

SEN Policy and Information Report

Harris Primary School



Approved by: Helen Brown

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Harris Primary School is a mainstream primary school which currently has 212 pupils on role. There is no nursery provision. We are a fully inclusive school and welcome children from all different backgrounds including those with Special Educational Needs or Disabilities.

This is reflected in our Mission Statement: 'Our core values drive a varied, holistic and experience-rich education, where every child is immersed ambitious opportunities to grow within equal, safe and happy environment.

This education will nurture all children to become well rounded individuals who enjoy developing the knowledge, skills, values for treasured memories, and in order to open up possibilities for themselves, each other and the world. Each unique child will be equipped to discover, prepare and strive for their dreams.

There are currently 32 children in the school who are identified as having SEN. At Harris Primary School we want all children to be able to achieve their full potential in all areas of their development. In order to do this we provide a broad and balanced curriculum for all pupils and provide targeted help and support for children with Special Educational Needs or a Disability

2. Legislation and guidance

This policy and information report 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, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Miss Helen Sanders

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She will:

- › Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor is: Mrs Helen Nellany. The Chair of Governors is: Mr Kinley.

The SEN Governor will:

- › Help to raise awareness of SEN issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher is: Miss Helen Brown

The headteacher will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate learning difficulties

We also recognise that some children may have short-term needs following a change in their home life e.g. a bereavement or may have medical needs. On occasions children may have a specific gap in their learning identified and a short term intervention may be required to resolve this.

5.2 Identifying pupils with SEN and assessing their needs

Early identification of pupils with SEND is a priority at Harris Primary School as the sooner we take action the more responsive the pupil is likely to be to the intervention/support put in place.

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

This may include progress in areas other than attainment, for example, social needs:

- Communication or interaction difficulties that create barriers to learning, where specific interventions are needed
- Social, emotional or mental health problems which are not responding to techniques normally employed in the nurturing environment of our school
- Sensory or physical needs that create barriers to progress despite the provision of personal aids or specialist equipment

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At Harris Primary School we use appropriate screening and assessment tools, and assess pupil's needs and progress through:

- Evidence obtained by teacher observation/assessment
- Pupil progress in relation to objectives in the English and Mathematics National expectations
- Standardised screening or assessment tools
- Evidence/observations/information from parents
- Pupils' performance in Early Years Foundation Stage (Reception)
- Screening/ diagnostic tests
- Information from outside agencies e.g. Speech and Language service, Specialist teachers, Educational Psychologist
- Reports or observations
- Records from previous schools/early years settings

5.3 Consulting and involving pupils and parents

At Harris Primary School we actively seek to develop partnerships with parents and carers in the education of their child with SEND, and to involve parents and pupils in assessing and reviewing needs and provision. Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance, contact the class teacher. School operates an 'open door' policy so parents can contact the school office at any time and we will do our best to arrange a meeting with the relevant staff member and/or Special Educational Needs Coordinator (SENCO) as soon as possible

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Where a child has an EHC Plan, admission to our school will be co-ordinated by the SEND department of the Local Authority. For other pupils who have special needs we will work closely with parents and other professionals (including previous schools and Early Years settings) to ensure that as far as possible appropriate support is in place for the pupil before they start school. This may include a specific transition programme based on the needs of that particular child. Prospective parents who have any concerns about any additional needs the child may have are invited to speak to us before enrolling so that necessary measures can be put in place in good time. To keep parents informed we have a website with an SEND

section. We also have weekly newsletters, two parents' evenings per year which include consultations with our SENCO and an annual report with written feedback.

When children join the school, we make a Home-School Agreement to help parents understand the parameters and expectations in school. If parents wish to become even more closely involved with school life, we have places for parents to sit on our governing body and elections for these positions take place on a 4-yearly cycle. Parents are invited to complete an annual parental questionnaire and actions are taken in response to this.

We involve and consult with the children about their education by:

- Having a School Council which is made up of two representatives from each year group (year 2 – 6), voted for by their classmates. All children are eligible to serve on the School Council, regardless of special educational needs or disabilities and in recent years several such children have served the school council very well.
- We also have a school Worship Team and Sports Council which asks children for their thoughts, views and opinions about these aspects of school life.
- Children from Y4 and 6 take part in the Pupil Attitude Questionnaire yearly, which produces a numerical summary of views of their own school lives as well as opinions on various school-related topics, such as behaviour, safety and bullying.
- Children with SEND who have an Individual Education Plan (IEP) are involved in discussions about their targets including how well they are progressing and what they need to do as a 'next step'. They do this whilst working 1:1 with a teacher or teaching assistant.

5.4 Assessing and reviewing pupils' progress towards outcomes

The identification and monitoring of SEND at our school is part of our overall approach to monitoring and assessing the progress of all children. This process is achieved through continual use of classroom observations, questioning and assessments of all pupils. Throughout school, progress in Maths and English is tracked formally on a termly basis and more frequently, where appropriate. Children on the SEND register will have an Individual Education Plan (IEP) which has SMART (Specific, Measurable, Achievable, Realistic, Timed) targets and is monitored weekly on a 'can they do it' basis by the teaching assistant, supported by the class teacher. With the teaching assistant and/or teacher, the child is encouraged to self-evaluate against their targets. IEPs are formally reviewed and evaluated termly by the class teacher, with support from the SENCO, and sent home to parents/carers who are invited to contribute to targets or support their child in activities at home. If the child has had input from a specialist e.g Speech and Language, Educational Psychologist, Occupational Therapist, Specialist Teacher then targets taken from their reports will be incorporated into the IEP, or made as part of an ongoing school intervention. Children with an Education, Health and Care Plan (EHCP) will have an annual review carried out by the school in conjunction with the LA, which looks at the child's progress towards their EHCP targets. Parents and pupils are an essential part of this process and their views inform the review; where possible external agencies are encouraged to attend, particularly if there are significant changes to be made in the Plan, or asked to contribute a report if they are working with the child e.g specialist teacher. The SENCO liaises closely with class teachers and Head Teacher to analyse data and individually track pupils who are experiencing difficulties.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents

- › The pupil's own views
- › Advice from external support services, if relevant

A plan will be made based on an assessment of the child's needs, for example putting in place a specific intervention e.g. for reading or spelling. The plan refers to implementing the planned actions and the assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. If, following the implementation of this process, the pupil continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies. To support pupils who have specific needs, the school regularly liaises with other professionals such as :

Speech and language therapists

- School nurse
- Occupational therapists
- Paediatricians

The school can also request assessments from specialist teachers, IDSS and outreach support from professionals who specialise in supporting children with challenging behaviours (GHIST).

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

Other factors which may affect progress and attainment and have an impact on a child with or without SEN are:

- A disability under the Equality Act 2010 – all reasonable adjustments will be made so that the child can access the curriculum
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a looked after pupil (CLA)

These are taken into consideration when assessing a child's needs/progress and adaptations are made accordingly.

If it is evident that a child has long-term complex needs, an application for an education, health and care needs assessment can be made. The referral can be made by a parent, schools and/or other professionals; full guidance can be found at www.lancashire.gov.uk/SEND and the school SENCO can assist parents in navigating this process. We encourage parents to access a referral to the SEND Information Advice and Support Service (SENDIASS) who provide independent help and advice for parents and families; the links to the service can be found on the Lancashire website under the 'Help for Parents and Carers' section.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

To support all the Year 6 children with their transition to high school, a member of staff from each of the receiving secondary schools meets them and meets with their class teacher. All children are invited to attend open days at their new school in the Summer term. Additional visits to their new school can be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the Summer term; the number of additional visits will depend on the needs of the child. The SENCOs of the two schools will make sure that all relevant inclusion information is transferred to ensure a smooth transition. This may be done at a

meeting and parents can request to be invited. For children with an Education, Health and Care Plan, a more formal Transition Meeting involving all parties may be arranged to plan the transition process. Where children with SEND move to another primary school, the SENCO will contact the SENCO of the receiving school to ensure all relevant information is shared. Parents planning such a move for their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move. Children transitioning from nursery or other Early Years settings will be supported by the SENCO in determining from the pre- school SENCO what arrangements are necessary to ensure a smooth and carefully planned transition; this will usually be in the format of joint meetings to which parents and carers are invited.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- › IDL Maths and English
- › Fast Track Phonics
- › RWI – Pre/Post Teach and extra sessions
- › Bounce Back Phonics
- › No Nonsense Spelling
- › Oxford Owl
- › Reading Detectives
- › Write Start
- › Times Table Rock Stars
- › White Rose Maths
- › IXL
- › Test Base Maths
- › Secure Maths Intervention (Collins)
- › Talk Boost
- › Neli
- › PSED/PIVATS

In accordance with the SEND Code of Practice 2014, Harris Primary School does everything it can to meet children's SEN. Pupils have access to additional provision on an evidenced-needs basis, which is embedded within a Graduated Approach, providing full access to the National Curriculum and encouraging success and participation for all pupils, whatever their level of ability.

The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012)
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning
- Additional intervention and support cannot compensate for a lack of good quality teaching
- Pupils are only identified as having SEND if they do not make adequate progress once they have received good quality personalised teaching and interventions intended to help close any learning gaps

- Pupils with identified SEND coming from another school or an Early Years setting will access the same arrangements for meeting these as for those pupils already identified within school.
- When planning learning for children with Special Educational Needs and Disabilities, teachers will provide specific information/targets in the child's individual education plan (IEP). Additionally, teachers modify teaching and learning as appropriate for children with disabilities
- Children with Education, Health and Care Plans have provision and approaches to teaching/learning laid out in their Plans

5.6(i) Remote education and COVID 19- additional support for pupils with particular needs

During the pandemic, school has had to close its doors to the majority of pupils and educate them remotely through our school on-line platform 'Google Classroom' and paper packs of additional materials/resources. We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Ensure as far as possible they have access to laptops/technology/internet access as provided by government agencies and other bodies
- Provide help and support in the form of class checks/ phone calls and SENCO telephone support to facilitate access to learning
- Provide individualised work (where necessary) accessible at the pupil's individual learning level through all platforms Please note, being on the SEND register does not entitle a pupil to a place in school; however all children with Education, Health and Care Plans have been offered a school place.

5.7 Adaptations to the curriculum and learning environment

The school will provide a range of adaptive equipment from the budget. There is a variety of different height tables and chairs throughout the school

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Access arrangements for National Curriculum tests are in line with DfE guidelines, which are issued each year i.e. when children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

5.8 Additional support for learning

We have a teaching assistant who is trained in delivering the Talk Boost Program and Neli, We have provided in-house training for all teaching assistants to deliver the Read Write Inc (RWI) program. We also have one of our teaching staff, Mrs Joanne Hunt, who is currently working towards becoming a Specialist Dyslexia teacher. Her role from February 2022 is to work closely with pupils to reduce barriers to their reading and writing.

Teaching assistants will support pupils on a 1:1 basis when a specific intervention is identified or it is written into the child's Plan. Teaching assistants will support pupils in small groups when a specific intervention is identified or it is written into the child's Plan.

Our SENCO, Miss Helen Sanders, with support from a teaching assistant, provides high quality pastoral and nurture support for our children, including social skills, communication skills, friendships and behaviour; this can be 1:1 or in small groups, according to need. She also runs a Lunchtime Club for those children who need a quieter environment than the dining hall or who are struggling to interact appropriately with their peers, or need support with eating. We also have a Specialist teacher, Jackie Ward, in school for one day each week, who can offer nurture and other therapeutic direct work with small groups or individuals.

We work with the following agencies to provide support for pupils with SEN:

- › Child Action North West (CANW)
- › School Nurse
- › Educational Psychologists
- › Children and Adolescent Mental Health Services (CAMHS)
- › Children's Social Care (CSC)
- › POST Adoption Team
- › IDSS Traded Team
- › Inclusion Solutions
- › Speech and Language Therapists (SALT)
- › Occupational Therapists
- › Children's Family Well-Being Service (CFWS)
- › Teacher of the Deaf

5.9 Expertise and training of staff

Our SENCO has 11 Years of experience in this role and is allocated 2 days a week to manage SEN provision.

We have a team of 11 teaching assistants, including a higher level teaching assistant (HLTAs) who is trained to deliver SEN provision.

In the last academic year, staff have been trained in RWI, Talk Boost and Neli

We use a specialist teacher, Jackie Ward, to support the SENCO in her role and provide intervention for those children with ASD and social & emotional needs.

5.10 Securing equipment and facilities

Equipment and facilities are either procured via the school's own budget or, for more complex and expensive items, on application (with parental consent) to the Local Authority or NHS services.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- › Reviewing pupils' individual progress towards their goals each term
- › Reviewing the impact of interventions regularly
- › Monitoring by the SENCO/Head Teacher
- › Using provision maps to measure progress
- › Holding annual reviews for pupils with EHC plans

Tracking data for all pupils, including those with SEND, is collected by the Deputy Head Teacher and analysed, in conjunction with information gathered from other sources - dialogue with colleagues, discussions with pupils and parents etc to make a judgement on effectiveness.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Explain your school's approach here. Describe how you make sure there are no barriers to your pupils with SEND enjoying the same activities as other pupils in your school. Please note, these are suggestions only.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils in Year 5 are encouraged to go on our residential trip to Winmarleigh Hall Adventure Centre.

All pupils in Year 6 are encouraged to go on our residential trip to Ullswater Outward Bound Centre.

All pupils are encouraged to take part in sports day/school plays/special workshops etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Extra staff are on hand to support SEND pupils as required, especially if activities are run by external agencies. All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Deputy Head Teacher) and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. Risk assessments are also monitored by the Governing Body and Lancashire County Council.

In the school Admissions Policy (see website under Policies) Looked After children and children with special medical/ social needs are prioritised and consideration is given to these with the provision of professional supporting evidence which clearly states why this is the most suitable school to meet those needs.

The school's Accessibility Plan (see website under Policies) emphasises our commitment 'to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness and inclusion.

The school site is surrounded by fencing for safeguarding and security purposes. The path from Wychnor to the school entrance is accessible for wheelchair users.

School is wheelchair accessible and, in addition to other toilet facilities, there is an accessible toilet located in the main entrance area. All our classrooms are on the ground floor.

Once in the main Reception area the internal door can only be opened from inside the building (other than by staff members using a fob to gain entry).

Arrangements are made for disabled parking on an individual basis.

A member of the Senior Leadership team is on duty on the school playground from 8.40am. All EYFS/KS1 and lower KS2 children are handed to parents or carers directly when leaving the building at the end of the school day. If someone other than a parent is collecting the children, school must be informed in advance.

Year 5 & 6 children are allowed to make their own way home if parents have previously informed the school, otherwise they must be collected.

For children with SEND, specific collection/handover arrangements may be made e.g wheelchair users or a child at risk of running away. SEND children may be supported by dedicated staff at playtimes and lunchtimes. Teachers/ teaching assistants ensure help with the handover process at the start and end of the day.

5.13 Support for improving emotional and social development

Harris Primary School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of secondary school education. Children are supported through Personal, Social and Health Education (PSHE).

There are a range of support groups locally that school can call upon to help individual children and families, including the Children and Family Wellbeing Support Service. This service is accessed through the completion of an EHA (Early Health Assessment) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family decide what sort of help is needed. It may be used to address a range of unmet educational, emotional, social and behavioural needs. Regular Team Around the Family (TAF) meetings may be held to continue the system of support for the family

More information about the CAF/ TAF process can be found here:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/common-assessment-framework/>

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of all our extra-curricular clubs to promote teamwork/building friendships

Bullying and Safeguarding

We have a zero tolerance approach to bullying. All children are taught about anti-bullying, friendships and staying safe through a combination of age-appropriate PSHE lessons, whole-school/Key Stage Assemblies and an annual visit from the Life Education Centre. Anti-bullying week encourages children to recognise when to speak to members of staff if they are worried especially during playtimes. Children with specific difficulties may be teamed up with a buddy to ensure their inclusion, safety and wellbeing on the playground.

Additionally, all staff (including welfare) are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child.

Online-Safety is taught in an age- appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Pupils' views on safety, bullying and attitudes to risk are sought through the termly Pupil Attitude Questionnaire.

Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request.

In accordance with legislation, the school has a Designated Senior Person (DSL) and a back-up deputy DSL to deal with issues related to Child Protection and Safeguarding. All staff receive regular Child Protection awareness training.

Looked-After Children with SEND

School has a nominated member of staff for Children Looked After. This is the SENCo, Miss Helen Sanders. She liaises with Class Teachers to contribute to the child's Personal Education Plan (PEP). Where a Child Looked After has an Education, Health and Care Plan, wherever practicable, the PEP is reviewed along with the EHCP.

Medical needs

The school has a variety of policies which cover health and wellbeing issues e.g Medicines in School Policy, First Aid etc.

Some medication, such as asthma inhalers are kept in the teacher's medical box in the appropriate classroom. All other medication is stored securely in the School office or in the staff-room fridge if necessary. All medicine is recorded in a medicine log along with details of dosage and frequency.

Parents/ carers sign to grant authorisation to the school to administer medicine to their child. Full records are kept in accordance with the appropriate policy.

For individual children with specific needs, care plans are written at a meeting between a member of the school's staff (or SENCo), the child's parents, the child (when appropriate) and the School Nurse. Any new adults coming into school go through an induction process in accordance with the school's Induction Policy to ensure they are made aware of any particular needs. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g how to administer an 'Epi- Pen'. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate.

School deals with medical issues through a graduated response. Trained school staff deal with minor issues but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is important that the office has up to date contact details including home and mobile telephone numbers.

5.14 Working with other agencies

The Head and SENCO liaise with all relevant agencies to support our children with SEND and work in partnership with them to deliver the best outcomes for the pupils – see list of organisations above.

5.15 Complaints about SEN provision

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

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

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

A list of contact details for local support services can be found on the local offer page of the Lancashire website: www.lancashire.gov.uk/SEND.

The school SENCO and/or Learning Mentor can also advise on specific organisations who can help you and your child, and in some cases, make referrals into them.

5.17 Contact details for raising concerns

Contact details for school staff can be found on the school website and the Complaints Policy gives further contacts if more action is deemed necessary.

5.18 The local authority local offer

Our contribution to the local offer is on our website.

Our local authority's local offer is published here: www.lancashire.gov.uk/SEND

The local authority website has a vast amount of information on SEND and links to useful organisations which support children and families.

If there is no home access to the internet, please ask for assistance at the school office or see our SENCO, and we will be happy to help you.

6. Monitoring arrangements

This policy and information report will be reviewed by Helen Sanders **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions
- Anti-Bullying
- Personal, social and health education
- Safeguarding and Child Protection
- Induction (for staff)
- Complaints procedure
- Remote Learning Policy

These key policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted if requested e.g. enlarged print. The school SENCO will be happy to help parents/carers to complete forms and paperwork when necessary. This may include reading documents, supporting with understanding of official paperwork (whether from school or other agencies), referrals to external agencies e.g. speech and language, paediatrics, Early Help and Wellbeing, Emotional Health, SENDIASS (independent parent support service).