



Glazebury CE Primary School
Warrington Road
Glazebury
Warrington
Cheshire
WA3 5LZ

SEND information report 2018-2019

EQUALITY

Glazebury C.E School is committed to equal opportunities. Our provision for children with Special Educational Needs reflects that commitment. Our Equality Policy and Plan are available from the school office and on the website.

POLICIES

The school has a Policy for Special Educational Needs available on the school website. This policy has recently been reviewed to bring it in line with the Special Educational Needs Code of Practice 2014.

1.The kinds of Special Educational Needs that are provided for at Glazebury CE Primary School. Staff at Glazebury CE Primary School provide support for pupils across the 4 areas of need as laid out on the SEN Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and /or physical needs

There are currently 14 pupils with SEND as recognised under the SEN Code of Practice. 1 of these pupils has an Education Health and Care Plan (EHCP), the remaining 13 are at SEN Support. An EHCP is dedicated provision for an individual child set out in a Statement of Special Educational Needs following a formal assessment by the Local Authority. A formal assessment by the Local Authority is carried out to assess if a child needs meet the criteria for an EHCP to be written. SEND Support is for children with identified needs who are catered for by school based provisions and may also have outside agency involvement. 0 fixed or permanent exclusions

2. Information about the school's Policies for Identification and assessment of pupils with SEN. Pupils are identified as having SEND, and their needs assessed, through:

- Information passed on from previous nursery/school.
- Concerns raised by teaching staff.
- Feedback from teaching staff and interventions.
- Reports from outside agencies or professionals such as a paediatrician, speech and language

therapist, health visitor, educational psychologist etc.

- Pupil premium interventions.
- Information or concerns raised by parents.
- School's formative and summative assessment data.
- Termly special needs planning meetings are held with an Educational Psychologist (when appropriate)

3a. Evaluating the effectiveness of the provision made for pupils with SEN.

Tracking of assessment data is completed at least termly and adaptations to provision made in light of these findings. Pupil progress meetings are held with the Head Teacher and each class teacher (SENDCo when necessary). Progress towards Individual Education Plan targets are monitored by the SENDCo at least termly. Interventions put in place are reviewed to ascertain impact, effectiveness, progress and next steps. Progress and evaluation is reported to the Governor with responsibility for SEND. The annual report to the Governing Body and SEN Information Report posted on the school website.

3b. Arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review. These arrangements include :

- Graduated approach (Assess-Plan-Do-Review)
- Tracking of assessment data for pupil progress
- Individual Education Plan reviews at least termly
- ECHP reviews, at least annually
- Observations of pupils
- Analysing the impact of interventions
- Parent's evenings
- End of year class report

3c. The school's approach to teaching pupils with SEN Provision for SEN pupils includes:

- Quality first teaching, with appropriate differentiation in place for groups and individuals.
- Following a graduated approach
- Effective provision management
- Appropriate use of successful interventions
- Availability of quality resources and budget for these resources.
- Working closely with parents and carers.
- Teaching Assistant (TA) support in the classroom if/when appropriate.
- Individual Education Plans (IEPs) may be written.
- Health Care Plan may be written for children with physical disabilities/Health needs.
- Termly SEND planning meetings are held with the Educational Psychologist (when appropriate).
- Referrals to outside agencies.
- Personalised provision through adapted resources and interventions.
- Referrals for an Education, Health and Care Plan if appropriate.

3d. How adaptations are made to the curriculum and the learning environment of pupils with SEN

The curriculum /learning environment may be adapted by :

- Groupings that target specific levels of progress.
- Differentiated resources, activities and teaching styles.
- Appropriate choices of texts and topics to suit the learner.
- Additional adult support.
- Displays that enhance learning.
- Visual timetables.
- Individualised targets.
- Use of work stations.
- Use of specialist resources such as fiddle toys, weighed cushions, writing slopes.

3e. Additional support for learning that is available to pupils with special educational needs

Additional support is considered on an individual basis. Those children with IEPs at SEN support level are targeted for either individual or small group interventions as appropriate. Interventions programmes currently include:

- Additional work with the class Teaching Assistant.
- Multi-sensory learning opportunities.
- Advice and recommendations from outside agencies will be incorporated into teaching.
- Guided Reading
- Phonics
- DIAL
- Social support
- More added throughout the school year to support the varying needs of pupils.

3f. How school enables pupils with special educational needs to engage in the activities of the school

(including physical activities) together with children who do not have special educational needs

Glazebury CE Primary school is very committed to inclusion and equal opportunities. Our Equality Policy and Plan is available on the website.

Steps taken to ensure that all children with SEND are fully included in our wide range of activities include:

- Consideration of the most appropriate classroom in terms of space and access.
- Adaptions to the classroom, i.e. hand rails, supportive frames, ramps, wide doors (When necessary).
- Use of specialist resources or equipment i.e. writing slopes, pencil grips, ICT software.
- Referrals to Occupational therapy or Physiotherapy for advice and support.
- Adapting activities to be inclusive for all. For example, adapting sports day activities etc.
- Additional adult support.
- Pre-visits to establishments to enable full participation in school visits.

- Individual risk assessments/Health care plans
- Alternate transport arrangement for visits
- Working closely with outside agencies. For example, with a moving and handling consultant to ensure we have the most appropriate equipment to support children with physical disabilities and are able to handle them in a safe and appropriate way. Working with Warrington's Sensory Support service to meet the needs of hearing and visually impaired children. All adaptations, modifications or use of equipment is considered on an individual basis and in consultation with parents/carers or outside agencies as appropriate.

3g. Support that is available for improving the social emotional and mental health of pupils with special educational needs Pupils are well supported by :

- Targeted support for individual and groups of pupils
- A positive behaviour and anti-bullying policy
- School Council
- Pupil Voice
- Social skills interventions
- A whole-school behaviour system
- CAMHS (Child and Adolescent Mental Health Services)
- School Health Advisor
- Educational Psychologist

4. The Name and contact details of SEN Co-ordinator Name and contact details of SEN Governor

Mrs Katie Prescott is the SENDCo for Glazebury CE Primary School

Mr Stuart Roberts Tighe is the Governor with responsibility for SEND. Please contact via the school office.

Tel: 01925 763234 or

email Glazebury_Primary@warrington.gov.uk or Glazebury_KPrescott@warrington.gov.uk

5. Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.

The SENDCo Mrs Prescott is a qualified teacher, EYFS leader and a Specialist Leader of Education (SLE) and will access the specialist accredited SENDCo qualification in the near future.

Staff within school have varying levels of experience of supporting children with special educational needs and a variety of health needs. In house training is led by Mrs Prescott and Mrs Mowbray (Headteacher. Further training will be assessed, reviewed and put into place to support the specific needs of children within Glazebury CE Primary School. A number of staff are first aid trained, epi pen trained and AED trained (located near the main entrance)

Individual training for staff includes ADHD, ASD, Code of Practice, Team Teach, Speech and language support, , Dyslexia friendly classrooms, CAF training, mentoring.

An audit of staff expertise in SEN is undertaken regularly

SENDCo attends termly network meetings led by the Warrington Inclusion Hub

6. Information about how the equipment and facilities to support children and young people with SEND will be secured.

The school funds the first £6,000 of a child's provision. Any further funding may only be available for those pupils with high levels of need. All funding devolved to the school is used to fund:

- Suitably qualified adult support
- Quality resources and environments
- Consultants
- Any adaptations needed to the school environment to support inclusion
- Staff development and training
- Facilitation of SENDCo meetings and additional meetings with parents and outside agencies.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

The school is committed to working closely with parents and the first point of contact for parents is the class teacher. Parents are able to have brief discussions on a daily basis and when appropriate more formal meetings can be arranged. Staff and parents can also communicate via email, class Dojo and telephone. Parents are invited to attend Parent's Evenings twice a year. IEP reviews will take place throughout the year (as necessary). Parents will be signposted to Warrington's local offer and made aware of the Information, Advice and Support Services (IASS), (formerly Parent Partnership Service), Warrington AskOllie Service, and supported to engage with external agencies if appropriate. Any concerns about a child will be discussed with parents at the earliest opportunity so that we can work together to best support the child and parents will be involved at every stage of their child's progress. Parents are encouraged to be involved with target setting for Individual Education Plans (IEPs). Some home activities may be provided. Parents and pupils are invited to share the child's IEP and to review progress. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves if appropriate.

8. The arrangements for consulting young people with special educational needs about and involving them in, their education.

Children are regularly consulted about their next steps and what teachers can do to support them and are given several opportunities to express views via pupil voice interviews, as well as individually to their class teacher. Pupil's views are also included on IEP's when appropriate. The views of parents and children with EHCPs are collected prior to their annual EHCP review.

9. Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Please see the Complaints Policy in the policies section of our website, or available from the school office.

10 What specialist services and expertise are available at or accessed by the education setting?
School is supported by a range of consultants and experts including:

- The School Health Advisor
- Educational Psychologist
- Occupational Therapy
- Sensory Support (Visual and hearing)
- Learning assessment
- Parent Partnership
- CAF

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

<http://warrington.fsd.org.uk/kb5/warrington/fsd/home.page>

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education.

- Children entering our school receive parent 1:1 meeting with their key person (Teacher or Teaching assistant)
- Welcome meetings held in school where parents can ask questions and view the school.
- Parent consultations
- Year 6 children take part in transition days organised by their chosen High Schools and SENDCO will meet with High school SEN Team to pass on relevant information to ensure a smooth transition. For children with SEND this transition process will begin earlier with an individually designed transition plan created to meet individual needs.
- Visits to school by High School Staff are encouraged as part of the transition arrangements.

13. The arrangements for the admission of children with SEND

Please see School admission policy on school website or available from the school office.

14. Local offer links for both Warrington and Wigan

<http://warrington.fsd.org.uk/kb5/warrington/fsd/localoffer.page>

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>