

**Eccleston St Mary's
Church of England Primary School**



**Special Educational Needs and Disability (SEND)
Information Report 2023-24**

Through Jesus, We Love, Learn and Grow

SENDCO: Mrs H Bannister

Headteacher: Mrs J Birchall

SEND Governor: Mrs K Lewis

School contact: senco@st-marys-eccleston.lancs.sch.uk Tel: 01257 451317

What kinds of special educational needs do we make provision for in our school?

Eccleston St Mary's CE Primary School is a mainstream primary school which strives to teach an inspiring and inclusive curriculum that promotes a love of learning. As a Church of England school, we endeavour to develop the spiritual and moral values of members of our school family, and a meaningful and loving relationship with God. We hope to develop confident, caring citizens who are well prepared to enjoy happy and rewarding lives.

At Eccleston St Mary's CE Primary School we provide an environment where creativity is encouraged, curiosity is welcomed and excitement in learning is fostered. Our children develop confidence in their own abilities, are motivated to achieve their best and learn to be resilient and adaptable to change.

Whilst aiming to be as inclusive as possible, we cater for learners in the 4 broad areas of special educational need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and Physical Needs

What are the admission arrangements for pupils with SEN or disabilities?

• **Children with a statement of SEN or an EHC plan**

We give priority to pupils applying to our school with an EHCP. If your child has an Education, Health and Care (EHC) plan the school named in it must offer them a place.

• **Children without a statement of SEN or an EHC plan**

If your child does not have an EHC plan you should follow the standard school application process.

Please note: if your child is in the process of being assessed for special educational needs you should still apply following the standard school application process. If you don't apply for a place and your child doesn't get an EHC plan, you may miss out on a place at one of your preferred schools.

How do we know if your child needs extra help and what should you do if you think your child may have special educational needs?

Parents know their children best. If you have any concerns about your child then please speak to your child's class teacher as soon as possible as early intervention can make a big difference.

Identifying Special Educational Needs / Disability

At Eccleston St Marys we embrace the fact that every child is different. We acknowledge that some children require provision that is different from or additional to that of their peers. Every effort will be made to ensure that every child receives the support they need to flourish and make progress. We have high expectations of all learners and through the high-quality teaching we provide we aim to remove any barriers to learning and ensure excellent progress and learning.

- Any pupil who is falling significantly outside of the range of expected academic achievement or having significant difficulties will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge both their level of learning and possible barriers to learning.
- The SENCO, Mrs Bannister will be informed and support and advice given.
- Parents will be informed of the circumstances under which their child is being supported and monitored. Parents are encouraged to share information and queries with the school.
- The class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and preferred learning styles.
- Pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent upon individual need.
- Behaviour difficulties do not necessarily mean that a child has SEN and should not automatically lead to a pupil being registered as having SEND. However, consideration will be given to that child having social, emotional and mental health difficulties.
- Concerns by parents and school does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
- Additional support and advice might also be sought from outside agencies if school's high-quality teaching and graduated response is no longer fostering the best possible progress and outcomes.
- School will liaise with other people coming into school to support your child, e.g. speech therapist, physiotherapist.

How does the school evaluate the effectiveness of its provision for SEND pupils?

- All progress, assessments and teaching strategies are carefully monitored and reviewed to evaluate the quality of the provision we offer to our pupils. This process will be ongoing and will be important in informing the 'graduated' approach to supporting each child.
- Planning will consider a child's strengths as well as weaknesses and will focus on a range of strategies to support learning and progress.
- The class teacher themselves, in conjunction with support staff, will make necessary extra provision for the child within the limits of available school resources.
- Pupils and parents will be involved in reviewing our provision through the evaluation of IEPs (Individual Education Plans) and parent meetings.

The effectiveness of the SEND policy will be monitored regularly by or through:

- Early Years Foundation Stage records
- Termly Tracking
- Progress against individual targets
- Pupil work / pupil feedback
- Classroom observation
- Senior leadership Team Meetings
- Professional dialogue with colleagues and parents
- Governing body, through their monitoring policy

How will you know how your child is doing and how will the school help you to support your child's learning?

- If your child has an EHC Plan you will be invited to attend an annual review meeting with termly updates incorporated into IEPs (individual education plan) and the offer to discuss progress with the class teacher.
-
- If your child has an IEP you will be issued with an updated plan every term with the offer to add comments and discuss progress with the class teacher. Your contributions to this process, including written comments on IEPs are invaluable.
-
- Your child's class teacher may give you strategies and resources to help you support your child at home.

How will the school staff support my child?

The SENDCO

The SENDCO is the teacher in the school with responsibility for SEND. The named teacher is Mrs H Bannister. The responsibilities of the SENDCO are:

- Overseeing the day-to-day operation of the school's SEND policy.
- Liaising with and advising teachers.
- Helping to manage support assistants.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Organising and contributing to the training of staff.
- Liaising with external agencies including the local authority's support and educational psychology services, health and social services and voluntary bodies.

- Monitoring the progress of pupils with SEND.
- Allocating and purchasing resources.
- Evaluating the effectiveness of the school's SEND provision.

Our SENDCO, Mrs Bannister and Head teacher, Mrs Birchall both hold the National SENCO Award.

What are the benefits of the National SENCO Award?

Through this award, Mrs Birchall and Mrs Bannister have: -

- A national, respected, highly valued qualification.
- Developed a comprehensive understanding of the background legislation, policies and evidence that are key to inclusion and SEND provision.
- Secured knowledge of high-incidence disabilities and their effect on each pupil's learning and development.
- Drawn on a broad range of evidence, policy and resources and worked with others to influence the delivery of inclusive education.
- Designed, implemented and evaluated an intervention in our setting to improve the outcomes of one or more SEND pupils.
- Cultivated collaborative, leadership and staff management skills with multiple stakeholders.
- Explored the importance of interpersonal relationships to achieve robust planning and intervention delivery.
- Enhanced her own and others' personal and professional development.

Teachers

The class teacher is the first point of contact for parents who have concerns about any aspect of their child's progress. All class teachers are confident in the operation of the school's procedure for the early identification and assessment of a child's special educational needs. The class teacher is the person with key responsibility for devising and delivering excellent, appropriate support which is matched to the individual's needs. They are also responsible for leading intervention work, directing the work of their support staff and setting up any extra review meetings that may be needed with parents.

Support Staff

Support staff are employed by the school to give in-class support to the children identified with SEND. Support staff will implement interventions specified in each child's SEND support plan/IEP. They will also make contributions to review meetings and liaise with parents. We have a Learning Mentor, Mrs Richardson who can offer tailored interventions. School also has Missie, our Therapy Dog.

How will the curriculum be matched to your child's needs?

We pride ourselves on providing high quality teaching for ALL pupils. Staff are mindful that good practice for pupils with SEND is good practice for ALL.

Our teachers differentiate the curriculum to match the needs of children in their classes. We ensure that our curriculum is broad, balanced and inclusive whilst ensuring that we have high expectations for ALL pupils. Pupils with SEND will have an individual support plan/IEP which will be implemented by either the teacher or teaching assistant. Staff will modify resources or differentiate work specifically for individual pupils.

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

We provide quality teaching for all pupils but sometimes adaptations are made to the curriculum in response to the individual needs of a pupil with SEND. Sometimes this may be

group intervention or a 1:1 individualised learning programme. Sometimes adaptations may need to be made to the learning environment- this could be for a variety of reasons e.g. accessibility or sensory issues. The school will endeavour to make reasonable adjustments to the learning environment where the school budget can sustain this.

How is the decision made about the type and how much support your child will receive?

Support is devised through consultation with parents, teaching and support staff, and relevant external agencies. The level of support will be regularly reviewed in order to maintain the best possible outcomes. If your child has an EHC plan the level of support will have been decided by our local authority.

How will your child be included in activities outside the school classroom including school trips?

All pupils with SEND will have the opportunity to join extra- curricular clubs and groups which are open to their year group. When planning educational visits pupils with SEND will be included in the school risk assessment and careful plans will be implemented (in consultation with parents). If a pupil requires extra support at lunch and / or break times, this will be specified in the child's SEN support plan or EHC plan.

What support will be there for your child's overall well-being?

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and/or being uncommunicative.

- Some children with emotional problems may require extra support from a designated member of staff. We now have a Learning Mentor within our staff team who regularly leads interventions.
- Missie our school therapy dog also assists with well- being and emotional health.
- The whole school follows a structured PSHE (Personal, Social and Health Education) scheme of work.
- We use a whole school programme called MyHappyMind which aims to support all childrens' mental health and wellbeing in school.
- We may on occasion use social stories and nurture groups to enhance this support.

What specialist services are available to school?

The school can access external agencies when necessary (e.g. Educational Psychologists, speech therapists, physiotherapists, occupational therapists, Children and Family Wellbeing Service).

What training have the staff in school had to support pupils with SEND?

All staff in school have updated training on changes to the SEND agenda. They also have training on dealing with asthma, epi-pen, other medical issues and dealing with pupils with social and emotional problems. A number of staff in school have had training on Autism, Diabetes, First Aid, Social stories, Dyslexia, Signalong, Lego Therapy.

School liaise with the following agencies and seek their advice when needed:

The School Nurse

Occupational Therapy Service

Physiotherapy Service

Speech and Language Therapy Service

Educational Psychology Service

Inclusion Service
Children and Family Wellbeing Service
Specialist School Outreach
Special Educational Needs and Disability Officer
Social Services
Early Intervention Service
Child, Adolescent and Mental Health Service (CAMHS)

How accessible is the school both indoors and outdoors?

- The school is fully wheelchair accessible. To enable access for all visitors, staff, parents and pupils with disabilities the school has ensured that all entrances are on ground level or have ramps. Most entrances are wide enough to accommodate a wheelchair. Where we have an issue with the three steps at the reception desk and steps into Year 3, alternative access is available into school via the Year 4 classroom.
- All classrooms now have direct access to the playground or outside areas.
- There are two disabled toilets in school.
- Drivers requiring a disabled parking space are welcome to park close to the main entrance or inform school prior to arriving and we will reserve a space for you.
- School information is available on the school website, there is also a noticeboard which displays information about PTFA events and parents receive weekly newsletters, text messages, emails and regular letters.
- Visual timetables are used in classrooms to support all pupils, including those pupils with SEN and further visual resources are created to support the individual needs of individual pupils.
- The furniture in school is modern and of a suitable height appropriate to the age group of the children being taught.
- If appropriate, specialist equipment may be given to pupils e.g. writing slopes, pencil grips, headphones, etc.
- In every classroom there is an interactive whiteboard installed. In addition to this we have Chromebooks, laptops, headphones, recording devices, microphones etc.
- The school has a range of computing software and apps to support pupils with SEND.
- Copies of the school Accessibility Plan can be found on the school website.

How are parents/ young people involved in school? How can you get involved?

- Eccleston St Mary's promotes an open-door policy and encourages a strong partnership with our parents; beginning with induction meetings when your child first enrolls at our school. There are two parents' evenings each year as well as a written end of year report.
- If your child has a SEND support plan/IEP you will have termly input into these. Your views and input are extremely important to us.
- We welcome parents as volunteers in school – if you are interested in this then please contact the school office.
- All parents are automatically members of our PTFA. Our PTFA hold regular meetings and events throughout the year to which you are encouraged to attend.
- Regular communication with class teachers is available through the Seesaw App used throughout school.
- Pupils are encouraged to give their own opinions and be involved in decisions about their education, where appropriate. Their opinions can be taken into account during the setting up and evaluation of their individual support plans.

What should I do if I am concerned about the school's SEND provision?

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher, in discussion with the Head teacher, will work together with the parents to solve the problem.

If the concern cannot be satisfactorily dealt with at this stage it should be discussed further with the Head teacher. If the Head is unable to resolve the difficulty the parents' concerns should be put in writing to the governors.

How does the school ensure that pupils with SEND are not treated less favourably than other pupils?

Eccleston St. Mary's is an inclusive school and makes every effort to treat all pupils, including those with SEND, equally and fairly. Pupils with SEND are involved fully in the curriculum and participate in all trips, assemblies, worship and special events. Pupils with SEND are encouraged to attend extra-curricular activities. The curriculum and any other extra-curricular opportunities can be adapted to meet the needs of any pupils with SEND.

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

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from home/a childminder/ another pre-school or a nursery setting:

- The EYFS teacher, Mrs Barden and Mrs Bannister (SENCO) will liaise with the childminder/ nursery setting and parents. They will gather all necessary documentation and information.
- A transition programme will be developed which meets the individual needs of your child.

If your child is joining us from another school:

- The SENCO or class teacher will speak to the previous school's SENCO or class teacher to gather information.
- The class teacher and SENCO will meet with parents to discuss individual needs.
- Relevant paperwork will be passed over and collated.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the new school's class teacher or SENCO and ensure they know about any special arrangements or support that needs to be made for your child.
- We will make sure that records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher and head teacher.
- There will be opportunities to make additional visits to the new classes, if this is appropriate.
- Transition booklets containing photographs of the new classroom and routines may be developed and sent home for extra preparation and familiarisation during the summer break.

When moving from Key Stage 1 to Key Stage 2:

- A transition meeting will take place with the class teachers and the Head teacher.
- Extra visits, if required, to the Key Stage 2 areas and new classrooms can be arranged.

- Some children may find it useful to have photographs of key members of staff and of the new classroom, toilets, cloakroom etc. These can be shared at home for preparation over the summer holidays.

Year 6

- Each Year pupils visit their forthcoming Secondary School for a taster day and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7.
- The Year 6 teacher meets with a representative of the high school (usually the Head of Year 7) to discuss individual needs.
- The SENCO will discuss the specific needs of your child with the secondary school SENCO if necessary.
- Children with EHCPs are offered extra taster sessions at their chosen secondary school. These will be discussed at the transition meeting, held in the spring term.
- Your child will also participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- If your child would be helped by a transition programme to support them in understanding moving on, one will be devised for them.

Who can you contact in school about SEND issues?

Your first point of contact should be your child's class teacher.

You may also contact:

SENCO: Mrs H Bannister senco@st-marys-eccleston.lancs.sch.uk

Head: Mrs J Birchall head@st-marys-eccleston.lancs.sch.uk

Governors: bursar@st-marys-eccleston.lancs.sch.uk (mark fao. Chair of Governors)

Tel School: 01257 451317

Where can you find information about services for my child?

Click on the link below for Lancashire's Local Offer and for pathways of support and advice:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

Reviewed and updated: 30.8.23 HB