

Withnell Fold Primary School



Special Educational Needs and Disabilities Information Report Jan 2024

Withnell Fold Primary School is a mainstream school for children aged 4 – 11. We are a small village school with a commitment to providing for all children. We are an inclusive school and are dedicated to meeting the Special Educational Needs or additional needs of our pupils

How does Withnell Fold Primary School identify and assess my child's special educational needs (SEN)?

At Withnell Fold we support children on an individual basis depending on their needs. Some children may need support throughout their whole time at school and others may need support at specific times in their school career.

When a child starts school, we liaise with Parents / Carers as well as the educational establishment they have come from (nursery / another school) in order to set up the systems needed to support the child.

We routinely track children's progress at least termly and identify children who are not making expected or better progress and put interventions in place to help children with achieving specific targets.

Some children will have an IEP (Individual Education Plan) or an IBP (Individual Behaviour Plan) which details how the child will be supported and some specific targets. These are rewritten every term by the class teacher, SENCO (Special Educational Needs Co-ordinator, Parents / Carers and the child (as appropriate).

Special educational needs or disabilities provision is provided in addition to the good quality first teaching, differentiation and a broad curriculum where all can succeed. At Withnell Fold Primary School we recognise that the teacher in the classroom will make the biggest difference to children with additional needs, and that teachers can be well supported by additional interventions and programmes (in groups or as individuals) led by teaching assistants and other adults.

Sometimes school may need to seek advice or support from other professionals / agencies. Parents / Carers will always be consulted before doing this.

The Code of Practice 2014 defines Special Educational Needs as follows:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

1. has a significantly greater difficulty in learning than the majority of others the same age, or
2. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

How does Withnell Fold School evaluate the effectiveness of provision for pupils with special educational needs?

All teachers differentiate their lessons to provide appropriate activities for all pupils and as part of this they monitor and assess how effective this is. They also provide intervention groups for children who need extra help with specific things, often with the help of a Teaching Assistant (TA). These sessions have targets which are reviewed and discussed between the Teacher and Teaching Assistant as well as the SENDCO and Headteacher, as appropriate. Activities are regularly amended to meet the changing needs of the pupils and pupils are encouraged to reflect on their own work to identify their next steps and celebrate their achievements.

IEPs are reviewed termly by the class teacher. They are however, amended regularly to reflect the child's needs. In the Autumn term the Class Teacher will meet with the school SENDCO and parents to discuss the IEP and its intentions. IEP's are then updated termly and shared with parents when changes or updates are made. The class teachers, SENDCO and Headteacher regularly discuss the provision for children with special educational needs, often in pre-planned time to review the SEN register or to look at the impact support and intervention is having with a group of or individual child.

How does Withnell Fold Primary School assess and review the progress of pupils with special educational needs?

IEPs are written for children on the SEN register. Parents / Carers and pupils are central to the process of setting targets and are invited to contribute to the writing and reviewing of these. Any other professional involved with a child, such as speech and language therapist or physiotherapists may also participate in this process. Children who have an EHC plan (Education, health and care plan) will have an annual review where all agencies involved will be invited to attend to ensure the provision is appropriate to the child's needs. The child will also have an 'All About Me' document which is written by Parents / Carers and school with the child's input. This is also reviewed annually. All children are assessed against national criteria on a termly basis. In order to show smaller steps of progress for some children, we have implemented the 'PIVATS' assessment tool. This breaks down the curriculum down into smaller steps and shows the progress the children have made.

What is Withnell Fold Primary School's approach to teaching pupils with special educational needs?

Children with additional needs will mainly be taught with their peers through quality first teaching. The class teacher will plan differentiated activities to cater for all the children in the class. Small intervention groups or 1:1 support may be used when appropriate.

How does Withnell Fold Primary School adapt the curriculum and learning environment for pupils with special educational needs?

The curriculum and teaching styles are adapted to meet the needs of the individual focussing on outcomes with high expectations for all. The school takes all reasonable steps to modify/adapt the learning environment to meet the needs of the child this may be through additional classroom support or by them participating in out of class intervention.

What additional support is available for pupils with special educational needs?

Withnell Fold Primary School uses a range of interventions and support to meet the needs of the children. Children who have a higher level of need will also have access to support from outside agencies.

How does Withnell Fold Primary School enable pupils with special educational needs to engage in the activities for school together with children who do not have special educational needs?

Withnell Fold Primary School is an inclusive school and children will be educated alongside their peers as much as is appropriate. Planning is highly differentiated so tasks are suitable for a range of learners. Teaching assistants also support children in class. Extra-curricular clubs are available to all pupils and will be planned to accommodate the needs of the children in the group.

What support is available for improving the emotional, mental and social development of children with special educational needs?

We recognise that pupils with SEND may well have emotional and social development needs that require support in school. The emotional health and wellbeing of all our pupils is very important to us.

Pastoral support is offered to children as appropriate. Staff and Teaching Assistants are aware of their pastoral role in a small school and support is offered to children who may need it.

We have a robust safeguarding policy in place, following national guidelines and all staff continually monitor the emotional health and well-being of all our pupils.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Headteacher is responsible for:

- overseeing the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school
- ensuring the school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.
- for the school Local Offer and for signposting parents/carers to the Local Authority Local Offer
- for the management of financial and human resources
- monitoring the provision for SEN
- reporting to the governing body
- drawing up and monitoring the accessibility plan to ensure the building is accessible to all.

The SENDCO is responsible for:-

- The day to day operation of the school's SEN policy
- Maintaining and overseeing the SEN Register and other SEN records
- Liaising with parents of children with SEN
- Liaising with staff from outside agencies as appropriate.
- Ensuring relevant background information for children with SEN is collected, recorded and updated.
- Ensuring appropriate transition programmes are in place for children moving to different Key Stages, including transition to High School
- Reviewing policy documents for SEN.
- Attending appropriate SEN training sessions.
- Liaising with and supporting school staff with Learning plans, interventions and teaching and learning strategies appropriate for SEN

- Monitoring and tracking the progress of all children with SEN to ensure they are making appropriate progress.
- Ensuring that relevant resources are available.
- Liaising with the SEN governor
- To produce a provision map to support the SMT with allocation of resources to ensure appropriate provision is in place
- Identifying areas for development in SEN and contributing to school development plan.

SEN Governor

- Liaising with Head teacher and SENCo regarding statutory responsibilities.
- Providing feedback to the full governing body
- Monitoring delivery and provision for children with statements/EHC plans

Class Teachers

- The early identification of any pupil with SEN.
- To carry out informal and formal assessments, where appropriate, to help identify SEN.
- To provide evidence which may help with assessments.
- To liaise with parents, SENDCO, Headteacher, outside agencies as necessary.
- Planning to meet the needs of all children by providing an appropriately differentiated curriculum
- To be responsible for the day-to-day teaching of all children in their class and for the management of Learning Plans for children with SEND including assessing, recording and reviewing needs.
- To organise any available classroom assistance help.
- To support children with SEND with transition to the next class
- To ensure all children with SEND have access to quality first teaching and that the curriculum is appropriately differentiated to account for SEND.
- To plan, assess and review and interventions
- To ensure teaching and learning styles are modified to help remove or reduce barriers to learning.
- Teachers will endeavour to use a variety of teaching and learning styles to meet the needs of all children. This will include visual, auditory and kinaesthetic approaches. They will arrange for children to work in a variety of situations with adults; individually, small groups, large groups, partners, within and out of the classroom.

Teaching Assistants (TAs)

- TAs will be appointed by the Headteacher and governors to work alongside children with SEND under the direction of the classroom teacher.
- They will be involved in setting targets for Learning Plans, assessment and monitoring and reviewing progress towards targets.
- They will also be offered opportunities for professional development, e.g. attending appropriate courses and INSET.
- Where appropriate, TAs will be invited to review meetings with parents.

What training is provided for staff supporting children and young people with SEND?

All of our teaching staff are qualified and continually undertake further professional development. Ongoing professional development is key to ensuring all staff in school remain updated and skilled in a range of SEND.

How is Withnell Fold Primary School accessible to children with SEND?

Withnell Fold is a small school housed in a small building. The front entrance is ramped with a handrail. All doors are level access. Along the corridor are 5 steps with a handrail. There is a disabled toilet adjacent to the children's toilets.

What are the arrangements for consulting parents / carers of children with special educational needs about, and involving such parents in, the education of their child?

We are a family centred school and we encourage all parents / carers to be involved in school life. Parents / carers are involved in decision making about the support which is best suited to their child, this is key to enabling children with SEND to achieve their potential.

Parents / carers know their children best and are a key part of the target setting, monitoring and evaluating process. Parents / carers are actively encouraged to be partners in their child's education through informal discussions with the class teacher, SENDCo, telephone contact, home/school diaries, IEP discussions, progress reviews, parent's evenings and yearly written reports.

What are the arrangements for consulting young people with special educational needs about, and involving them in their education?

At Withnell Fold we value the voice of the child. Children with additional needs are consulted in an age / ability appropriate way. Children are asked to think about what they are good at and what they enjoy as well as what they would like to improve on. These views are then taken into account in the process of writing IEPs and targets.

Targets and objectives are shared with children during activities and children are encouraged to think about what they are learning, their next steps and to celebrate their achievements.

What do I do if I have a concern about the school's provision?

In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the SENDCo / Headteacher. If you are not happy with the response from the Headteacher then please contact our SEND Governor or Chair of Governors. All contact details are available on the school website.

www.withnellfold.lancs.sch.uk

Help and advice can be accessed through the Parent Partnership service;

www.lancashire.gov.uk/send

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

We work closely with a range of professionals to support children in school with additional needs. These may include services such as Physiotherapy, Occupational Therapy and Speech and Language Therapy, specialist services including Hearing impairment, Visual impairment, CAMHS and the educational psychology services.

Contact details of support services for parents of pupils with special educational needs can be found on the Lancashire information website at:

www.lancashire.gov.uk/send

This has a lot of information for parents of children and young people with SEND and includes information about activities and support groups in the area.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needsand-disabilities/help-for-parents-and-carers/family-information-networkdirectory.aspx>

How do you prepare my child for joining your school or transferring to another school?

Before joining Withnell Fold Primary School, all children have the opportunity to visit and parents / carers will receive an induction pack with information about the school. Children who are starting school at the beginning of the Foundation Stage will be offered transition sessions and a visit by the Foundation Stage Teacher to their Early Years setting. For any child needing a more personalised transition, additional visits will be arranged.

Withnell Fold has strong links with local secondary schools. We advise that parents / carers of children with additional needs to contact the SENDCo of prospective secondary schools to discuss the individual needs of their child. Once places have been confirmed, the class teacher and SENDCo will liaise with the relevant secondary staff to ensure he/she knows about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible once they have left.

Where can I get further information about the services for my child?

The information in this report forms part of Withnell Fold Primary School local offer which can be accessed at www.withnellfold.lancs.sch.uk or please contact school on 01254 830437.