



# New Longton All Saints' Church of England Primary School

## SEN Information Report June 2022

At New Longton All Saints', we embrace the uniqueness of every child. It follows, therefore, that their educational needs may differ. This is particularly true for children with Special Educational Needs or disability. The following report will provide more information about SEND at our school and how we can support your child.

<b>Name of the Special Educational Needs/Disabilities Coordinator:</b>
<b>Mrs R. Griffith</b>
<b>Contact details:</b>
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<b>The kinds of SEND we provided for.</b>
New Longton All Saints' Church of England Primary School is a mainstream primary school catering for children from 4 - 11 (FS - Y6).
The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of special educational need and support':
<ul style="list-style-type: none"><li>• Communication and interaction</li><li>• Cognition and learning</li><li>• Social, emotional and mental health</li><li>• Sensory and/or physical needs.</li></ul>
Currently we are meeting the needs of children with the following:
<ul style="list-style-type: none"><li>• Autistic Spectrum Disorder (ASD)</li><li>• Dyslexia</li><li>• Visual impairment</li><li>• Social, emotional and mental health (SEMH)</li><li>• Speech and Language</li><li>• Hearing impairment</li><li>• Dyscalculia</li><li>• Dyspraxia</li><li>• Hypermobility</li><li>• Epilepsy</li></ul>

### **Statement of Inclusion:**

The staff, pupils and governors of New Longton All Saints' Church of England Primary School (NLAS) ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At NLAS, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential, irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

### **Admissions:**

Should New Longton All Saints' be oversubscribed for admissions into a class, the following criteria will be applied in priority order:

- 1a. Children in public care and previously looked after children
  - 1b. Children with special medical or social circumstances affecting the child where these can only be met at this school
- Children with siblings attending school on the date of application and on the date of admission.
  - Children whose parents live within the ecclesiastical parish of New Longton All Saints' who worship at church in full membership of Churches together in England
  - Children whose parents live within the ecclesiastical parish of New Longton All Saints'
  - Children whose parents live outside the ecclesiastical parish of New Longton All Saints' who worship at church in full membership of Churches together in England
  - Children whose parents live outside the ecclesiastical parish of New Longton All Saints'

**We would encourage prospective parents of pupils with SEND to contact the school to make an appointment with Mr Maloney (Headteacher) or Mrs Griffith (SENCo) to discuss their child's needs and the provision available at our school.**

### **How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?**

At New Longton All Saints' Church of England Primary School, we closely monitor the progress of children through Pupil Progress Reviews held three times a year. We also assess children on a termly basis using formative and summative assessments. These track Reading Comprehension, Spelling, Grammar and Punctuation, Maths and Writing. In addition to this, pupil's attainment is tracked across non-core subjects and Phonics across the school.

Initially children not making appropriate progress will be highlighted through these reviews and progress monitored more closely. They will be part of intervention groups intended to close the gap between them and their peers. Teachers and staff will not wait for a Pupil Progress Review if they have concerns and will inform the headteacher or SENCO if they have any concerns who will look at the evidence and determine appropriate actions moving forward.

If a child is identified as still not making progress, the school will set up a meeting to discuss this with parents in more detail and to listen to any concerns they may have.

We will then:

- Plan any additional support the child may need.
- Create a One Page Profile with targets for support. This will be shared with parents and reviewed regularly.
- Develop and implement a Learning Plan if the One Page profile targets are not effective, and share with parents and provide a copy. This will be reviewed 3 times a year.
- Discuss with any referrals to outside professionals to support the child with parents.

Parents may be asked to give permission for the school to refer a child to a specialist professional, e.g. The Additional Needs Team, IDSS or Educational Psychologist. This will help the school and parents to understand a child's particular needs better and be able to support them more effectively in school. The specialist professional will work with children to understand their needs and make recommendations as to the ways a child is given support. This will be fully shared with parents.

Throughout this process:

The Class Teacher is responsible for:

- Checking on the progress of children and identifying, planning and delivering any additional help they may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Personalised teaching and learning for children as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN
- Ensuring support staff are deployed effectively to support pupils with SEN.

The SENCo: Mrs. Griffith is responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that parents are:
  - i. involved in supporting their child's learning
  - ii. kept informed about the support their child is getting
  - iii. involved in reviewing how they are doing
- Liaising with all the other people who may be coming in to school to help support children's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of children's progress and needs are kept.
- 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 progress possible.
- Liaising with/managing SEN TA's
- Preparation of paper work, organising meetings, liaising with outside agencies.

The Headteacher: Mr. Maloney is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.

- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

### **What additional support is offered to the family in relation to accessing education and how does New Longton All Saints' C of E Primary School work in partnership with outside agencies to support pupils?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- The headteacher has an open door policy therefore support can be provided as well as advice.
- We work with a range of outside agencies dependent on the needs of the child. In doing this, we will share information about your child and involve parents in this process. We will use our partners' expertise to fully support their needs and this will be reviewed regularly against agreed outcomes.
- All information from outside professionals will be discussed with you with the person involved directly, by the TA working with your child, or where this is not possible, in a report.
- Personal progress targets through learning plans and one page profiles will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.

### **Who can you talk to at New Longton All Saints' C of E Primary School if you think your child may have a special educational need?**

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to:

- The Special Education Needs/Disabilities Co-ordinator (SENCo) Mrs Griffith
- The headteacher (Mr Maloney) can also be contacted to discuss any concerns.
- The school governors can also be contacted for support.

### **What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about – and involving them in – their education?**

#### **How do we inform children that you think they have a special educational need?**

When children are identified with additional needs they are asked to contribute to One Page Profile by completing an All About Me which identifies their strengths, needs and how best to support them with any intervention that the child is currently receiving.

#### **How are children able to contribute their views, in relation to their aspirations & goals, the provision for them and how they can best be supported?**

Children complete the All About Me section of their One Page Profile with the class teacher or a TA where they include triggers and information relating to how staff can tell when they are worried, hopes etc. Plan

targets are shared with children and they and their parents are asked to comment on these three times a year when they are reviewed. Children complete an additional section on their One Page Profile which reflects their views on learning. Pupils will also participate in different Pupil Attitudinal Questionnaires across a year which will further support the work that we do across the school.

### **How are children informed of the progress they are making and how do we gather their views about their progress?**

One Page Profiles and Learning Plans are shared with parents in October of each academic year and reviewed in February and June. The views of the child and parents are then included in the review and their opinions taken into account when setting new short term achievable targets. The class teacher or TA discusses progress towards targets with each child every term. Parents also receive a paper copy of each reviewed Plan. Information from assessments are also taken into consideration when assessing progress.

### **How are children supported to ensure that their voice is heard and how do we engage children in both operational and strategic decision making?**

Children with an EHCP complete paperwork for annual reviews either with a TA or the class teacher. In this paperwork they comment on what they see as their strengths and needs and their aspirations. Children are invited to attend their reviews and can decide for themselves whether they wish to attend. Their views are shared with the meeting and if they do attend everyone present comments on their progress over the year in a positive manner.

We further encourage children in our school to express their views which impacts directly on the operational and strategic decisions made. This can take the form of various Pupil Attitudinal Questionnaires which are analysed by senior and middle leaders and fed into the work that we do in addition to the role of the School Council who share ideas and make decisions to further improve the school.

### **What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in - their child's/young people's education?**

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have.

They will then:

- Plan any additional support your child may need.
- Develop and share a One Page Profile/Learning Plan where necessary, and share with you and provide a copy to you.
- Discuss with you any referrals to outside professionals to support your child.

### **How are the parents and carers of children and young people able to contribute their views, in relation to their aspirations & goals for their child the provision for them and how they can best be supported?**

Parents are encouraged to contribute their views with regards to their children through parents' meetings. The SENCO is available every Tuesday afternoon, should any parents wish to discuss their child's needs and aspirations they are invited to book an appointment. We listen carefully to parents being aware that they know their child best and are in an excellent position to offer guidance on their child's needs and how best to support their child.

## **How are the parents and carers of children informed of the progress you think they are making? And how do you gather their view of the progress they are making?**

Parents receive a termly-reviewed plan which is reviewed after discussions with both parents and children. Parents views with regards to the progress their child is making are included on reviewed plans and they are able to contribute new targets they feel are appropriate. Parents' views are gathered at parents' evenings and annual reviews.

For children with an EHCP, parents are asked to complete advice prior to the annual review and this is then discussed at the review.

## **How are parents and carers supported to ensure that their voice is heard and how do we engage them in both operational and strategic decision making?**

Parents are asked to complete review documentation and support is available in school should they wish. Parents can also receive support from SENDIAS the Lancashire support service for parents of children with SEND.

Information and contact details can be found following the link below:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

If parents need help completing paperwork and/or CAF documentation help is available from either the SENCO or Parent Support Advisor (Mrs H. Cole).

Teachers and TA's who work with children with SEND are available at the start and end of the day for a quick chat or appointments can be made for longer meetings.

## **How will the curriculum be matched to my child/young person's needs?**

### **How does the school approach the identification of need and the matching of those needs to appropriate provision?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

Teachers liaise with sports coaches to differentiate sports provision for pupils with SEND

### **What is our approach to differentiation and what are the skills that school staff have to support this specifically around special educational needs?**

At our school, we see differentiation as part of every class teacher's role for every child in their class. For children with additional needs they may need extra support from a TA or need to work in a small group to access their learning. We have an excellent team of teachers and TA's who work in our classrooms and they receive training on specific need as appropriate as well as general training on supporting children to access the curriculum. We have a teacher who has worked at a beacon school for ASD, teaching assistants who have completed training which supports a range of SEN requirements including: precision teaching, Speech & Language, Dyslexia and ASD. We also have two qualified Elsa TA's who are available to support children. Our

welfare staff also receive training on specific needs and are informed about any children with additional needs who may need extra support/understanding.

Our SENCO has a diploma in special educational needs.

All children on our SEN register have a Learning Plan which sets out targets for the year, broken down into smaller termly targets. These targets are included in teacher's plans and TA's have dedicated time with children to work on their targets. Where appropriate targets are based around educational advice from outside agencies such as SALT and/or our PIVATs (Performance Indicators for Valued Assessment and Target Learning) assessments of children's achievements in both academic and PSHE areas. All targets are SMART and based on our detailed knowledge of each individual child.

Children's progress is also monitored through termly pupil progress meetings with the Headteacher or a member of SLT and any children not making progress become part of teacher focus groups to ensure they do make progress.

Children with SEND are assessed using the PIVATs (Performance Indicators for Valued Assessment and Target Learning) system (where appropriate), which breaks down objectives into smaller steps. This allows the children to make progress which can be measured and also helps the teacher to set achievable targets for the children.

### **How does this help the child with special educational needs to make progress?**

Through the use of PIVATs, teachers have a much clearer view of exactly what level our children with SEND are working at. It allows for accurate assessments of progress and informs the writing of Learning Plans. Targets for our children with SEND are planned based on a base line assessment of their current level on the PIVATs system. By using PIVATs and Quality First Teaching approaches, we are able to use SMART Targets to ensure that the children can make small measurable steps to ensure continued progress and this will support them to be high school ready.

## **How accessible is the school environment?**

The school is fully compliant with DDA requirements.

- The school is over one floor and is accessible to all as there are slopes which are wheel chair friendly to gain access in and out of the school.
- There is a slope for ease of access to the playground.
- There is a disabled toilet.
- Parking for disabled users is available
- The school ensures that all extra-curricular activities are accessible for children with SEND.

### **What reasonable adjustments can be made around the buildings limitations?**

The building is a disability-friendly environment. Where there is a step up into a room, e.g. access to the confidence room from the outdoor learning area, an alternative entrance and exit to that room is available and where this is not the case we will seek to provide a ramp so that it is fully accessible. We would consider any reasonable adjustments to our buildings and will work with the relevant professionals to do so, however, there may be a limitation in terms of budget.

### **What equipment and facilities are routinely provided?**

For those children who require additional resources such as sloping boards, wobble cushions, weighted blankets, adapted cutlery, laptops etc. These are provided from within school's budget.

For more costly, specialised equipment, we apply to LCC for support to provide these resources. When deciding what resources we may need, we work in collaboration with parents, health professionals and specialist teachers to ensure we are procuring the right resources for that child.

## **How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**

### **How is the decision made about the type and quantity of support my child/young person receives?**

The school budget, received from Lancashire Local Authority, includes money for supporting children with SEN. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Headteacher and the SENCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN 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. In addition to this, there is a SEND Register.

Depending on the needs of a child support is allocated in a variety of ways:

- Some children have full time 1:1 support due to the complex nature of their needs
- Some children have access to a 1:1 TA for part of the school day – covering those areas they have particular difficulty with.
- Some children work in small groups with the teacher or a TA.
- All children on a Learning Plan have dedicated time with a Teacher/TA to work on their targets.

The decision about how much support a child needs is influenced by our knowledge of the child and advice from professionals and parents.

If we feel a child needs additional support, we will talk to parents to gather their views and seek advice/guidance from specialist services and start the EHA process and apply for an EHCP to secure additional funding to allow us to better support that child.

Ultimately the final decision with regards to additional funding lies with the Local Authority.

## **How will both you and I know how my child/young person is doing and how will you help me to support their learning?**

Through the use of PIVATs and quality first teaching approaches teachers have a much clearer view of exactly what level our children with SEND are working at. It allows for accurate assessments of progress and informs

the writing of One Page Profiles or Learning Plan. Targets for our children with SEND are planned based on a base line assessment of their current level on the PIVATs system pr from advice from outside agencies.

One Page Profiles and Learning Plans are shared with parents in October of each academic year and reviewed in February and June. The views of the child and parents are then included in the review and their opinions taken into account when setting new short term targets. The class teacher or TA discusses progress towards targets with each child every term. Parents also receive a paper copy of each reviewed Plan. Information from assessments are also taken into consideration when assessing progress.

Parents receive a copy of their child's Plan at in October of each academic year and reviewed in February and June. Parents are invited in to discuss their child's progress and targets each time the plan is reviewed. Parent's views are fed into the reviewed plan and they receive a copy of this.

At the start of each review the class teacher/TA sits down with each child and goes through the learning plan with them, they complete an All About Me Profile and are asked to consider what they think are appropriate targets. The class teacher/TA also reviews the plan with the child and asks for their views on how well they think they are progressing towards meeting their targets

### **What opportunities are there for regular contact with parents/carers about things that have happened at our school, such as a home-school book?**

School has an open door policy and staff are available at the start and end of the day for a quick chat. Appointments can be made for longer meetings. Some of our children with SEND also have home/school liaison books which are completed by school to inform parents of how their child is progressing and by parents to share any concerns/suggestions.

The school also makes use of Social Media (Facebook and Twitter), Tapestry in EYFS and has an excellent website. All provide information and support for parents.

### **How do you explain how learning is planned and delivered and how parents/carers help to support this at home?**

Each class has a page on the school website where learning is shared. The curriculum is available for parents to view on the website.

## **What training have the staff supporting children/young people with SEND had or may they have?**

## **What specialist services or expertise are available at or accessed by the school?**

All staff receive regular training and updates on the needs of children at school. For those staff supporting particular children they attend relevant training and also receive support from outside agencies working with the children, for example, staff have received training on ADHD and ASD as well as moving and handling. Senior leaders identify training based on the needs of the children in the school in order for it to be dynamic and purposeful.

## **Preparing for children coming to our school with additional needs?**

For any child joining school with additional needs we liaise closely with parents and outside agencies to fully understand the needs and how to support them. Any relevant training e.g. moving and handling training

would be undertaken. Visits to nurseries or their previous school would also be undertaken to gather a full picture of the child's needs.

## What specialist staff do we have in our school?

Our SENCO has completed a Post Graduate Diploma in Special Educational Needs.

## Partnership Working

At NLAS we have links with:

- Occupational therapists
- Physiotherapists
- Educational psychologists
- Qualified teacher of Visually Impaired
- Qualified teacher of Hearing Impaired
- Inclusions Solutions (SEND support)
- The school nurse and health team
- Counselling services
- CAMHS
- SALT
- CFWS
- Golden Hill Special School (Behaviour support)

## Strengths relating to our inclusion

Pupils with additional needs are, and feel fully part of our school and thrive in many ways.

Our SENCo works tirelessly to ensure pupil's needs are met and maintains positive working relationships with a range of partners so that our pupils are supported by the correct professionals. The SENCo is allocated sufficient time to complete her role. PIVATs assessments and Quality First Teaching ensure that pupil's achievements are recognised and that progress is planned for based on their needs.

Our environment supports pupils with disabilities.

## How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

### If your child is joining us from another school:

- The SENCo will visit pre-schools with the EYFS teacher when appropriate.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

### If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

### **When moving classes in school:**

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. One Page Profiles or Learning Plans will be shared with the new teacher.

### **In Year 6:**

The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school. If your child has an EHC Plan, then a transition review meeting will be held early in Year 6 to discuss the next steps for your child and ensure a clear plan for transition is in place.

Parent Partnership are available to help parents with visits to possible high schools.

## **How will my child/young person be included in activities outside the classroom, including school trips?**

All children regardless of ability are welcome and actively encouraged to join clubs and adjustments are made to ensure children can join if they wish. Subject Leaders use curriculum data to target key groups of learners to attend clubs and this will at times involve children with additional needs.

We currently have school football, tag-rugby, yoga, multi-sports, judo, cricket, chess, reading, sewing, cookery, arts and crafts, forest schools and netball clubs as well as clubs that are targeted at specific gaps and needs in the curriculum. We also have an eco council and a school council which are open to all children. TA's may accompany children if they wish to join clubs.

School trips are planned inclusively taking into account the needs of those children who will be going.

For those children who struggle at lunchtimes our playleaders run a playgroup where the children can use the equipment and join in with playground games and develop social skills. Our welfare staff are aware of children's specific needs and will support children as needed. Certain children may also receive lunchtime support from a 1:1 TA.

For children who need the additional support TA's are available to meet them at the start of the day and accompany them to meet parents at the end of the day.

## **What support will there be for my child/young person's overall well-being?**

### **How do you manage the administration of medicines and provision of personal care?**

Children with medical needs all have a health care plan written in collaboration between home, school and the school nurse. These are reviewed annually.

All children with asthma have an inhaler in school and an asthma form which parents complete and is stored with the inhaler which is easily accessible in their classroom. Inhalers are sent home at the end of the year to be checked by parents.

Any children requiring medicine intermittently throughout the school year complete an internal medicine form with details of medicine, dosage etc. Parents receive a record of medicine administered.

Children will be supported to take medicine by nominated school staff and medicines will be securely stored in the school office.

### **How do you support behaviour, avoiding exclusions and increasing attendance?**

We have a behaviour lead (member of the Senior Leadership Team) in school who is responsible for monitoring behaviour and looking for trends and patterns. If children's behaviour is considered unacceptable, they complete a "Think" sheet where they consider their actions and reflect on how to improve.

Training is also accessed for staff so that conditions are understood and a consistent approach is maintained to best support individual children. School also uses counselling services for children experiencing behavioural difficulties to allow them the opportunity to talk through how they are feeling and reasons for behaviours.

### **How do we ensure the safety of the children with special educational needs? Does the school specifically report on issues of bullying specifically against children with special educational needs? How do you prevent bullying of children with special educational needs?**

The school has robust anti-bullying systems for all children, including those with additional needs. Anti-Bullying forms are completed if there are any concerns of bullying from staff, children and parents. The form is received by a member of the Senior Leadership Team and is fully investigated. In the instance of confirmed bullying, the school's Behaviour Policy will be used and parents informed with direct work completed with the victim and perpetrator. The school keeps a record of all incidents of bullying and these are reported to the Governing Body termly. Through our curriculum, we work on preventing bullying and encourage pupils to report it. This supports children with special educational needs.

### **How do children with special educational needs contribute to all parts of our school's life, including school councils or roles of responsibility?**

All children regardless of disability are encouraged to join the eco-committee and put themselves forward for membership of the school council.

We have a House Captain and Prefects in Year 6 where all children are allocated a job and in Year 5 Sport Leaders where they set up playground games at lunchtime to ensure our children have someone to play with and are active.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow the structured HeartSmart programme for PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer support from our ELSA team as well as:

- Social groups delivered by trained teaching assistants.
- Support in class through structured Individual Behaviour Plans.
- Support at lunchtime through designated individuals of the Welfare Staff.

If your child still needs extra support, with your permission the SENCo will access further support, for example from CAMHS.

We recognise that pupils with SEND can be vulnerable and all staff at the school have up to date safeguarding training and a working knowledge of Keeping Children Safe in Education (2021).

## **How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

Analysis of the achievements of children on the SEN register is presented to governors every term. Progress in terms of PIVATs points progress is analysed as well as progress from starting points each academic year. From the Academic Year 2018-2019 onward, there will be an annual report to parents which reports on the implementation of the SEN policy. Parent's views will be sought for this report and included within it.

There is an annual SEN action plan which is reported to the SEND governor at the end of the year.

The SENCO presents a report on SEND provision and attainment at termly Standards and Effectiveness Committee meetings of the Governing Body.

## **How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

Close and effective links are made with a wide variety of agencies to support parents/carers and the school in addressing children's needs.

Agency involvement includes:

- Educational Psychologist (EP)
- Occupational Therapist
- Speech and Language Therapist (SALT)
- Physiotherapist
- Advisory teacher – Hearing Support
- CAMHS
- CFWS
- School Nurse
- Attendance Officer
- IDSS
- Advisory teacher – Visual Impairment
- Counselling services

Services are accessed dependent on the needs of our children at any one time in the school.

## **What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

The first point of contact for parents/carers who have concerns relating to the provision their child is receiving is to discuss the concern with our SENCOs, Mrs Griffith. We view parents/carers as our partners and we will endeavour to resolve the concern informally and in a timely manner to ensure that the pupil concern receives the best provision.

Should this action not resolve concerns then the second point of contact is to make an appointment with the headteacher, Mr. Maloney. A letter of concerns could also be provided. Mr. Maloney will aim to resolve any concerns or complaints speedily and in a transparent way. This may take up to 20 working days to resolve a complaint at the informal stage.

In the unlikely event that the headteacher is unable to resolve the complaint, then the parent/carer should write to the school's SEND Governor (details are on the school website [www.newlongton.lancs.sch.uk](http://www.newlongton.lancs.sch.uk)) care of the school office marking the envelope with the governor's name clearly labelling it as 'Private and Confidential'.

The nominated governor will respond within 20 working days allowing time for the complaint to be fully investigated. The outcome will be communicated to the complainant via letter.

Finally, an appeals stage will commence where the Complaints and Appeals Committee of the Governor Body will hear the complaint. Complaints at this stage should be put in writing to the Clerk to the Governing Body.

Information about the schools complaints procedure can be found on the school website policies page: <https://www.newlongton.lancs.sch.uk/our-school/school-policies/>

## **Where can I find the contact details of support services for the parents of children/young people with SEND?**

There are several services which offer support to families of children with SEN. These include:

The Lancashire Family Information Service (FIS) which aims to provide quality, accessible and impartial advice and guidance on a full range of childcare and family support services, resources and issues led by the needs of children and their families, carers, employers, professionals and local and national government and their agencies. Information and advice is available via their helpline on:

**0800 195 0137** or by email: [LancsFIS@lancashire.gov.uk](mailto:LancsFIS@lancashire.gov.uk)

The SEND Information Advice and Support Service also provides help and guidance for families they can be found following the following link:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support/impartiality-policy.aspx>

## **Where can I find information on where the local authority's local offer is published?**

Our Local Offer - The information in this report feeds into Lancashire County Council's local offer, which details support, opportunities and services available to children and young people in their area who have SEN. It also feeds into the school's local offer which is available on our website at [www.newlongton.lancs.sch.uk](http://www.newlongton.lancs.sch.uk)

Lancashire County Council's Local Offer at <http://www.lancashire.gov.uk/send>