



Higham St John's C. of E.

(Controlled)

Primary School

13024

SEN Information Report and School's Contribution to the LOCAL OFFER

September 2018



Higham St. John's C. of

E. Primary School

Special Educational Needs Information Report and School's Local Offer

(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 - 3a)

This Special Educational Needs Information Report (incorporating the School's Local Offer) should be read in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND) which is available on the website.

1. What kinds of special educational needs do we provide for?

Higham St. John's C. of E. Primary School is a mainstream primary school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

Definition of Special Educational Needs and Disabilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

2. Who is the SENCo and how can parents contact them?

The school's SENCo is Mrs R. Farrington; she works in school part time but can always be contacted by email: r.farrington@higham.lancs.sch.uk

Alternatively, an appointment to see Mrs Farrington can be made via the school office by telephoning: **01282 772376**

Mrs Farrington has been a SENCo since June 2008 and, as such, is exempt from completing the National Award for SEN.



3. How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENCo liaises closely with the Assessment Co-ordinator to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENCo and Assessment Coordinator. If further action is deemed necessary, the parents are informed immediately.

In most cases, pupils are only identified as SEN *if they do not make adequate progress* once they have been given good quality personalised teaching, access to adaptations and intervention. Triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English and mathematics skills resulting in poor attainment in some curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems which create barriers to progress despite the provision of personal aids or specialist equipment.

Once identified, as having a special educational need or disability, a child will be added to the SEND record by the SENCo so that 'additional and different' provision can be made for them.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a

learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

The school Special Educational Needs Coordinator (SENCo) may carry out some additional diagnostic tests (eg WRIT, YARC, BPVS) to assist with the identification of SEN. The school may, with parental permission, seek the advice of external agencies such as Acorn Psychology and Support Services or the Special Educational Needs and Disability Service (SENDS). Additionally, some children may receive support from our National Health Service colleagues e.g. Speech and Language Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc.

Evaluation/Impact to July 18:

Diagnostic testing (by the SENCo and/or by the Educational Psychologist) continues to improve teachers' understanding of the difficulties certain children are facing and their ability to support such children. As a result, these children have improved their learning through personalised Action Plans. At July 18, 16 children were on the SEND register, two of whom have Education, Health and Care Plans. From September 2018, due to changes of cohort, there are 13 children on the SEND register, 3 of whom have EHCPs. Ten children have had or continue to have regular input from the Acorn Psychology. The SENCo continues to undertake standardised testing, both of children who are already receiving SEN Support and of those who are making slower than expected progress, despite intervention in order to identify if they may need SEN Support.

4. How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance contact the class teacher. School operates an 'open door policy' so parents can contact school at any time and we will do our best to meet with you straight away, although sometimes some members of staff are out of school (on courses or at meetings etc). An appointment to speak with the Special Educational Needs Coordinator can also be made via the school office, as above, and Mrs Farrington is always happy to talk about special educational needs!

To keep parents informed we have a comprehensive website with a SEND section, texting service and Twitter/Facebook page. We also have newsletters which go out weekly, two parents' evenings a year and one annual report which enables parents to give written feedback.

There are annual open days for prospective and current parents and some special open days to showcase children's topic or project work. Parents are also invited to some of our celebration assemblies e.g. if their child is one of the presenters or if they are to be given a certificate. Parents will be informed / invited by text message. Each

year we ask parents to complete a questionnaire; the theme of the questionnaire changes each year. Feedback is analysed and acted upon where appropriate.

In addition, for children who are on the Special Educational Needs record and have an Individual Education Plan (IEP), the IEPs are sent home when they are written (four times a year). Parents are invited to discuss the IEP with the class teacher. We also send a copy of the previous IEP with an evaluation to show the progress the child has made against their targets. Sometimes children achieve their targets before the IEP is reviewed; if this happens, the child is given a certificate to celebrate their achievement, a new target is set and a note is sent home to inform parents of the new target.

Children with a high level of Special Educational Need who required an individualised curriculum, a Personalised Provision Plan (PPP) is written in conjunction with the parents, based on advice from specialists.

For children with long-term, complex needs, it may be appropriate to request a statutory assessment of their needs. This is a long and complicated process but school will guide parents through each step. We would also encourage parents to accept a referral to the Information, Advice and Support (IAS - formerly Parent Partnership) Team. Their service is free, impartial, and confidential. It can help parents to gather, understand and interpret information and apply it to their own situation. More information is available by following the link to the IAS Team under the **“Help for Parents and Carers”** section of the Lancashire SEND website:

www.lancashire.gov.uk/SEND.

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted e.g. enlarged print or in audio format if requested.

We do not currently have any multi-lingual staff in school but we do have several bi-lingual parents who may be able to assist other non-English speaking parents.

The school office manager, Headteacher and/or SENCo will help parents/carers to complete forms and paperwork when necessary and by signposting to agencies such as Sure Start or the school nurse. Information, advice and guidance for families of children with SEND is available via the SENCo and/or links on our website and parents/families who have additional needs are supported by members of the school staff. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to IAS Team, as above. The school office manager will also support parents with online school applications if they do not have access to computer or Internet at home.

When children join the school, we make a Home – School Agreement to help parents to understand the parameters and expectations in school. Additionally, we use Behaviour Contracts for all children on school trips and within school for some children who have particular difficulties in regulating their behaviour; behaviour of children at Higham is outstanding (Ofsted)

If parents wish to become even more closely involved with school life, we have two places for parents to sit on our governing body and elections for these positions take place on a 4-yearly cycle. We also have a Parents' Forum (to enable parents to raise

issues and help shape the future development of the school) and a Friends of Higham School (FoHS) group which always welcomes new members. Parental surveys are also completed and actions taken in response to this.

Evaluation/Impact to July 18:

Feedback from parents of SEND pupils regarding provision remains positive. Those who responded to the parental survey said they felt well informed about their child's provision and progress.

Teaching Assistants remain involved in Parents' Meetings, along with the Class Teacher to 'share progress, highlights and concerns'; parental responses about this are very positive. The open-door policy means that prompt action is taken to intervene as soon as any issue or concern is raised.

Many parents of children with SEND have expressed their gratitude for the support that their child receives. They contact the SENCo by email and always receive a quick response; meetings are arranged as required.

5. How do we involve and consult with the children about their education?

We have a School Council which is made up of representatives from each class, voted for by their classmates. ALL children are eligible to serve on the School Council, regardless of special educational needs or disabilities and in recent years several such children have served the Council very well.

All junior children take part in the Pupil Attitude Questionnaire each year which produces a numerical summary of views of their own school lives as well as opinions of various school-related topics, such as behaviour. The data shows that the vast majority of children have a positive view of school. Areas for further development can also be identified and improvements planned to ensure all children enjoy their school life.

Additionally we have carry out Pupil Interviews, which take two forms: The first is a general survey based on learning skills and how they access the learning environment; the second is subject-specific. These are carried out annually. An SEN focused Pupil Interview is planned for the near future.

Children with SEND who have an Individual Education Plan (IEP) or Personalised Provision Plan are involved in discussions about their targets including how well they are progressing and what they need to do or need help with next. They do this whilst working 1:1 with a teacher or teaching assistant and we always blame the target and/or the strategies, *not the child*, when a pupil is struggling to achieve a target and make adjustments accordingly.

Evaluation/Impact to July 18:

The following quotes have been gathered from children on the SEND register:

- *"Numicon helps me. I can see what the numbers are."*
- *"My learning wouldn't really work without help."*
- *"Mrs [teacher] explains things in lessons and my brain remembers them."*
- *"I feel excited about coming to school. Mrs [TA] helps me with my work and helps me to concentrate."*

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

Assessment for all children is a continual process and takes many forms, as laid out in the school's Policy on Teaching and Learning. For many children with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 basis through an IEP.

It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEN in their care. This work is co-ordinated by the school's SENCo. Throughout the school, children's progress in Maths and English is formally assessed by teachers every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.

Specific additional assessments for children with potential or identified SEND can also be carried out by the SENCo, usually starting with targeted classroom observations. Examples of specialist assessments available are: Wide Ranging Intelligence Test (WRIT), York Assessment of Reading Comprehension (YARC), British Picture Vocabulary Scale (BPVS), Wide Ranging Achievement Test (WRAT) etc. These can be repeated at a later date to measure progress.

All IEPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored weekly (on a 'can they do it?' basis) by the teaching assistant, backed up by the class teacher. The child is also encouraged to self-evaluate against their targets on a weekly basis with the teaching assistant and/or teacher. New targets are set as soon as each target is met. IEPs are formally reviewed and evaluated 4 times per year by the class teacher and/or SENCo, informed by the weekly monitoring; this may involve the repetition of a specialist assessment, as above. A copy of a child's IEP is sent home, along with a copy of the previous, evaluated IEP and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home. Children with IEP targets are rewarded for their achievements with a certificate. A similar process is followed for children with Personalised Provision Plans (PPPs).

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the Local Authority. Parents and external agencies are strongly encouraged to attend. Reviews in year 5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in late summer term of year 5 or early autumn term of year 6 will confirm parents' choice of high school and a further transition review, when a high school place has been allocated, will be convened and the high school SENCo invited.

Evaluation/Impact to July 18:

The EP is in school, approximately half a day per month so adjustments to provision and Action Plans can be made whenever required, in addition to the regular review cycle (as determined by the plan). Plans are written in consultation with the parent and child where possible or shared with them at the earliest opportunity.

7. How do we support our pupils with SEND as they move on to high school or move to another school?

To support all the year 6 children with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All children are invited to attend open days at their new school in the summer term.

Additional visits to their new school will be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENCOs of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children with a statement or Education, Health and Care Plan, a more formal Transition Meeting involving all parties may be arranged to plan the transition process. Where children with SEND move to another primary school, the SENCO will contact the SENCO of the receiving school to ensure all relevant information is shared. Parents planning such a move of their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move.

Evaluation/Impact to July 18:

Transition arrangements were implemented for two children with SEND in the cohort that moved to high school in July 18; their Pupil Profiles were used to aid transition and school have been proactive in contacting the high school after the child has transitioned to check that they have all the required information. There are 5 children in year 6 for 2018-19 with identified SEND. Transition arrangements for two of those children have already been initiated; transition for all year 6 children will be formalised once their high schools have been confirmed in March 2019.

8. What is our approach to teaching pupils with SEND?

In accordance with the SEND Code of Practice, 2015, school does everything it can to meet children and young people's SEN. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional help to make progress in their learning;

- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;
- When planning work for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's Personalised Provision Plans (PPPs), Individual Education Plans (IEPs) and or Pupil Profile. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

For all children with Special Educational Needs, the class teacher, SENCo and Teaching Assistants will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention.

For all children with SEND (except those with an Education and Health Care Plan (EHCP), SEND Pupil Profiles will be written. For most children, the class teacher and SENCo will make more detailed arrangements for a programme of support, including an Individual Education Plan (IEP) when required to provide Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets. Higher needs children may have a more detailed Personalised Provision Plan (PPP) instead of an IEP.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the pupil's Personalised Provision Plan or IEP. There may be some direct input and advice from a specialist teacher from within the LA (Special Educational Needs and Disability Service, SENDS) or from other agencies such as Acorn Psychology and Support Services, the LA Educational Psychology Service, Speech and Language Therapy etc.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child is laid out in their Plan and delivered via a Personalised Provision Plan.

There are currently eight teaching assistants (TAs) working across the 5 classes in school. Although some are part-time, this enables almost full-time TA support in every class with some additional support to be deployed where and when the need arises including in-class support, the one-to-one delivery of Individual Education Plans (IEPs) and small group interventions.

Evaluation/Impact to July 18:

Our high expectations of SEND children has resulted in the majority of SEND children making at least 'expected progress' (based on national expectations for ALL children) over their Key Stage. Around a third of children with SEND have made better than 'expected' progress because provision is increased where necessary to accelerate and/or maintain progress.

Two staff meetings are dedicated to transition where staff pass on key information about all children to the next class teacher, especially those who experience particular difficulties. A separate afternoon is set aside for teaching assistants to pass on key information, strategies and effective resources that can be used to ensure a smooth start to their new class.

9. How do we adapt the curriculum and learning environment for children with SEND?

The school will provide a range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions / supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child. For more complex and expensive items, an Access and/or ICT Assessment will be requested and then the school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this. The School has a hearing loop in the hall to support children or parents with hearing impairments and we are a member of the National Deaf Children's Society, thus endeavouring to make our environment deaf-friendly.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisations aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid and many more. We already have a very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually in withdrawal for limited periods) e.g. Fine and/or Gross Motor Skills, Social Skills or bespoke small group interventions. A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child and delivered through a Personalised Provision Plan (PPP).

We have a range of ICT programmes for pupils with SEN (e.g. IDL Cloud). Every child has access to computers in the IT suite with headphones, there are interactive whiteboards in all classrooms and a full-class set of iPads are available for use throughout school.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

Evaluation/Impact to July 18:

All children on the SEND register have a 'Pupil Profile' which gives an overview of their strengths and difficulties so that all staff are aware of their needs. Two children have fully Personalised Provision Plans, adapted regularly in liaison with the Educational Psychologist. A child with a visual impairment is provided with a range of access

equipment; a pupil with a hearing impairment was seated appropriately in class and staff were aware that they need to check the child has heard instructions and knew what to do. Advice from the Teacher of the Deaf (ToD) and Teacher of the Visually Impaired (who visit termly) has been implemented for the appropriate children. Both children made good progress.

10. What else do we do to make the school safe and accessible?

The school has its own gated car park. Under normal circumstances, this is for use by staff and visitors only but it does have a disabled parking bay which is made available to parents if their vehicle carries a blue badge. Access from the car park to the entrance lobby is via tarmac pathway. The entire school is on one level and is fully wheelchair accessible. In addition to the normal children's toilet facilities, there is one disabled toilet although changing facilities are restricted. Most doors in the school have been adapted to allow for easier access for wheelchair bound pupils although all are accessible.

School staff are on duty on the school playground from 8:45am. All infant children are supervised as they leave school to ensure safe handover. Junior children are allowed to make their own way home or to a pre-arranged off-site collection point (e.g. at the gate or the Village Hall car park), providing this intention is made clear to school and that they return straight away if the person collecting them is not present. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away).

There is sufficient Teaching Assistant cover within the school to enable extra support at playtimes and lunch times if necessary to support children with Special Educational Needs and Disabilities. Teaching Assistants are also employed to help with the handover process at the start and end of the day.

Evaluation/Impact to July 18:

The school's accessibility plan remains current; there is a three year strategic plan (2016-19). As part of this plan, improvements have been made to the lighting within school and the replacement of all doors (to wheel-chair friendly) is now complete. Some staff received "Deaf Awareness" training from the Teacher of the Deaf and made appropriate adaptations to ensure optimum access to the curriculum for a hearing impaired child. Initial training and adaptations have already been implemented for a new pupil with a visual impairment and frequent input from a Qualified Teacher of the Visually Impaired has been arranged for the new academic year.

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

The SENCo attends termly cluster meetings and passes updates on SEND to other staff, as appropriate. Many of our current Teaching Assistants and some teachers have been trained in to support children with a range of Special Educational Needs, in areas such as:

- Precision Teaching Methods
- Memory Difficulties
- Behaviour Management
- Autism

- Speech & Language Programmes (ELKLAN, Primary Strategies)
- Dyslexia
- Subject specific support programmes

Specific training is made available to staff to support the needs of a particular child(ren) if the expertise is not already in school. This may take the form of external course or, where appropriate, from the relevant outside specialist coming in to school. We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants.

Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies such as Acorn Psychology and Support Services; Local Authority services such as the Special Educational Needs and Disability Service (SENDS) or similar. Again, with parental permission, some children may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the CAF process which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website:

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45139>

Evaluation/Impact to July 18:

All staff have been trained to meet a specific need within school this year and training has begun to meet the needs of new children, as appropriate. For instance, one member of teaching staff received specific training on teaching maths and English to SEN children and this was cascaded this to other staff.

Regular visits from the school's bought-in EP facilitate frequent mini-training sessions and advice to staff to meet the specific needs of children within school.

12. How do we know if what we provide for the children is effective?

All SEND children have either: an Education, Health and Care Plan (EHCP); an SEN Support Plan or, in most cases, a Pupil Profile. High needs children may have a Personalised Provision Plan (PPP); most other children with SEND will have an Individual Education Plan (IEP). All of these are reviewed regularly, as laid out above.

The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under

5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice;

The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The SENCo meets with the SEN Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENCo. The cost of all such provision is calculated based the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and/or SENCo to ensure that the effectiveness and efficiency of provision is maximised.

Evaluation/Impact to July 18:

Parental feedback is very important in our measure of effectiveness. Parents who responded to this year's survey say they know how their child is supported and they are fully informed

The analysis of costs of provision against impact (Cost / Benefit Analysis) ensures that staff are placed according to the needs of the children and has led to the adaptation of group interventions for children with additional needs. The Cost / Benefit Analysis is presented to the Governing Body and informs resourcing.

Parental feedback at EHCP annual reviews has been very positive. The children's progress is tracked by the EP on her regular visits to school.

13. How are children with SEND enabled to take part in all the activities available in school?

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (e.g. through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a

specialist teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

School also works closely with the Pendle Sports Partnership, who have a dedicated sports leader, who promotes sport for children with SEN and/or disabilities. This results in a wide range of sporting activities over the course of the year, tailored specifically at the individual children's needs. Examples have included: Boccia, 'Blind Cricket', Horse Riding and Sailing.

Before and after school care is available to all children at Higham St John's Primary School from 7:30 am until school opens and from 3:30 pm until 6 pm during term time. This is run directly by school and operates under school's Special Educational Needs Policy. The morning club costs £4 per day including breakfast and the afternoon club costs £7 per day including a snack. Parents who are eligible for Working Tax Credits towards childcare costs may use their vouchers for our club. The Club is mainly staffed by existing TAs who know the children well and are suitable qualified to support them.

There is a huge range of after school (and some lunch-time) clubs at Higham St John's Primary School throughout the year, varying on a Termly basis. We are able to heavily subsidise these to encourage participation.

The following list is a selection of what has been available to all children, including those with Special Educational Needs and Disabilities, over the last year:

Artist Club	Board Games Club
Cheerleading	Cricket
Dance	Dodgeball
Eco-Club	Fitness
Football	Gymnastics
Handball	Movie Club
Cookery	Multi-skills
Musical Theatre	Netball
School Choir	Judo
Tag Rugby	Musical Tuition: Guitar, Violin, Woodwind,
Club Français	Recorders, Ocarina & Vocal Coaching

Many of these clubs are provided by School staff, but a number of trusted outside providers are also used. Examples include:

- Pendle Sports Trust
- Judo Education
- Lancashire Music Service peripatetic teachers
- Le Club Français

Evaluation/Impact to July 18:

Children from the SEND register were represented on the School Council by 1 child this year. All SEND children have accessed school clubs.

During the course of this academic year, the running of the Before and After School Club transferred from an independent provider to the direct control of the school. Feedback from parents and pupils has been positive.

14. How do we support children with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

Medical

The school has a variety of policies which cover health and wellbeing issues eg Medicines in School Policy, Accident / Incident Report Procedures Policy etc. The school's Single Equality Policy is available for free on the website and via the school office on request.

Some medication, such as asthma inhalers are kept in the teacher's cupboard in the appropriate classroom. All other medication is kept in a locked cupboard in the office or in the staff-room fridge if necessary. All medicine is recorded in a medicine book along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

For individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. As Higham is a small school, all staff know which children have Care Plans and who is trained to deal with them. Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs. Additionally, there is a photo-card for children with medical needs in the front of each class register; this gives a brief outline of their difficulty and signposts the reader to more detailed information which is held securely in the office.

At least $\frac{3}{4}$ of staff within school have had Paediatric First Aid training which is updated on a 3 yearly cycle. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

Evaluation/Impact to July 18:

Paediatric First Aid Training was been refreshed last year and more staff have been newly trained, increasing the proportion of trained staff.

The school nurse delivered epilepsy and diabetes awareness training last year to ensure the safety of children with these conditions. Health Care plans are updated according to need.

Emotional and Social

Higham St John's Primary School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. To support pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centres, CAMHS,

paediatricians, speech and language therapists, occupational therapists, school nurse etc. Although none of these is based in school, some do come into school to carry out assessments and therapy, with parental permission.

In some cases, school or one of the other agencies may complete a CAF (Common Assessment Framework) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need. More information for families about the CAF process is available here:

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45139>

Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved

Evaluation/Impact to July 18:

The school's bought-in Educational Psychologist has provided advice and strategies to support some children with emotional difficulties. All staff received training on Attachment Disorder from CARITAS Care during the previous academic year. School also secured bereavement counselling for one child.

Bullying and Child Protection

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons and daily whole-school assemblies. Anti-bullying day is observed and we have play leaders and buddies on the playground. Children with specific difficulties may be teamed up with a buddy or buddies to ensure their inclusion, safety and well-being on the playground. Additionally, all staff (including welfare) are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child.

E-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Pupils' views on safety, bullying and attitudes to risk are sought through the annual Pupil Attitude Questionnaire (See qu. 5)

Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request. Incidents of bullying are extremely rare and behaviour at Higham is 'outstanding' [Ofsted].

In accordance with legislation, the school has a Designated Senior Person (DSP) and a deputy DSP to deal with issues related to Child Protection and Safeguarding. All staff receive regular Child Protection awareness training. The DSP, deputy DSP and the SENCo have recently been retrained in the use of the new Common Assessment Framework (CAF). All staff are trained to Level 1 (Awareness).

Evaluation/Impact to July 18:

Ofsted Short Inspection (Jan 2016): "Pupils feel safe in school and are eager to attend. They say that bullying is rare and staff quickly and effectively deal with any that happens."

All staff have regular Safeguarding Training, to renewed at INSET at the start of the academic year 2018-19.

All staff received "PREVENT" (anti-radicalisation) training. e-safety issues have been raised regularly with all children and letters are sent to parents to ensure children keep themselves safe. There was one incident of bullying three years ago, which was dealt with swiftly to the satisfaction of all parties.

15. What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?

School has a nominated member of staff for Children Looked After. This is the Headteacher. They liaise with the SENCo to contribute to the child's Personal Education Plan (PEP). Where a Child Looked After has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP.

Evaluation/Impact to July 18:

There are no Children Looked After in school at present.

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

In order to deal with your concern or complaint in the quickest and more straightforward way, we ask that you take a graduated approach:

- a) Firstly, contact their class teacher via the school office;
- b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the Headteacher via the school office and/or SENCo (contact details in qu. 2);
- c) Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

Evaluation/Impact to July 18:

No complaints have been received.

17. Where can I find information about the Authority's Local Offer?

www.lancashire.gov.uk/SEND

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.

Next Review: September 2019

Appendix 1**List of personnel involved in SEND issues (from September 2018)**

NAME	POSITION
Mrs H. Shaw	Headteacher
Mrs R. Farrington	SENCo
Mrs S. Foden	SEN Governor
Mr N. Stott	Chair of Governors
Mr S. Ingham	Assessment Co-ordinator
Mrs H. Shaw	Managing Medical Needs Responsibility
Mrs H. Shaw	Designated Teacher with Specific Safeguarding Responsibility
Mrs H. Shaw	Managing Pupil Premium Grant / Children Looked After funding Responsibility



Appendix 2 – Terminology and Acronyms

ADD	Attention Deficit Disorder.
ADHD	Attention Deficit/Hyperactivity Disorder.
Amanuensis	Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe).
ASC / ASD	Autistic Spectrum Condition / Disorder.
BESD	Behavioural, Emotional and Social Difficulty. This term has now been replaced by SEMH where the focus is on the reasons behind the behaviours.
CAF	Common Assessment Framework.
CAMHS	Child & Adolescent Mental Health Service.
CLA	Child Looked After. (This is NOT a special educational need). Same as LAC.
Dyscalculia	Pupils having difficulty in acquiring mathematical skills.
Dyslexia	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
Dyspraxia	Pupils with impairment of gross and fine motor skills.
EAL / ESL	English as an Additional (or Second) Language (This is NOT a special educational need).
EHC Needs Assessment	Multi-disciplinary assessment by the LA of a child's educational needs which may lead to an EHCP if appropriate.
EHCP	Education, Health and Care Plan. The new, legally enforceable document that describes the needs of the child and how these needs will be met. (Supersedes the Statement).
EP(S)	Educational Psychology/ist (Service).
HI	Hearing Impaired.
HLTA	Higher Level Teaching Assistant.
IAS	Information, Advice and Support (Team) – formerly Parent Partnership
IEP	Individual Education Plan.
LAC	Looked After Child. (This is NOT a special educational need). Same as CLA.
LA	Local Authority.
MLD	Moderate Learning Difficulties.
MSI	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.
NASEN	National Association for Special Educational Needs.
P Scales	Performance descriptors. A common basis for measuring the progress of pupils working up to the Year 1 curriculum in all subjects.
PD	Physical Disability.
PECS	Picture Exchange Communication System.
PEP	Personal Education Plan – For those in the care of the Local Authority (not the same as an IEP)
PEEP	Personal Emergency Evacuation Plan – written for children who need extra support if the school is evacuated (eg for a fire)
PIVATs	Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets.
PMLD	Profound and Multiple Learning Difficulties.
Pupil Profile or Pupil Passport	An overview of a pupil's strengths and difficulties (For children at SEN Support).
SaLT / SLT	Speech and Language Therapist.
SEMH	Social, Emotional and/or Mental Health.
SEN Code of Practice (CoP)	Practical guidance to LAs and the governing bodies of all maintained schools.
SEN	Special Educational Needs.
SENCo	Special Educational Needs Co-ordinator.
SEND	Special Educational Needs and Disabilities.
SENDS	Special Educational Needs and Disability Service (LA organisation, formally IDSS)
SEND0	Special Educational Needs and Disabilities Officer (LA representative).
SEN Support	Pupils on the SEN register have SEN Support unless they have an EHCP.
SLCN	Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language.
SLD	Severe Learning Difficulty.
SpLD	Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia.
SLCN	Speech, Language and Communication needs.
Statement	Now obsolete and replaced by EHCP
(R)SIA	(Request for) Statutory Integrated Assessment. Now known as EHC Needs Assessment. Multi-disciplinary assessment by the LA of a child's educational need
TALSA	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
TAF	Team Around the Family.
VI	Visually Impaired.