

# Newchurch Community Primary School

## SEND Information Report 2017



### Children and Families Bill 2014

The Children and Families Bill takes forward the Government's commitments to improve services for vulnerable children and to support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill reforms the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with special educational needs and disabilities (SEND), so that services consistently support the best outcomes for them. The Bill extends the SEND system from birth to 25, giving children, young people and their parents or carers greater control and choice in decisions and ensuring needs are properly met.

It reforms the provision by:

- Replacing statements and learning difficulty assessments with a new 0-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets;
- Improving co-operation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a local offer of support.

### **What is the Local Offer?**

The Local Offer is a description of all the services available to support disabled children and children with SEND and their families. This information sets out what is normally available in schools to help children with SEND as well as highlighting what support is available for families who need additional help to support children with more complex needs.

### **Warrington's Local offer**

Warrington's Local Offer provides parents and carers with information about how to access services in the region and what they can expect from those services. With regard to education, it allows parents, carers and young people know how schools and colleges will support them.

Warrington's local offer is available at:

<https://www.warrington.gov.uk/localoffer/>



## **How does Newchurch Community Primary School know when a child needs extra help?**

Staff know when pupils need help if:

- Limited progress is being made
- There is a change in the pupil's behaviour or progress
- Concerns are raised by the parents/ carers, teachers or child

If you have any concerns about your child's progress, the initial point of contact is your child's class teacher. You may also contact the SENDCO, Mrs Wormleighton.

## **What should I do if I think my child may have special educational needs?**

If you have any concerns about your child having any additional needs, you can request a mutually suitable time to speak to your child's class teacher. From this meeting the class teacher will feedback to relevant professionals within school and advise parents accordingly. If parents feel they still have further questions, then an appointment can be made with the SENDCO.

We will always share information about the support your child is receiving in school and welcome your input in reviewing your child's progress. We offer an open door policy and teachers are available daily to discuss your child's needs, although an appointment offers a more appropriate designated time to devote to your child.

## **How does Newchurch Community Primary support a child with SEND?**

Each pupil's educational programme will be planned by the class teacher. Work is differentiated accordingly to suit a pupil's individual needs. This may include additional general support by the class teacher or by a teaching assistant in class.

If a child has needs related to more specific areas of their education, such as phonics, reading, spelling or number work, then the pupil may be taught in a small intervention group. This will be run by a teacher or teaching assistant. The length of time of the intervention will vary according to need, but is reviewed each term. These interventions are recorded on a school provision map and are monitored regularly for impact by the SENDCO.

Occasionally, a pupil may need more expert help from an outside agency such as Speech and Language Therapy. A referral will be made, with your consent, and sent to the relevant service. After further assessments, a programme of support may be given to the school and parents / carers.

The governors at Newchurch Community Primary ensure that the school is as inclusive as possible and treats all children and staff in an equitable manner. They monitor and review statutory policies as defined by the Department for Education. Newchurch Community Primary School has a designated governor for SEND who oversees the work of the SENDCO and staff and ensures that the provision set out in the SEND policy is being carried out efficiently. The governor currently with this responsibility is Mrs Jean Williams.

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

All teachers at Newchurch Community Primary school match the curriculum to the needs of the individuals in their classes. The children are taught from their own starting points appropriate to their needs. When a child has been identified with special needs their work will be differentiated (adapted) by the class teacher to enable them to access the curriculum more easily.

Teaching assistants may be allocated to work with a pupil one to one, or with a small group to target more specific needs.

### **How will both you and I know how my child is doing and how will the school help me to support my child's learning?**

At Newchurch Community Primary we monitor the individual progress of *all* children closely by having termly meetings with staff to evaluate progress and attainment as well as setting further support for those children not making steady progress. Those children identified as having SEND are monitored closely by the SENDCO to ensure that any interventions are having an impact on learning and so ascertain the effectiveness of our provision.

On some occasions more formal assessments may be carried out to ascertain how much progress has been made and to inform the next steps in planning for your child. Your child's class teacher will explain any assessments they have used with your child. Where appropriate we will seek support from specialist outside agencies. Your child's class teacher will request consent before any outside agencies are involved with your child.

Parents can work with school to support their child's learning by:

- reading at home regularly – listening to your child and reading to them
- supporting any additional activities that are sent home, either by school or other agencies
- sharing information about your child's strengths and areas for development
- attending any parents information evenings or meetings that are held in school
- being positive with your child and recognising the small steps of progress they make

### **What support will there be for my child's overall well-being?**

For any child requiring medical assistance, detailed health care plans are established in consultation with parents/carers. These plans are shared with all staff who are involved with that pupil. Where appropriate other medical practitioners are invited to come into school to train relevant members of staff i.e. diabetic nurses, epilepsy nurses etc. Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a medicine consent form is in place to ensure the safety of the child and protect the member of staff. There are a number of trained first aiders in school at all times.

The school offers a variety of pastoral support for children who are experiencing emotional difficulties. All members of staff are readily available in the first instance should any pupil wish to discuss issues and concerns. Children who have social, emotional and mental health problems, have their needs met through individual plans and additional support or interventions. If behaviour needs are an increasing concern, the school may ask for the help of the local authority, the writing of a Pastoral Support Plan and access to the Child and Adolescent Mental Health Service, a service that gives direct support to families. School will always ask families to be fully involved in these processes. The school looks at each child individually to ensure that their needs are met for example extra provision during unstructured times, such as playtime and lunchtimes may be put in place.

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

There are a wide range of services available to provide teachers with more specialised expertise. The main agencies used by the school are:

#### **External Agencies**

- CAHMS
- New Horizons Education
- Pyramid Education
- Chrysalis Education Support
- LEA Educational Psychologist
- School Funded Educational Psychologist
- Early Help Support Team
- Health Professionals
- St Joseph Family Centre
- High School SENDCO
- ADHD Team
- School Funded Family Support Worker
- Speech and Language Therapy Service
- Playtherapist

There may be other services used dependent on the specific needs of a pupil.

### **What training have the staff supporting children with SEND had?**

The staff at Newchurch Community are continually updating their training through different courses, staff meetings, bespoke training, workshops etc. to ensure that staff are proficient in all relevant knowledge and skills.

### **How will my child be included in activities outside of the classroom?**

All children with SEND take part in all aspects of school life including out of school activities and clubs. All pupils participate in a full range of opportunities and events arranged by the school,

including trips and residential visits. Risk assessments are carried out and procedures put in place to allow all children to participate. Parents will be asked to contribute to discussions about how best to support their child in these activities.

### **How accessible is the school environment?**

Our school is accessible to anyone with physical needs including wheelchair access and has a disabled parking bay. We also have 1 disabled toilet.

As a school we are happy to discuss individual access requirements. Specific health and medical requirements will be discussed on an individual basis. Parents are welcome to enquire or visit at any time to discuss any concerns.

### **How will the school prepare my child for joining the school and transferring to a new school? Secondary School Liaison**

Good transition arrangements are in place with Culcheth High School, including a day for Year 6 children at which teachers share academic and pastoral information within the High School. The SENDCO has a key role in transition conversations especially with vulnerable children. Plans are made to give these children additional support and experience of transition.

### **How are the school's resources allocated and matched to children's needs?**

The school is given a notional SEND budget. The money is used to provide additional support or resources dependent on an individual's needs.

Support can take many forms and our guiding principle is providing the highest quality education for all children. To this end, we ensure that each class has an allocated teaching assistant to help support the class teacher. We want the best for our pupils just as you want the best for your child. Support may include (but is not restricted to):

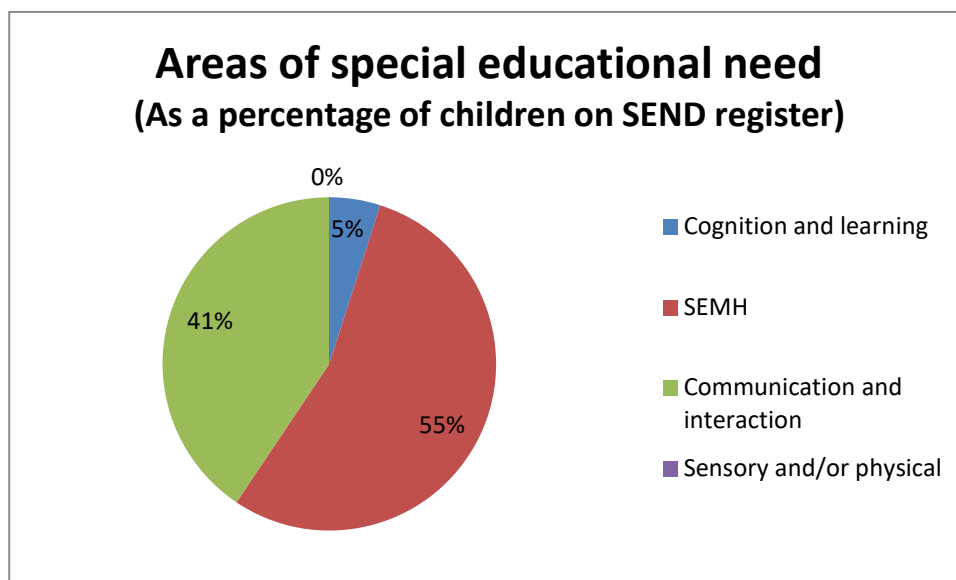
- Small group teaching
- One to one teaching
- Additional teaching resources or practical apparatus
- Teaching others in small groups to allow your child to be taught in a smaller group by the class teacher
- Accessing additional support from specialists.

## How is the decision made about what type of, and how much, support my child will receive?

The method of identification and provision for children with special needs and or disabilities follows a graduated approach and staff are guided the SEND Policy.

1. Concerns are first raised and addressed through normal classroom practice. If the child does not respond and it is felt that his or her needs are additional or different from normal classroom practice, then the child's needs will be met through targeted intervention. This level of support is considered to be Element 1. Children may have a Personalised Education Plan (PEP) that identifies a small number of targets to focus on.
2. If a child requires further additional and specialist provision, the school may consult with outside agencies. The child's needs are considered Element 2 and they will have a Personalised Education Plan (PEP).
3. In some cases a child's needs cannot be met by the school without additional support from the Local Authority. An Education Health Care Plan (EHC Plan) may be requested from the Local Authority. The child's needs are then considered Element 3.
4. For most children who experience some degree of SEND, their needs are able to be met through classroom differentiation with their progress closely monitored.

**At present there are 201 children on roll with 22 children on the SEND register. 11% of pupils are identified as having special educational needs. This is below the national figure for pupils with special educational needs, 14.4%. (DfE July 2017)**



<b>SEND Provision</b>	<b>Annual Cost</b>
<b>Play therapy (Registered PTUK therapist)</b>	<b>£2360</b>
<b>Education Psychologist</b>	<b>£1330</b>
<b>Chrysalis Education Consultancy (Specialist teaching)</b>	<b>£1900</b>
<b>In addition SEND funding is spent in the following ways:</b>	
<ul style="list-style-type: none"> <li>• Additional adult support</li> <li>• Staff training</li> <li>• SEND resources</li> <li>• Assessments</li> </ul>	

## SEND definitions

### Element 1

This is the core entitlement for all children including those defined as SEND. These children's learning needs can be met through high quality first teaching and differentiated mainstream practice.

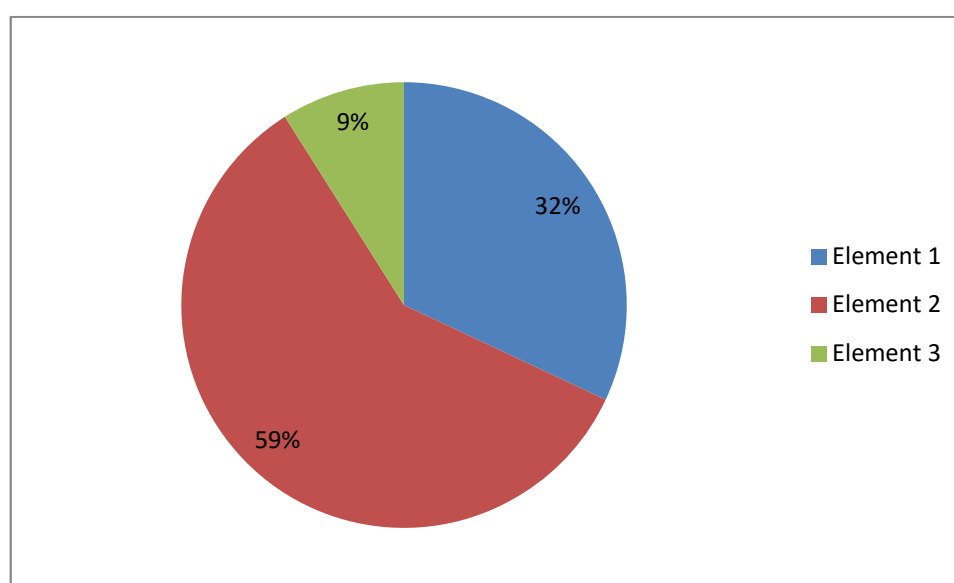
### Element 2

This is when the school need to make additional provision from its budget in order for a child to maintain progress. There is likely to be strong indications that the child requires support which is "additional" to or "different from" the differentiated educational provision made generally from their age group. These children will have a Personal Education Plan to address their individual needs.

### Element 3

This is when the child has an Education Health Care Plan and requires further support from the Local Authority.

**Breakdown of SEND Elements October 2017**  
(As a percentatge of children on SEND register)



## Who can parents/carers contact for further information?

If you want to discuss your child, the class teacher is your first point of contact. If you require any further advice or support with your child's needs you can make an appointment with Mrs Wormleighton, the SENDCO. Should you need any further help, there are a number of parents' support groups that school can signpost you towards. Please do not hesitate to come and ask for details.



**What are the admission arrangements for pupils with SEN and disabilities?**

Newchurch Community Primary school is an inclusive school. We have a welcoming community and embrace the diversity. Admission into our school's reception class is managed by Warrington Borough Council's admissions department and details can be found on their website.

Thirty children are admitted into our Reception class each year. Children can also be admitted into our other classes if there are spare places. The Local Authority may admit a child with a Statement of SEN or EHC Plan if Newchurch CP is the mainstream school identified as most able to meet the child's Special Educational Needs.

We welcome visits to the school from prospective parents and are keen to talk to parents of children with SEND to discuss our offer and answer any questions they may have.