



# SCHOOL SPECIAL EDUCATION NEEDS (SEN) INFORMATION REPORT

## **SCHOOL SPECIAL EDUCATIONAL NEEDS (SEN)** **INFORMATION REPORT**

### **General Information/Frequently Asked Questions**

#### **What should I do if I think my child has a Special Educational Need or Disability?**

If you feel your child has a special educational need or disability, please contact school to arrange an appointment to speak to the school SENCO, Mrs Abram. If your concern relates to a medical or health issue, then you may also want to speak with a doctor or health visitor. Depending on the nature of the concern, referrals to other agencies may be made to identify the best way forward to support your child

#### **What is the school ethos/approach to SEN and Disability?**

The school ensure that excellent teaching is provided in the classroom. Differentiated tasks for all children ensure that activities are appropriate to meet the needs of the children with the help from teaching assistants where appropriate. Tasks ensure that they cater for the different learning styles within the classroom. Early identification of any problem helps to ensure that appropriate support and interventions are put in place.

The class teacher completes an initial concern; meets with the school SENCO, and a review (3 x a year) of the individual targets with teacher, child and parents. This takes place to ensure the

#### **How will I know how my child is doing in school?**

Parents' Evening takes place in the Autumn term, with a Child-Led conference in the summer term.

Parents of children with SEN that have individual education plans are invited to meet with the class teacher three times a year to review targets and negotiate new targets.

Parents may also request information at any time regarding the progress of their children.

Parents receive a detailed report at the end of every assessment period June, November, February of their child's progress and achievement.

Teachers can arrange to meet with the SENCO at any time to discuss if a child is concerning them in relation to any area of need. Provision in the class setting is reviewed, then the SENCO /outside agencies may complete additional assessments to identify specific needs and appropriate action is taken to address the concern.

Children with an Education Health Care Plan (EHP) will have an Annual Person Centred Review meeting where parents will be involved in discussions about reviewing progress and participate in the identification of new targets and actions as well as long term goals.



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

The school monitors pupil well-being carefully, offering support to all children and their families. From attendance and consideration of all factors that contribute to a child's well-being ensuring that class teachers and senior leaders have a clear overview of the needs of each child.

Links are established with outside agencies to support specific needs and school employs a Learning Mentor that leads a series of interventions both 1: 1 and in small groups for both children with and without SEN.

### How will I be involved in discussions about, planning for, and involvement in, my child's education?

Each term the meeting with parents is to discuss the provision in place to support your child and the impact it is having on addressing the area of need. The SENCO is always available throughout the year if additional support is required to discuss any issues.

### How does Leverhulme school involve children and young people in their education and in the decision making process?

Before each review with parents, children are consulted so that they can feedback within the meeting via the teacher. In addition after the completion of any intervention the teacher asks the children to reflect on how the support has impacted on their learning and what they feel are the next steps.

### Who, outside of school, can I turn to for advice and support?

If you require additional support and advice we would advise parents and carers to contact:

Information and Advice Service for SEND

Children's Opportunity Group

Lowndes Steet

Bolton BL1 4QB : (01204) 848722

SEN Strategy and Development, Paderborn House, Bolton: (01204) 338612



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Where can I find information about Local Authority provision for children and young people with SEN?

The local offer can be found on the Bolton Local Authority website:

<http://www.localdirectory.bolton.gov.uk/send.aspx>

How should complaints regarding SEN provision be made and how will they be dealt with?

All complaints are dealt with in line of the school complaint procedure. If you have further concerns in relation to the provision provided by the school and wish to make a complaint, please collect a copy of the complaint policy available from the school office.

How do I get a copy of the school SEN policy?

The school SEND policy can be downloaded on the school website: [www.leverhulmecps.co.uk](http://www.leverhulmecps.co.uk) or requested from the school office.

Who do I contact for further information?

Mrs Abram is the school SENCO and Deputy Head Teacher. If you would like to discuss any area of concern with Mrs Abram, please contact the school office to arrange an appointment. (01204) 333123



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	<b>COGNITION AND LEARNING</b>	<b>COMMUNICATION AND INTERACTION</b>	<b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b>	<b>SENSORY AND/OR PHYSICAL</b>
<b>Leverhulme Primary School policy for the identification of needs</b> (Reg 2)	Children who are attaining below expected levels (3 points or more) for their age	Children who have difficulty expressing themselves appropriately for their age	Children who find it difficult to cope with a change in routine Children who find it difficult to sit still/ stay on task/ follow instructions Children who find it difficult to make friends	Depends on individual sensory, physical or medical needs.
<b>How Leverhulme Primary School assess whether a child/young person has a SEN</b>	Phonics assessments Dyslexic screening Letters and Sound assessment checklist Dyscalculia testing Reading age Spelling age Irlen screening	Observations Assessments by SALT/ Ladywood Outreach/ school nurse	Initial assessment and post assessment for children in intervention groups	Gross motor checklist Observations Advice given from outside agencies following their observations
<b>Type of SEN provision made throughout Leverhulme Primary School</b>	<p><b>Pupils with an Education, Health &amp; Care Plan (EHCP)</b></p> <p>Lesson content includes activities and learning opportunities to achieve the objectives on the child's EHCP. Differentiated activities Individual programmes where relevant</p> <p><b>Pupils who do not have an Education, Health and Care Plan:</b> We provide a range of interventions including: Talking partners Phonics intervention</p>	<p><b>Pupils with an Education, Health &amp; Care Plan</b></p> <p>Specialised programmes provided by outside agencies</p> <p>Time to talk Talking partners programme Social stories Mind maps</p> <p><b>Pupils who do not have an Education, Health and Care Plan</b> Talking Partners Social stories Time for talk Mind maps</p>	<p><b>Pupils with an Education, Health &amp; Care Plan</b></p> <p>Social emotional programmes. Programmes identified by outside agencies Behaviour policy that promotes positive discipline Individual reward/ self - monitoring sheets Learning Mentor Life skills programme</p> <p><b>Pupils who do not have an Education, Health and Care Plan</b> Behaviour policy that promotes positive discipline Individual reward/ self - monitoring sheets Learning Mentor Life skills programme</p>	<p><b>Pupils with an Education, Health &amp; Care Plan</b></p> <p>Actions identified on the EHCP. Adapted text / font size Adapted resources e.g. Writing slopes, pencils etc Handwriting support Availability of IPADs and laptops</p> <p><b>Pupils who do not have an Education, Health and Care Plan:</b> Visual timetabling</p>



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<p><b>How Leverhulme Primary School evaluate the effectiveness of the provision made</b></p>	<p>Three assessment periods throughout the year. Base line assessments for interventions and assessments at the end of interventions to review their impact.</p> <p>Pupil review and new target setting meetings each term between SENCO and class teacher</p> <p>Pupil review and new target setting meetings each term with parents</p>	<p>Pupil review and new target setting meetings each term between SENCO and class teacher</p> <p>Pupil review and new target setting meetings each term with parents</p> <p>Speech and Language assessments completed</p>	<p>Pupil review and new target setting meetings each term between SENCO and class teacher</p> <p>Pupil review and new target setting meetings each term with parents</p> <p>IEPs reviewed and updated regularly</p>	<p>Review the impact of the resources have made to support the child.</p> <p>Pupil review and new target setting meetings each term between SENCO and class teacher</p> <p>Pupil review and new target setting meetings each term with parents</p> <p>Regular visits from external agencies to monitor progress.</p>
<p><b>How does Leverhulme Primary School adapt the curriculum and school environment for pupils</b></p>	<p><b>Curriculum</b> Differentiated activities and additional resources are available to support the area of need Intervention groups In class support Access to homework clubs</p> <p><b>Environment</b> Classroom environments support learning through working walls, clear labels, all children's work displayed. Increase use of visual timetabling</p>	<p><b>Curriculum</b> EYFS and Key Stage 1 promote role play areas Children in Key stage 2 can attend a weekly drama club. Speaking and listening opportunities are identified throughout the curriculum.</p> <p><b>Environment</b> Low stimulus areas if required</p>	<p><b>Curriculum</b> Learning mentor provide curriculum support through 1:1 and small group sessions Individual behaviour plans</p> <p><b>Environment</b> Specific areas in classrooms give children own working space</p>	<p><b>Curriculum</b> <b>Resources provided to support</b> Fine &amp; Gross motor skills Writing slopes Pencil grips Enlarged texts Handwriting groups Visual cue cards Specific access to a desk lamp</p> <p><b>Environment</b> Own work stations are available to support sensory needs Building accessible to all</p>



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<p><b>How the school ensures the inclusion of pupils with SEN in activities outside of the classroom (including school trips and after school clubs)</b></p>	<p>All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well being and development. Detailed risk assessments are completed following a pre-visit Additional ratio of staffing to pupil where required</p>			<p>All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well being and development. -Differentiated activities where required -Additional adult support -Risk assessments to ensure inclusive to all children.</p>
<p><b>What specialist skills/ expertise do school staff have?</b></p>	<p>Staff training led by the SENCo  Educational Psychologist discussions with SENCo to support and implement strategies in the classroom</p>	<p>Teaching assistants supported by Speech &amp; Language therapists to deliver specific programmes.</p>	<p>Learning Mentor</p>	<p>Teachers given advice and recommendations from Sensory Support Services to work with children with sensory impairment</p>
<p><b>What training are the staff teaching and supporting pupils with SEN having/recently had?</b></p>	<p>National SENCo award  Dyslexia friendly classrooms  Poor Working Memory  Talking Partners</p>	<p>Sign Along  Time to Talk  Elklan Training  Talking Partners</p>		<p>Sign Along</p>
<p><b>What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services)</b></p>	<p>Educational Psychologist Ladywood Outreach Service Speech and Language Therapist Bolton Parent Partnership Service</p>	<p>Educational Psychologist Ladywood Outreach Service Speech and Language Therapist Local health centre</p>	<p>Educational Psychologist CAMHS Social Care School Nurse</p>	<p>Educational Psychologist Educational Psychologist Physiotherapist Occupational therapist Paediatrician Visual support Mobility Team Local health centre Manchester Hospital</p>



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<b>How is equipment and facilities to support pupils secured?</b>	Equipment and resources are purchased using the SEN budget. This is reviewed each year based on the audit completed by SENCO. Spending is prioritised on individual need and requirements.
<b>How does Leverhulme Primary School support pupils with SEN during transition?</b>	<ul style="list-style-type: none"><li>- Passports are shared with new class teacher</li><li>- Progress data and other information are passed on and teachers are able to access any information from previous years.</li><li>- The new class teacher will meet their new class in transition days at the end of the summer term.</li><li>- The Year six teachers and SENCo meet with the secondary schools.</li><li>- Attainment data is shared with the new school-</li><li>- For year 6 children, Additional visits are provided for children and visuals booklets produced to support the children over the holiday so they are able to remind themselves of the new environment.</li></ul>
<b>How does Leverhulme Primary School support young people with SEN in preparing for adulthood, independent living and the next phase of their education, training or employment?</b>	<p>The children are taught an inquiry based curriculum that encourages individual children to reflect upon their learning, make choices and take action in response to their learning.</p> <p>All of these are important qualities in preparation for adulthood and independent living.</p> <p>The curriculum focuses on 'transdisciplinary' themes and skills with personalised individual targets that allow children with SEN to make good progress.</p>