

**Carleton St Hilda's CE**  
**Primary School**

**SEND Information**  
**report**  
**2022/2023**



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

We recognise the fact that all children are different and have diverse learning needs and we make sure we tailor learning opportunities to meet the needs of individual children.

At Carleton St Hilda's, we make provision for children with SEND within each of the four categories identified in the 2015 SEN Code of Practice:

### Communication and Interaction

We have teaching assistants who are experienced in supporting children with Speech and Language Difficulties; this may include children who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We also make provision for children with social communication difficulties. These children may have difficulties with communication, social interaction or imagination and find it harder to make sense of the world. We work closely with experienced Speech and Language Therapists on recommended programmes.

### Cognition and Learning

At Carleton St Hilda's, we are experienced at supporting children with Cognition and Learning Difficulties through high quality teaching and effective differentiation. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We work closely with specialist teachers from IDSS (Inclusion and Disability Support Service) who can assess children and provide strategies and resources for work in school. We can access an Educational Psychologist to assess children and provide advice.

### Social, Mental and Emotional Health

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through one-to-one work or with social skills groups. We involve outside agencies such as Stepping Stones or CAMHS (Child and Adolescent Mental Health Service) if necessary.

### Sensory and/or physical

We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Collaboratively, we provide and implement the necessary resources. We carry out programmes provided by specialist teachers of the deaf, the visually impaired, Physiotherapists and Occupational Therapists. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible. We hold regular meetings with the appropriate agencies and parents to review the equipment and approaches that are in place.

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

At Carleton St Hilda's the attainment and progress of all children is carefully tracked and monitored. Teachers evaluate their lessons and units of work and consider whether individual children are making the expected progress. If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents and also with the SENCo (Special Educational Needs and Disability Co-ordinator.) If necessary, the child may be added to the SEND Register at the 'SEND support' level. Parents are always informed at this stage.

An Individual Education Plan (IEP) will then be put in place. The IEP details how children will be supported in school and how parents can help at home. IEPs are reviewed termly with parents to evaluate the effectiveness of any interventions that are put into place. Should the teacher and SENCo have ongoing concerns, with parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs. Such agencies could include Speech and Language Therapists, Educational Psychologists, Occupational Therapists or the School Nurse.

Whilst most children with SEND will have their needs met at the 'SEND Support' level, a small number may require an Education, Health and Care (EHC) assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes. The EHC plans replace the former Statements of Special Needs. Children who have Education, Health and Care Plans (EHCPs) will also have a formal Annual Review.

### Who is the SENCo and how can we contact them?

Our SENCo is Mrs J.Curl and she can be contacted through the school office.

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

We recognise the value of working in collaboration with parents and carers of children with SEND in order to achieve the best outcomes for them. As a school, we aim to ensure good communication between parents and school so that parents feel well informed about what is happening in school and how their child is progressing. This includes parent consultation evenings, open evenings and reports. We meet with parents of children with SEND as they join our school, either in Reception or in later years. The class teacher/ SENCo then regularly meets with parents of children with SEND to review their progress and to make collaborative decisions about how to meet their needs.

For children with Education, Health and Care Plans, parents will be invited to attend their Annual Review meeting in which children's progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed.

For children with Individual Education Plans (IEPs) or Individual Behaviour Plans (IBP's), parents will attend termly meeting to discuss progress and also receive copies of reviewed IEPs along with their new targets. We have a variety of other methods of

communicating with parents according to the needs of the individual child. This can include phone calls, home-school books, emails or letters home.

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

At Carleton St Hilda's all children, including children with SEND are treated equally and have access to the full range of opportunities that we provide. Teachers differentiate learning to meet a variety of different needs within the class and children are encouraged to reflect upon their own progress and to be involved at an age appropriate level in setting their next steps. The high expectations and aspirations that we have for all children in the school are extended to children with SEND. Children with SEND and disabilities are fully included in activities throughout the school day. If necessary, we provide additional support to enable this to happen, for example additional support at playtimes or lunchtimes or for extra-curricular activities, including school trips. We also have an active school council who have regular meetings and communicate with the head teacher.

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

Termly reviews of IEPs and IBP's are undertaken which involve the children, staff and parents. Parents and children are invited to contribute to the review and update of the IEP or IBP. Assessments take place regularly to ensure that expected progress is made.

Annual Reviews are held for children with EHCs to look in detail at provision and progress against targets.

#### How do we support our pupils with SEND at transition points, moving on to high school or moving to another school?

We recognise that change can be challenging for all children, particularly children with SEND. Therefore, we have procedures in place to support the transition of children with SEND.

Joining our school: We work closely with pre-school settings to support the successful transition of all of children as they begin their school journey with us in Reception. Our Reception teacher may visit the children in their preschool setting or undertake home visits and the children come into school for transition activities. If necessary, we also hold Transition meetings in the term before the children start school with the SENCo, Reception class teacher, parents, and any other professionals that are supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school. At this meeting, we can also agree any other strategies that could support a successful transition.

We have good links with the local Secondary Schools within the area. Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. We ensure that all relevant paperwork is forwarded to your child's new school. Our Year 6 teacher and SENCo meet with the relevant high school staff to ensure that they are well informed of your child's individual needs.

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

High quality teaching with explicit instruction is the starting point with the support of experienced and effective teaching assistants. Data tracking for all children takes place regularly to ensure that progress is being made. All teachers and teaching assistants are involved in the reviewing of and writing of IEPs and IBP's which ensures ownership and understanding. Advice is sought to ensure that the intervention programmes are the right ones to address the specific needs of the individual children. The effectiveness of intervention programmes is regularly monitored and children's progress is tracked to ensure targets are being met.

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

The SEN Code of Practice (2015) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' Therefore, the needs of the children are paramount and so direct any adaptation of the curriculum and the learning environment that are required. Our priority is to ensure that all children, including children with SEND have access to lessons which are appropriately differentiated and personalised to meet the needs of individual children. We also recognise that some children will require educational provision that is 'additional to' or 'different from' this. This support is recorded and evaluated in our Provision maps.

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

Our staff training is regularly reviewed and updated. When a specific training need arises, it is addressed with the relevant staff. Training of staff is allocated a budget share to ensure that provision is appropriate and up to date for the children. Staff meet with the head teacher as part of the appraisal cycle and training needs are discussed during these meetings.

Expert help is sought from external agencies as required.

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

All our pupils are continuously assessed and pupil progress meetings take place each term between the Head Teacher, Members of the Senior Leadership Team and class teachers to monitor the progress being made. Because we are a smaller school the

progress of all children, including those with SEND, can be monitored closely and any issues are picked up quickly and effectively. Progress is currently measured and recorded using the Lancashire KLIPS programme. If needed, a child's progress will be measured using PIVATS which breaks down the steps further to show more detailed progress for children with learning difficulties

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

All our pupils within school are treated equally and therefore activities are planned and risk assessed to ensure that they are accessible for all. Where needed we also take advice from outside agencies. Adaptations and support are put in place as necessary to ensure participation and access for all.

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

We believe that pupils achieve best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Each week we hold Celebration Assembly where a super star of the week is chosen from each class. All achievements including those completed outside of school are celebrated and the children are congratulated. Children can also earn team points which are collated and team of the week is also announced in Celebration Assembly. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these. If a child has more specific needs an individual behaviour plan may be used which is monitored by the class teacher and works in collaboration with home and parents. Behaviour charts are also used if necessary.

We have many strategies embedded within our everyday classroom practices to help children to become aware of how they are feeling and how their choices impact on the emotional wellbeing of others. For example, all classes take part in PSHE lessons to promote social skills and social development.

For children who need some extra support we may set use social stories to explain appropriate behaviour, run small groups and also provide one-to-one support to children, helping them to recognise and manage their emotions, to talk about how they are feeling, or to cope with difficult events in their lives. This support can also be used to help children to improve their peer relationships and to learn to resolve conflicts effectively. Where further support is needed, we engage expert support such as CAMHS referrals, the Family and Wellbeing Team, Stepping Stones, Educational Psychologists and independent counsellors.

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

We have a positive Behaviour Policy, where all children are encouraged to value and have empathy with their peers. We actively encourage all children to 'say no to bullies', and to tell/share any concerns. Bullying is taken very seriously by our school and the Governors. We hold the Gold Behaviour Mark.

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?

When the need arises we contact and work closely with other professionals whether they be part of the local authority support services, medical agencies or other organisations.

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

Looked After Children (CLA) receive the same provision as all our pupils with SEND. However, additional services are involved due to the status of these pupils.

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

At Carleton St Hilda's we are committed to working in partnership with parents and carers to meet the needs of the children in our school. If you were to have a question or concern about the provision for your child with SEND, in the first instance, we would encourage you to contact your child's class teacher. Should you wish to discuss your concerns further, you could contact the SENCo. If you still have concerns regarding the provision for your child, then please contact our Head teacher who will investigate your concern. In the unlikely event that your concern is not resolved, then please make contact with our Chair of Governors in line with our 'Parental Complaints' policy and procedure.

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

The Lancashire County Council's local offer details support, opportunities and services available to children and young people in the area who have SEND.

The Authority's Local Offer can be found at:

[www.lancashirecounty.co.uk](http://www.lancashirecounty.co.uk)