



## SEN Information Report

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### The kinds of SEND we provided for.

Coates Lane Primary is a mainstream school with 195 pupils on role. We are an inclusive school and aim to provide every child with access to a broad and balanced education. We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 2015. We aim to actively include children with a broad range of special needs and to ensure that all pupils, regardless of their specific needs, make the best possible progress in a mainstream setting wherever possible. We have a nominated governor, Mrs Julie Thompson, who meets with the SEN Coordinator. All staff have relevant training matched to the individual needs of our children.

### How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

Parents know their children best. If you think your child may have special education needs please make an appointment to see their class teacher and/or SENCO for a discussion about your concerns. Do not delay; early intervention can make significant difference. Coates Lane Primary School strives to always work in a close and mutually supportive partnership with 2 parents.

In the first instance, the class teacher will closely monitor and assess children. Teaching assistants (TAs) often assist the class teacher in meeting all the children's needs but we always strive to help children work independently or with other children rather than become dependent on adult support. Parents and carers are always involved in these decisions. If there is a cause for concern after this period then the class teacher will consult the SEN Coordinator, with permission from parents. Further assessments and screening may be done by the SEN Coordinator to pin point the nature of the difficulty. A targeted learning plan will be drawn up with targets designed specifically for your child's needs. If we feel that progress is not being made then we will ask parental permission for outside specialists for further advice and expertise.

#### How we identify SEN

The identification of SEN is built into the overall approach for monitoring the progress and development of all pupils. All children are assessed regularly and progress is tracked and monitored. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators, have social or

emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored. At Coates Lane, we have children with a range of SEN. We support these children in many different ways to ensure that they have access to a broad and balanced curriculum. They may have additional needs in one or more areas as set out in the SEN Code of Practice, 2015.

#### **Communication and interaction**

We have a number of pupils who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support children with Speech and Language Difficulties in a 1-1 situation or small group settings. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources which are used to support children's Speech and Language development and we work closely with Speech and Language Therapists.

#### **Cognition and learning**

We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective differentiation. We take part in regular training and know where to seek advice in order to support all children. We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of interventions. The teachers plan a provision map for each of the children in their class that require additional support and this is monitored by the SENCo.

#### **Social, emotional and mental health difficulties**

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups. We involve outside agencies specialist support if necessary e.g. from the Aspire Hub.

#### **Sensory or/and physical needs**

We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place. At Coates Lane, we endeavour to achieve maximum inclusion for all children whilst ensuring all their individual needs are met. Teachers provide differentiated learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners, including those with SEND. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is always shown towards all pupils. Coates Lane provides a very nurturing environment for all children.

#### **What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?**

At Coates Lane, we believe that children should play a major part in the target setting process and are involved in planning and evaluating their personal support plans. Furthermore:

- Teachers will share targets with the children and they will be involved in setting and agreeing their learning plan.
- Learning objectives will be discussed daily with the children during targeted learning plan work with a TA.
- Children will be invited to annual reviews.
- Children complete questionnaires termly about their thoughts surrounding the provision in place for them and how they are included in school life. This information is then used to inform future practice within the school, classroom and with the individual child.
- Children are also encouraged to write a review of their targets termly as part of the monitoring process of the graduated response.

### **What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?**

Parents are welcome to come into school to discuss any concerns they have with their children. Alternatively, teachers may invite parents into school to discuss concerns about the children's education. This may also be discussed at parents evening and would then be passed onto the SENCo.

Arrangements in place for children receiving SEN support –

- Provision mapping is used to effectively plan provision, this is regularly evaluated and updated
- SENCo is available during the week to discuss provisions with parents and class teachers
- SENCo will complete 1-1 meetings as part of an annual review

Arrangements for reviews of statements of educational needs or EHC (Education Health Care) plans:

- Annual reviews take place for those children who have statements or EHC plans:
- All relevant parties are invited to attend and to make contributions during the review process
- Written advice is requested from all parties
- The Teacher, child and SENCo review learning plans termly and shares with parents, who are then invited to make their own comments about the progress of their child which is recorded on the personal support plan.

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

If the learner is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches which are provided as part of high quality, personalised teaching. As part of the new Code of Practice 2015, we will engage in the four stage process: Assess, Plan, Do and Review.

#### **Assess**

Take information from parents or carers, class teachers and their assessments and the child where appropriate.

#### **Plan**

Identify barriers to learning, intended outcomes and details of support. This information will be recorded on an personal support plan which will be reviewed at least termly.

#### **Do**

Provide the additional support. The class teacher is responsible for working with the child on a day-to-day basis which includes overseeing interventions undertaken outside of the classroom. Teachers work closely with the teaching assistant delivering the intervention to discuss progress and to ensure links are made with classroom teaching.

#### **Review**

Measure the impact of the support provided and consider any changes which may need to be made. All of those involved with the child will contribute to this review which will happen at least termly. This additional support will be tailored to meet the child's needs and will target the area of difficulty. These interventions may be within class, with a small group of children with similar needs or on a one to-one basis. The support provided, and its impact, will be monitored closely and shared regularly with child and with their parents or carers. For a small number of learners, their needs may require access to technology e.g. modified ICT equipment, recording devices or larger print etc. While the majority of children will have their needs met in this way, some may require an EHCP (Education, health & care plan) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan. Resources and extra support will be assessed and provided for if required, for individuals based on their needs.

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

The original school building dates back to the 1960's and since that time, the school has been altered in order to ensure accessibility for all. Ramps are available at the main entrances and exits and there is a wheelchair lift to allow access to the main hall. Furniture is modern and of a suitable height appropriate to the age group of children being taught in each classroom. If you have any concerns or questions please contact us to discuss your child's needs.

#### **How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**

#### **How is the decision made about the type and quantity of support my child/young person receives?**

##### **Organisation of support**

Our inclusive approach to provision means that the majority of pupils have their needs met by differentiated planning that is used across the school. To ensure personalised learning takes place, lessons are structured to provide a varying range of activities. (Quality First Teaching). Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- have high expectations of all pupils and plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching) and differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities and monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on a personal support plan and discuss these with pupils and share them with parents.
- Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and

age. The school adopts a flexible approach to support provision in order that a child's individual needs can be met.

The support provided usually falls into one of the following categories:

- Support in the classroom
- Focused withdrawal support from the classroom
- 1:1 tuition
- Attendance at Nurture Group

This support may be provided by Teaching Assistants, Teachers, SENCO or external agencies.

The role of staff supporting children is:

- through 'quality first' teaching - support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty and promote the inclusion of all children in all aspects of life at school.

### **How will both you and I know how my child/young person is doing and how will you help me to support their learning?**

The SEN Code of Practice (2015) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'. At Coates Lane, our priority is to ensure that all children, including children with SEN have access to good or outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children. We also recognise that some children will require educational provision that is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':

#### **Assess**

The class teachers and if necessary the SENCo or professionals from external agencies, assess the needs of the individuals.

#### **Plan**

We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.

#### **Do**

We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.

#### **Review**

We evaluate the impact of the support provided and consider whether changes to the support need to be made. A small number of children may require specific adaptations to the learning environment. Examples include the provision of modified equipment, individual workstations, picture cards, sensory equipment etc.

Through consultations with teachers, TAs, parents, children and the Headteacher, the SENCo makes decisions regarding the most effective allocation of resources in order to most effectively meet the needs of the children with SEN within the school. Teaching Assistants are allocated carefully according to their skills and the needs of the children. Children's progress is measured termly by the Head teacher and SENCo during Pupil Progress Meetings with the class teacher, to inform the level of provision which is required.

- School Governors are also involved in the monitoring process.
- PIVATs 5 are used to assess children with SEN, which measures their progress in small steps
- Adjustments may be made to their 1-1 support/intervention programmes as their needs change
- The SENCo monitors progress throughout the year and reviews the SEN register termly.

### **What training have the staff supporting children/young people with SEND had or may they have?**

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

All of our teaching assistants have had training for the interventions that they deliver and work closely with the class teacher and SENCo to monitor impact. All staff are given regular SEN updates and support from the SENCo. The SENCo attends regular cluster meetings and also relevant training events which is then cascaded down to other staff. Designated staff have undertaken relevant First Aid Training, including Emergency Aid, First Aid at Work and Paediatric First Aid. A number of relevant staff have had EpiPen training through the School Nurse or other NHS professionals. Staff are trained on any medical care that is needed in order to treat a child in school. If children fail to make progress, despite targeted, reactive intervention over a period of time, outside agencies may be requested, with the parents' consent. This may include: services from our own specialist teacher, the Local Authority, Speech & Language Therapy Services, Occupational Therapy, Physiotherapy, an Educational Psychologist or health services such as a paediatrician. These outside agencies will be contacted by the SENCo, GP or the parents and will work with the child in and out of school on individual programmes. These professionals will also be invited into annual reviews to meet with the parents or carers. Some children will require specialist, termly visits from outside agencies and these will be arranged within school time.

### **How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

Change can be challenging for all children, particularly children with SEN. Therefore, at Coates Lane, we have lots of procedures to support the transition of children with SEN as they join our school, move to new classes within the school or transfer to new schools.

#### **Joining our school**

We work closely with preschool settings to support the successful transition of all of children as they begin their school journey with us in Reception. Our Reception teacher visits the children in their preschool setting and the children come into school for an induction period. Sometimes home visits are carried out at the request of the parents. In order to support children and families of children with SEN, we also offer meetings in the term before the children start school with the SENCo, teacher, parents, and representatives from the preschool setting in addition to any other professionals that are

supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school. At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits. If a child with SEN is part-way through their school career, we will arrange for parents to meet with the SENCo and Headteacher to discuss the child's needs. We will also liaise with the child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a child's transition to us.

#### **Moving classes**

We have a structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEN. All children are given the opportunity to spend a day with their new class teacher. Where necessary, children with SEN make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

#### **Transferring to a new school**

Moving on to secondary school can be an exciting but daunting time for all children so at Coates Lane we ensure that the children are well prepared for the transition. We have good links with the local Secondary Schools including special schools within the area. Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. For children with Special Educational Needs and for children who are likely to find the transition more challenging the SENCo will arrange an extra visit to the secondary school. If a child with SEN is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school.

#### **How will my child/young person be included in activities outside the classroom, including school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible. The school provides a range of extra-curricular clubs. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Each child's needs will be considered on an individual basis.

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

Coates Lane is a very nurturing school and we understand the importance of children's emotional and social wellbeing. Where difficulties persist, despite targeted, reactive intervention over a period of time, outside agencies may be requested, with the parents'

consent. This may include: services from the Local Authority, Behaviour Specialists, Clinical Psychologists and Educational Psychologists.

- We are an inclusive school that holds a child's emotional and spiritual development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the Head teacher.
- The school has a policy regarding the administration and managing of medicines. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office
- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- All staff hold first aid qualifications, which are updated regularly.

### **How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

The Head teacher and SENCo monitor the progress of all children every term, to measure the amount of progress made by each individual. This is carried out as follows:

- Regular evaluation and updating of children's individual targets with teacher's parent and pupil voice sought termly.
- SEN work book scrutiny
- Pupil Progress Meetings
- Tracking with PIVATS
- Annual reviews with parents, child and outside agencies if applicable
- SEN report to Governors, termly
- Parent and SENCo 1 to 1 meetings if needed
- Review of the interventions in class, termly both with progress of data and with narrative progress from the teacher

### **How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

Coates Lane has access to specialist teachers who can work alongside school staff. Within the school, we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND. The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required.

As a school, we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including:

Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists;

Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

**What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

Please speak to the class teacher in the first instance.

General information relating to SEND can be found on the school website, included within the SEND policy. This can be found on the policy page of the school website [Special Educational Needs \(SEN\) – Coates Lane Primary School](#)

Further information is available from the SENCo/Head teacher, or, in exceptional circumstances, the SEN Governor. The school has a complaints policy, which is available on the policy page of the school website [Policies – Coates Lane Primary School](#)

You might also wish to visit the following websites:

- Lancashire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: [Your local offer - Lancashire County Council](#)
- Contact Parent Partnership Service: [Information, advice and support - Lancashire County Council](#)
- Contact IPSEA (Independent Parental Special Education Advice) [\(IPSEA\) Independent Provider of Special Education Advice](#)

**Where can I find the contact details of support services for the parents of children/young people with SEND?**

The information in this report feeds into Lancashire County Council's Local Offer which details support, opportunities and services available to children and young people their area that have SEN. This can be accessed at: [Special educational needs and disabilities - local offer - Lancashire County Council](#)

The Parent Partnership Service can also provide information, support and advice service to the parents or carers about their child's special educational needs. To contact them please call 0300 123 6706 or visit [Information, advice and support - Lancashire County Council](#)

**Where can I find information on where the local authority's local offer is published?**

Our Local Offer - [Special Educational Needs \(SEN\) – Coates Lane Primary School](#)

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>