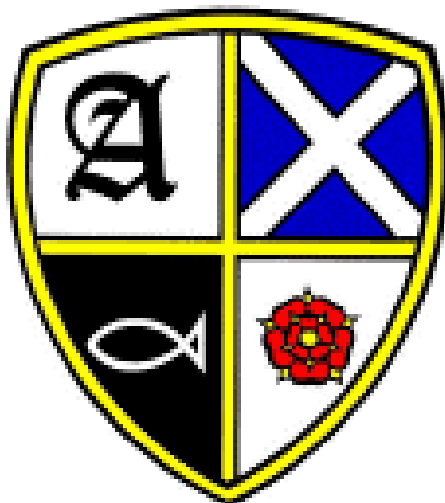


# **St Andrew's C of E Infant School**



# **SEN Information Report and School's Contribution to the Local Offer**

## **St Andrew's CE Infant School**

### **Special Educational Needs Information Report and School's Contribution to the Local Offer**

(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 - 3a)

*This Special Educational Needs Information Report (incorporating the School's Local Offer) should be read in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND) which is available on the website.*

#### **1. What kinds of special educational needs do we provide for?**

St Andrew's CE Infant School is a mainstream infant school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

#### Definition of Special Educational Needs and Disabilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

#### **2. Who is the SENDCo and how can parents contact them?**

The school's SENDCo is Mrs Andrea Ashcroft and can be contacted on the following email [a.ashcroft@st-andrews-inf.lancs.sch.uk](mailto:a.ashcroft@st-andrews-inf.lancs.sch.uk)

Alternatively, an appointment to see Mrs Ashcroft can be made via the school office by telephoning: **01772 423339**

Mrs Ashcroft was appointed SENDCo from September 2022 and holds the National SENDCo Award, awarded in June 2019.

### **3. How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on termly basis and where appropriate, more frequently than this. The SENDCo liaises closely with the Assessment Co-ordinator to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENDCo and Assessment Coordinator. If further action is deemed necessary, the parents are informed immediately.

In most cases, pupils are only identified as SEN *if they do not make adequate progress* once they have been given good quality personalised teaching, access to adaptations and intervention. Triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English and mathematics skills resulting in poor attainment in some curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems which create barriers to progress despite the provision of personal aids or specialist equipment.

Once identified, as having a special educational need or disability, a child will be added to the SEND record by the SENDCo so that 'additional and different' provision can be made for them.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

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Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to an unmet need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

Additional diagnostic tests (eg WRIT, YARC, BPVS) to assist with the identification of SEN. The school may, with parental permission, seek the advice of external agencies such as Educational Psychologists and Independent Specialist Teachers or the Local Authority's Specialist Teaching Service. Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy (SaLT), Occupational Therapy (OT), Children's Learning Disability Team, Child & Adolescent Mental Health Services (CAMHs) etc.

#### **4. How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?**

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance contact the class teacher. School operates an 'open door policy' so parents can contact the school office at any time and we will do our best to arrange a meeting with you and the relevant member of staff and/or the Special Educational Needs Coordinator as soon as possible.

To keep parents informed we have a comprehensive website and have newsletters which go out weekly, two parents' evenings a year and one annual report which enables parents to give written feedback.

There are open classrooms days for EYFS pupils and some special open days to showcase children's topic or project work. Parents are also invited to assemblies and whole school worship in Church throughout the course of the academic year. Each year we ask parents to complete a questionnaire and their feedback is analysed and acted upon where appropriate.

In addition, for children who are on the Special Educational Needs record and have a Targeted Learning Plan (TLP), the TLPs are sent home when they are written (three times per year - October, December, March and July). Parents are invited to discuss the TLP with the class teacher. We also send a copy of the previous TLP with an evaluation to show the progress the child has made against their targets. Sometimes children achieve their targets before the TLP is reviewed; if this happens, the child is given a certificate to celebrate their achievement, a new target is set and a note is sent home to inform parents of the new target.

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For children with long-term, complex needs, it may be appropriate to request an Education, Health and Care Needs Assessment by the Local Authority. This is a long and complicated process but school will guide parents through each step. We would also encourage parents to accept a referral to the SEND Information and Advice Service (SENDIAS) – formerly known as Parent Partnership. Their aim is ‘to inform, support, assist and enable parents or carers, of children with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child’. More information is available by following the link to Parent Partnership Service under the **“Help for Parents and Carers”** section of the Lancashire SEND website, <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/> .

Key school policies and other documents are available for all via the school’s website and free copies of any policies are available at the school office upon request. These can be adapted if requested e.g. enlarged print.

The school Bursar, Family Support Worker, Headteacher and/or SENDCo will be happy to help parents/carers to complete forms and paperwork when necessary. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to SENDIAS, as above. The school Bursar will also support parents with online school applications if they do not have access to computer or Internet at home. Information, advice and guidance for families of children with SEND is available via the SENDCo and/or links on our website.

When children join the school, we make a Home – School Agreement to help parents to understand the parameters and expectations in school. Additionally, we may use Behaviour Contracts for all children on school trips and within school for some children who have particular difficulties in regulating their behaviour.

If parents wish to become even more closely involved with school life, we have two places for parents to sit on our governing body and elections for these positions take place on a 4-yearly cycle. Parental surveys are also completed and actions taken in response to this.

### **5. How do we involve and consult with the children about their education?**

We have a School Council which is made up of representatives from each KS1 class, voted for by their classmates. ALL children are eligible to serve on the School Council, regardless of special educational needs or disabilities.

Children with SEND who have an Targeted Learning Plan (TLP) are involved in discussions about their targets including how well they are progressing and what they need to do as a “next step”. They do this whilst working 1:1 with a teacher or teaching assistant. Adjustments can be made to the targets when necessary to suit rate of progress.

### **6. How do we assess and review the progress that children make and how do we involve them and their parents?**

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Assessment for all children is a continual process and takes many forms, as laid out in the school's Policy on Teaching and Learning. For many children with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 basis through a TLP.

It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEND in their care. This work is co-ordinated by the school's SENDCo. Throughout the school, children's progress in Mathematics and English is formally assessed by teachers every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.

Specific additional assessments for children with potential or identified SEND can also be carried out by the SENDCo, usually starting with targeted classroom observations. Examples of specialist assessments available are: Wide Ranging Intelligence Test (WRIT), York Assessment of Reading Comprehension (YARC), British Picture Vocabulary Scale (BPVS) etc. These can be repeated at a later date to measure progress.

All TLPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored weekly (on a 'can they do it' basis) by the teaching assistant, backed up by the class teacher. The child is also encouraged to self-evaluate against their targets on a weekly basis with the teaching assistant and/or teacher. New targets are set as soon as each target is met. TLPs are formally reviewed and evaluated 3 times per year by the class teacher and/or SENDCo, informed by the weekly monitoring; this may involve the repetition of a specialist assessment, as above. A copy of a child's TLP is sent home, along with a copy of the previous, evaluated TLP and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home. Children with TLP targets are rewarded for their achievements with a certificate.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the LEA. Parents and external agencies are strongly encouraged to attend.

### **7. How do we support our pupils with SEND as they move on to Junior school or move to another school?**

To support all the Y2 children with their transition to the Junior school, the Year 3 teachers and Headteacher from the Junior school visit them and all pupils are invited to enjoy afternoon sessions with their class teacher before the end of the Summer term in Year 2. The family support worker will engage with parents as necessary.

Additional visits to their new school will be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENDCos of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For

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children with an Education, Health and Care Plan, a more formal Transition Meeting involving all parties may be arranged to plan the transition process.

Where children with SEND move to another primary school, the SENDCo will contact the SENDCo of the receiving school to ensure all relevant information is shared. Parents planning such a move for their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move. In the first instance, parents are advised to contact Pupil Access on 01772 532 109. [SouthAdmissions@lancashire.gov.uk](mailto:SouthAdmissions@lancashire.gov.uk)

### **8. What is our approach to teaching pupils with SEND?**

In accordance with the SEND Code of Practice, 2015, school does everything it can to meet children and young people's SEND. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;
- When planning work for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's Targeted Learning Plans (TLPs), Personalised Provision Plans (PPPs) and/or Pupil Profile. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

For all children with Special Educational Needs, the class teacher, SENDCo and Teaching Assistants will liaise closely and make special arrangements in the class. This

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may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention.

For all children, the class teacher and SENDCo will make more detailed arrangements for a programme of support, including a TLP when required to provide Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the pupil's TLP. There may be some direct input and advice from a specialist teacher from within the LA or from other agencies such as Acorn Psychology and Inclusion Solutions, the LA Educational Psychology Service, Speech and Language Therapy etc. Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child is laid out in their Plan.

There are currently ten teaching assistants (TAs), 3 part-time and 7 full working in school ensuring support in every class with some additional support to be deployed where and when the need arises including in-class support, the one-to-one delivery of TLPs, EHCP and small group interventions.

### **9. How do we adapt the curriculum and learning environment for children with SEND?**

The school will provide a range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions / supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child. For more complex and expensive items, an Access and/or ICT Assessment will be requested and then the school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisational aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, alternatives to written recording such as laptops or dictation apps, writing slopes and many more.

Other children may access targeted and time-limited small group interventions e.g. further English and Maths support, Fine and/or Gross Motor Skills, Nurture, Social Skills or bespoke small group interventions. A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. when children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print etc.



**10. What else do we do to make the school safe and accessible?**

The school is approached from the main road via a tarmacked path; there are entrance gates leading to a small car park for staff. Parents are requested not to bring their cars onto the car park to ensure pedestrian safety. The school is wheel-chair accessible and, in addition to normal toilet facilities, there is a disabled toilet with emergency alarm, and hand rails.

School staff are on duty at the Reception and KS1 doors from 8:40am. All children are supervised as they leave school to ensure safe handover. If someone other than a parent is collecting the children, school must be informed in advance. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away).

SEND children are supported by dedicated staff at playtimes and lunch times where appropriate. Teachers/Teaching Assistants ensure help with the handover process at the start and end of the day.

**11. How staff are trained and kept up to date? If we need more expert help and advice, what do we do?**

The SENDCo attends termly cluster meetings and passes updates to other staff, as appropriate. Many of our current Teaching Assistants and some teachers have been trained to support children with a range of Special Educational Needs, in areas such as:

- Dyslexia
- Behaviour Management
- Autism
- Speech & Language Programmes
- Subject specific support programmes

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies such as a private Education Psychologist and Support Services; Local Authority services or similar. Again, with parental permission, some children may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

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Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the Early Help Assessment (EHA) process which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website:

<https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/early-help-assessment/>

### **12. How do we know if what we provide for the children is effective?**

All SEND children have either: an Education, Health and Care Plan (EHCP) or a Targeted Learning Plan. For most children with SEND, a Targeted Learning Plan (TLP) will also be written. All of these are reviewed regularly, as laid out above.

The SENDCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach (assess, plan, do, review) section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice;

The SENDCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. The SENDCo liaises with the SEN Governor once per year to help produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENDCo outlines an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENDCo. Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team to ensure that the effectiveness and efficiency of provision is maximised.

### **13. How are children with SEND enabled to take part in all the activities available in school?**

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (e.g. through use of different equipment) etc.

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All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

### **14. How do we support children with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?**

#### **Medical**

The school has a variety of policies which cover health and wellbeing issues eg Medicines in School Policy, Accident / Incident Report Procedures Policy etc. The school's Single Equality Policy is available for free on the website and via the school office on request.

Some medication, such as asthma inhalers are kept in the a first aid box in the appropriate classroom. All other medication is kept in the locked First Aid Cabinet in the meeting-room or in the meeting-room fridge if necessary. All medicine is recorded in a medicine book along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

For individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. At St Andrew's C of E Infant School, all staff know which children have Care Plans and who is trained to deal with them. Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs.

There are fourteen named members of staff who hold a current certificate in Paediatric First Aid and their training is updated on a 3 yearly cycle. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

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## **Emotional and Social**

St Andrew's C of E Infant School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. To support pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centres, CAMHS, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these are based in school, some do come into school to carry out assessments and therapy, with parental permission. School also has links with the Outreach Service of the Local Short Stay School, Golden Hill and may, with parental permission, ask for their advice and support for a child with particular emotional or behavioural difficulties. In some cases, school or one of the other agencies may complete an Early Help Assessment form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need. More information for families about the EHA process is available here:

<https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/early-help-assessment/>

Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

## **Bullying and Child Protection**

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, daily whole-school assemblies and a bi-annual visit from the Life Education Van. Anti-bullying day is observed and children are encouraged to speak to members of staff on duty if they are worried during playtimes. Children with specific difficulties may be teamed up with a buddy to ensure their inclusion, safety and well-being on the playground. Additionally, all staff (including welfare) are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child.

E-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Pupils' views on safety, bullying and attitudes to risk are sought through the annual Pupil Attitude Questionnaire (See qu. 5)

Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request. **Incidents of bullying are extremely rare and behaviour at St Andrew's C of E Infant School is 'outstanding'.**

In accordance with legislation, the school has a Designated Safeguarding Lead (DSL) and a deputy DSL to deal with issues related to Child Protection and Safeguarding. All staff and governors receive yearly Child Protection and Safeguarding awareness training. The DSL, deputy DSL and the SENDCo have recently been retrained in the

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use of the new Common Assessment Framework (CAF). These staff are trained to Level 1 (Awareness).

### **15. What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?**

School has a nominated member of staff for Children Looked After. This is the Headteacher. They liaise with the SENDCo to contribute to the child's Personal Education Plan (PEP). Where a Child Looked After has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP.

### **16. What should I do if I have a concern or complaint about the provision for my child?**

In order to deal with your concern or complaint in the quickest and most straightforward way, we ask that you take a graduated approach:

- a) Firstly, contact the class teacher via the school office;
- b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the Headteacher via the school office and/or SENDCo (contact details in question 2);
- c) Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

### **17. Where can I find information about the Authority's Local Offer?**

**[www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)**

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.

Next Review: October 2024

**Appendix 1**

**List of personnel involved in SEND issues**

<b>NAME</b>	<b>POSITION</b>
Mrs J. Woan	Headteacher / DSL Children Looked After funding Responsibility
Mrs A. Ashcroft	SENDCo/ Deputy Safeguarding Lead Managing Pupil Premium Grant
Mrs J. Churchward	SEND Governor
Mrs J. Churchward	Chair of Governors
Mrs J. Woan	Assessment Co-ordinator
Miss E. Glassbrook	Deputy Headteacher Deputy Safeguarding Lead
Miss S. Beardwood	Deputy Safeguarding Lead / Family Support Worker

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## **Appendix 2 – Terminology and Acronyms**

<b>ADD</b>	Attention Deficit Disorder.
<b>ADHD</b>	Attention Deficit/Hyperactivity Disorder.
<b>Amanuensis</b>	Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe).
<b>ASC / ASD</b>	Autistic Spectrum Condition / Disorder.
<b>CAF</b>	Common Assessment Framework (for children and young people).
<b>CAMHS</b>	Child & Adolescent Mental Health Service.
<b>CLA</b>	Child Looked After. (This is NOT a special educational need). Same as LAC.
<b>Dyscalculia</b>	Pupils having difficulty in acquiring mathematical skills.
<b>Dysgraphia</b>	Children who may be verbally proficient but have difficulty writing down their thoughts.
<b>Dyslexia</b>	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
<b>Dyspraxia</b>	Pupils with impairment of gross and fine motor skills.
<b>EAL / ESL</b>	English as an Additional (or Second) Language (This is NOT a special educational need).
<b>EHCP</b>	Education, Health and Care Plan. The new, legally enforceable document that describes the needs of the child and how these needs will be met. (Supersedes the Statement in a graduated way from Sept 2014).
<b>EP(S)</b>	Educational Psychology/ist (Service).
<b>HI</b>	Hearing Impaired.
<b>HLTA</b>	Higher Level Teaching Assistant.
<b>IEP</b>	Individual Education Plan.
<b>LAC</b>	Looked After Child. (This is NOT a special educational need). Same as CLA.
<b>LEA</b>	Local Education Authority.
<b>MLD</b>	Moderate Learning Difficulties.
<b>MSI</b>	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.
<b>NASEN</b>	National Association for Special Educational Needs.
<b>NSA</b>	No Specialist Assessment.
<b>OT</b>	Occupational Therapy
<b>P Scales</b>	Performance descriptors. A common basis for measuring the progress of pupils working up to level 1 in all subjects of the National Curriculum.
<b>PD</b>	Physical Disability.
<b>PECS</b>	Picture Exchange Communication System.
<b>PEP</b>	Personal Education Plan – For those in the care of the Local Authority (not the same as an IEP)
<b>PIVATs</b>	Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets.
<b>Pupil Profile</b>	An overview of a pupil's strengths and difficulties (For children at SEN Support which replaces SA (school action) and SA+).
<b>SaLT / SLT</b>	Speech and Language Therapist.
<b>SEMH</b>	Social, Emotional and/or Mental Health.
<b>SEN Code of Practice (CoP)</b>	Practical guidance to LEAs and the governing bodies of all maintained schools.
<b>SEN</b>	Special Educational Needs.
<b>SENDCo</b>	Special Educational Needs and Disability Co-ordinator.
<b>SEND</b>	Special Educational Needs and Disabilities.
<b>SENDIASS</b>	Special Educational Needs & Disability Information and Advice Support Service (LEA Service)
<b>SENDO</b>	Special Educational Needs and Disabilities Officer (LEA representative).
<b>SEN Support</b>	Replaces SA and SA+. Pupils on the SEN register have SEN Support unless they have an EHCP.
<b>SLCN</b>	Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language.
<b>SLD</b>	Severe Learning Difficulty.
<b>SpLD</b>	Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia.
<b>SLCN</b>	Speech, Language and Communication needs.
<b>(R)SIA</b>	(Request for) Statutory Integrated Assessment. Multi-disciplinary assessment by the LEA of a child's educational need.
<b>TALSA</b>	Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff.
<b>TAF</b>	Team Around the Family.
<b>VI</b>	Visually Impaired.