

# Buckshaw Primary School



## **SEND INFORMATION REPORT**

Revised September 2019

## **1. THE KINDS OF SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE AT BUCKSHAW.**

Buckshaw is a main stream setting where we believe in a fully inclusive policy for all pupils. We acknowledge that some pupils have various educational needs but are entitled to take part in all aspects of school life.

We cater for pupils with physical, emotional, communication and behavioural difficulties as well as those with additional learning needs.

## **2. IDENTIFYING PUPILS WITH SPECIAL EDUCATIONAL NEEDS.**

The Special Needs staff in school includes the Mrs Albustany SENCO trainee, and specialist HLTA Mrs. Wendy Tunnacliffe.

Mrs. Amanda Catterall is our Learning Mentor who supports some of our most vulnerable pupils.

When a pupil is having difficulties accessing the curriculum then the class teacher along with the teaching assistant will assess the child by using various tests and assessments. This may include a phonic end of year teacher assessment, an end of Key stage statutory test (SATs) (Year 6 or Year 2), and a teacher assessment eg. P Scales or Key Learning in Primary School indicators. The SENCO will complete an IDL Reading test or a WRAT test if this is needed.

## **3. PROVISION MADE FOR PUPILS WITH SEND.**

If there is a cause for concern then the staff will start to build up a 'Pupil Profile' which will begin to collate evidence as part of the graduated response (see SEN policy 2019). Advice is also sought from specialist outside agencies who offer support to staff for individuals if needed. These are reviewed termly and discussed with the SENCO and parents will be informed.

In each class there is one TA who supports pupils who have been identified as having additional needs by providing additional support in class or by working on a 1:1 with individual pupils. We also have TAs who are specially equipped for working with pupils with Speech and Language difficulties, supporting pupils with autism or with behaviour. Progress of these pupils is closely monitored by SENCO, class teacher and TAs. Parents are regularly informed of progress and attainment of these pupils.

Alongside this we run specialist speech and language interventions with Mrs. Tunnacliffe (specialist HLTA). The children work in a calm, quiet environment to support their learning.

Progress is assessed termly but liaison between outside agencies will take place following each visit. This may be in the form of a written report or a discussion with staff and parents. Targets for future learning will form part of the IEP (Individual Education Plan).

At the end of each term pupils are assessed using teacher assessment or a standardised test. This will inform staff of the progress being made and if the provision in place for a child is supporting the child's needs. Parents will be informed of progress and attainment by attending a review meeting,

parents evening where the IEP will be updated and evaluated and new targets discussed. Parents will then be asked to sign to show they are aware of the new targets in place.

Pupils will then be given individual or group support within the class or as part of a small group eg. Speech and Language group which will be withdrawn from class. All pupils are fully included in the curriculum and lessons will be adapted to suit individual needs. Differentiated tasks are needed to allow all pupils to achieve and make progress. Pupils with SEND will be given additional support when needed. This may also include support from a Specialist teacher. Any pupil who has a EHC plan or who needs more additional support to that already provided in class will work on individual targets for a session once a week.

Some of our children will need specialist input especially with speech and language. The Speech and Language Therapist will write a plan for staff to follow in school. Our specialist HLTA Mrs. Tunnacliffe will work on the 'Episode Plan' on a 1:1 with the child.

If a pupil has an EHC plan then annual reviews are held to assess progress and attainment. This will take place on behalf of the authority and all professionals working with the child will be asked to attend. Pupils, parents, school and other professionals are asked to give a written report which is discussed at the review. A summary of future targets and any further recommendations are sent to the authority. This is then discussed with Local Authority who will then decide what the future action will be and if the EHC plan needs to be amended in any way.

Pupils with SEND are given additional support when it comes to end of year assessments or end of key stage SATs tests. Additional time or a reader may be needed to support some pupils. For pupils who have emotional or behavioural issues or upsets close to the tests then careful consideration is given to provide them with the support they need at this time.

Governors are informed by the SEN Governor of the number of pupils on the SEN register and the provision being provided by the school at the full governing body meeting held termly. They are also made aware of the kinds of needs our SEND pupils have and the number of EHC plans in place. Progress of SEND pupils is discussed alongside the overall progress of the rest of the school. Governors are also made aware of the staff supporting SEND pupils in each class, the provision provided and the costs involved.

All pupils are included in school trips and residential visits. Assistance will be given by the class TA and additional staff to support those with SEND. In Y6 this will also include the residential visit to Tower Wood. Staff at the centre are employed by Lancashire County Council and are well aware of any individual needs of pupils before they arrive. They follow guidelines from the authority and will differentiate activities to make them as fully inclusive as is possible. Parents are always informed of any trip well in advance of the visit taking place and are invited to support their child if they wish especially if he/she has a disability.

Support is given to pupils with SEND on the playground both at lunch time and play times. All our TAs are First Aid trained and attend the playground in a rota. Staff at lunch times are mainly TAs who know the pupils well and are aware of the needs of individuals. They know which children are the most vulnerable on the playground and those who need assistance and support.

At Buckshaw we provide pastoral support from Mrs. Catterall our Learning Mentor. We are aware that some of our pupils need emotional support; help with behaviour and attendance or from a counsellor. She offers support to individuals learning to deal with problems and issues. Staff work in liaison with the Learning Mentor and the School Business Manager to offer support for families struggling with pupil attendance and will also offer support to pupils who are at risk of being excluded.

If a child needs medication or personal care, then a Care Plan will be written by the school, supported by the School Nursing Team where appropriate who will then offer guidance to staff if needed.

All pupils are given the opportunity to participate in aspects of school life. Pupils with SEND are included on the School Council, on the residential visit in year 6 and in all out of school activities. Special Inclusion days are arranged by the School Sports Partnership to allow pupils with varying degrees of SEND to participate in a variety of sports. Older pupils are encouraged to be playground PALS and have responsibilities around school eg. Librarians and buddies for the younger children.

### **3. STAFF INFORMATION**

The SEN coordinator (SENCO Trainee) is Mrs Ikram Albustany. For any issues regarding pupils with SEND please contact her on 01257 418862 or email at [Ikram.boutarfa@buckshaw.lancs.sch.uk](mailto:Ikram.boutarfa@buckshaw.lancs.sch.uk).

### **4. EXPERTISE AND TRAINING**

The SENCO oversees the coordination of SEND. Staff are trained in particular areas of SEND. We also seek advice from our school Educational Psychologist, Hillside Specialist School, Inclusion Solutions and the SEND traded service from Lancashire County Council.

Specialist services such as speech and language are accessed through a private therapist who visits school termly or by NHS services. Plans provided will be followed out in school by one of our TAs with additional qualifications (ELKLAN) in individual 1:1 sessions.

The TAs in school are also trained to support pupils on the autistic spectrum. This training is provided by the authority and Hillside Specialist School when needed.

### **5. FACILITIES AND EQUIPMENT**

The school was built in 1980 and is fully wheelchair accessible. To ensure all access for pupils and parents with disabilities the school has ensured that all doorways and entrances are on a single level and wide enough to accommodate a wheelchair if necessary. There are accessible parking spaces available for the public and disabled persons that are clearly marked and a disabled toilet is available for wheelchair users (if the need should arise.) Information is available on the school website and a community noticeboard in addition to regular newsletters which are emailed out to parents or given to pupils. Furniture is modern and of a suitable height appropriate to the age group of children being taught in the classroom. In some cases specialist furniture or equipment has been allocated to individuals and is accommodated in the classroom.

The school has a range of ICT programmes for pupils with SEN. Access to iPads is readily available to pupils. There are computers and interactive whiteboards installed in every classroom to offer additional support if needed.

## **6. PARENTAL INVOLVEMENT**

All parents are invited to attend 'Meet the Teacher' and parents' consultation evenings twice a year. For pupils with SEND additional opportunities to discuss progress with class teacher, specialist teacher and support staff are offered. Parents of pupils with an EHC plan will be asked to contribute to their child's Annual Reviews. They will be asked to complete their own paperwork and will receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review.

The Head teacher, Learning Mentor or SENCO will also attend 'Team around the Family' meetings (TAF) where pupils and their families are able to discuss any difficulties they may be experiencing with support from a group of professionals. Advice will be given to parents as to how they can support the pupil's development and progress in school and at home.

IEPs are produced termly as part of the graduated response. Individual targets are closely monitored and evaluated in close liaison with all professionals who support the pupil. An Open Door policy is operated with regards to any concerns a parent may have. Parents of pupils with SEND are therefore able to access staff at any time with regard to their child.

## **7. PUPIL INVOLVEMENT**

All pupils on EHC plans or Statements are asked to attend their annual review and are supported in completing a review form where they are able to voice their opinions. They also discuss their IEP with their class teacher and TA or the professional working with them. This is in line with policy from Lancashire Education Authority.

## **8. THE ROLE OF THE GOVERNING BODY**

The school's representative on the governing body for SEND is Mrs. J. Climpson who will liaise on a regular basis with the SENCO and SEN staff. A report on SEN in school is presented termly at the governing body meeting. A full written report is submitted to governors in the autumn term.

If any parent wishes to discuss any worries or concerns about their child with SEND then they will need to contact the SENCO who will act to resolve any concerns as soon as possible. Formal complaints need to be made to Mrs. L. Lennox (Chair of Governors). Information can be found under the 'Complaints Procedures' section of the SEND policy which is also available on the school website.

## 9. SUPPORT SERVICES

School liaise with other professionals to provide the best support for our pupils. Close liaison with staff allows us to work alongside other external services to enable them to provide or signpost services to support some of our most vulnerable pupils and their families.

School staff have completed training in Speech and Language Therapy (ELKLAN) in order to support small groups and individuals if needed and to work on episode plans provided by the therapist.

We also work alongside physiotherapists and occupational therapists to support our pupils with exercise programmes when needed.

If your child is due to start school and has an additional need then please contact the SENCO who can advise you and talk through any worries you may have.

## 10. TRANSFERRING TO A NEW SCHOOL OR SETTING.

At Buckshaw we have strong links with the local nurseries, primary schools, high schools and special school settings.

When a child joins us, close liaison with their previous setting always takes place. The SENCO and/or the class teacher will visit the child in their current setting if possible and will attend any TAF or review meetings.

Each Year pupils visit their forthcoming Secondary School for taster sessions and also Secondary Teachers from the local schools visit to help ease the transition from Year 6 to Year 7. This will take place in the Summer Term. For pupils with SEND additional visits are arranged.

If a pupil transfers to a special school setting then arrangements are made to visit several times over a half termly period to allow the child to become familiar with new surroundings, pupils and staff. The child's TA will also attend initially to discuss needs with staff and offer support to the child.

## 11. LOCAL OFFER

For further information regarding SEND and additional information on the Schools Offer or Lancashire's Local Offer please visit the school or SEND website.

The LEAs Local offer is published on [IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)