"We are all different, we are all wonderful, that makes us all incredible"

(Zainab Adnan, Year 6)

Special Education Needs Information Report

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Agreed by the headteacher: H. Ahmed

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School Vision and Ethos

Walverden Primary school strives to provide a nurturing, lively and inclusive environment where all children can flourish both personally and academically. Our ethos sets high aspirations for achievement as well as providing high quality pastoral support.

Our first priority for all of our children is excellent teaching and learning. We aim to meet most of our pupil's educational needs within the classroom environment. Simple adaptations to provision are based on careful consideration of personal needs and close monitoring of each individual's progress. However, we also understand that some pupils may also require further support within school or support from outside agencies led by Mrs Zaman – School SENDCo.

As a school community of parents, teachers and Governors, we believe our children possess unique gifts and qualities; inspiring them to believe that anything is possible. We want them to recognise their own abilities, by working and learning together. We develop who they are in a respectful and caring environment. Our school ethos is firmly rooted in our values of 'Dream, Believe, Achieve'.

The policy will be reviewed annually by the Governing Body.

Our Aim

At Walverden Primary school our goal is to:

- Provide a safe, caring and nurturing learning environment
- To provide a creative curriculum which is rich, diverse, purposeful and one that connects with our local community.
- Maintaining excellent standards of behaviour- following the Walverden Way.
- Developing and embedding the LORIC principles.
- Fostering and celebrating diversity and inclusion within school and the wider community
- Creating opportunities for all children including Special Educational Needs and Disabilities (SEND) to engage in the same activities that all other learners do
- Through developing curiosity, inquisition and resilience, we empower our children to become ambitious learners who are able to work independently, are empathetic and supportive of others and have the self-belief needed for a successful future
- Provide high quality, inclusive learning to assist all children to reach their individual potential as learners and to develop their capabilities to their full
- Creating a positive relationship with parents
- Ensure a close co-operation between all the agencies concerned and a multidisciplinary approach to the resolution of issues.

Introduction

At Walverden Primary School we are committed to ensuring equality of education and opportunities for pupils with SEND. We pride on the fact we treat all our children with care, dignity and respect.

We are a vibrant, multi-cultural primary school with delightful pupils and an enthusiastic and committed staff. We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. We provide a fully inclusive mainstream primary provision, our aim is to help children aspire and achieve their potential academically, personally,

socially and emotionally in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. Outlined below are the ways in which Walverden Primary school supports all of our pupils including those with Special Education Needs and Disabilities (SEND) in order that they realise their full potential.

What is the SEND Information Report

The SEND Information Report describes what help, support and services are available for children and young people with Special Educational Needs and Disabilities and their families in our school. The information that is required is set out in the Special Education Needs and Disability Regulations 2015 and is covered in Chapter 6 (para ref 6.79) of the Special Education Needs Code of Practice 2015, which outlines:

- the SEND provision at the school
- the school's policies for the identification and assessment of pupils with SEND and making provision for pupils with SEND
- arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities to work with parents and young people as part of the assessment and review

Legislation and Guidance

> '*All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*
> *- achieve their best*
> *- become confident individuals living fulfilling lives, and*
> *- make a successful transition into adulthood, whether into employment, further or higher education or training (Code of Practice 2014 6.1)*

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos') and the SEN information report.

Definition of the Special Educational Needs and Disability

The Code of Practice (2015) states that a child or young person has a special educational need (SEN) or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEND Code of Practice, 2015, p16).

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

The needs of pupils with SEND usually fall into one of the following categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory, and /or Physical

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty expressing what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people may have difficulty with:

- Speech and language delay- speech and language development which isn't what would be expected for a child of that age.
- Expressive language difficulty- issues with using language to express ideas, needs or feelings.
- Receptive language difficulty- problems with understanding words, sentences or instructions.
- Speech or articulation difficulty- a difficulty saying words clearly using the correct sounds.
- Social interaction difficulty- problems following the rules of communication and difficulty interacting socially with others.
- Autism Spectrum Disorder (ASD) is a condition related to brain development that impacts how a person perceives and socialises with others, causing problems in social interaction and communication.

Cognition and Learning

Children and young people with cognition and learning difficulties will find it hard to keep up in most, or all, of the academic areas of the curriculum. They are likely to face challenges with developing basic literacy or numeracy skills and may find listening, paying sustained attention

and comprehending difficult. Many pupils will also struggle with both long and short-term memory.

A pupil with cognitive difficulties may also have problems with gross motor skills, such as throwing a ball, and fine motor skills, such as holding a pencil or cutting with scissors. Some may also have poor organisational skills. If pupils become frustrated with their learning because of these challenges, they may start to use avoidance techniques or demonstrate restless or disruptive behaviour. Pupils with cognitive difficulties are unlikely to progress as quickly as their peers, and there will be a tendency for any gaps in attainment to widen as pupils get older.

Social, Emotional and Mental Health Difficulties (SEMH)

Children display challenging behaviour for numerous reasons and their behaviour does not necessarily mean they have a SEND need. It is important to look beyond the behaviour to identify an underlying cause.

Children and young people can experience a wide range of social and emotional challenges that manifest themselves in different ways, for example they may become:

- Withdrawn
- Passive
- socially isolated
- disruptive (low level/extreme)
- aggressive
- hyperactive

All children and young people may demonstrate these behaviours at certain points in their lives. However, if these behaviours are severe, persistent and long term they could well be the result of an SEMH difficulty. Pupils with SEMH issues may struggle to cope with school routines or even resist going to school in the first place. They can have difficulties making and sustaining relationships or concentrating on their work. They may be the target of bullying, or engage in bullying-type behaviours themselves. A child's SEMH challenges can cause a barrier to their learning.

Sensory, and /or Physical

Within the SEND code of practice, sensory and physical is defined as some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Factors which are NOT SEND 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.
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

- Attendance and Punctuality

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a 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.

Support for improving emotional and social development

As part of the school staff, we have a dedicated pastoral team who work closely with all staff and they support families and children in providing nurturing opportunities. This includes extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying. For children with specific social, mental or emotional health difficulties we currently work with the Local Authority Educational Psychology Service and CAMHS. We also liaise with the School Nurse who can offer support, advice and guidance. We are also very fortunate to have a dedicated member of staff for nurture.

At our school we also have regular PSHE lessons which include Leadership, Organisation, Resilience, Initiative and Communication (LORIC) attributes in classes and circle time. All teaching staff have had Mental Health First Aid Training. We hold Anti Bullying assemblies and take part in special weeks focusing on this, including workshops with external providers. No form of bullying is tolerated at Walverden Primary school and we take the subject extremely seriously. All incidents of bullying are dealt with in line with the schools Anti Bullying Policy which can be found on the school website. We meet regularly with parents and have a behaviour policy throughout the school and also keep parents notified. We will endeavour to work with parents to look at ways of supporting the children to improve behaviour.

If a pupil has a medical need then a detailed care plan is compiled with support where appropriate from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member. Key staff have first aid training.

Who and how to contact is the SEND Coordinator (SENDCo)

The SENDCo has the responsibility of ensuring that there is a consistent approach to special educational needs and that the Graduated Response process of Assess, Plan, Do and Review is completed and monitored for its effectiveness (detailed further below). It is also the responsibility of the SENDCo to:

- Oversee the day-to-day operation of the school's SEND policy
- Coordinating provision for children with SEND.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best possible progress.
- Overseeing the records of all children with SEND
- Liaising with other professionals who may be coming in to school to help support your child's learning, e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist.
- Liaising with parents of children with SEND
- Contributing to the training of staff.

If you are concerned about your child then please contact your child's teacher in the first instance. Thereafter, if you need to contact the SENDCo then details are shown below:

School SENDCo: Mrs. A Zaman

School contact telephone number: 01282 614834

SENDCo email address: office@walverden.lancs.sch.uk

What should I do if I think my child has special educational needs or disability

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. Parents may also contact the SENDCo. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school. If you still have further concerns, then please contact:

SENDCo- Mrs. A Zaman- Tel No. 01282 614834 Email: office@walverden.lancs.sch.uk

HEADTEACHER- Ms. H Ahmed- Tel No. 01282 614834 Email: head@walverden.lancs.sch.uk

SEND GOVERNOR- Mr. F Khaliq-Tel No. 01282 614834

How are arrangements made to consult with parents

Walverden Primary School has a strong commitment to working closely with parents/carers and has an open-door policy to ensure information is always accessible to parents and staff. School values the contribution of information from parents/carers and consults them at many opportunities throughout the academic year. In addition to parents' evenings, where the progress and attainment of pupils is discussed, termly targeted learning plans (TLP) and pupil profiles (SEND passports) will be reviewed three times a year.

Parents are able to ask questions and find out information through various means:

- Initial support from the teacher
- Liaison with the SENDCO
- Parent evenings
- Information is on the school website showing links to school, support services such as SENDIASS.
- Access to support from the Head teacher
- Meetings with the Pastoral Team are held to offer support where necessary
- Pre-transition meetings to ensure smooth entry to school.
- Home visits for nursery children and children new to the school.
- Parents are represented on the Governing Body.
- Parents of children with SEND are regularly involved in discussions through review meetings. During this time successes and next steps are developed along with the child's thoughts and opinions.
- Communication/Reading record books
- Telephone conversations/Messages via class dojo

Our approach to teaching pupils with SEND

In accordance with the SEND Code of Practice, 2014, the 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:

- Adopting inclusive practices and endeavour to support every child regardless of their level of need.
- Arrangements are put in place to ensure pupils follow the Early Years Foundation Stage Curriculum/ National Curriculum at a level and pace that is appropriate to their abilities.
- How independence is encouraged at all age and ability levels.
- Our ethos, beliefs and values to develop confidence, improve self-esteem and promote enthusiasm in all pupils.

How will the school support a child with SEND

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by the senior leadership team, the SENDCo and possible external agencies.
- Ongoing assessment of progress made by pupils with SEND.
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
- Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND
- Pupil and parent feedback on the quality and effectiveness of interventions provided,
- Attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition.
- Parents are informed of these via the reporting system and also at events such as parents' evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an assess, plan, do and review model.

Staff ensure that they are effectively supporting the learning of children with SEND through using strategies identified and making sure students are striving to reach their full potential. Staff are informed and are aware when they may need to provide differentiated or modified work for their pupils. It is important that we constantly work towards aspirational outcomes for all students.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

What provision is there for children with SEND



At Walverden Primary school, we endeavour to develop an understanding of each pupil with SEND to promote inclusion and build strong relationships with pupils. This is in order to understand the pupils' unique strengths and needs, help tailor support and provide interventions. We want all our children to get the support they need to reach their full learning potential and aim to provide extra help for pupils with SEND through a system called SEND support.

The Code of Practice (6.44) says that schools should use a "graduated approach" to support children with SEN. The graduated approach involves a four-stage cycle that the teaching staff must use:

At Walverden Primary School we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress. Please refer to our SEND Policy, which outlines the purpose, nature and management of special educational needs within our school. Our SEND policy is also available on the school website:

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four–part process and is known as the graduated approach.

- **Assess**-what support they need

The class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests as well as the views of parents and pupils are used to identify needs. Advice may also come from external support services. In addition to this, we also continually identify and monitor pupil's well-being and emotional health through the use of CPOMs (safeguarding software). Any patterns and areas of concern will be raised and discussed for support.

- **Plan**- the provision to meet your child's aspirations and agreed outcomes

Information gathered is then used to develop interventions and adaptions to the environment and to the curriculum which aim to provide the best impact on a child's development. The support and intervention provided should be selected to meet the outcomes identified for the child or young person, based on reliable evidence of their effectiveness. Professionals within the school such as the class teacher should work collaboratively with the child and their parents to agree the outcomes, the interventions and support to be put in place and a clear date for review. Again, advice from outside agencies and specialist services, the educational psychologist, behaviour support, the school nurse and speech and language therapists may be accessed. Class teachers work alongside the SENDCo to plan the most appropriate strategies and interventions.

- **Do**- put the provision in place to meet those outcomes

All staff who work with the pupil will be made aware of their needs, the desired outcomes and the support to be provided and any teaching strategies or approaches to be used. The class teacher remains responsible for working with the child on a daily basis, including when the child is involved in group or one-to-one teaching away from the main class. They must work closely with all those involved with the pupil and plan and assess the impact of support and intervention and how these can be further developed in the classroom.

Interventions may involve group or one-to-one teaching both in class and away from the main teaching on specific learning objectives. It may also involve the use of different equipment or the adaption of the curriculum. The curriculum may be adapted through differentiation, using prompts and adapted resources and by support from teachers and teaching assistants. In some cases, specific schemes of work (including for social and emotional difficulties) and interventions will be used. Examples of the interventions we use include reading and literacy interventions; targeted readers; additional phonics; Power of 1 and 2; Dyslexia Support Programmes; speech and language programmes. Children who have a special need will have the targets and strategies they are working on recorded on a target learning plan (TLP). This will be reviewed termly and discussed with both the pupils and their families at review meetings. The TLP will include strategies on how families can best support their child. Pupils will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. However, occasionally 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 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/

- **Review**- the support and progress of the outcomes

Information about your child's needs, support and goals should be written down in a plan, which is used by staff and updated regularly. What's important is that your child has a clearly written plan which lists all their needs, support and goals.

The SENDCo reviews intervention work termly with class teachers and teaching assistants, using teacher assessments, specific test results and observations. Children with SEND are also carefully monitored at termly pupil progress meetings with the headteacher. This is reported back to the governors by the headteacher. Parents will be offered a chance to discuss progress each term. Multi-agency meetings where support from other agencies is necessary will also happen as well at the termly review meetings. A home school communication book can also be set up to support home/school communications as well.

This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

How will we adapt the curriculum and learning environment of our pupils with SEND?

The curriculum is designed to recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, reflective and critical thinkers. The aim of Walverden Primary School is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community, wider society and the world.

Support is anything that will help children achieve their full learning potential, and could include things like small group teaching, extra time with an adult in school, perhaps a teaching assistant, using different equipment, support from advisory teachers or additional training for staff. The school can also request support from specialist education and health services, for example, educational psychology or speech and language therapy.

Once the plan has been agreed upon, your child's teacher will work with teaching assistants or specialist staff (if required) to put it into action. They will make sure everyone is aware of your child's needs and the plan's aims, and will continually consider how helpful the support is.

You will also be given an opportunity with your child's teacher each term (in addition to parent's evenings) to discuss how effective the support has been, review progress and adapt the plan if necessary, for example, if your child's needs have changed, or the support needs to change because they're not making reasonable progress.

This continual cycle of 'assess, plan, do, review' helps make sure that the support is working.

All teaching staff will provide the level of support required for a child. This may be any or all of the following:

• Wave 1 (Universal) – a child will be given precise quality first teaching and targeted differentiation within the whole class setting. This will also include any specific resources and support that the child may need. Examples of this may include:

- Quality First inclusive teaching approaches are identified to enhance the pupil's learning.
- Creation of a one-page profile that includes the voice of the child and targeted teaching strategies.
- Focused in class support from a teaching assistant (where needed) to facilitate pupil progress or enable curriculum access. Support should be directed by the teacher and ultimately aim to develop the pupil's independent learning.
- Interventions that have been identified to achieve specific targets. These will be delivered and monitored
- Resources to ensure full access to the curriculum
- Liaison with the parent/carer, pupil, staff and all other relevant agencies in the implementation of the targeted learning plan

• Wave 2 (Targeted) – a child will be given targeted small group intervention for a set period of time. This will be monitored and evaluated over a short period of time to determine whether progress has been made. Examples of this may include:

- Targeted Support for Pupils who need additional help
- Phonics, literacy and numeracy interventions
- Targeted 1:1 Reading support
- Adaptations to timetables and support
- Use of outside services e.g. educational psychologist, specialist teacher
- Further assessment and tracking of individual pupils

• Wave 3 (Specialist) – This is long-term continuing support. It is specific to an individual child's needs and is usually part of an Education Health Care Plan (EHCP). a child will be given targeted 1:1 support in a specific area of need for a set period of time. In some cases, additional and more specialist support will be sought through a referral to an outside agency. If short term intervention does not address the issues raised and greater needs are identified, the child, with consent of the parent/carer will be placed on the Special Educational Needs & Disabilities Register (SEND). All children on the SEND register will have a Targeted Learning Plan which details a holistic offer for the child which will include targets that have been set for them. It usually involves outside agencies and may include:

- Specialist teacher
- Educational Psychologist
- Behavioural Support
- G.P.
- Pediatrician
- School Nurse
- ASD outreach
- CAMHS
- Social Care
- Early Help
- Family Support Worker
- Physical and Sensory Support for Visual and Hearing Impairment
- Occupational Therapy (OT)
- Physiotherapist

- Police

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

Our school is an inclusive one and all children are included in all parts of the school curriculum and we aim for all pupils to be included on school trips. We will provide the necessary support to ensure that this is successful and, when planning any offsite activities, will meet with parents if your child requires any additional adjustments to ensure they can fully participate.
It is a normal routine for us to complete a Risk Assessment prior to any off site activity. This is to ensure everyone attending is safe. In the unlikely event that it is considered unsafe for a child to take part in an activity, then we will either suggest alternative arrangements and this could include activities that will cover the same curriculum areas but provided on the school site.

How are the school's resources allocated and matched to children's special educational needs

Schools receive funding for all pupils including those with Special Educational Needs and disabilities and the majority of pupil's special educational needs are met from this funding. The school budget, received from the Department for Education, includes money for supporting children with SEND. The headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the SENDCo and school governors on the basis of needs in the school. The school identifies and records the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed so that the needs of children are met, and resources are deployed as effectively as possible. Other factors to consider are:

- Dependent on budget; additional support and resources may be deployed to aid children's learning and to improve the quality of whole school provision.
- The level of support will vary dependent on the needs of the child.

- Regularly reviewing how expertise and resources can be used to improve the quality of whole-school provision.
- Managing provision to contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff.
- Ensuring a named member of the governing body or a sub-committee has specific oversight of the school's arrangements for SEN and disability.

In addition, the funding is used to pay for external services such as Educational Psychology and the Lancashire Additional Needs Service. We use some of the funding to buy specialist resources for SEN children (such as writing slopes, magnifiers, physical aids etc.) and a small amount for staff training.

What should I do if I think my child has special educational needs or disability (SEND)

How are arrangements made to consult children

We strive to help every child to, "dream, believe and achieve" by inspiring them with rich experiences and equipping them with a love of learning. We ensure that children are involved in the setting of personalised targets and discussions around aspirations for the future will inform the content of any personalised planning. Pupil voice is valued and attendance at review meetings is welcomed where appropriate. Children are actively encouraged around aspirations for the future and to have their say about the education they receive. Part of this is their involvement through pupil questionnaires and monitoring and are encouraged to reflect on their own learning. We regularly collect and reflect upon pupil views and use this to support the children in their learning.

The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured

Walverden Primary School is dedicated to making sure teachers have access to continuing professional development (CPD). This includes whole school training on SEND issues or bespoke training sessions for staff with particular needs within their year group. Staff training allows us to share knowledge, strategies and experience and ensure consistency to the school's approach for children with SEND.
Staff have received a range of training at three levels; awareness, enhanced and specialist.
Awareness training has been provided to all staff on:

- How to support pupils with dyslexia and literacy difficulties
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties- using restorative approaches.
- How to support pupils with speech, language and communication difficulties.
- Mental Health First Aid training (teaching staff)
- Teaching Assistants to support children who hold an Education, Health and Care Plan (EHC)

Enhanced training has been provided to Higher Level Teaching Assistants (HLTA) and 1:1 teaching assistants on:

- Leading a Nurture Group
- The Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.
- The physiotherapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.

Specialist training has been provided to the SENDCo on:

- The SEND Coordination award.
- Ongoing training and short courses
- The school has regular visits from SEND specialist teachers who provide advice to staff support the success and progress of individual pupils.
- Attendance at the termly SENDCo meetings.
- The Governor with specific responsibility for SEND has completed the SEND Governor training.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How equipment and facilities to support children and young people with SEN will be secured

The type of support, equipment and facilities needed to support children with SEND is led by the child's individual need. Children with an 'Education, Health Care Plan' will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation. Other children will also receive support linked to their needs as indicated on their Individual Education Plan. This support may take various forms:

- In class support from teaching assistants
- Small group support
- Specialist 1:1 support
- Support from external agencies
- Provision of specialist resources
- Tracking of progress and analysing individual pupil data highlights children who are not making expected progress. Children are given additional and differentiated support and interventions are put in place to support their learning and the impact of that provision measured. These interventions and their impact are recorded in the monitoring and intervention sheets.
- If interventions are not having the expected impact, then the SENDCo may refer to external professionals in discussion with parents to enable further support to be provided.

How the effectiveness of the provision made for pupils with SEN is assessed and evaluated

The principle of early identification and intervention underpins our approach to identifying pupils who need extra help. This is put in place if a child is not meeting targets, even if a special educational need has not been fully identified for that child. This extra support will more often than not enable the pupil to catch up. Examples of our extra support are specific intervention groups, which work with small groups of children inside or outside the classroom.

At Walverden Primary School the teachers are effective at assessing and evaluating both themselves and the provision given to ALL children. Every child is entitled to quality first teaching. All of our extra provision such as precision teaching, Power of 1 and 2, WELLCOMM, Blank Level Language scheme, Derbyshire Language scheme are all progress based- whereby the child is baselined before the provision starts and again afterwards to accurately measure progress made by all the children. This is reviewed termly and any adaptations to provision made in light of these findings. Progress and evaluations of children with SEND is reported to the Governors.
Walverden Primary School follows the protocols stipulated from the Code of Practice 2015. The gathering of information to identify SEND may be via:

- Class teachers and Teaching Assistants are observed in learning walks by SLT/SENDCo.
- The SENDCo carries out inclusive class scrutinies, monitoring, learning walks, work/planning scrutinies with a focus on SEND provision.
- Pupil progress meetings between SLT and class teachers (including the SENDCo) are held half termly, to evaluate the impact of provision on both academic and social progress.
- Pupil voice is obtained from children with SEND.
- Liaison with the previous teacher during the handover meeting (if on an EHC Plan).
- Referral from class teachers.
- Concerns from parents.
- Performance against expected level of progress within the National Curriculum level descriptions.

- Standardised screening and assessments.

All students on our SEND register have a personalised pupil profile and targeted support plan, unique to them and detailing their specific needs and teaching strategies to maximise their progress. These are available to all staff.

Arrangements for supporting pupils moving between phases of education

Children and young people with SEND can become particularly anxious about starting school or moving on to a new class or school. Here, at Walverden Primary school we will do our utmost to reduce anxieties and ensure consistency of support at all times. To ensure a smooth transition into school, parents and children receive the following support:

- When children join the school in the Foundation Stage, we offer a home visit in order to meet the child in their own environment.
- All parents are invited to an induction meeting, where they are given all of the information required about our school before their child starts.
- We also hold a series of transition sessions where the child and parent come to spend time in the Foundation Stage setting.
- Children and parents who are interested in joining the school in other years, are encouraged to visit the school. When a child joins the school, we ask parents to share any concerns they may have regarding their child. Where a child has previously been identified as having a special educational need or disability, we will gather information from the previous setting and any external agencies so as to best support the child.
- As necessary the school will request training e.g. where needed for medical interventions. We communicate with previous establishments to support a child's transition and for some SEND pupils, a phased transitional period may be offered to help the child to settle where appropriate.

To ensure a smooth transition between phases/year groups in school:

- There is a consistent approach in promoting positive behaviour, which all staff and pupils follow. This ensures that our school expectations are understood by all children.
- Planned transition opportunities take place to prepare pupils for the next stage in their learning journey. Teachers and children get to know one another and positive relationships are developed which allow children to look forward to their next transition.
- A child engages in activities with their new teacher which will be displayed in their new class at the start of the year, to make them feel welcome and have ownership of their new class.
- Children with additional needs will have additional transition sessions prior to the full week at the end of term. This may involve additional conversations with their new teacher or visits to the classroom so they feel more prepared for the transition.
- Class teachers have transition time to pass on information about each child in their class, including those with SEND to their next teacher.
- Medical and other information about a child are also passed on by the previous teacher to the new teacher and other key staff, during teacher transition meetings at the end of term.
- Additional information may be passed to the new Class Teacher from the Pastoral team and SENDCo on a need to know basis.
- Parents are invited to a class transition meeting to find out about their child's learning and routine in their new class during the Autumn term.

- Opportunities are provided for children to experience any new routines in the summer term so they are comfortable and familiar with these such as lining up before school/ playtimes in their new allocated location, playtimes/ lunchtimes etc.

To ensure a smooth transition into high schools our school organises the following:

Opportunities for the children to attend open days at local high schools for our Year 6 pupils.
Meetings between class teachers and high school teachers.
Meetings between the SENDCo and the high school SENCOs, where needed.
Opportunities for SENDCo children to visit their choice of high school with a member of the SENDCo where needed.

- Files are handed over to high schools or to the new school at the point of transition.
- Our e-copies of documents are only accessible by relevant members of staff and are transferred once the child leaves school. We use CPOMS to store SEND information and documentation securely and confidentially.

The school's contribution to the local offer and where the Local Authority's local offer is published

The local authority's (LA) Local Offer is published on https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/about-the-send-local-offer/

"Local Offer" is the term that the Department of Education (DfE) use to describe the collection of information about the support that local authorities must make available to help children and young people with special educational needs and disabilities and their families. The purpose of the local offer is to enable parents/carers, children and young people with SEND to see clearly, from a single and regularly updated source, the services available to local families and how to access them. The offer covers services from birth to the age of 25, across education, health and social care

What policies are in place to support children with SEND

Our SEND Policy will give you the information you need about how we organise provision for all pupils with SEND. Our SEND policy is available to view on the school website. If you would like to discuss our SEND provision or find out more, please contact our SENCDO who will be happy to discuss it further. The following policies are available for viewing on the website:

- SEND Policy
- Behaviour & Anti-bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- Disability, Inclusion and Accessibility Plan
- The School's Local Offer and Lancashire Local Offer

Contact details of support services for parents of pupils with SEND.

There are numerous organisations and agencies that provide support for parents of pupils with SEND.
Lancashire SEND Information, Advice and Support Service is a statutory service and provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs. If English is not your first language then please ask the service for a bilingual member of staff. The website is https://lancssendias.org.uk/

Lancashire County Council also has a directory for organisations and services that support or provide information, advice and activities for families including children and young people with SEND in Lancashire and nationally, if relevant. Details are:
https://senddirectory.lancashire.gov.uk/kb5/lancashire/directory/home.page

The Lancashire SEND Partnership brings together all the agencies in Lancashire which provide special educational needs and disability (SEND) services for children, young people, their parents and carers, with representatives from those who use the service. Details are:
https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/lancashire-send-partnership/

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

Here at Walverden Primary school, we are always seeking to improve on the quality of education provided for children with SEND. We will endeavor to gather parent/carer views about their child's experience regularly and how it can be submitted e.g. on-line form, questionnaires and meetings. In the first instance parents should speak to the class teacher. If the issue is not resolved then an appointment should be made with the SENDCo. Please also see the school's complaint policy for further information.