



ANDERTON PRIMARY SCHOOL

SEND Information Report July 2024

Name of the Special Educational Needs/Disabilities Coordinator:

Mrs K L Laithwaite

Contact details:

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The kinds of SEND we provide for:

Anderton Primary School is a mainstream school with a capacity of 210 pupils.

At Anderton Primary school we cater for all special educational needs as outlined in the SEND Code of Practice 2014 (updated January 2015). These include children who display additional needs in the following areas: Cognition and Learning, Communication and Interaction, Social and Emotional Mental Health Difficulties and Physical and/ or sensory needs.

At our school we cater for the following special educational needs:

Cognition and Learning

Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia

Communication and Interaction

Speech & Language and Communication Needs (SLCN), Developmental Language Delay (DLD), Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

Social and Emotional Mental Health Difficulties

Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)

Physical and/ or sensory needs

Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)

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

Class teachers and the Senior Leadership Team continually monitor and track the progress and attainment of each child. This is carried out more formally on a termly basis and during end of Key Stage assessments. The class teacher informs parents at the earliest opportunity to alert them to concerns and enlist their active help and participation in supporting their child's progress.

Referrals to the SENDCO will be made by teachers if progress or attainment is a concern. Teachers can request further information, support materials, strategies and tailored intervention materials and support. Early identification is vital and outside agencies can help and offer advice on the provision of intervention strategies. Referrals can be made to a range of external agencies in order to provide the best possible support for our children. For children who are experiencing specific learning difficulties within the classroom we will liaise with parents to have eye tests and hearing tests to rule out any potential difficulties.

The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practice. The SENDCO works closely with parents and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENDCO break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. In the case of children with medical needs, specialist support, equipment and training are provided by SEND Traded Services, School nurses or other professionals as appropriate.

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

Once a child has been identified as requiring additional support in meeting their individual needs, they will be provided with an individual education plan called a Pupil Portrait. This will be discussed with the child and they will be provided with the opportunity to contribute towards writing their own next step targets and evaluating previous targets. This will be done verbally or via a pupil questionnaire depending upon the needs of the child.

Any children who have an EHCP (Educational Health Care Plan) will have the opportunity to record their aspirations and goals via their 'one page profile' and 'All About Me' document and the child will do so supported by their class teacher, SENDCO and parent/ carer. These views will then be shared and discussed during the annual review meeting.

SEND Children and their parents/ carers are informed of the progress they are making during parents' evenings, IEP meetings and through discussion at the annual review. The class teacher will comment verbally and in written form on the child's progress in line with the school Marking and Feedback Policy.

We have an active School Parliament from Years 2 -Year 6 where the children are able to voice their opinions in a more formal manner. Councillors are nominated and

then voted for by their class. Annual School Parliament elections take place in September. A Pupil Attitude Questionnaire is undertaken annually and the children's responses are analysed, responded to and published.

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

At Anderton Primary School parents are always welcome to speak to teachers at a mutually convenient time. Parents' evenings are held twice a year and a written report is issued in July. A report feedback session is offered where parents can attend without an appointment to discuss the annual report. Class teachers and, if appropriate, professionals from external agencies, will advise parents on how best to support their child's learning and development at home. If your child is receiving School Support and therefore has a Pupil Portrait in place, you will be invited into school three times a year to discuss your child's targets and the provision provided with the class teacher and the SENDCO if appropriate. At the meeting you are invited to share your views and support is offered as to how you can help your child at home. Teaching Assistants liaise with parents using a Home/School book.

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

Class teachers plan lessons and activities to meet the varying needs of the children in their class. Learning activities are differentiated so that children at different levels of attainment can access lesson content and progress with their learning. For children with additional needs, work will be differentiated into smaller steps to ensure progress is made more rapidly. The use of additional adults to support children is planned, monitored and reviewed. Sometimes it is appropriate for small groups or individual children to be withdrawn from class to complete some learning activities and intervention programmes. This is always based on an assessment of need and all children are still fully included in a wide range of class based learning activities.

School will always consider the advice from specialist external agencies when planning the curriculum. Additional resources may need to be put in place for certain children to help them to reach their full potential, such as sloping writing desks, pencil grips, enlarged print etc.

The child's Pupil Portrait is reviewed annually and their IEP three times per year with the child and parent/ carer and all parties contribute to evaluating previous targets and setting new ones for the next term.

How accessible is the school environment?

Our school is fully wheelchair accessible at our front entrance and into the dinner centre. Access to school for pupils and parents with disabilities is through either the staff gate or the main gate next to the dinner centre. All external doors have been widened to allow for wheelchair access. In the school hall there are two electric doors which have a push button operation system at wheel chair height. Accessible parking spaces are available for the public and disabled persons. Disabled toilets are available for wheelchair users.

Furniture is of a suitable height appropriate to the age group of the children being taught in that classroom. All classroom ceilings have been lowered to improve the acoustics in order to aid children who have hearing impairments.

How are the school resources allocated and matched to children's special educational needs and disabilities?

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

We use our assessment judgements and data to ensure that additional support is based on an assessment of need and directed in the most effective way. The class teacher, parents and the SENDCO will meet to discuss the types of intervention programmes and strategies that can be included in the provision for your child. If appropriate, we will consider the recommendations from specialist external agencies and we will listen to the views of parents and children.

In some cases, school may need to apply for additional funding from Lancashire Local Authority in order to fully meet your child's needs and this would take the form of a referral for an Education, Health and Care Plan (EHCP). You can find out more about these plans at:

www.lancashire.gov.uk/children-educationfamilies/special-educational-needs-and-disabilities/education-health-and-care-plans.aspx

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

All professionals and parents/ carers involved with children with a Special Educational Need or Disability (SEND) will be regularly updated about the progress the child is making. This will be done through regular communication between class teacher and the parent/ carer. In some cases, the child may have a home/ school discussion book to inform parents/ carers of the good progress.

Parents' evenings take place twice a year and an annual school report is written by the class teacher in July. If a parent/ carer would like to make an additional appointment to meet the SENDCO, then this can be arranged at a mutually convenient time. IEP meetings also take place three times per year in addition, to discuss the pupil's individual plan and discuss progress in more detail.

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

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

All class teachers are qualified teachers. The SENDCO attends regular local cluster meetings to keep up to date with practice and provision for SEND on a local and national level. All teaching staff have regular training for a wide range of intervention programmes and strategies, so that the planning and delivery of interventions for specific learning needs can produce the best outcomes. Medical staff (such as school nurses) deliver training regarding medical needs as required. Some staff are trained in sign language, speech and language therapy, moving and handling and Autistic Spectrum Disorder. Staff also keep up to date with training for assisting with medical emergencies.

Anderton Primary School is in the Local Authority (LA) of Lancashire. Every LA has a local offer to their residents for SEND. You can view Lancashire LA's local offer at:

www.lancashire.gov.uk/childreducation-families/special-educational-needs-and-disabilities.aspx

Your child's class teacher is a trained professional who will be very knowledgeable about your child's strengths and areas for development. If it is considered appropriate, school may refer your child for an assessment from a specialist external agency. We will always seek your permission before doing so. There are a wide range of specialist external agencies including:

- Specialist Support Teachers.
- Educational Psychology
- Speech and Language Therapy
- Child and Adolescent Mental Health Services
- Counselling
- Outreach support from specialist teachers.
- Support for children who are visually impaired.
- School Nurse.

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?

Our school holds an open evening for prospective parents and their children to meet staff and have a look around school on an informal basis. This is held in the Autumn term. When an offer of a place has been made, parents are invited to a 'New Intake' meeting in June. Children have the opportunity to visit the Reception class several times during the Summer Term. 'Stay and Play' sessions are also offered. In addition to this, the Reception class teacher and SENDCO will meet with early years providers and nurseries to discuss the individual needs of any children with SEND.

The vast majority of the children who attend Anderton Primary School are successful in securing a place at a range of High Schools in Chorley and there are also pupils in Year 6 who secure places at High Schools outside of the Local Authority. A wide range of transition activities takes place between all of the schools, arranged with the relevant high school. For example, attending open days and learning days, pupils and staff completing questionnaires, primary and secondary school staff meeting to discuss individual children's strengths and areas for development. Our Year 6 class teacher and the SENDCO meet with the High School regarding each SEND child. Additional transition days will be arranged with the High School for any children who may benefit from this. If a Year 6 child has an Educational Health Care Plan, an additional review meeting will take place in the summer term where the SENDCO from the chosen High School is invited to discuss the child's needs.

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

Anderton Primary School is an inclusive school. Provision will be made as far as possible to provide all children with learning experiences, which meet their needs. We will work closely with parents if any child needs additional support in order to

access any activity. If required, children can be accompanied by a teaching assistant, in order to assist them in entering and leaving school safely.

This same level of support will also be present on school trips and where appropriate, provision can be provided for extra curricular clubs. Many after school and lunchtime clubs are offered. Some are free and some have a small charge. All children are invited to these clubs and wherever possible, provision will be made to ensure that there is access for everyone at these clubs. A list of clubs currently offered is available on the school website in the Curriculum section under Enrichment. Every child is welcome at our clubs and we will endeavour to provide a teaching assistant to accompany a child to a club if required.

We offer child care provision before and after school during term time from 7:30 am to 6:00 pm via our 'Cool Kids Club.' All children are welcome to attend this club and provision can be made for children who have disabilities or additional needs.

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

At Anderton Primary School, we ensure that the children in our care are happy, feel safe and are ready for learning. This is fostered through our Aims of the school and the Behaviour Curriculum. (Both documents are available on the school website) The Head Teacher, School Bursar and Site Supervisor carry out Risk Assessments where necessary. Very close working partnerships, which exist between the school and families, ensure that all children's mental wellbeing is supported. Attendance is monitored closely. If a child's attendance is below 96%, the parents will be invited to attend a meeting to discuss any issues. All attendance meetings are logged on SIMS.net. (The school's programme for logging data regarding a child.)

Class teachers, senior leaders and parents work together to ensure that the child's needs are paramount. Children are involved in reviews of their learning. We take Pupil Voice seriously. Class teachers and support staff work collaboratively and ensure that all adults working with your child know their strengths and their areas of need. School will consider recommendations from specialist external agencies when planning and delivering activities for your child. There are a wide range of extra-curricular activities available to the children who attend our school, including residential trips. Such activities contribute greatly to the development of a child's independence, self-confidence and social and emotional well-being.

At playtime, a teacher supervises in addition to Support Staff (teaching assistants). At lunchtime, Welfare Assistants and Support Staff supervise and assist children in their play.

Our school holds medical information for every child on SIMS.net. Some children who have a care plan may require medicines to be administered when prescribed by a GP. All medicines are recorded on a log along with details of dosage and frequency and parents sign to grant authorisation to the school to administer medicines to their child. All staff are trained in First Aid and/or Paediatric First Aid

and know how to respond in the event of an emergency. Most staff have been trained to administer Jexta pen/ Epi pens for anaphylaxis. When advised by parents and/ or other professionals that a Care Plan needs to be in place, all parties meet to draw up the plan. Care plans are passed on to the relevant Class Teacher and the master copy is kept in SEN records and in the central admin office. Meetings with the appropriate NHS professionals are arranged as appropriate to a child's needs.

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

Children with an EHCP (Education, Health and Care Plan) have an annual review meeting, where the views of all professionals are considered alongside those of the parent and child. External agencies are invited to these meetings. We arrange for an early review meeting or an extraordinary review meeting if necessary. These meetings ensure that our provision for the child is at the correct level and that everyone agrees on the way forward.

All children with additional SEND and support needs have an Individual Education Plan called a Pupil Portrait. The Pupil Portrait details the needs of the child, external agencies involved and the child's individual targets. The Pupil Portrait is reviewed in consultation with the child and the family three times per year. We assess and evaluate the provision for children with SEN and Disabilities through the following ways: contact with parents at parents' evenings, IEP meetings three times per year, annual reviews and extra reviews, consultations with the child's class teacher and teaching assistant and the analysis of data to ensure that children are meeting their potential.

The SENDCO will evaluate the provision provided to children with SEND on a termly basis through the class teacher's provision mapping. This will be monitored against the child's progress in their learning in order to evidence impact of the provision. This then feeds into the school improvement plan.

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?

If it is considered appropriate, school may refer your child for an assessment from a specialist external agency. We will always seek your permission before doing so.

There are a wide range of specialist external agencies including: • Specialist Support Teachers. • Educational Psychology • Speech and Language Therapy •

Child and Adolescent Mental Health Services • Counselling • Outreach support from specialist teachers. • Support for children who are visually impaired. • School Nurse.

If a child has a Medical Care plan, external medical professionals may be consulted for support in writing the plan and offering training to school staff.

If a child has an EHCP, any external agencies involved in supporting the needs of the child, will be invited to attend the annual review meeting and to carry out an evaluation of strategies already put into place and make suggestions for the future.

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?

At Anderton Primary School we welcome feedback from our parents/ carers and other external professionals. We have a complaints policy, which is detailed on the website. If you would like to provide us with feedback about our SEND provision or our local offer, please email: bursar@anderton.lancs.sch.uk or alternatively contact our school SENDCO Mrs Laithwaite on 01257 480551.

Your feedback will be acknowledged and evaluated to ensure a continuous improvement in the quality of the SEND provision our school provides. If any concerns are raised, these will be responded to in line with our complaints policy.

Where can I find the contact details of support services for the parents of children with SEND?

If you require additional support for parents/ carers of children with SEND you can contact Lancashire County Council to access a range of documents and support services:

<https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/>

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

Our Local Offer - <http://www.andertonprimaryschool.co.uk/information/sen/>

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>