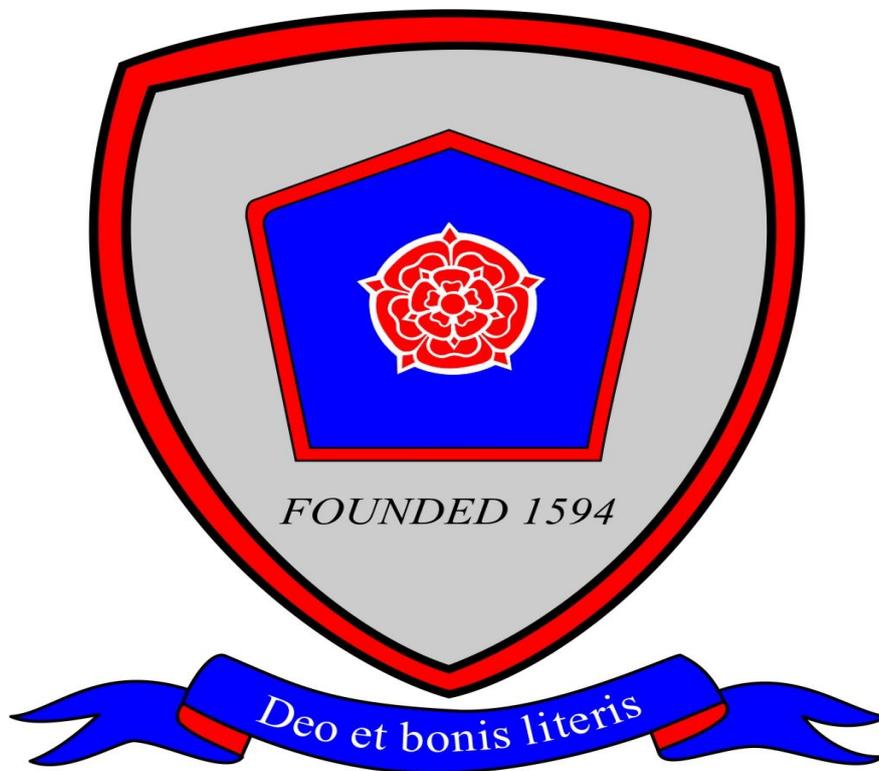


# Archbishop Hutton's V.C. Primary School

## SEN Information Report 2017-2018



*For God and sound learning*

Date approved: 12/10/17

Next Review: Sept 2019

Signed: \_\_\_\_\_ M. Jackson (Chair of Governors, Mrs. M. Jackson)

Date: 12/10/17

Signed: \_\_\_\_\_ S. Watson (Headteacher, Miss. S. Watson)

Date: 12/10/17

### **What kinds of special educational needs do we provide for?**

Archbishop Hutton's School is a mainstream school. Our mission statement sets out our aims for all children.

**"This school welcomes all, whatever your background, so that you can achieve your God given potential"**

There are four types of Special Educational Needs and Disabilities (SEND) identified by the Department for Education:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory or Physical

When a pupil has SEND, their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all pupils.

### **How do we identify a child with SEND and how do we assess their needs?**

At Archbishop Hutton's School, we recognise that students make progress at different rates and not always in a steady, linear pattern. Therefore, students are assessed as having SEND in a variety of different ways, including the following:

- Liaison and information from previous settings such as pre-schools, nurseries or a previous school
- The pupil performing significantly below the expected levels
- Concerns raised by a Parent/Carer
- Concerns raised by a Teacher
- Liaison with external agencies e.g. Educational Psychologists, Paediatricians, Occupational Therapists etc.

We believe early identification is vital to supporting children with SEND and the school works closely with parents and outside agencies to best support children in school. The school uses appropriate screening and assessment tools from both school resources and where needed, outside agency involvement.

## **Who is the SEND Co-ordinator (SENCO) and how can we contact them?**

The school SENCO is **Mrs Ayshea Mead**.

Mrs Mead is responsible for the operation of the SEND policy and co-ordination of specific provision made to support individual children with SEND. She can be contacted via the school office 01524 734305 or by email at [a.mead@archbishophuttons.lancs.sch.uk](mailto:a.mead@archbishophuttons.lancs.sch.uk)

## **How do we involve parents and consult with them about their child's education?**

At Archbishop Hutton's School, we ensure class teachers and other staff build positive relationships with parents and pupils in their class so that any concerns can be raised quickly and sensitively.

When children are enrolled at our school, parents are invited to meet with the Headteacher or Class Teachers to discuss their child's needs. During these meetings Teachers and Parents have the opportunity to discuss the child and share any information that may be needed to help the child settle into school and access learning opportunities fully.

The School operates an 'Open Door' policy and has three parent's evenings a year to provide opportunities for parents to discuss the progress of their child. Parents can request further meetings at any time if they have any concerns or worries that they wish to discuss with Teachers. An annual report is sent to all parents outlining the child's achievements during the year.

When a child has SEND, Parents/Carers are encouraged to be regularly involved with the school. Where advice has been gained by outside agencies or there is a change in provision, the school ensures this is shared with Parents/Carers.

## **How do we involve and consult the children about their education?**

Children are encouraged to be involved in their education through:

- Taking an active part in all lessons
- Responding to marking and verbal feedback
- Contributing to meetings where targets are set between the Teacher and the child
- Completing homework tasks and projects

Where a child has a pupil profile, focussed time with the Class Teacher or Teaching Assistant is given to discuss learning needs, progress towards targets and next steps. Children who have an Educational Health Care plan (EHC), have the opportunity to contribute to annual reviews either verbally or in writing.

## **How do we assess and review the progress that children make and how do we involve them and their parents?**

Progress of all children throughout school is tracked using either the Early Years Foundation Stage Profile or the Key Stage 1 & 2 KLIPS (Key Learning Indicators in Performance). Teachers meet regularly to discuss pupil progress and any concerns relating to attainment are discussed. Where there are concerns relating to individual children's learning the Class Teacher and SENCO will discuss how their needs could be met and what support or additional assessments maybe required. This may involve taking advice from external specialists and may include the use of diagnostic and other assessments to determine the exact areas of needs and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Where additional support or intervention is required pupils and Parents will be involved in the planning process as much as possible. The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and Parents happen at least once a term.

## **How do 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 School for taster sessions and also Secondary Teachers from the local schools visit Archbishop Hutton's to help ease the transition from Year 6 to Year 7.

For children who have an EHC in place, the school arranges an early review of child's needs in the Autumn term to ensure that there is a clear transition plan with key milestones and timescales to support both the pupil and the Parents during the transition, which is an anxiety provoking experience.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to Secondary School the Year 6 Teacher and SENCO will meet with the SENCO of the receiving school to discuss SEND records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

## **What is our approach to teaching children with SEND?**

Archbishop Hutton's understands that it is the responsibility of all Teachers to cater for the special needs of our children within their classes on a daily basis. **The Class Teachers are responsible for ensuring that all learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs.**

Interventions, either one-to-one or small group, are delivered either by the Class Teacher or a Teaching Assistant. However, this is overseen and monitored closely by the SENCO (Mrs A Mead).

Every staff member working with the child will have an important role to play. They are aware of the school's policies and procedures and are kept up to date where appropriate. Training is encouraged and undertaken by staff as required to ensure they have the appropriate skills and knowledge to deal with any area of SEND that they may be accountable for.

During individual pupil planning meetings, discussions will be held between appropriate members of staff and parents concerning the support their child is receiving. This is a great opportunity for any views and concerns to be shared and queries explained.

## **How do we adapt the curriculum and the learning environment for children with SEND?**

All children including those with SEND are encouraged to take a full and active part in the whole curriculum and where needed advice is sought to ensure this is achieved in the most effective way. It is the Class Teacher's role to differentiate resources and activities to ensure all pupils can access the learning. This can mean that teachers plan:

- Visual, auditory or kinaesthetic activities.
- Small group or 1-1 learning
- Pre-teaching content or vocabulary.
- To provide additional apparatus or materials.
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties.
- To Adapt the learning environment, seating arrangements and accessibility of resources etc

When needed, the school will provide the teacher or teaching assistant with the appropriate training and advice to ensure adaptations meet the child's needs.

### **How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?**

Archbishop Hutton's School has a dedicated Special Educational Needs Co-ordinator, Mrs Mead. She is an experienced Teacher who has a passion for ensuring that all children receive the best education that they can. Mrs Mead attends regular update meetings and training within the area of SEND and shares the relevant information with staff. She works closely with the SEND Governor and the SENDCON learning consultant.

The school is committed to ensuring that all staff are trained to meet these additional needs and their knowledge is updated when necessary. As a school we work closely with a range of external specialist services which can be accessed to support our pupil's needs.

Where required, we are able to access expert input in other areas, including specialist health advice and assessment, through the School Nurse, Physiotherapists, Occupational Therapists, Community Paediatricians and Child Mental Health Services amongst others. Referrals to these outside agencies and support services are subject to their own guidelines and timeframes.

### **How do we know if what we provide for the children is effective?**

There are several ways that we assess the effectiveness of the support provided:

- We see evidence that the pupil is making progress academically against national or age expectations or that the gap is narrowing. This may mean that they are catching up with their peers or age expectations
- Verbal feedback from the Teacher, SENCO or external agency. This may be given to Parents/Carers in reviews, parent evenings or informal meetings.
- Formal or informal observations of the pupil at school.
- Feedback and discussions with Parents and children.
- If pupils make sufficient progress, they may be moved off SEND support plans and intervention programmes.

### **How are children with SEND enabled to take part in all the activities available at school?**

Every child within Archbishop Hutton's school is encouraged to take a full and an active part in all areas of school life. If there are barriers to children or families being able to engage in aspects of school life, school staff will work closely with them and outside agencies to look at the best ways to overcome any issues.

To ensure that all children have the opportunity to attend school visits, residential trips and outdoor learning days we work closely with specialist teachers and health care professionals to complete care plans and risk assessments for children with physical health needs or medical needs e.g. Diabetes, Asthma and Epilepsy.

### **How do we support children with emotional and behavioural difficulties?**

The pastoral care and nurturing ethos of Archbishop Hutton's school is a real strength of the school. The staff and Senior Management Team have invested a lot of time and training to ensure that all children, particularly those with emotional and behavioural difficulties are fully supported throughout their time with us.

Where it is identified that a child may need support or supervision whilst outside playing, a teacher or teaching assistant is assigned to observe the child to ensure that both they and their peers have a positive experience.

When children start school in the EYFS or during a school year, they are given a 'Key worker' or 'buddy' to show them around and help them to settle in, as well as being someone that they can go to if they have any issues.

This system is very effective in supporting children to make friends and to support those children who have difficulties at playtime.

From EYFS through to Year 6 children take part in the Kidsafe training program which not only develops children's knowledge on issues such as bullying and internet safety but also encourages them to tell a 'trusted grown up' if they have any worries or concerns.

Additional to this the school also has the facility to support children within small groups or through 1-1 sessions, should a need for additional support be identified.

We have a detailed whole school behaviour management policy and anti bullying policy which parents can access on the school website.

The school also provides opportunities for children to attend assemblies & workshops run by agencies such as Childline and the NSPCC .

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

Archbishop Hutton's school has a comprehensive behaviour management policy that is integral to the way in which children are supported, praised and provided with clear boundaries, as well as providing an outline of how issues relating to bullying are dealt with.

The school also has a robust pastoral support program which ensures that every child has an identified adult that they can talk to and confide in if they are finding school challenging, including when they feel they are being bullied.

Through our kidsafe program children are trained to talk to 'a trusted grown up' about any concerns they have and there is also a buddy system in place for all children new to the school.

Children are supervised at all times whilst out on the playground and any issues that arise are dealt with quickly and where necessary are passed on the Class Teacher or Headteacher. Children who may be vulnerable during less structured times are highlighted to the staff who provide supervision to ensure that additional support and monitoring is available.

### **How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?**

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including:

- Inclusion Disability Schools' Service
- Health Services including: GPs, School Nurse, CAMHS (Child and Adolescent Mental Health Service), Clinical Psychologist, Paediatricians, SALT (speech and language therapists,) Occupational Therapists and Physiotherapists
- Children's Services including: Family Support Workers, Social Workers; Educational Psychologists and Specialist Advisory Teachers.

Where appropriate the school will use the Common Assessment Framework (CAF) process to identify children in need of additional behavioural, mental health or social support and act as the lead professional in the team around the family (TAF) meetings.

### **What arrangements do we make for supporting children who have SEND and are in the care of the local authority?**

Children who are in the care of the local authority are supported in the same way as other children with SEND by liaising with the appropriate agencies to ensure all the child's needs are met.

However greater emphasis needs to be placed on gaining a clear understanding of parental responsibility and the role of the local authority as corporate parents, in order to effectively support the Parents or Carers to be able to support the child.

Whilst ensuring that the child has a clear personal education plan (PEP) in place that is monitored and reviewed regularly, it is essential that information sharing is clearly defined to ensure that the appropriate people are included as the social circumstances can often be complex. Writing progress reports and attending formal review meetings is also integral to the care of a young person who is a looked after child.

### **What should I do if I have a concern or complaint about the provision for my child?**

The complaints procedure for Special Educational Needs mirrors the school's complaints procedures. Should a Parent or Carer have a concern about the special provision made for their child, they should in the first instance discuss this with the Class Teacher. If the matter is not resolved satisfactorily parents can:

- Discuss the problem with the SENCO (Mrs A Mead)
- Discuss the problem with the Headteacher Miss S Watson
- More serious on-going concerns should be presented in writing to the SEN Governor (Mrs C Pilling), who will inform the Chair of Governors (Mrs M Jackson)

### **Where can I find information about the authority's Local Offer?**

As part of Lancashire County Council, the Lancashire Local Offer should be your first point of reference for any further information. This can be found at:

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

A link to Archbishop Hutton's School Local offer is available above