



SEN Information Report
The Willows Catholic Primary School
September 2021



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With Christ at our heart, we are a loving, caring family where each individual is nurtured in mind and spirit to fully become the person God created.

In learning together we support each other to reach our potential in a safe and stimulating environment where all are valued and respected.

Our school motto: 'God loves me, God loves everyone' guides our journey.

Name of the Special Educational Needs/Disabilities Coordinator:

Mrs Michelle Roddy SENDCO

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Chair of Governors: Mrs C. Johnson

Link SEN Governor: Mrs E Hannon

The SEN Information Report is written following guidance within the SEN Code of Practice 2015.

The kinds of SEND we provided for.

- We are a mainstream setting.
- As a Roman Catholic Voluntary Aided Primary School it is our intention to provide for each child in our care; a stable, happy and well-disciplined environment in which to learn. We seek to educate the whole child - body, mind and spirit. In teaching, we endeavour to instil

in our pupils a sense of God's love for each of us, and the knowledge that we are all special to Him.

- Our aim at The Willows is that each child will develop fully in an atmosphere of loving care, and that governors, parents, staff and children alike may feel that they are accepted and valued, and that each belongs here.
- We aim, within the limits of school resources, to recognise and provide for any pupils who are identified as having a special educational need.
- We are an inclusive school, all children are taught by all teachers.
- We aim to provide a positive school atmosphere in which all children, irrespective of their difficulties, gender, culture or abilities, are valued by all.
- We offer provision for high-incidence SEN.

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?

Identification and assessment

The identification of a child who has a special educational need may take place by using one or more of the following:

- Parents pass on initial concerns, such as speech and language difficulties.
- Liaison with nursery schools or playgroups.
- Pre-admission parental concerns.
- Baseline information, Early Years Foundation Stage Profile.
- Statutory Assessments.
- Medical identifications.
- In house reading/spelling assessments
- A previous school's special educational needs records and Individual Education Plans, EHC Plans and Pupil Profile.
- Liaison with outside agencies such as the School Nursing Team, Send Traded Services, Social Services, etc.
- Class teachers are encouraged to identify children's special needs, and work on alternative strategies in the classroom to support the child's needs.

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Response to a Concern

At present, when a child has been identified as having some learning difficulties:

- An expression of concern sheet is filled in by the class teacher and discussed with the SENCO.
- A meeting is arranged with the child's parents, the class teacher and the SEN Team.

- Progress, using alternative strategies, is closely monitored by the class teacher.

If it is agreed that the child needs something that is additional to or different from the school's differentiated curriculum to enable the pupil to learn more effectively, the following procedures are triggered. Information will be gathered from:

- Class teacher
- Any additional professional involved with the child
- Parents
- Child if appropriate.

If necessary, further assessment of the child's strengths and weaknesses can be carried out by a Specialist Support Teacher. Future support and strategies will be planned for the child by the parents/carers, and class teacher in discussion with the SENDCO. A 'Pupil Profile' support document will be written with the child and parents. Both the child and parents will be consulted on their child's attainment and progress by the class teacher or/and SENDCO. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Action might include:

- different learning materials
- special equipment
- group support by Teaching Practitioners
- individual support by specialist in-house Teaching Practitioners

If the child continues to make little or no progress over a long period, school will seek advice from a Specialist Support Teacher or other outside agencies. Once a Specialist Support Teacher has been involved he/she may:

- Review interventions already implemented
- Reassess the child if necessary
- Write new strategies and targets
- Obtain help and advice from other professionals
- Work with, or monitor the child
- Discuss future plans with parent and child

The delivery of the interventions recorded in the Pupil Profile continues to be the responsibility of the class teacher. For very few pupils, who will have demonstrated a significant cause for concern, adequate progress may not have been made. This will result in the school, in consultation with parents, asking for advice and maybe assessment from an Educational Psychologist.

Statutory Integrated Assessment

If a statutory integrated assessment is necessary, documentary evidence is collected and sent to the LEA. If this results in a child being given an Education Health Care Plan, the SEND Officer will plan targets and strategies for the child, in consultation with the Headteacher, SENDCO, class teacher,

other professionals and parents. If the Education Health Care Plan is refused, the parents have the right to appeal. The Education Health Care Plans will be reviewed annually.

Statutory Assessments

Reasonable adjustments and support are put in place for a child during tests, if necessary. Our SEND provision map illustrates the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs. The school assessment system 'Educater' tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEND.

Staffing and Training

- The SENCO, Mrs Michelle Roddy attends regular SENDCO Cluster Meetings to keep up to date with legislation.
- All Teaching Practitioners attend training courses when appropriate. There are two HLTAs.
- Staff have received Health & Safety at Work, First Aid, Diabetes training, Asthma and Epipen training. See Medical Conditions Policy, and Asthma Policy. •
- Teaching Assistants have been trained as in-house SEN specialists to support children with speech and language delays, physical difficulties, dyslexia, reading difficulties, sensory processing issues, ASD, ADHD and other SEN.

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?

Where necessary, children and young people are informed that special provision is provided in order to support them to achieve their potential. Children who require additional support in school are involved in the planning of provision and intervention, with their parents/carers. When writing Individual Educational Plans (IEPs), children are encouraged to express their aspirations and wishes in setting their SMART targets. All children are involved in every aspect of their education from setting targets to self-assessing as they progress through school.

Children are encouraged to share their views through:

- School Council
- Peer Mentors
- Playground Buddies
- The Learning Mentor
- Circle Time
- Suggestion Boxes
- Meetings with parents and teachers

- Individual progress meetings
- The School Counsellor

All children have their personal expectations on display in their books as a continuing focus enabling them to self-assess their progress. They are aware of what is expected of them and the steps required to achieve their personal goals. Intervention and class support is embedded throughout all school life for all pupils. Class rooms provide a safe environment in which children can ask for support when required. If children feel vulnerable, they know they can approach the Learning Mentor. They also access self-esteem, emotional literacy and pastoral care when necessary. All children at The Willows have the same opportunities and expectations. We endeavour to treat all children equally.

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/young people's education?

If we think a child has a special educational need, the class teacher will initially invite the parents/carers in for a consultation. The child will then be monitored and evidence collated. Parents/carers contribute their views, in relation to their aspirations and goals for their child, at a further meeting with the SENDCO, Class teacher and Headteacher. At this meeting appropriate provision is discussed and parents' wishes are established. Parents/carers are informed of the progress via:

- Interim reports
- Annual reports
- IEP meetings – parents' opinions are discussed and inform the next targets
- Annual Review meetings
- Review meetings with SENDCO, Headteacher, Class teacher, other agencies.
- Open door policy
- Parents' evenings (x3 a year)
- Weekly certificates and merits
- Ongoing professional dialogue between parents and teachers
- Transition meetings between SENDCO, parents and new class teacher.
- New starter meetings
- Year group meetings

School encourage participation of parents/carers through every stage of their child's education. Parents/carers are continually involved in all operational and strategic decision making matters involving their child via regular meetings and informal conversations.

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

Provision planning identifies and meets the specific needs of children with SEND. This is monitored and evaluated half-termly. Where appropriate plans are differentiated to meet the specific needs of the child. Inclusion is at the forefront of our classroom ethos and the class teacher is responsible for planning differentiated work for all children. Specially trained teaching assistants may deliver highly differentiated learning to a child under the supervision and direction of the class teacher and SENDCO. This focused learning (Assess, Plan, Do, Review) is monitored through the use of an IEP to ensure that SEN children make personal progress. This graduated approach allows children to progress at their level and pace.

How accessible is the school environment?

The Willows Catholic Primary School is a one form entry mixed EYFS, KS1 and KS2 school. The school has two buildings one for the infants and one for the juniors linked by a hall. The buildings are wheelchair accessible. The entrance to school has a ramp for use with wheelchairs and each classroom and the hall have disabled access. There is accessible parking in the staff car park based near the main office with one designated space for disabled drivers. There is a disabled toilet in the main office area. Specialist equipment and facilities are not routinely provided unless recommended for a child by a specialist external agent. These are provided if possible within the constraints of the school budget. Visual aids, fine motor resources (pencil grips, etc), ICT software are routinely provided.

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

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

Resources in school are allocated to children with SEND as and when they require them. The SENDCO and Headteacher monitor the use of these. If external agencies recommend further resources, these can be ordered where appropriate, with the Headteacher's approval. Where a child with SEND is not accessing daily school life independently or has behavioural needs that require extra support, the SENDCO, Learning Mentor, Headteacher, Class teacher and parents/carers meet to discuss the provision of a 1:1 teaching assistant.

The Headteacher and Year 6 teacher, together with the SENDCO and parents/carers discuss each child's ability to determine whether they are capable of partaking in public examinations. Where required special

resources, extra time, scribes or exemption will be sought from the examining body.

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

Parents/carers are kept informed of their child's continuing progress which is monitored through the following:

Assessment

The assessment of a child with a special need may take place through:

1. Assessments undertaken by external staff agencies, specialist support teacher, Educational Psychologist, and class teachers.
2. Diagnostic and development assessments.
3. Behavioural assessments.
4. Diagnostic assessments on work carried out in class - reports and record keeping.
5. On-going targets, IEPs, teacher monitoring.
6. Formal assessment procedures and tests

Each term teaching staff along with the Headteacher, SENDCO, and Senior Leadership Team evaluate the effectiveness of the provision. The school help parents/carers to support their child's learning by hosting reading, writing and maths workshops each year. All children have a school diary in which the class teacher and/or teaching assistant will record notes regarding progress and next steps. Parents are asked to read these, sign them and are encouraged to comment on progress. Homework is provided to inform parents of the learning occurring and enables them to consolidate their child's understanding. The school website (www.willows.lancs.sch.uk) demonstrates and informs parents how to support their child's learning in, for example, maths.

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

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

The staff receive training from Lancashire Professional Development Service to meet the needs of children with SEND. A training database is kept by the Headteacher and ensures that teaching assistants keep up to date with courses and skills needed to meet the various special needs of children. Once school are aware of a special need for which staff may require further training, the SENDCO arranges training either from LPDS or a specialist

external agent to provide in-house training for all staff who would be involved. The school can access health, therapy and social care services.

Specialist services and external agencies:

- Health authority – diabetes training, epipen training, asthma training
- Speech and Language therapists
- Children and Social Care
- School Nursing team
- ESENDI – specialist teachers (Barriers to Learning, Dyslexia, Dyscalculia)
- Pear Tree School
- Witherslack Group (ASD)
- SEND Traded
- CAMHS (ADHD)
- Stepping Stones (Behaviour Support)

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Various transition meetings are held before a child with SEND starts/leaves school usually in the summer term before the child starts in Autumn. For children starting school the child's pre-school nursery staff, parents/carers, Inclusion teacher (LCC), SENDCO, Headteacher and class teacher meet to make arrangements for a smooth transition. The SENDCO and Learning Mentor will provide support through this process. Arrangements are made for the child to have extra visits to school accompanied by either nursery staff or parents/carers to encourage them to feel comfortable in their new surroundings. The same applies for those starting High School. For children who struggle with anxiety issues surrounding change, to aid transition at each stage an information/photobook is created with the child to inform them of the upcoming changes and prepare them in a timely fashion. These books are used throughout the summer term and then sent home over the holidays to enable parents to continue with a smooth transition.

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

Extra-curricular activities

During lunchtimes or after school the following are offered to all children:

- Sports clubs;
- Games club;
- Music – choir, orchestra;
- ICT Club

- Gardening Club

There are activities on offer throughout the school year after school; some of these activities are led by school staff and are free of charge. Other activities are led by outside agencies and there is a charge for these sessions – the price varies depending upon the provider. All of our clubs and activities are fully inclusive as sessions are differentiated appropriately.

Play-leaders – Year 6 children lead infant children in play and teach them games ensuring all are welcome. The Before and After School Club run by school. Contact can be gained from enquiring at the school office.

School staff inform external providers of clubs of any children with SEND and discuss strategies that should be used with children with SEND. Meetings are held for children and their parents/carers to plan for trips (residential and day trips – if required). If a child has 1:1 teaching assistant support, it is usual practice for that member of staff to accompany the child on the trips and supervise activities.

Unstructured times of day

Whilst independence is encouraged, if a teaching assistant is allocated to support a child on a full-time 1:1 basis, they will be available during the day. If a child needs support during unstructured times of the day, all staff are aware of the needs of the child. A quiet room (The Worship Area or Gabriel's Room) is provided where children can freely access a calm environment.

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

Pastoral Care Team

School offer pastoral care to all children that require support; this may be self-esteem group sessions (emotional literacy or pastoral care) or 1:1 sessions. All sessions are led by the full-time Learning Mentor. The school employs a trained counsellor (New Start Limited) for half a day a week and referrals are made via the Learning Mentor.

Social wellbeing

To encourage social inclusion, children may receive support from the the Learning Mentor and also be encouraged to participate in Lego Therapy which is a recognised way of promoting social interaction with other children.

Medical Support:

- Children with medical conditions have care plans which are shared between all staff. Care plans are currently drawn up by the School Nursing Team, Hospitals and parents. These are passed on to the relevant Class Teacher and the master copy is kept in SEN records.

- If a child needs extra medical support, support staff will be trained and timetabled appropriately to meet the needs of the child.
- Medicines are kept in the fridge in the Staffroom or in a locked cupboard in the School Office. Parents complete a form which details dosage, and other relevant information and grants authorisation to the school to administer medicine to their child.
- In case of a medical emergency the professional services and parents/carers are contacted and if necessary emergency services called out.

Medication

All staff have obtained first aid training and a number of those have obtained a paediatric first aid qualification. Members of staff have been trained on how to supervise self-administering of insulin. Members of staff have been trained in the use of Epi pens for allergies, and inhalers for asthma. Any medication administered by trained staff is documented.

Children's personal care is carried out following the advice of parents and the school nursing team. This is laid out in a care plan if necessary.

Behavioural expectations

The school adheres to the behaviour policy which can be found on the school website. Attendance of all pupils is monitored daily and where necessary the attendance officer will visit parents at home to offer support.

Anti-bullying

We have zero tolerance towards bullying of any kind. Please see our anti-bullying policy for more information

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

Termly evaluations of interventions and provisions from teaching assistants are collated by the SENDCO and are analysed to measure the effectiveness. The information gathered informs the next step of provision and decisions are made whether further intervention is required.

Evaluations of intervention are shared with the Head teacher, Senior Leadership Team and class teachers. Presentations of the effectiveness of provision are delivered to the school governors termly.

IEPs are evaluated and targets are continually monitored to ensure that the child can achieve these. Children are encouraged to express their feelings on the provision they receive and at each session are asked to indicate their understanding of the lesson

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

External agencies are contacted when school requires specialist intervention or advice. They will often arrange to work with children and staff within school. External agencies will often attend meetings to help inform and guide school and parents in the support of a child. External agencies are responsible for the writing of Care Plans and specialised programmes of work. eg. personalised physiotherapy plans

Specialist services and external agents:

- Health authority – diabetes training, auto injector (epipen) training
- Occupational therapists/ physiotherapists
- Speech and Language therapists
- Children and Social Care Social Workers
- School Nursing team
- Educational Psychologist
- New Start Ltd (Counselling)
- ESENDI – specialist teachers (Barriers to Learning, Dyslexia, Dyscalculia)
- Pear Tree School
- Witherslack Group (ASD)
- SEND Traded
- CAMHS (ADHD)
- Stepping Stones (Behaviour Support)

External services can be accessed by families and are often recommended by school. Often parenting courses, support groups and advice services are signposted to parents to further support their family. Further support can be found through the SEND Information Advice and Support Services: <http://www.lancashire.gov.uk/send>

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

Our school follows the complaints procedure adopted from the LEA.

If you wish to discuss your child's needs please initially approach your child's class teacher. The school SENDCO Mrs Michelle Roddy is also available for further discussion or advice: m.rodgy@willows.lancs.sch.uk

If you feel further investigation is necessary please contact the Headteacher
Mrs Sharon Barnett head@willows.lancs.sch.uk

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

The SEND Information Advice and Support Services:
<http://www.lancashire.gov.uk/send>

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

Our Local Offer can be found on the school website.

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