

SEND Information report



This information report provides an overview of the journey children with additional needs have experienced throughout this year and the provision provided to meet their needs so narrowing the gap in relation to age related expectations.

The views of the last OFTED report (Nov 2016)

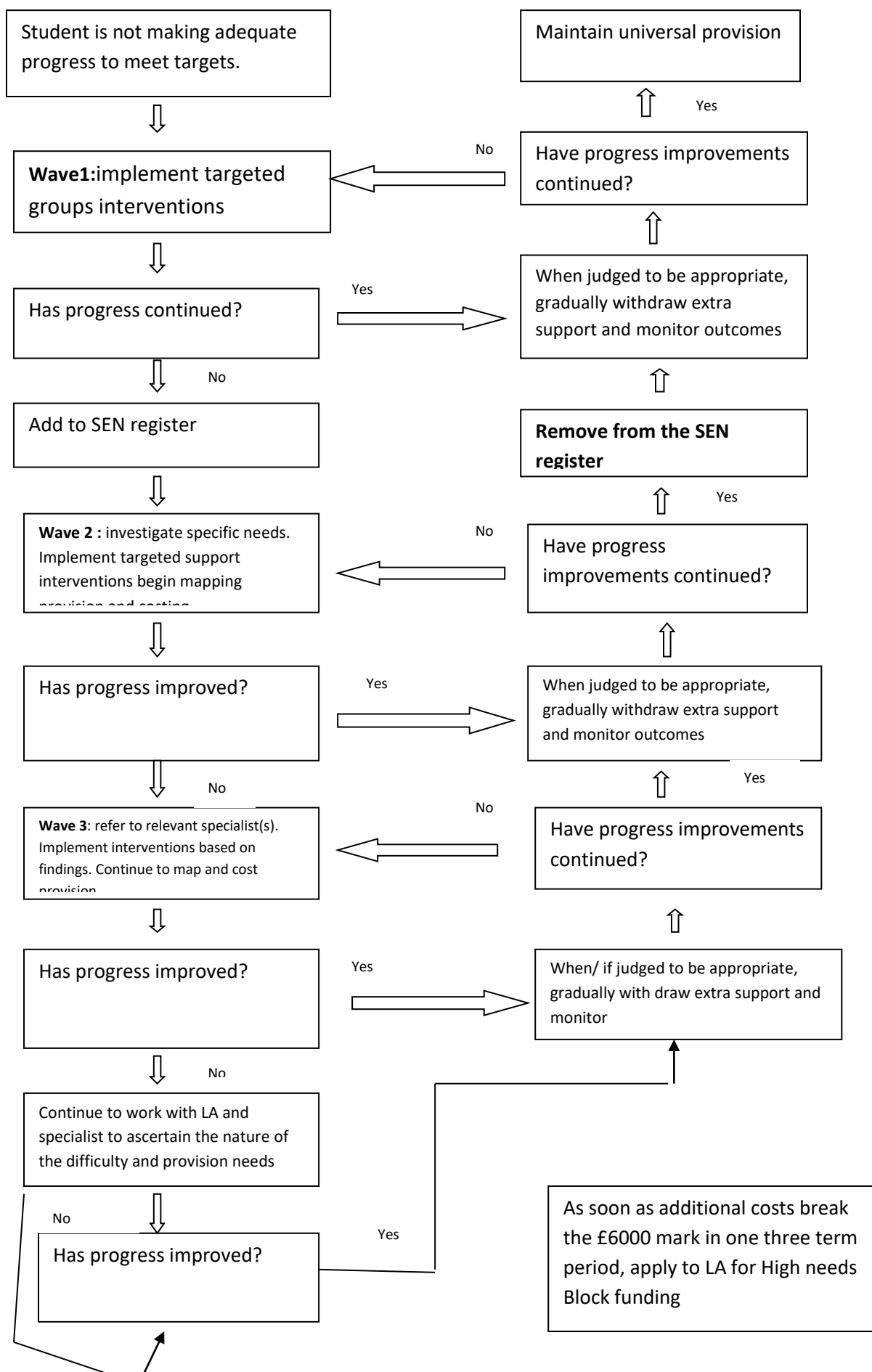
Children with special education needs and/or disabilities are well- supported to help them catch up with their peers.

Good leadership and management of the provision of children with special educational needs ensure that these pupils receive the additional support they need. Support programmes are monitored frequently to make that they remain relevant to pupils.

Teachers are very aware of the different groups of children they teach. They ensure that disadvantaged and children with special educational needs and / or disabilities have the additional support they need to help them catch up.

Pupils who have special educational needs and /or disabilities make good progress. Well briefed teaching assistants help them to succeed.

How do teachers at Horwich Parish know if a child needs extra help?



How is a decision made about the type of support provided?

All children are entitled to first quality teaching. If a child requires additional support the class teacher will firstly initiate small group focussed work in class. If further support is required the class teacher, SENCo (Special Educational Needs Co-ordinator) and parents will work in collaboration to engage with the most appropriate services to support the child.

SEN Support

If a more specific intervention is required to support a child, this is put into place. The intervention is monitored on a half term/ termly basis to ensure that it is meeting the area of need. The length of interventions varies dependent on the need and its successfulness. Parents are provided with an 'Achieving Success' form which highlights the objectives of the intervention and on completion the progress made from the starting point. Intervention is identified within four bands within the code of practice 2015:

Communication and interaction; Cognition and learning; social, emotional and mental health; sensory and/or physical needs.

High Needs funding

If complex needs are identified over a number of terms and evidence of the impact of interventions are clearly evidenced, the school, home and supporting outside agencies can apply for an Educational Health Care Plan. This involves school providing evidence for at least two terms of support put into place involving outside agencies.

What should I do if I think my child has additional needs?

We offer an open door policy to all our parents. If you have any concerns please make an appointment to share your concerns initially with the class teacher. Where relevant these concerns will be shared with the SENCo.

How will the staff and governors support children with additional needs?

Mrs Gregory is the SENCo and is responsible for working alongside class teachers to provide the correct interventions to increase progress and attainment and meet the social and emotional well-being of children.

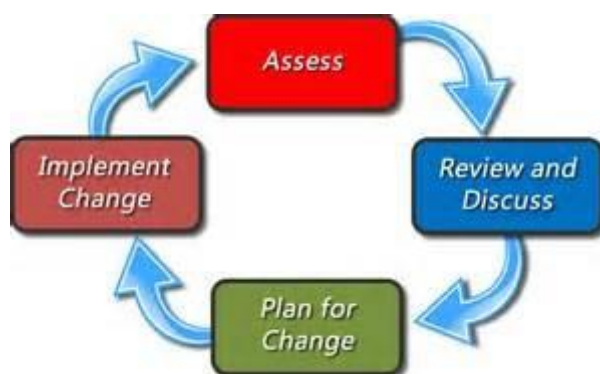
The school access behaviour support to support children in school and parents at home where helpful. Referrals to Child and Adolescent and Mental Health are also made through this service.

School also access other services such as : Woodbridge Outreach Service, speech and language, paediatrician, school nurse, educational psychologist and occupational therapy . All services are accessed through school and home completing and Early Help form together.

We have a named SEND governor, who meets with Mrs Gregory each term. A termly report is provided for the governing body to keep them informed.

How will the curriculum at Horwich Parish CE be matched to my child's needs?

The teachers use regular opportunities to review the progress of children with additional needs within a broad and balance curriculum. Teachers follow the process of:



How will the school's services be allocated and matched to the needs of the children with additional needs?

The Head-teacher decides the budget for Special Educational Needs and Disabilities in consultation with the school Governors and local authority. Funding is used to provide support for groups and individual children. Also, funding provides resources to facilitate learning such as:

- Additional adult support
- Visual symbols and timetables
- Work stations
- Quiet areas / low stimulus areas
- Advice from a range of outside agencies adopted
- Structured conversation
- Parent drop-ins
- Pre-teaching of skills to support understanding
- Modified texts and equipment to meet children's needs
- Differentiated work
- Verbal responses (ELKLAN) training
- Regular updates from SEND interventions to support class teaching
- Support at lunchtime
- Modify the length of the day
- Provide support at home as needed
- Follow programmes devised by outside agencies e.g. SALT
- writing slopes, pencil grips
- Utilising advice from specialist services

- Acting as a scribe

What training is provided for staff of Horwich Parish CE working with children with additional needs?

At school we have a dedicated Special educational needs subject leader, Mrs Gregory, who has the National Award for SEND co-ordination. The SENCo meets on a regular basis with Teaching assistants and staff who deliver interventions to ensure effective learning taking place.

The school is committed to providing training where required and is supported by a number of outside services which are relevant to meeting children's needs. These include: speech and language therapist, Occupational therapist, educational therapy, child and adolescent mental health, paediatrician, social workers, behaviour support and the school nurse. In addition the school can liaise with the local authority.

All support staff are trained for basic first aid, epi-pens, asthma, First aid Safeguarding Children Level 1/2 and any additional training is provided where required to support children.

How will Horwich Parish and I know how my child is doing at school?

At school we measure progress against national expectations for each year group. We have regular Pupil Progress meetings to discuss all the children. It is the responsibility of the Senior Leadership team and SENCo to ensure children with additional needs are identified and action taken to support the children.

'Achieving Success' forms are provided for all children who receive additional support. These outline the objectives being covered within the intervention and reviewed on completion and given to parents and carers. The school offer an open door policy so any parent can request a meeting with the SENCO or class teacher whenever they wish.

Parents contribute to Educational Health Care Plan reviews at the annual reviews organised in partnership with home and school. School also provide opportunities in the year for parents to attend Parents Evening in the Autumn and Spring.

How does the school judge whether the support has had an impact?

A review takes place at the end of intervention period. This is based against the progress made from the initial base line assessment. The Achieving Success forms returned to parents provide the evidence of the impact of the intervention for each child.

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

Your child will always be integrated fully into the life of Horwich Parish CE. We provide pre-visits if required to support children. Some children have benefited from 'life-skills' activities to meet the bespoke needs of children. We have many extra curriculum activities which encourage children with SEND provision to attend. A games club at lunchtime provides support for range of needs to ensure they have a positive lunchtime each day. Children with additional needs have been identified as representatives within school such as school councillors, eco and safety councillors.

What support is for my child's own well-being?

Our school has a clear drive to support children's well-being. We believe in developing a strong relationship with the children in our care. School recognise the increased focus of the SEN code of practice to support the mental health and well-being of children. We hold a weekly parent- drop in with our pastoral lead to support parents who may be struggling.

We provide a 'Lunch bunch' club at lunchtime for children who are vulnerable and may prefer to stay and play inside. We also have quiet areas on the playground.

The school has nurture interventions led by teaching assistants within school.

In reception we provide a 'Buddy' system to support children who may be finding it difficult to make the transition into primary school.

Extra time is given to children in year 6 who meet the requirements outlined by the DFES. School also support children who may anxious, by providing an alternative room or additional support before exams in terms of nurture and coaching.

What support is there for behaviour and avoiding exclusions?

We are an inclusive school who endeavour to include children in all aspects of their class learning. Also, the school follow a 'Reward time' for 25 minutes each week which celebrates positive behaviours in the week. The school work closely with children who are at risk of exclusion by involving behaviour support and other outside agencies where relevant.

What support is there for increased attendance?

The school have a weekly review of attendance and those children who are falling below 90%. A letter is sent home or the Learning mentor will visit the family to offer support to enable the child to improve their attendance. In some cases medical appointments affect some children with additional needs. Where appropriate, the teacher has provided work for the child to complete at home or encourage the use of internet based learning activities.

How will SEND children contribute to pupil voice?

We value and celebrate the views of children to improve the school. This is usually carried out through our councils of: eco, safety, sport and school. These councils are represented by SEN children.

Improvements made in response to pupil feedback

Children expressed that they would like to have prompts used in the intervention group in class as they found them useful. These resources were copied and used in the classroom.

Some children voiced that they would prefer to stay in as it could be too loud at lunchtime. School set up games club in response.

Some children said they didn't know what their targets were so we have put them in the child's book in class where relevant.

How accessible is Horwich Parish CE Primary School?

The school has many levels to support accessibility within the school. Lowered handrails are also evident in some areas of the school and a close-mat toilet in one of the children's toilets. We give children raised boards to support fine motor skills. Children are able to use coloured overlays for visual stress and through the support of the occupational therapist adapted chairs are used to support a child.

How are parents and carers involved in Horwich Parish CE Primary School?

We offer workshops to support children in reading, writing and maths and drop in sessions for parents to meet with the SENCO to discuss any concerns.

How do Horwich Parish CE Primary support children through transitions

Year 6 to High School

- Staff from high school HPCES to discuss with SENCO and class teacher needs of each child in the summer term
- SENCO and child(ren) attends high school extra visits in the summer 2 term as required to ensure smooth transition
- 1 page profile for children moving to high school
- Where required transition booklets completed as provided by Woodbridge Outreach Service to support transition for ASD children
- Picture booklets are created with speech bubbles to ensure a child is able to visualise the setting, teachers and environment during the summer holiday
- Organised children to attend summer school where possible to build on friendships
- All these are in addition to the normal transition arrangements for all Year 6 children

- SENCO meets high school SENCO where possible to support transitions.
- Relevant documentation is passed on with the consent of parents.
- Changing Places work in collaboration with the Church

Early Years Transition

The children transitioning from pre-school settings have the following opportunities:

- Parents invited to an information sharing evening (June)
- Staff from EYFS visit every child in their pre-school setting and talk to key workers(pro-forma filled in regarding attainment)
- Children invited into school for taster sessions (stay and play with parents) after school
- Induction period over 1 week
- Home visits or meetings in school are organised if specific support required to support transition from nursery to reception.

Transition between Key Stages

Reception to Year 1

- Teachers from Reception meet with receiving Year 1 teachers in order to pass on records and discuss strengths and needs of the pupils. Year 1 staff made aware of 'Emerging', 'Expected' and 'Exceeding' in key areas
- Year 1 teachers are involved in the judgements regarding writing
- Reception children are familiarised with their new Year 1 teachers and setting via story sessions and playtimes
- Children have a session in their new class at the end of the term.

Key Stage 1 to Key Stage 2

- Staff have staff meeting times set aside to meet with receiving teachers in order to pass on records and discuss the strengths and needs of the children
- All children experience a moving up day towards the end of the summer term
- More vulnerable children are given extra opportunities to visit their new classes, for example taking messages, visiting with a teaching assistant.
- Transition booklets are set up if required.

Key Stage 2 to Key Stage 3

- Children attend open evening at their new setting
- Children attend a taster session/day at their new setting
- More vulnerable children are visited by staff from new settings to ensure correct

provision is made available.

- Additional days organised for specific children to support transitions between schools where possible.
- High school teachers visit the year 6 at Horwich Parish where possible.
- Parent, teacher and High school meetings organised where relevant.
- Summer school encouraged where possible with parent and teachers.

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Who can I contact for further information?

SENCo: Mrs Gregory- sgregory@horwichparish.net

Headteacher: Mrs Mills- head@horwichparish.net

SEND governor: can be contacted via office@horwichparish.net

Bolton Information and Advisory Service: service supporting parents of children with SEND
- pps@boltoncog.co.uk 01204 848722

Bolton Local Authority SEND Dept: SEN Strategy and Development
Smithills Dean Road, Bolton, BL1 6JT - 01204 338612 ea.sen@bolton.gov.uk

We hope you have found this document useful.