

Bleasdale Church of England Primary School

GOVERNORS' SEND INFORMATION REPORT

The SEND Code of Practice sets out the responsibility for governing bodies to 'publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND.'

Note: Bleasdale's Link Governor for SEND is currently Mrs M Pratt.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 and, in terms of Bleasdale CE Primary School, is as follows:

The kinds of SEND for which provision may be made:

Bleasdale CE Primary School provides for all forms of SEND as described in the SEND Code of Practice. The school is able to provide for children with a range of difficulties, for example:

- Communication and interaction difficulties
- Cognition and learning difficulties
- Social, emotional and health difficulties
- Sensory and/or physical difficulties

Our current SENDCo is Mrs L Davies who is available by contacting the school office:

01995 61307

email: bursar@bleasdale.lancs.sch.uk.

(Bleasdale CE Primary School, Bleasdale, Preston PR3 1UY)

Arrangements for:

- consulting parents or carers of children with SEND and involving them in their child's education;
- consulting young people with SEND and involving them in their education;
- assessing and reviewing children and young people's progress towards outcomes.

Parents or carers:

- are consulted when any concerns arise and are kept informed of any support given.
- are always encouraged to make an appointment at our termly parental consultations.
- also have the right to request that the school's SENDCo attends the meeting.
- can also request a meeting with their child's teacher and/or SENDCo and/or headteacher by contacting the school office.

- Children on the SEND Register are involved in reviewing their EHCs and IEPs as part of our regular review meetings.
- Teachers consult with children that they teach who have SEND throughout the year, for example, when setting and reviewing reading, writing and maths targets.

Arrangements for supporting children and young people in moving between phases of education:

All Bleasdale children spend time with their new teacher and become familiar with their new classroom (as appropriate within a small school) during the summer term.

If children require more support with transition we may, for example, arrange for them to:

- spend longer with the new teacher;
- spend longer in the new classroom;
- have a photo album produced with photographs of the new teacher, new classroom, new teaching assistant, etc;
- arrange meetings between the child's current teacher, new teacher, parents or carers and SENDCO.

Children on the SEND Register who are moving from Year 6 to Year 7 may require additional support with transferring from primary to secondary school. This may require, for example:

- additional time spent at the new secondary school;
- access requirements to be planned for;
- additional meetings between relevant Bleasdale staff, staff from the new secondary school, the child's parents or carers and (as appropriate) the child.

When transferring to a new school, the child's SEND File is transferred to that school.

The approach to teaching children and young people with SEND and how adaptations are made to the curriculum and the learning environment:

Please see the 'Bleasdale SEND Local Offer' on the school website.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured:

All Bleasdale staff members are experienced, receive appropriate SEND-related training and have the opportunity to work alongside specialist expertise (see below).

Examples of how we access specialist expertise (in all cases after consultation with parents, carers or children):

School can refer to:

- the Educational Psychology Team;
- CAMHS;
- the Speech and Language Therapy Service;

Evaluating the effectiveness of the provision made for children and young people with SEND:

The progress of children with SEND is carefully monitored by each child's teacher and the Bleasdale Team as the child moves through the school. This includes both academic progress and the progress of the child as a whole. Progress is also monitored by the Bleasdale Governing Body. Where necessary, provision is changed. This can include adaptations to the curriculum, purchasing of additional resources, accessing specialist expertise (e.g. the school's Educational Psychologist) and/or, for children with significantly complex needs, accessing one-to-one support.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND:

Children with SEND have excellent access to educational visits, extra-curricular activities and any residential visits that may be made. The exceptions to this would be where there are specific health and safety issues that need to be considered.

Support for improving emotional and social development, including measures to prevent bullying:

At the time of writing, the school has no recorded evidence of children being bullied because of any form of SEND.

The Bleasdale curriculum and the additional opportunities available seek to develop all pupils emotionally and socially, including those with SEND.

Where required, additional pastoral support is made available through access to an appropriate member of staff.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families:

Bleasdale CE Primary School works successfully with a wide variety of health and social care bodies. The school has a close working relationship with Lancashire Local Authority's SEND team and, where appropriate, works with relevant charities (for example NSPCC, Barnardos).

Arrangements for handling complaints from parents of children with SEND about the provision made at the school:

Please see the school's complaints procedures (available on the school website).

Arrangements for supporting children and young people who are looked after by the local authority and have SEND:

Arrangements are in line with other children on the Bleasdale SEND Register with adjustments made in light of additional guidance in the SEND Code of Practice. These are described below:

- Children who are being accommodated, or who have been taken into care, by a local authority (i.e. under section 20, or sections 31 or 38 of the Children Act 1989) are legally defined as being 'looked after' by the local authority.
- Local authorities have particular responsibilities for these children and act as a 'corporate parent'. The local authority must safeguard and promote the welfare of all children they are looking after.
- All maintained schools and academies and free schools must appoint a Designated Teacher for Looked After Children. At Bleasdale, this is currently the headteacher. The Designated Teacher is expected to work closely with the SENDCo to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.
- Local authorities must promote the educational achievement of the children they look after, regardless of where they are placed. The Children and Families Act 2014 requires every local authority to appoint an officer who is an employee of that or another authority to discharge that duty. This officer, often known as a Virtual School Head (VSH) will lead a virtual school team, which tracks the progress of children looked after by the authority as if they attended a single school.

- The SENDCo should work closely with the VSH as well as social workers to ensure that local authorities have effective and joined-up processes for meeting the SEND of looked after children.
- Local authorities are required to act under care planning statutory guidance issued by the Secretary of State when exercising their social services functions with regard to the children they look after. This is set out in volume 2 of the Children Act 1989 guidance. This means that a considerable amount of planning will be done around the care, health and education needs of looked after children. They will have a Care Plan, which sets out how the local authority will meet the care needs of the child, addressing all important dimensions of a child's developmental needs. These include health, education, emotional and behavioural development, identity, family and social relationships, social presentation and self-care skills. The Care Plan will specifically include a Personal Education Plan (PEP) and a Health Plan (both are a statutory requirement) which will particularly assess and set out the child's education and health needs. It may be through making these assessments that a child's SEND will be identified.
- Where a looked after child is being assessed for SEND it is vital to take account of information set out in the Care Plan. SEND professionals must work closely with other relevant professionals involved in the child's life as a consequence of his/her being looked after. These include the social worker, designated doctor or nurse, Independent Reviewing Officer (IRO), VSH and Designated Teacher in school. This will ensure that the child's EHC plan works in harmony with his/her Care Plan and adds to, but does not duplicate, information about how education, health and care needs will be met.
- It is essential to involve the child, their carers and, where appropriate, their parents in the planning process. When referencing information contained within the Care Plan, only information relevant to meeting the child's SEND should be included in the EHC plan. If in any doubt, SEND professionals should discuss this with the social worker and, where appropriate, the child and their carers.
- A significant proportion of looked after children live with foster carers or in a children's home and attend schools in a different local authority area to the local authority that looks after them. Local authorities who place looked after children in another authority need to be aware of that authority's Local Offer if the child has SEN. Where an assessment for an EHC plan has been triggered, the authority that carries out the assessment is determined by section 24 of the Children and Families Act 2014. This means that the assessment must be carried out by the authority where the child lives (i.e. is ordinarily resident), which may not be the same as the authority that looks after the child. If a disagreement arises, the authority that looks after the child will act as the 'corporate parent' in any disagreement resolution, as described in Chapter 11 of the SEND Code of Practice.
- It is the looked after child's social worker (in close consultation with the VSH in the authority that looks after the child) that will ultimately make any educational decision on the child's behalf. However, the day-to-day responsibility for taking these decisions should be delegated to the carer who will advocate for the looked after child and make appeals to the First-tier Tribunal (SEND) as necessary.
- For a child in a stable, long-term foster placement it may well be appropriate for the carer to take on the responsibility of managing a Personal Budget but this will need careful case-by-case consideration.
- The Care Planning Regulations specify the frequency with which Care Plans are reviewed. It is important to ensure the annual review of an EHC plan coincides with one of the child's Care Plan reviews. This could be done as part of the review of a child's PEP which feeds into the review of the wider Care Plan.
- Social workers and SEN teams will need to work closely together to ensure that transitions from being looked after to returning home are managed effectively, to ensure continuing provision.

QUESTIONS AND ANSWERS FOR PARENTS.

The following questions are those most commonly asked by parents. We hope they will prove useful to you in answering some of the queries that you may have. If you do still have a question, then please do not hesitate to contact the school SENDCo.

How does the school know if children need extra help and what should I do if I think my child has SEN?

Information about the child's strengths and needs will be received in school from the child's previous educational setting, where applicable.

Special educational provision is provision that is different from, or additional to, that which is normally available to pupils of the same age.

The progress of all pupils is monitored regularly by class teachers and the senior leadership team, through the use of formal and informal assessments. When a pupil is not making expected progress, their level of need can be quickly identified and discussed with parents or carers and the pupil concerned.

If parents or carers have concerns about the progress or attainment of their child they should in the first instance speak to the class teacher, who will then liaise with our SENDCo where appropriate.

If you wish to discuss a specific area of Special Educational Need or Disability then please contact our SENDCo, Mrs Davies .

How will the school staff support my child?

Class teachers plan lessons which are differentiated to meet the needs of all children in their class. They will organise the class into small groups in order to focus the teaching and learning potential. Groups may be supported by a key adult, either the class teacher or learning support assistant, where appropriate, to foster effective, independent learning.

Class teachers may liaise with the SENDCo for additional advice or support.

If school and parents agree that further advice is needed, a referral will be made to a specific outside agency such as the Educational Psychologist, Speech Therapist or Specific Learning Difficulties Advisory Teacher. A referral will not be made without parental permission.

The SEND Governor works closely with the school to help monitor provision. The SENDCo and SEND Governor meet regularly to enable this process.

How will I know how my child is doing?

We believe in working closely with parents or carers in sharing ideas and information to encourage children to aspire to achieve their best in their learning and self-esteem.

If a child needs a more personalised programme of support, targets may be recorded on an Individual Education Plan. These targets may be related to an area of the academic curriculum or to develop social or emotional skills. Their progress at meeting these targets will be shared regularly with parents or carers and the child, where appropriate.

In addition to formal parent or carer consultation evenings (Autumn & Spring Terms), information can be shared via telephone, or face to face, where an appointment may be necessary.

All parents or carers will receive an end of year written report detailing their child's progress across the curriculum.

How will the learning and development provision be matched to my child's needs?

All teachers use information about the strengths and needs of individual pupils so they can plan the learning within the curriculum to ensure that all pupils are able to make progress.

Lessons are appropriately differentiated for groups or individuals to enable access to learning and foster greater independence.

Additional provision is coordinated by the school's SENDCo and is designed and implemented by teaching staff, ably supported by learning support assistants.

The progress of identified groups of children, including those with SEND, is also closely monitored by the SEND Governor who feeds back at regular Standards and Effectiveness Committee meetings and Full Governing Body meetings.

The use of specific resources and materials will further aid access and independence.

Advice sought from outside agencies will be incorporated into the child's provision.

Regular assessment will inform where amendments to provision may be required.

What support will there be for my child's overall wellbeing?

The well-being of all pupils is of primary concern at Bleasdale CE Primary School. We strive to build positive relationships so that parents, pupils and teachers can share ideas and information together to make school a safe and happy place for everyone.

Personal, social and health (including emotional) aspects of a child's development are incorporated, where appropriate, throughout the curriculum and also in extra-curricular activities.

Children's views are sought via School Council and other forums. Their ideas are listened to and valued.

Additional support from specialist staff can be accessed where necessary after consultation with parents or carers.

Our Behaviour and Bullying Policy, which includes guidance on expectations, is consistently implemented by all staff.

We regularly monitor attendance and take appropriate steps to encourage punctuality and prevent unauthorised absence.

1. What training have the staff who support children with SEND had or are having?

Teachers, and TAs (Teaching Assistants) access external training as appropriate to the individual needs of the child.

In-house and external training will also be accessed to help staff develop and build the skills and knowledge they require to meet the needs of all pupils, including those with SEND.

2. What specialist services and expertise are available or accessed by the school?

Our SENCo can offer advice and training for a range of SEND. If further advice and support is required, Mrs Davies will make a referral, with parental permission, to an appropriate outside agency or service. This may include the Educational Psychology Service, Speech & Language, or CAMHS (Child and Adolescent Mental Health Service) who may also be contacted via the School Nurse/GP. There is an extensive range of services within Lancashire which will only be accessed with parental permission.

3. How will you help me support my child's learning?

At Bleasdale Primary, we value communication and the sharing of ideas and information between home and school. There are regular opportunities to discuss your child's progress and how you can best support them at home. Formal parent/carers' consultation meetings take place in the Autumn and Spring terms, with a final Open Evening in the Summer Term to view your child's current progress and achievements.

Our SENCo will also be available at these meetings if you would like to discuss your child's strengths and needs with her and explore further ways in which you can support your child's learning.

In addition to the formal meetings, you may be invited to a parental workshop to enable a fuller understanding of how the particular area of the curriculum is explored and developed in school and how your child can be further supported at home.

4. How will I be involved in discussions about, and planning for my child's education?

In addition to formal parent/carer consultation meetings, you can also discuss your child's education with their class teacher, SENCo or Head Teacher. If you need an appointment, this can be made through the school office.

Where a child needs more focused, individualised differentiation, an Individual Education Plan (IEP) or similar may be introduced to enable closer monitoring of small steps of progress. Ideas and information will be shared, reviewed and recorded through this planning. Advice from outside professionals will be included and followed in the plan where there is involvement.

At times where a child's needs are more complex and they may need support from a number of outside agencies, it may be beneficial to initiate a CAF (Common Assessment Framework). This will enable a team of professionals and family members to meet regularly to offer help and support to meet the needs of one or more of the family. This is called a TAF (Team Around the Family). If a CAF is considered, the SENCo will meet with the parents/carers to explain about the process. A CAF will only be initiated with parental consent.

If your child's needs are significant, it may be appropriate to undertake a statutory assessment of his/her needs. During this process you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process. The assessment may lead to the issue of an EHCP (Education and Health Care Plan), which has replaced the Statement of Special Educational Needs. Once an EHCP is in place, regular review meetings will be organised.

5. How will my child be included in all activities outside the classroom and on school trips?

At Bleasdale, children have access to a range of activities outdoors. Some activities are part of the curriculum and are supervised by school staff, some by external professionals, all with appropriate qualifications and CRB clearance. All children, regardless of their level of ability, are encouraged to take advantage of these activities. Every effort will be made to reduce barriers to participation.

Pupils may also have the opportunity to attend enrichment events both on and off the school site. Where necessary, risk assessments will be undertaken and reasonable adjustments made to enable inclusion regardless of need or disability.

School trips are a regular feature at Bleasdale CE Primary School. These experiences are hugely enriching both from a learning and social aspect. All children are encouraged to participate. A risk assessment would be carefully considered and shared with parents/carers well in advance of the trip to ensure all children can be confidently and safely included regardless of their level of SEND. It may be necessary to make some reasonable adjustments to the trips, events and activities to enable as much participation as possible. This would be discussed with parents/carers prior to the trip.

6. Who can I contact for further information?

In the first instance, parents/carers are encouraged to contact their child's class teacher. For pupils with SEND, further information and support can be sought from our SENCo, Mrs Davies. Parents/carers can discuss their child's strengths and needs in person or by telephone, if preferred.

Parents/carers are also able to contact the Head Teacher or SEN Governor.

If further assistance or advice is desired, this can be sought from the County SEN Officer or from Lancashire Parent Partnership..

Whilst every effort will be made to resolve any difficulties in school, parents/carers can refer to the School's Complaints Policy.

7. How will the school prepare and support my child to join the school, transfer to another school or the next stage of their education and life?

The first day at school for all children can be both exciting and/or stressful. We would always encourage children new to the school to make visits beforehand to enable them to become familiar with their new setting.

As children progress through the school, they will all participate in a transition day, where they will have the opportunity of spending part of the day in their new classroom with their new teacher, as appropriate. The current class teacher will pass on important information about the child's education and welfare to their new teacher.

When transferring from one primary to another, all electronic and paper records will be sent to the receiving school within 15 days of the child leaving.

"Moving on" (transition) can be difficult for all children but especially those with SEND. To aid a smooth transition, a carefully planned programme supports each child. When transferring to secondary school, additional visits can be organised to help the child feel more confident about their next setting. Meetings between parents/carers, key primary and secondary school staff and the pupil can be arranged to enable effective information-sharing and important questions to be addressed.

8. How are the school's resources allocated and matched to the needs of children with special educational needs?

The school's budget is decided by the Head Teacher and SEND Governor.

Human Resources and interventions are closely monitored to ensure value for money.

Within the budgetary constraints, support is allocated according to the level of need.

9. How is the decision made about how much support my child will receive?

At Bleasdale CE Primary School, we strive to provide a stimulating and inclusive education alongside quality first teaching. Sometimes, pupils need support which is different or additional to that of their peers. Any adjustments or interventions put in place for a child will be clearly detailed and shared with relevant staff, parents/carers and the pupils, as necessary. Every effort will be made to continue to foster independent learning.