The school will regularly monitor, assess and review the provision made for pupils with special educational needs.
- The progress made by pupils will be reviewed.

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

- It sometimes becomes appropriate to consult outside agencies in order to support specific children. Parents will be consulted with when support from these agencies are sought.
- Agency involvement may include:
 - The School Nurse
 - Occupational Therapy Service
 - Physiotherapy Service
 - Speech and Language Services
 - Educational Psychology Service
 - Inclusion, Disability and Support Service
 - Specialist School Outreach
 - Special Educational Needs Officer
 - Social Services
 - Early Intervention Team
 - Child, Adolescent and Mental Health Services (CAMHS)

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

- Our Complaints Procedure can be found here:
<http://heskinpembertons.co.uk/wp-content/uploads/2017/11/Complaints-Procedure-2017-1.pdf>

Who can I contact in school about SEND issues?

- The first point of contact should be the class teacher.
- You can also contact the SENDO, Mrs Katie King:
kking@heskinpembertons.lancs.sch.uk
- Or the Acting SENDCO, Mr Alan Brindle:
head@heskinpembertons.lancs.sch.uk
- or the SEN Governor, Miss Tina Dean: 01257 451365

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

- Our Local Offer can be found here:
<http://heskinpembertons.co.uk/wp-content/uploads/2017/11/SEND-Local-Offer.pdf>
- Lancashire County Councils Local Offer can be found here:
<http://www.lancashire.gov.uk/send>

