

**SEND Information Report**

Crow Orchard Primary School

School Lane

Skelmersdale

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Crow Orchard is a mainstream primary school catering for pupils from age 3 to 11 years.

Head teacher -Mrs J Maher. Email - head@croworchard.lancs.sch.uk

SENDCO – Emma Baron Email - senco@croworchard.lancs.sch.uk

 SEND Governor - Mrs K. Brookes – contact via school.

 Crow Orchard is an inclusive school and we believe that our values are true for **all** our children:

**Overview**

Crow Orchard is a small mainstream primary school with approximately 120 children on roll including our nursery children – ‘Little Pips’. Throughout their time at Crow Orchard we strive to ensure that the diverse learning needs of all children are met and any potential barriers to learning overcome thus ensuring inclusivity throughout.

**Which types of Special Educational Needs and Disabilities (SEND) are provided for at Crow Orchard?**

At Crow Orchard we strongly believe that **all** children have the right to receive a broad and balanced curriculum. The support we provide is incorporated within the 4 areas of need as defined in the SEN Code of Practice 2014:

* Communication and Interaction

e.g. speech, language and communication difficulties and Autism Spectrum Disorder.

* Cognition and Learning

e.g. specific, moderate and profound learning difficulties. Specific leaning difficulties encompasses a range of conditions such as dyslexia, dyspraxia and dyscalculia, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD).

* Social, Emotional and Mental Health Difficulties

e.g. includes a range of social and emotional difficulties and disorders such as attachment disorder.

* Sensory and/or Physical Needs.

e.g. visual impairment, hearing impairment, multi-sensory impairment and physical disability.

**How will the school know if a child requires extra help with their learning?**

A child is defined as having special educational needs or disability (SEND) if they require educational provision that is additional to or different from that which is normally available to pupils of the same age. There are a number of ways in which a child may be identified as having SEND, these include;

* A child performs significantly below the level expected for their age.
* A child’s parent/carer expresses concerns.
* Their teachers may have concerns, including such things as their behaviour and low self-esteem affecting a child’s learning.
* A child’s progress may be noted to not be that which is expected, during termly progress meetings between the class teacher and head teacher.
* Input from external services such as the Speech and Language Therapy Service (SALT) and Educational Psychologist.
* Diagnosis via health professionals including the Community Paediatrician, GP, SALT and Child and Adolescent Mental Health Service (CAMHS).

**What should I do if I have concerns about my child? Who should I contact?**

* At Crow Orchard we have an ‘open door’ policy through which parents are able to speak to the class teacher, SENDCO or the head teacher.
* If you as a parent/carer have concerns about your child then contact the class teacher, who will then involve the head teacher and if necessary the (Special Educational Needs and Disabilities Coordinator) SENDCO and a meeting will be arranged to discuss your concerns.
* The SENDCO is available to speak to and will arrange a suitable time to discuss any concerns.

**What will be put in place to help my child and who will ensure this is done?**

* Each class teacher is responsible for providing Quality First Teaching to meet the needs of the children in the class. This involves planning and teaching high quality, engaging and appropriately challenging lessons, assessing every child’s progress and ensuring gaps in learning are filled. Short term intervention may be used to ensure any gaps in learning or specific issues are dealt with at the earliest possible time.
* If a child is identified as needing additional support, then the class teacher will discuss this with the parent/carer and with their consent a school support plan (SSP) may be implemented and the child’s name added to the school SEN register. The SSP is designed to specifically identify, and target areas that a child is finding difficult, stating what will be done to help them, who will carry out the intervention and when this will be done. The targets set are SMART – that is they are Specific to that child, Measurable, Attainable, Realistic and Timely, which allows for progress to be carefully assessed by the class teacher and senior leadership team (SLT).
* When planning and setting SMART targets the teacher will ensure that the child and parent is involved in this process and their thoughts, opinions and feelings incorporated into the SSP. At Crow Orchard School we believe that the voice of the child is vital and must be taken into full consideration.
* The school follows a rigorous policy of Assess, Plan, Do, Review, whereby a child’s progress is carefully monitored and plans altered to ensure maximum effect on learning. SSPs are reviewed termly, progress is assessed and new targets are set. Parents and children are included in this process having the opportunity to discuss progress and targets before being requested to sign copies of the review and new plan.
* If it is felt that a child continues to have additional unmet needs despite the interventions put in place by school, then the SENDCO will discuss this with parents, SLT and the class teacher and a referral may be made to outside agencies for assessment and input. These agencies may include Community Paediatrician, Physiotherapist, Occupational Therapist, SALT, CAMHS, Child and Family Wellbeing Service and Educational Psychologist amongst others. A Family’s Early Help Assessment may be completed to look at long term targets, plans and support for the child and family and this will be followed by regular Team Around the Family (TAF) meetings, including all agencies involved, parents/carers and school, to monitor progress against targets.
* School will signpost parents to the appropriate agencies, information and support dependent on.
* Parents can also contact the Lancashire Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS), who will provide them with independent support and advice as required.
* If a child continues to have unmet needs, require specialist provision, require a level of support or expertise that is above that which can be met through normal mainstream school funding or is at risk of permanent exclusion, then the SENDCO in agreement with the parents/carer and senior leadership team can request Statutory Integrated Assessment in order to attempt to obtain an Education, Health and Care Plan, which if successful may result in the allocation of additional funding to meet the identified objectives.
* All additional input is recorded on a provision map which enables this to be monitored.

**How will school and I know how my child is doing?**

* SSPs are reviewed termly to ensure progress is being made. Parents and children are given the opportunity to discuss both the review of the existing plan and be involved in developing the new plan. A parental/carer signature is required for each.
* All children are assessed against National Curriculum expectations each term, with a short report being sent to parents in Autumn term, face to face meetings in Spring term and a full annual report being sent to parents in Summer term. Each report offers the option of a consultation with the class teacher and one can be requested with the SENDCO and/or the Senior Leadership Team.
* National Curriculum assessments are completed termly using Target Tracker and this is then carefully analysed by the SLT and progress of individuals and key groups is monitored and compared to local and national data. This data is also used in the progress meetings between the head teacher and class teacher to identify and hence plan for those who are making less than expected progress.
* For some children with SEND who are working significantly below the expected level for their age, Performance Indicators for Valued Assessment and Targeted Learning (PIVATS) may be used to plan their targets and assess their progress. This allows smaller steps of progress to be identified and provides an accurate assessment of the level they are working at.
* Some children may require a home/school diary to be used daily as a means of communication between parents and school staff, which may be related to learning or behaviour.
* A statutory annual review is carried out for children who have an EHCP, this is held by the SENDCO with teachers, TAs, parents, the pupil and any relevant professionals being invited to attend to monitor progress and the ongoing needs of the child.
* At the end of the Summer term, each class teacher provides the next year group teacher with information about each child in the class. This includes specific information regarding any children with SEND, what targets are in place, the level at which they are working, the progress being made and any other information specific to that unique child which will make the year group transition easier and smoother for the child.
* Towards the end of year 6, a transition meeting is held between the Crow Orchard SENDCO and the Secondary School SENDCO regarding the specific needs and progress of any child with SEND, with additional transition visit days being organised if wanted.

**What support will my child with SEND receive in school?**

* At Crow Orchard we use a tiered approach for support for pupils with SEND, this takes the form of 3 waves.
* Wave 1 - this is the Quality First Teaching that all pupils receive from the class teacher and support staff. Lessons are planned to meet the needs of all pupils, with careful differentiation being used to ensure lessons are accessible to children of all abilities and learning styles. In addition to this, teachers and TAs will work with specific groups and sometimes 1:1 with children to ensure they are able to learn.
* Wave 2 - this is additional time limited interventions that are put in place to help children to make accelerated progress in learning, with the aim of ensuring they reach age related expectations in all areas. These may take the form of small group interventions or 1:1 learning and generally focus on topics such as Maths, English (reading and writing), and Phonics.
* Wave 3 – this form of support is used when wave 1 and 2 are not having the desired effect on a child’s learning. This takes the form of personalised focussed interventions generally on a 1:1 basis and may involve the use of specific strategies, resources or activities.
* Specific professionals may be a part of these interventions these include SALT, Specialist Teachers, Physiotherapy, Occupational Therapy and Educational Psychologist as well as many more, with advice from these being carefully followed by school staff.
* All interventions are provided in a sensitive manner in order to ensure that children who require additional support receive a fully inclusive education as do their peers and are not allowed to feel that they are in some way different or do not belong.
* Teaching and support staff all undertake Continuing Professional Development, which is focussed on subjects that are relevant and beneficial to the children in the school, including those who have SEND.

**How can the school environment and the curriculum be adapted to help my child achieve?**

* Adaptations that will be made depend upon the specific needs of the child.
* School purchases various equipment as recommended by external agencies, including such items as sloped writing frames, wobble cushions, weighted blankets/toys, pencil grips, specific scissors etc. The needs of each child is carefully considered, outside advice sought as necessary and the appropriate equipment used.
* Coloured overlays and books with specially coloured paper are available for children with dyslexia of visual stress.
* The visual environment of the school has been optimised by the inclusion of blinds throughout all classrooms and the central hall area to ensure that level of sunlight can be altered to suit the visual needs of the children at any given time.
* Visual timetables are used within classes and specific workstations can be made available for children requiring these.
* Various specific interventions and assessments are utilised in school to meet the specific needs of the child with SEND and to enable them to access the curriculum which is a main priority. These include but are not limited to the 5 minute box, number box, Nessy dyslexia on-line intervention, Precision Teaching and PIVATs.
* Purplemash, which is a computing resource is in use in school.
* School has a wheelchair accessible main entrance and disabled toilet facilities.
* If specific arrangements are required for any child with SEND at the start and end of the school day, these will be organised by the head teacher in conjunction with the class teacher in order to ensure the safety of the child and their continued success and happiness within the school setting.
* As an inclusive school, we endeavour to support all our children in the achievement of their full potential. Therefore, many strategies and supports are utilised to assist children with SEND when completing required assessments. These supports may include; having a reader to assist with reading questions, additional time to complete the test, supervised breaks during the test if required and emotional support as needed. In some instances, children with specific SEND may be exempt from undertaking statutory tests due to the nature of their additional needs.

**Will my child with SEND be included in school trips and activities outside the classroom?**

* A range of after school activities are offered throughout the year, some of which are run by school staff and others, which are offered through external providers including sporting activities, craft clubs, cooking activities and choir.
* All clubs and activities are inclusive and are available to all pupils irrespective of SEND, as long as the safety of each individual can be ensured at all times. For children requiring additional support, an adult will accompany them to the chosen club/activity. All activities will be risk assessed to ensure that health and safety is adhered to at all times.
* School offers 2 residential opportunities, one specifically for Year 6 children and the other for mixed age Key Stage 2. There may be the possibility of a reduction in price on some holidays for children who are eligible for Free School Meals and funds are available to pay for Looked After Children. There is no discrimination against children with SEND, trips are fully risk assessed and support is put in place if needed and as appropriate.
* Buddies help children to make friends. Through PSHE sessions, circle times and assemblies the children learn how to be 'good' friends and how to treat others. Positive relationships are rewarded throughout the school and treating others with respect is an integral part of our school curriculum.
* Both a Breakfast Club and After School Club are available at the school.
* All extra-curricular activities including school trips are fully risk assessed in advance and any additional needs of children with SEND are considered. When planning a school trip staff carefully consider the needs of all the children in the class and select activities and venues that can meet these needs and are fully inclusive. Staff to pupil ratios and the qualifications and experiences of staff always form part of the risk assessment, with additional staff taking part if necessary. In specific cases, children may be allocated 1:1 support for the duration of the activity.
* The school Educational Visits Coordinator (EVC) checks and approves all risk assessments prior to any trip taking place.
* In P.E, class teachers are responsible for planning and differentiating their lessons in order to take into account each child's safety and individual needs. The external PE coach who provides PE lessons in school is made aware of any specific needs that a child may have and this is taken into account throughout their lessons.

**What support is available in school to ensure my child’s health and emotional needs are met?**

* Attending school is very important however, if a child is unwell, then school would encourage parents to keep their child at home until they are well.
* If the situation arises whereby a child is able to attend school if they are given medication then school can administer this if the appropriate form is obtained from the school office and fully completed with the child’s details, medication to be given, dosage and times. The medication should be given to school in the original package as provided by the pharmacist. Named medication is safely and securely stored.
* Medical forms advising school of allergies and medical conditions are kept centrally in the school office. Each class teacher has a list of children who have regular medication, allergies, inhalers and wear spectacles etc.
* If a child has a care plan, this will be discussed and developed at a meeting held for all parties involved with the child including a named professional from an external agency, such as the school nurse. Signed copies of care plans are given to each involved party and are held in a central electronic file and the child's individual folder as appropriate. The lead professional who formed the original plan will complete the reviews.
* The majority of staff in the school have received basic first aid training, with some being trained in paediatric first aid. This is regularly updated.
* Basic training has also been undertaken by a number of staff around asthma and also the use of epi-pens.
* In case of an emergency, a trained member of staff would do all they could to ensure the affected individual was safe and comfortable and the emergency services would be called along with the individuals parents/carers. A member of staff would then accompany the child to the hospital if necessary and wait for parents to arrive. An incident form would be completed and stored on file.
* Staff regularly work with or alongside professionals from external agencies to ensure that as a school we can meet the health, social, emotional and physical needs of all pupils. Whole school training is led by trained professionals on any areas that are identified as areas for development.
* Crow Orchard has an ethos of nurture, where children are encouraged to express their worries and concerns, with all staff being happy to listen and help them think things through. The rapidly developing rainbow room will provide a safe and relaxing space for children who need some time to process things that are upsetting them and staff will be trained to support these children and help to ensure their emotional health is a priority.
* The rainbow room will also provide space and equipment for children with sensory needs, so allowing them to return to class calm and ready to learn.
* Crow Orchard follows a set of Golden Rules which were originally decided upon by the children themselves. We have a policy of Zero Tolerance to bullying with any rare incidence being dealt with directly following the anti-bullying policy.
* All staff understand that for some children with SEND understanding the rules may at times be difficult and this is always taken in to consideration with our restorative behaviour policy. Discussions take place with children who have made wrong choices, about how things can be made right and any sanctions are fully explained.
* The SENDCO refers children and families to a variety of agencies that offer support and guidance, including such things as counselling, play therapy, parenting classes and many more. Referrals are completed with parental consent and agreement.

**How can I keep in contact with school and know what my child is doing?**

* Curriculum overviews for each class are displayed on the school website and can be made available in hard copy at the start of each school term which gives parents/carers an overall idea of the teaching and learning that will be taking place.
* Knowledge organisers that identify the main knowledge and skills to be covered each term in each subject are available on the school website, which is updated regularly.
* Half termly newsletters are sent home informing parents/carers of main events and dates for their diaries.
* All information sheets can be obtained from school if internet access is an issue or if required on alternative coloured paper or in large print.
* School uses the Seesaw app as a form of communication with all parents. This enables teachers to keep parents up to date with what their child is doing in school and also allows communication of concerns between school and home.
* A parent text system is also in use to inform parents of any specific issues.
* Crow Orchard has a strong governing body on which there are parent representatives.
* Parent teacher consultations, school reports, SSPs for children with SEND and the ‘Open Door’ policy maintained by school allows parents to have frequent contact with class teachers, the Senior Leadership Team and the SENDCO as required. Parents are encouraged to contact school if they have any concerns.

**How does the school ensure that the children have their voice heard at Crow Orchard?**

* Crow Orchard has a democratically elected school council on which each class has 2 representatives. These positions are open to all children with all being encouraged to take part.
* Children are involved in Pupil Parliament.
* Children are involved in Peer Mediation which is linked to our Restorative Approach in our Behaviour policy.
* When a child is identified as having SEND, they are included in the planning and targets that are set to help them make progress, thus ensuring the child voice is heard.
* All subject champions also carry out pupil interviews regarding their subject discussing how the children feel their learning is progressing, what they like and dislike about different subjects and encouraging their suggestions for improvements.

**What arrangements will be made to ensure my child with SEND makes a smooth transition between classes and in particular to high school.**

* At the end of each school year the teachers meet to discuss the pupils that are moving into their class and also those that are moving to the next year group. This discussion includes specific information on the children’s likes/dislikes, their learning styles, any medical issues, SEND, things they find challenging and so on.
* A class report is completed at the end of the Summer term that also includes lots of information that may help the next teacher to get to know and understand the children entering the class.
* All assessment data is recorded on the target tracker which helps the teacher to be clear with regards to progress and attainment of all children.
* The children generally spend a little time in the next class prior to the end of term to familiarise them with the class and staff.
* At the end of Key Stage 2 prior to the transition to high school, all the children will have the opportunity to visit the school they are to attend or staff members will visit Crow Orchard. For children with SEND this may be a daunting time, so additional school visits can be arranged to enable the child to become more familiar with the setting, staff and environment, so reducing the stress for them when they do move schools.
* The SENDCO at Crow Orchard will meet with the SENDCO from the high school to discuss the specific needs of any child with SEND. This will be in the form of a discussion about the child as a unique individual, including their likes and dislikes, their strengths, things they find difficult and the support they require. Involvement of external agencies will also be highlighted to the high school.
* The year 6 teacher will also meet with representatives of the year 7 staff to discuss the academic progress and attainment pf all pupils including those with SEND.

**What additional training and experience do the staff have to help my child?**

* Fiona Baldwin (SENCO) has achieved a distinction in the Postgraduate Certificate in Special Educational Needs (SENCO Award).
* Mr S Murray – Mental First Aid Training and is Mental Health and Wellbeing Lead.
* The majority of staff have completed Level 3 Paediatric First Aid Training.
* Staff have completed safeguarding training including the Prevent Duty, safeguarding around Radicalisation.

**What should I do if I am not happy with the way the school is addressing my child’s SEND?**

* In the first instance speak to the class teacher. By ringing the school office an appointment can be made at a mutually convenient time, so ensuring there is adequate time to discuss aspects that are causing concern.
* If the teacher is unable to solve the issue, contact the SENDCO or the Head teacher, both of which will be happy to meet with you to discuss your concerns and endeavour to develop a plan to move forward in a manner that is acceptable to yourself, beneficial to your child and feasible within the school setting.
* If the problem remains unsolved then contact the Chair of Governors -Mrs C O’Connor who will discuss the issue with you and seek a satisfactory conclusion.

**Where can I find out about what is available throughout the area for children with SEND?**

* Relevant information can be found by following the following link:-

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

The local offer specific to Crow Orchard Primary School can be found on the school website.