



SEN Information Report 2017-2018

Culcheth Community Primary School

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| School name: | Culcheth Community Primary School | |
| Address: | Warrington Road Culcheth Warrington WA3 5HH | |
| Type of school: | We are an inclusive mainstream school | |
| Number on roll: | 204 | |
| Contact details: | Headteacher: | Mrs. A Dodd |
| | SENCo: | Mrs. N Gorman |
| | Chair of Governors: | Mrs. S Bell |
| | Telephone(s): | 01925 764312 |
| | Email: | culcheth_primary@warrington.gov.uk and culcheth_primary_senco@warrington.gov.uk |
| | Website (main): | http://www.culchethprimary.co.uk/website |
| Our school: | <p>Culcheth Primary School is a community where all staff, pupils, parents and governors work together in an atmosphere of mutual respect and trust to ensure that all members of the community are valued, enabling the best possible personal and educational achievements. We actively promote a caring ethos where children care for themselves, each other, the school, the community and the environment and are happy, responsible and self-disciplined members of society.</p> <p>Our school is an inclusive school where every child matters; the Head teacher, staff and governors are committed to the integration of children with Special Needs. We aim to provide access to a broad and balanced curriculum, but also to offer small group support, or individual support, where children have specific needs. We aim to develop an ethos of care, empathy and understanding. All children are valued and we aim for everyone to experience success and achievement and to reach their full potential.</p> <p>Our school's SEND policy is available on our website, detailing our philosophy in relation to SEND.</p> | |

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| <p>SEND Provision at our school:</p> | <p>Additional and/or different provision is currently being made in school for children with a range of needs, including:</p> <ul style="list-style-type: none"> • Cognition and Learning - Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia. • Sensory, Medical and Physical - hearing impairment, sensory processing difficulties, epilepsy. • Communication and Interaction - autistic spectrum condition, Asperger's Syndrome, speech and language difficulties. • Social, Emotional and Mental Health - attention deficit hyperactivity disorder. <p>Our SENCo has over 10 years' experience in the field of SEND, having worked as SENCo in two different schools across two different local authorities.</p> <p>Our HLTA and team of 11 teaching assistants have extensive experience and training in planning, delivering and assessing intervention programmes.</p> <p>All of our staff are trained each year on the needs of new students joining the school - this can include training from specialist agencies or consultants, as well as from our SENCo or other staff with relevant expertise.</p> <p>SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of our children.</p> <p>The SENCo meets with the senior leadership team once per half term to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our children.</p> <p>The SENCo also delivers an SEND update and provides an SEND report to the school governors every term.</p> |
| <p>Policies for identifying children and young people with SEN and assessing their needs:</p> | <p>At Culcheth Community Primary School we know and value all of our children. We have rigorous ongoing teacher assessments and termly pupil progress meetings with members of leadership team to identify those pupils making less than expected progress. The first response to such progress is high quality targeted teaching by the class teacher. Where progress continues to be less than expected the class teacher will discuss their concerns with the SENCo.</p> <p>In deciding whether to make special educational provision, the teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This information gathering will include an early discussion with parents/carers and where appropriate the child. There begins a four part cycle (<i>assess, plan, do, review</i>) through which earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles. If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is <i>different from or additional to</i> what is ordinarily offered by the school, the child will normally be placed on the SEN register at "SEN Support." The school will then seek to remove barriers to learning and put effective special educational provision in place.</p> <p>Further details can be found in the school's SEN policy which can be found on the school website.</p> |

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| Arrangements for consulting with parents of children with SEN and involving them in their child's education: | <p>We operate an open door policy where parents are strongly encouraged to come into school to speak to the SENCo if they have concerns about progress or SEN provision for their child.</p> <p>We share feedback about the children's learning on an on-going basis with parents as well as next steps in learning. We also discuss ways in which parents can support their child's learning at home and there is a section dedicated to this on our Individual Educational Plans (IEPs).</p> <p>Parents are invited to contribute to school life in various ways such as participation on the Governing body, PTA, annual parent questionnaire, parent discussion groups with the head teacher and as volunteers to come into school to support children with their reading.</p> |
| Arrangements for consulting pupils with SEN and involving them in their education: | <p>An important part of the early stages of information gathering includes talking to pupils. We strive for a person centred approach to information gathering and the cycle of <i>assess, plan, do, review</i>. All KS2 children contribute to their plan and targets are put into child friendly statements. Targets are shared verbally with KS1 pupils and successes are always celebrated.</p> <p>We invite the children to join annual review meetings towards the latter part of the meeting to share their work and achievements for the year and talk about aspirations for the future.</p> |
| Arrangements for assessing and reviewing children's progress towards outcomes: | <p>Termly pupil progress meetings in school include the leadership team and progress is measured against national data and based on their age and starting points.</p> <p>We use a four part cycle of <i>assess, plan, do, review</i> through which earlier decisions and actions are revisited, refined and revised. This leads to a growing understanding of the pupil's needs and what helps them to make progress and secure good outcomes. This is known as the <i>graduated approach</i>. Discussions will include what each stakeholder can do in order to make a positive contribution. A strong home-school working relationship, with the child at the centre of the process, is key to our whole school approach to SEN.</p> |
| Arrangements for supporting children in moving between phases of education: | <p>We aim to ensure all learners and their families feel welcome and to quickly become part of our school community. Our pupil records detail what strategies help a child to learn and this information is passed on at transition. We have very good relationships with our local secondary schools.</p> <p>We run a Year 6 transition group for our more vulnerable children transferring to secondary school. Where necessary staff make additional visits to secondary schools with individual children to alleviate anxieties.</p> <p>Parents are invited to discuss choices for secondary school. For children with a Statement or Education, Health and Care plan the Y5 annual review meeting is used to discuss options for secondary education.</p> |
| The approach to teaching children and young people with SEN | <p>Every teacher is a teacher of every child including those with SEN. At Culcheth Community Primary School we believe that all children have the right to a broad and balanced curriculum. High quality teaching, differentiated for individual pupils, is always the first step in responding to pupils who have SEN.</p> <p>All staff members are committed to creating an inclusive learning environment in their classrooms believing this to be the key to ensuring children with SEND are making good progress and eliminating underachievement.</p> <p>We also recognise there are times when some children require a more personalised curriculum and support in a quieter work space free from distractions. Support and intervention for children on the SEN register is planned to meet their</p> |

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| | individual needs. We work alongside other agencies to provide support for those children whose needs require multi-agency partnerships. Support in school can take many forms such as adult support in class, providing additional resources and access to ICT. |
| How adaptations are made to the curriculum and the learning environment of children with SEN: | <p>All teachers match the tasks, support and resources to the differing needs of the children. All our teachers are clear on the expectations of quality first class teaching. This is monitored by the leadership team. Where appropriate the curriculum is personalised and individual learning targets are set.</p> <p>When a child with complex SEN needs meet the criteria of disability the school will comply with its duties under the Equality Act 2010. <i>Reasonable adjustments</i> will always be made to enable access to all areas of the school curriculum for pupils and their parents/carers with a disability (e.g. adapted seating or auxiliary aids in the classroom.)</p> <p>Where there are concerns of safety and access, further consideration is given to planning for an activity and where applicable parents/carers are consulted and involved. If necessary additional staff members are provided to ensure SEND pupils can be included and risk assessments are carried out. We value and respect diversity in our setting and do our very best to meet the needs of all our learners and their families.</p> |
| The expertise and training of staff to support children with SEN, including how specialist expertise will be secured: | <p>All of our staff are trained to deliver evidence based interventions to support children in reading, writing and maths. Additional programmes recommended by external agencies are also in place to support speech and language (under the specific guidance of our school speech and language therapist), social skills, handwriting and fine motor skills. Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and only proceed with parental consent. All training and development initiatives are specifically to meet the needs of our pupils currently on the SEN register.</p> <p>The SENCo has a Postgraduate Certificate in Special Educational Needs Co-ordination. The SENCo attends 'special Educational Needs Co-ordinator Network Meetings' throughout the year providing an opportunity to discuss special educational needs issues with colleagues in other schools and to receive up to date information and training.</p> |
| Evaluating the effectiveness of the provision made for children with SEN: | <p>The head teacher and the leadership team regularly monitor and evaluate the quality of provision for all pupils. The SEN governor meets the SENCo termly and visits the school regularly. Budgets are closely monitored by the bursar, head teacher and governors.</p> <p>The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:</p> <ul style="list-style-type: none"> • Analysis of pupil tracking data and test results at pupil progress meetings • Progress against national data • How children progress in interventions groups • Progress against individual targets • Pupils' work and interviews <p>Each year we review the needs of the cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any changes to provision or support need to be made.</p> |

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| How children with SEN are enabled to engage in activities available with children in the school who do not have SEN: | <p>At Culcheth Community Primary School we are committed to giving all our children every opportunity to achieve their potential and develop as well rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions on what can be done to overcome these. We always make <i>reasonable adjustments</i> so that all learners can join in with activities regardless of their needs.</p> <p>When appropriate school will cover/reduce the cost of clubs and trips to ensure this is not a barrier to attendance and an additional staff member will attend trips including residential trips to ensure the participation of pupils with SEN.</p> |
| Support for improving emotional and social development: | <p>The children's well-being is at the heart of everything we do at Culcheth Community Primary School. The needs of all children are known by staff who are able to provide a high standard of pastoral support. Our PHSE curriculum also looks to develop emotional and social development.</p> <p>The Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and adhered to by all staff. We have a zero tolerance approach to bullying (Behaviour Policy/Anti-Bullying policy) in our school and will address the causes of bullying as well as the negative behaviours.</p> <p>We regularly monitor attendance and take the necessary actions to help improve both attendance and punctuality.</p> |
| How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organizations, in meeting children's SEN and supporting their families: | <p>The SENCo attends multi professional planning meetings to discuss school priorities and how other professionals can help to support pupils with SEN. When specialist support is required, beyond that which the school is able to offer, an individual referral will be made. In these cases parents will be consulted and consent sought.</p> <p>We have established relationships with a range of professionals in health and social care. These include educational welfare, school nurses, educational psychologist, social workers, speech and language therapy and occupational therapy. We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement with learning. When Looked after Children attend our school we do our utmost to ensure they fulfil their potential. We work alongside the virtual school for Looked after Children, attend review meetings with social services and maintain a Personal Education Plan (PEP).</p> |
| Arrangements for handling complaints from parents of children with SEN about the provision made at the school: | <p>We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at our school to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCo. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.</p> |
| The Local Offer link: | <p>https://askollie.warrington.gov.uk/localoffer/site/index.php</p> |