



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

April 2023

Salesbury 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?

Salesbury 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.

Who is the SENCo and how can parents contact them?

The school's SENCo is Mrs S. Rees. She successfully completed the National Award for SEN in February 2020. Mrs Rees can be contacted by email on: senco@salesbury.lancs.sch.uk or rees@salesbury.lancs.sch.uk Alternatively, an appointment to speak with Mrs Rees can be made via the school office by telephoning: **01254 244580**

2. 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 Headteacher to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENCo and Headteacher. 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 YARC, Sandwell) to assist with the identification of SEN. The school may, with parental permission, seek the advice of external agencies such as Acorn Psychology and the Local Authority Inclusion Service. Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc.

Evaluation/Impact April 2023:

Diagnostic testing (by the SENCo and/or by the Educational Psychologist) has improved 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 present, a total of 25 children are on the SEND register and, of these 7 children have an Education, Health and Care Plan. Two children on the SEND register are also at the draft stage of an EHCP.

3. 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.

To keep parents informed, we have a comprehensive website with a SEND section, Arbor, Facebook community and Twitter page. We also have newsletters which go out fortnightly, two parents' evenings a year and two termly reports and one annual report which enables parents to give written feedback and/or attend a further informal parents' evening.

There are regular open days for prospective parents and some special open days to showcase children's topic or project work. Parents would also be invited to some of our acts of Collective Worship or Topic assemblies. 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) or Learning Plan, 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 IEP is amended as a working document.

Children with long-term, complex needs will have a Personalised Provision Plan and it may be appropriate to request an Education, Health and Care Needs Assessment. 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 Service – IASS (Previously known as Parent Partnership Service). Their website states, 'The service is free, impartial, and confidential. It can help you to gather, understand and interpret information and apply it to your own situation.' More information is available by following the link under the **"Help for Parents and Carers"** section of the Lancashire SEND website: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

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 Children's Centre 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 the Information Advice and Support Service (Parent Partnership), 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 may use Behaviour Contracts for some children who have particular difficulties in regulating their behaviour.

If parents wish to become even more closely involved with school life, there are opportunities to serve as parent governor, a Parents Forum (to enable parents to raise issues and help shape the future development of the school) and a Friends of Salesbury School (FoSS) group which always welcomes new members. Parental surveys are also completed and actions taken in response to this.

Evaluation/Impact April 2023:

Feedback from parents of pupils with SEND, regarding provision and liaison, is extremely positive. Many express their thanks and appreciation for the support that school is offering their child. Several parents are in direct email liaison with the SENCo.

Teaching Assistants are 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.

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

We have a School Council and an Eco-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.

Year 6 children take part in the Pupil Attitude Questionnaire/School 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 Pupil Interviews and Pupil Forums held by the headteacher.

Children with SEND who have an Individual Education Plan (IEP) 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 analyse the target and/or the strategies, *not the child*, when a pupil is struggling to achieve a target and make adjustments accordingly.

Evaluation/Impact April 2023:

Pupil IEP targets, once distributed, are signed by both parents and pupils. Pupil forums with the headteacher provide verbal feedback directly from the children and any concerns are addressed immediately.

5. 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 York Assessment of Reading Comprehension (YARC), Sandwell Maths 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.

For children with more complex needs, reviews of their Personalised Provision Plans will be determined on an individual basis but will be at least 3 times per year.

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 April 2023:

IEPs continue to be reviewed 4 times per year. Where possible, these reviews coincide with parents' evenings but at other times parents are always invited to discuss IEP.

The Lancashire EP Service meets with the SENCo either in group or individual consultations once every Half Term. Adjustments to Personalised Provision Plans and Action Plans can be made whenever required, in addition to the regular review cycle (as determined by the plan). This ensures that the provision is best matched to the child's needs and progress can be monitored closely. Plans are written in consultation with the parent and child where possible.

6. 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 would visit them and meet with their class teacher. Extra arrangements are made for children with SEN, as appropriate on a case by case basis.

Additional visits to their new school are arranged for pupils with SEND, supported by school staff if necessary. The SENCO will make sure all relevant inclusion information is transferred to ensure a smooth transition. For children with an Education, Health and Care Plan, a more formal Transition Meeting or Interim Review 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 April 2023:

This year 3 children with SEN will move onto mainstream high school, 2 children with and EHCP will move on to mainstream high school and 1 child with EHCP will move to Specialist Provision. The year 6 teachers and head teacher has liaised with staff at the receiving high schools and all information will be passed directly to the High Schools at the end of the academic year.

7. 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 Plan (PPP) and Individual Education Plans (IEPs). 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 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.

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 (Inclusion Service) 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.

Teaching Assistants (TAs) work across the 10 classes in school. Although some are part-time, this enables access to almost full-time TA support in every KS1 class AND 0.7 in KS2 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. There are also part-time Higher Level Teaching Assistants who deliver intervention groups to children who need an extra boost to keep up with their peers and to cover PPA. Mentoring occurs 4 days a week with the class teacher also. Full time Teaching Assistant provision is

provided within the 'Learning Lounge' and they are joined by other teaching assistants to provide a high adult ratio within workshops which address barriers to learning.

Evaluation/Impact April 2023:

Our high expectations of SEND children has resulted in the majority of SEND children making good progress (based on national expectations for ALL children) over their Key Stage. In many cases, progress is good because provision is increased and adapted where necessary to accelerate and/or maintain progress.

The Learning Lounge timetable has been changed to in class provision, due to the provision required for a child with an EHC.

8. 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. 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, dictaphones 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) eg, 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.

We have a range of ICT programmes for pupils with SEN (eg IDL Cloud). Every child has access to ICT in the classroom, many of which have been purchased by pupils. Those who have chosen not to purchase a Chromebook still have access to iPads/Chromebooks and or PCs in their classroom provided by school. There are also interactive whiteboards in all classrooms.

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 etc.

Evaluation/Impact April 2023:

The use of ICT in classrooms has increased due to the readable availability of the technology. Specific training has taken place to ensure that classrooms are more dyslexic friendly, the strategies of which support many pupils with a variety of SEN needs.

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

The school has its own gated grounds. There is a disabled parking bay within the car park and there is also on-street car parking which provides access to the main entrance via a ramp, if needed. In addition to the normal children's toilet facilities, there is one disabled toilet.

Much of the school is Victorian and thus some corridors are narrow. There is one set of 6 steps within the main corridor and further steps, externally to access two of the classrooms and nursery.

Children may enter the school from 8:45am where the headteacher or other senior member of staff greets children at the gate. All children are supervised as they leave school to ensure safe handover. Teachers will reinforce safeguarding arrangements or follow alternative instructions provided by parents/carers, 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, where 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 April 2023:

Due to the increasing number of children with SEND further access arrangements have been made including different drop off and collection points to ensure a smoother transition from home to school and vice versa. Particular attention has been paid to the business of the corridors and exits to ensure safe transition. As improvements are made to the school building, accessibility issues are always considered.

10. 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:

- Dyslexia
- Precision Teaching Methods
- Behaviour Management
- Autism
- Speech & Language Programmes (including ELKLAN and WELLCOMM)
- Social Stories and Comic Strip Conversations
- Awareness of Attachment Disorder
- Subject specific support programmes (e.g. Fast Forward Grammar, Springboard Mathematics, Turnabout, IDL Cloud)
- Adverse Childhood Experiences

We recognise that to effectively support pupils, 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 by all teachers and the need for training is reviewed by the Senior Leadership Team each year through the

Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

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 external agencies such as Lancashire Educational Psychology service and Support Services; Local Authority services such as the Inclusion Service 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, Paediatric 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 April 2023:

This year, many staff have accessed further training in speech and language. Network meetings continue to be accessed by staff; these facilitate development and different approaches. Regular liaisons with other professional services have continued to facilitate training sessions and advice to staff to meet the specific needs of children within school. Work with the Lancashire Inclusion Hub has further supported pupils.

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

All pupils with SEND have either: an Education, Health and Care Plan (EHCP); an SEN Support Plan / Personalised Provision Plan or for most children with SEND, an Individual Education Plan (IEP) will be written. 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 and Headteacher collect and analyse tracking data for all pupils on the SEND register and use 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. As part

of the School Development Plan, the SENCo produces an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team. Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team to ensure that the effectiveness and efficiency of provision is maximised.

Evaluation/Impact April 2023:

Ongoing liaison with parents ensures we are working together in ensuring progress. The Headteacher has been in regular contact with the Governors and has updated them on SEND provision and progress. Progress of children with SEND is carefully measured. The headteacher conducts progress checks for all the children.

12. 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 (eg 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 special 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 Ribble Valley 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.

Before and after school care is available to all children at Salesbury Church of England Primary School from 7.45 am until school opens and from 3:30pm until 5.45pm during term time. This is run by school staff, who know the children well and as a result, can support those children with additional needs appropriately. Government guidelines and the school risk assessment are being followed to ensure this can continue during the restrictions.

There is a huge range of after school (and some lunch-time) clubs at Salesbury Church of England Primary School throughout the year, varying on a termly basis. We are able to heavily subsidise these to encourage participation. Pupils with SEND are encouraged to take part.

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

- Ribble Valley Sports Trust
- SportScool
- Lancashire Music Service peripatetic teachers

Evaluation/Impact April 2023:

Children from the SEND register are represented on the School Council, Eco Council, Worship Group and Arch Bishop of York Group.

In addition to each class' group, there is a targeted lunchtime club for some children with SEND, once per week. The children are really benefitting from this group, both socially and physically; their confidence is much improved.

13. 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 medical fridge if necessary. All medicine is recorded on the correct 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. Care plans are sent home annually to be checked by parents. If revisions are needed, these are to be annotated on the plan and returned to school. The school nurse is then contacted to arrange a review if necessary.

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 some children with medical needs at key first aid points; this gives a brief outline of their difficulty and signposts the reader to more detailed information which is held securely in the office.

A good ratio of staff within school have Paediatric First Aid training or First Aid Training which is updated on a 3-yearly cycle. These certificates are displayed within school. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with diabetic children 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, where possible, but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious or needed handling with more sensitivity. It would therefore be necessary to contact a parent or indeed 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. Medical incidents are recorded by all staff on Medical Tracker online which alerts parents.

Evaluation/Impact April 2023:

Paediatric First Aid and First Aid Training is up to date. All EYFS staff have Paediatric First Aid certificates. All other teaching assistants have First Aid certificates. The diabetic nurse has delivered training for staff working with pupils who have diabetes. Medical Tracker has proved invaluable for the recording of incidents.

Emotional and Social

Salesbury Church of England 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 therapists, occupational therapists, school nurse etc. Although none of these are 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 make a referral to the Prevention, Wellbeing and Early Help Service and/or complete a CAF (Common Assessment Framework) form with parents. The latter 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 April 2023:

We have also used the services of Reach Out ASC to support some pupils, 1 of which now has an EHCP, 1 application for an EHCP has been submitted and 1 is to submit in Summer 2 and for a KS2 pupil with an EHCP.

The Lancashire EP (Elle Macro) and the Specialist Teacher (Allyson Watson) have been involved with pupils across school

We also have two children with EHCPs from Blackburn with Darwen Authority. One has access to Blackburn with Darwen EP (Racheal Browne) and Blackburn with Darwen Specialist Teacher (Lee Allen) as part of their provision.

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, daily whole-school assemblies and a bi-annual visit from the Life Education Van. Anti-bullying week is observed. 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.

Online 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.

In accordance with legislation, the school has a Designated Senior Lead (DSL) and two deputy DSLs to deal with issues related to Child Protection and Safeguarding. All staff receive regular Child Protection awareness training.

Evaluation/Impact April 2023:

All staff have received updated "Prevent" (anti-radicalisation) training. Online safety issues have been raised regularly with all children and letters are sent to parents to ensure children keep themselves safe. Online safety is taught each academic year and reinforced during Antibullying Week, Internet Safety Day and as a more dynamic risk assessment.

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

The school's nominated member of staff for Children Looked After 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. CYPIC reports are completed annually.

Evaluation/Impact April 2023:

There are currently no children who are in the care of the Local Authority

15. 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 question 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 April 2023:

Ongoing dialogue with parents and carers have ensured school makes a proactive stance to support the families of children with SEND. Any adaptations are made in consultation.

16. 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: November 2022

Appendix 1**List of personnel involved in SEND issues**

NAME	POSITION
Mrs C. Berryman	Headteacher / SENCo
Mrs S. Rees	SENCo
Mrs A. Dixon	SEN Governor
Mrs A. Dixon	Chair of Governors
Mrs C. Berryman	Assessment Co-ordinator
Mrs C. Berryman	Managing Medical Needs Responsibility
Mrs C. Berryman	Designated Teacher with Specific Safeguarding Responsibility
Mrs C. Berryman	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. Pupils whose behaviour or social needs present a barrier to learning. 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).
EHCP	Education, Health and Care Plan. Legally enforceable document that describes the needs of the child and how these needs will be met. (Supersedes the Statement of Special Educational Needs).
EP(S)	Educational Psychology/ist (Service).
HI	Hearing Impaired.
HLTA	Higher Level Teaching Assistant.
IDSS	Inclusion and Disability Support Service (LEA organisation, now known as SENDS).
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 Y1 in the National Curriculum.
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)
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.
PPS / PPO	Parent Partnership Service /Officer. (now known as "Special Educational Needs and Disability Information and Advice Service" (SENDIASS))
Pupil Profile	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 LEAs 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 (LEA organisation, formally IDSS)
SENDIASS	Special Educational Needs and Disability Information and Advice Service
SENDO	Special Educational Needs and Disabilities Officer (LEA representative).
SEN Support	Replaces SA and SA+. 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.
TA/LSA	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
TAF	Team Around the Family.
VI	Visually Impaired.