



Little Leigh Primary School

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SEND Information Report

Introduction

All Cheshire West and Chester (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

At Little Leigh Primary School we strive to ensure that all children are enabled to achieve their potential. We do this through providing a broad and balanced curriculum that enables all children to develop their talents and interests.

Little Leigh Primary School is an inclusive setting where the needs of pupils with Special Educational Needs and Disabilities are met wherever possible.

Little Leigh provides for a range of needs including:

- **cognition and learning** - this includes children who have moderate or specific learning difficulties, such as dyslexia and dyspraxia.
- **communication and interaction** - this includes children with speech and language delay and those with difficulties in social communication.
- **social, emotional and mental health** - this includes children who may be withdrawn or isolated, disruptive, hyperactive or who lack concentration.
- **physical and sensory issues** - this includes children with impairments including hearing or visual difficulties, or other physical difficulties.

What is the Local Offer?

- The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs Code of Practice (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- LA website URL - www.livewell.cheshirewestandchester.gov.uk

The School SEND Strategy

This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

How does Little Leigh Primary School know if my child needs additional support?

At Little Leigh Primary School all children receive high quality teaching in every lesson. Teachers are skilled at adapting the learning to suit the needs of all pupils and use a range of strategies to ensure that all children make the expected progress. If a child is not making progress, despite high quality teaching aimed at their areas of need, the child will be targeted for SEND support. Outside agencies may be consulted if the child needs further support. Children may also be identified as needing additional support through careful observations which are made by members of staff in school.

Close liaison between parents, nursery providers and the EYFS staff result in the school, having a good knowledge of any additional needs children may have when they join the school in reception.

We endeavor to identify the additional needs of all pupils at Little Leigh Primary School in a timely manner and ensure that early intervention takes place.

The class teachers will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If additional support is needed, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

What should I do if I think my child may have a special educational need or disability?

If you think your child may have special educational needs, you should contact a member of staff at school. Your first point of contact will be your child's class teacher. In some instances you may wish to contact the schools SENDCo (Special Educational and Disability Needs coordinator) Miss Jodie Lloyd, or the Head Teacher, Mrs Clarke.

How will I know how Little Leigh Primary School supports my child?

At Little Leigh Primary School we aim to work collaboratively with pupils and parents to create a program of support based on the needs identified. During consultation with your child's class teacher, the interventions which may be appropriate will be discussed and agreed together. Targets for intervention, starting points and end points will all be monitored to ensure that the intervention is having a positive impact on your child's progress and development.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's online record.

We will formally notify parents when it is decided that a pupil will receive SEN support.

If your child requires SEND support, there will be a Child Pupil Profile put into place. The targets on the pupil profile will be reviewed regularly. You will be asked to meet as often as required, with your child's class teacher and if necessary, the SENDCo, to discuss your child's progress and the current provision in place. If your child has physical or sensory difficulties, we will work collaboratively to create a Child on a Page or a Care Plan to ensure their individual needs are being met within school and they have full access to the national curriculum.

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

At Little Leigh Primary School the curriculum is adapted to ensure the needs of all children are being met. This is done in the following ways:

- Planning shows individualised activities for all groups of pupils based around the same theme therefore the needs of all pupils are met within each lesson.
- Homework tasks are planned to match children's needs.
- Deployment of adult support is allocated to ensure all children can access the curriculum.
- Resources are used to support children.
- Use of individual and specific resources are created for use in each lesson.
- Flexible teaching arrangements e.g. seating arrangements ensure children are physically able to access each lesson.
- Through the use of visual time tables.
- Implementation of nurture groups.
- Use of ICT.

How will I know how my child is doing?

For any child receiving SEND Support, there will be additional meetings arranged to discuss your child's progress. (This will give extended appointments and an opportunity for parents to discuss any concerns and/or progress.) Parents will be informed at these meetings information regarding the interventions that your child is

receiving. All parents will know if their child is 'on track' to make expected progress and where they are working in terms of Age Related Expectations (ARE).

How will the school help me to support my child at home?

Annual/Interim Reviews will be held for those children with an Education Health Care Plan. This meeting will outline ways the child can be supported at home. At termly Parents' Evening, teachers will share targets and suggest ways in which we can collaboratively work together to meet the needs of your child. As we operate an open door policy, all our teachers will be happy to discuss your child's individual needs and discuss ways you can support your child at home.

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

- When a need has been identified, if necessary, staff will access training programs delivered by specialist consultants.
- Specialist advice is drawn upon from a Speech and Language Therapist.
- Whole school is trained in using Numicon.
- The SENDCO works with the Educational Psychologist.
- The Educational Psychologist is timetabled to deliver training to staff on the identification of SEN.
- Assessments for children with complex needs are completed by a range of professionals.
- Our SENDCO has completed her NASENCO course and is therefore a fully qualified practitioner. Miss Lloyd this has held this position for 2 years and has a passion for developing our SEND provision
- Miss Lloyd is allocated 2 hours every other week to manage SEN provision.
- We have a team of 6 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.
- In the last academic year, staff have been trained in sensory processing, supporting children with SEND online and social stories.
- We use trained staff for Nussy, Toe by Toe, Clip, Write from the start and Wellcomm.

At Little Leigh Primary School we put the needs of the children first. Because of this, we will access any training that will be of a benefit of the children and ensure that their needs are being met in school.

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

We believe trips, visits and residential are a valuable and essential part of the curriculum and ALL children will be fully included. The school effectively uses our resources of TA's to help support and enable children to access school trips, visits and residential along with working with the parents/ pupils to insure the correct support is being given to each individual.

How accessible is the school environment?

The school ensures the environment is accessible to all children in a number of ways including:

- Coloured screens are used on whiteboards as backgrounds if required
- Visual reminders are used for children who require them
- Word banks
- Behavior policy in place and adhered to by all members of staff
- Class rules and expectations are displayed in classrooms
- Visual reward charts in place
- Doorways are wide enough for wheelchair users to access all areas of the school
- Ramps have been installed to allow access to outdoor classrooms

How will the school prepare and support my child when joining Little Leigh Primary School or transferring to a new school or post-16 provision?

It is important that children are supported and prepared well for transition between Little Leigh Primary School and other establishments. In order to ensure this transition is successful, the SENDCo will liaise closely with the child's parents and the establishment the child is transferring to or from. Notes/information is shared between parents, institutions/services/outside agencies to ensure the highest standard of provision is in place. The SENDCo will ensure adequate training is transferred or information passed on to ensure children are fully supported. Health professionals are fully involved in Year 5 transition reviews to complete audit of environment and begin transition arrangements with plenty of time. Additional transition time/ visits are accommodated in arrangement with the Secondary School SENDCo.

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

Resources are carefully allocated to ensure all children's needs are being met. These resources are reviewed on a termly basis dependent on the constantly changing needs of the children. Resources are allocated in a number of ways. Some are listed below:

- Teaching Assistants will support children on a 1:1 or small group basis where needed.
- In class TA English and Maths support is allocated based on the needs of the pupils.
- Catch-up intervention programs are in place to ensure gaps in children's knowledge are being addressed.
- Physical resources e.g. Numicon and English resources are readily available in all classrooms.
- Social stories are used to aid children who have social needs.
- Handwriting and fine motor skills programs used.
- Speech and language intervention such as wellcomm.
- Nurture groups to support social emotional and mental health are delivered when necessary.

We also work with the following agencies to provide support for pupils with SEN:

- Educational psychologist
- Speech and language therapists
- Autism team
- Team around the family
- Occupational Therapists
- Community paediatrician

How is the decision made about how much support my child will receive?

If a child is not making the expected progress, their learning is discussed with the pupils/parents/staff and additional support considered. Pupils will also be discussed in termly pupil progress meetings with the Headteacher SENDCo, Maths and English Co-ordinators during the meeting any children who are finding their learning difficult will be discussed. Children may receive support based on this discussion.

The Headteacher and SENDCo work with the class teachers and also look carefully at the progress made by children using School Pupil Tracker Online, workbooks and assessment tests. Children who have not made the progress expected by the school will receive additional support.

If a child is finding it difficult to behave appropriately and work in line with the school's behaviour policy and after trying to understand the reasons around the behaviour through observations/reward charts/strategies, then additional support is considered by all involved - parents/pupils/staff. At this stage, support and consultation from outside agencies will be sought.

How will I be involved in discussions about and planning for my child's education?

If your child is not making expected progress then the class teacher will discuss concerns with you at the earliest possible time. At this meeting, SEND support may be recommended as a result of this. Your child's teacher will work alongside you to discuss how you can best support your child at home.

We may seek the advice and expertise of outside agencies. This will be discussed with parents prior to the consultation and permission will be sought. Parents may be asked to attend some of these meetings. We will implement advice/strategies from external professionals. These actions will be reviewed and discussed with parents. If there is still significant concern regarding the progress/attainment/behaviour of your child, then additional support may be requested from the SEN Team from Cheshire West and Chester Local Authority.

Who can I contact for further information?

- Your child's class teacher initially
- The SENDCo - Miss Lloyd
- The Headteacher - Mrs Clarke

Parents of pupils with disabilities have the right to make disability discrimination claim to the first-tier SEND tribunal if you believe that our school has discriminated against your child. You can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

How often is this policy reviewed?

This policy and information report will be reviewed by Miss Lloyd - SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board

Written - September 2021

Updated - September 2023

This policy also links with others on our website listed below

- SEND Policy
- Accessibility Policy
- Anti-Bullying Policy
- Medical Condition Policy
- Behaviour Policy
- Equality Policy