

Morecambe Bay Community Primary School

SEND INFORMATION REPORT

January 2020



The following document is the SEND Information Report for Morecambe Bay Community Primary School. It is in keeping with the requirements which can be found in the Code of Practice on page 106, section 6.79

What kinds of Special Educational Needs and Disability (SEND) do we provide for?

We are a mainstream school who believe that all children are entitled to a curriculum that:-
"Enables them to reach the highest levels of achievement possible, that develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourages purpose, resilience, independence and community responsibility in a caring and secure learning environment."

As a school we provide for a wide range of Special Educational Needs.

During the last and present academic years we have supported children with the following needs:

- Autistic Spectrum Disorder
- Emotional and Behavioural needs
- Visual Impairment
- Hearing Impairment
- Specific Learning Needs (including dyslexia, MLD and SLD)
- Physical Needs
- Speech and Language difficulties.
- Sensory needs

How do we identify a child with SEND and how do we assess their needs?

We will monitor and review the progress and development of all children throughout every year to ensure that if a child is behind expected levels or expected progress, we can assess the child's needs. Although, this may not mean the child has a SEND or need special educational provision. Careful consideration of the progression and needs of all children will ensure that where such needs do arise, they are always addressed.

Any children who join Morecambe Bay Primary School at any point during the school year, are assessed on arrival so needs can be identified.

Where a child has a significantly greater difficulty in learning than their peers or a disability that prevents or hinders them from accessing provision in school, we will look at the specific needs of the individual child and provide the necessary interventions. We will consider the children's needs within the 4 areas of need identified in the SEND Code of Practice -

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and mental health
- Sensory and/or physical needs

As a school, Morecambe Bay understand the importance of recognising need at the earliest point and making effective provision to meet this need. It is also recognised that the Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they

have had high quality personalised teaching and interventions have been tried and reviewed to meet their area of need. It is only at this point, a child will be entered on to the SEND register.

If you think your child has a special educational need, you should contact your child's class teacher or our school SENDCO, Miss J Christie.

See Appendix 1 - Morecambe Bay Community Primary School's Pathway.

Who is the SENCO and how can we contact them?

The SENDCO is Miss Jessica Christie.

She can be contacted at school via the office - (01524) 401002 or via email:

misschristie@morecambebay.lancs.sch.uk

How do we involve parents and consult with them about their child's education?

- The school has an 'open door' policy and encourages parents who have any concerns to come into school and discuss these with the class teacher and/or SENDCO.
- Class based staff also take children on to the yard after school and can be seen in class in the morning.
- The SENDCO is available most days. Just ask at the office.
- The SEND team have regular open mornings to allow parents to work alongside their child.
- All parents (whether their child has SEND or not) have 2 parent meetings each year - any SEND issues can be discussed and the SENDCO will also be available.
- Intervention targets are discussed with the parents during these meetings and are also sent home.
- We have at least 3 whole school open days a year where parents can work alongside their child and their teacher.
- There is an annual review meeting for any child with an Education Health and Care Plan at which the objectives are reviewed and any additional needs are discussed.
- The school website.
- The school Facebook page.
- Appointments with the class teacher, SENCO, School Home Liaison or Headteacher can be made at any time at the school office.
- Parents are asked for their opinions and advice to help school support their child with SEND.
- School reports are completed annually.

How do we involve the children in their education?

Consultation with children depends on their age. Children are encouraged to be involved in their Annual Reviews and/or in reviewing their own termly targets. All children complete a pupil passport every year alongside their teacher and parents. All children in the school are invited to their parent consultation. Children with SEND are encouraged to have ownership of their intervention logs and are involved in setting their own next steps and targets.

How do we assess and review the progress that children make and how do we involve them and their parents?

Academic progress made by SEND children is assessed in the same way as for others. At Morecambe Bay, we use year group expectations. Those children who are not able to work at their

year group expectations, will work at lower year group expectations. Younger children who are working significantly below year group expectations are usually assessed using PIVATs. Parents are kept informed about their child's progress via informal meetings with their child's teacher, termly parent meetings and reports. Children are involved in this process. Children with specific learning or other needs may also be assessed using standardised tests. These include reading / spelling and cognitive ability scores which can then be tracked. If we continue to have concerns, which parental consent, we may seek further advice from a Specialist Teacher or an Educational Psychologist.

How do we support our pupils with SEND as they move on to high school or move to another school?

Any child with an EHC Plan has a transition review meeting during the spring term of Year 6 and an action plan is drawn up to ensure a smooth transition to High School. Professionals and staff from both institutions meet to discuss how the child's needs can best be met.

If it is felt appropriate, additional transition visits are made by the pupil to the school they will be attending, accompanied by a member of our school staff. Additionally, other provisions to support transition may also be put in place.

All children are encouraged to attend school open days and induction days. Those children we believe may struggle considerably with the transition to high school will be offered extra support from their new high school. For children on the SEND register, the SENCo will meet with the high school SENCo to ensure that suitable provision can be arranged for each individual child. Often, depending on the needs of the child, the parents may also be involved in this process.

What is our approach to teaching children with SEND?

At Morecambe Bay we believe that every child is entitled to a curriculum that...

"Enables them to reach the highest levels of achievement possible, which develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourages purpose, resilience, independence and community responsibility in a caring and secure learning environment."

Our approach is based on our SEND pathway. However, how we meet each child's needs will be very different dependent on the individual.

We use a vast range of strategies and interventions to meet the needs of all our pupils which include advice and support from outside agencies.

Please see Appendix 1 for our SEND pathway. For further information please see the SEND policy available on the school website or from the school office.

See Appendix 1 for Morecambe Bay CP School's Pathway

How do we adapt the curriculum and the learning environment for children with SEND?

The curriculum and classroom provision will always be considered for children with SEND. We always aim to meet the needs of the child and will regularly review this. Some examples of our considerations are:

- The layout of the classroom
- The structure of the day
- The use of physical resources
- The need for small group or 1:1 work

- Intervention groups
- Mentoring for emotional needs
- Social groups or interventions to support friendship needs

As with all children, the curriculum is always differentiated to meet the needs of the child with quality first teaching.

How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?

As a whole staff, we have a range of expertise. Many teachers have specific areas of interest and have completed training or research in these areas. We have two teachers who have both completed a combined degree in Education and SEND as well as completing the National SENDCO Award.

We have regular staff training within school. Teachers are kept up to date at staff meetings and specific SEND training is also carried out during twilight meetings. We have a number of Higher Level Teaching Assistants (HLTA's) who are outstanding in the delivery of interventions. The teaching assistants have TA meetings regularly. This time is used for in-house training as well as outside training as and when required.

In addition to this, we are also very lucky to have a range of professionals coming in to school on a regular basis. These include specialists in:

- Visual impairment
- Hearing impairment
- Autistic Spectrum Condition
- Social and Emotional difficulties
- Behavioural difficulties
- Dyslexia
- Trauma

How do we know if what we provide for the children is effective?

The children with SEND are making good progress from internal and external assessment data. Professionals coming into school have commented on the excellent provision and the good progress that the children are making.

We monitor the impact of interventions and provision through regular assessments as well as looking at progress towards individual targets. We use this data to plan further intervention. This is discussed with the Senior Leadership Team and governors. We ask the opinions of the children and parents to ensure that as well as the children making good progress, the children and parents are happy with the provision provided.

How are children with SEND enabled to take part in all the activities available at school?

All activities are available to all in line with the Equalities Policy (2010). If a child needs additional support or equipment to access an activity this is provided at the appropriate time / level. Children with SEND have been supported to take a full and active part in school trips, sports activities, music activities and on the school residential.

How do we support children with emotional and behavioural difficulties?

The school has a clear behaviour policy that is adhered to by all members of staff. However, we also recognise that all children are different and different strategies work for different children. This must be taken into account when working with individual children. The behaviour policy is available on our website or from the school office.

We have a specified member of staff, Miss Hancock, who looks at behaviour and can support the class teacher, teaching assistant and child to develop an Individual Positive Support Plan to meet the child's needs as well as maintaining clear boundaries for the child.

Within school we have an established nurture group to support children with attachment difficulties. We have an extremely strong pastoral team who work with children and their families to offer the highest level of support. Additionally, we use Acorn Psychology and specialists in trauma to support children and their families.

We work alongside health professionals and social care professionals to ensure the children's needs are met.

How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

At Morecambe Bay Primary School, bullying will never be tolerated. The school anti-bullying policy clearly sets out the school position on dealing with all forms of bullying. A copy of the policy can be obtained at the school office.

Additionally, we pride ourselves on being a nurturing school that encourages and engages in a nurturing environment at all times.

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

We engage in a wide range of outside services to support children. These include:

- Lancashire SEND traded team
- Visual Impairment and Hearing Impairment specialists
- Longlands Child Development Centre- includes Physiotherapists and Occupational Therapists
- Speech and Language therapists from the NHS
- Acorn Psychology
- CAMHS (Child and Adolescent Mental Health Service)
- Stepping Stones Outreach Team
- Mental Health Champions Network
- Children and Family Wellbeing Service

What arrangements do we make for supporting children who have SEND and are in the care of the local authority?

All children will have a Pupil Education Plan (PEP) in place for Looked After Children which is agreed with the social worker. Children who are in care of the local authority will be supported through our SEND policy and our extensive range of provision. Additionally, we have a strong pastoral team and school SENCo who will ensure those children with SEND receive all the support necessary.

What should I do if I have a concern or complaint about the provision for my child?

The school has adopted the LCC Complaints procedures - in the first instance the parents should speak to the class teacher and/or SENCo. If the situation is not resolved it should be referred to the Headteacher and if it is still not resolved to the governing body of the school (Chair of Governors).

A full copy of the complaints procedure is available in the SEND policy or in the complaints policy at the school office.

Where can I find information on the authority's Local Offer?

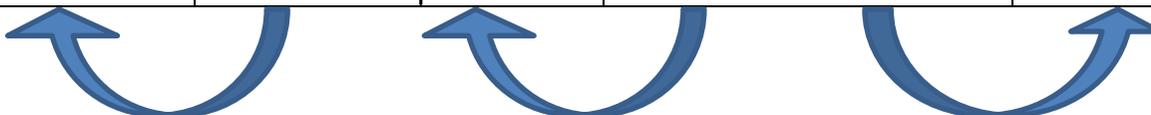
The authority's local offer can be found at: <http://www.lancashire.gov.uk/childreducation-families/special-educational-needs-and-disabilities.aspx>

APPENDIX 1

Morecambe Bay Community Primary School SEN Pathway



Meet using local offer funding			Begin the process for an EHC Plan	
Step 1	Step 2	Step 3	Step 4	Step 5
<p>Worried about the progress or a specific need of a child?</p> <p>QUALITY FIRST TEACHING</p> <p>First try...</p> <p>Differentiated curriculum</p> <p>Differentiated outcomes</p> <p>Differentiated delivery</p> <p>Differentiated CT and TA support</p> <p>A range of multi-sensory resources.</p> <p>Review progress after $\frac{1}{2}$ a term or as necessary.</p>	<p>If you still have concerns, speak to SENDCO (JC) / SENDCO ASSISTANT (ZK).</p> <p>ASSESS PLAN DO</p> <p>Possibly set up an intervention log with targets and place on the SEND register.</p> <p>Speak to SENDCO/ pastoral team re any issues affecting the child's learning and progression.</p> <p>What intervention could help? (Outside agencies?)</p> <p>Complete an up to date pupil passport with the child and parent.</p>	<p>REVIEW intervention.</p> <p>Decide whether you need to...</p> <p>Increase the frequency of the intervention</p> <p>Increase the intensity of the intervention</p> <p>Change the intervention and try something new.</p> <p>Consider placing the child on the SEND register if not already.</p> <p>If you still have concerns after a range of interventions, discuss moving on to step 4 with the SENDCO.</p>	<p>Collect evidence and continue high level of support and intervention.</p> <p>Key adult to be identified (teacher) to work closely alongside SENDCO.</p> <p>Complete CAF with child, parents and SS.</p> <p>Update the pupil passport (one page profile) with child and parents.</p> <p>SENDCO and teacher to make an EP referral/specialist support.</p> <p>ZK/YJ to complete assessments with the child.</p>	<p>Decision to be made about referring to panel for a Statutory Integrated Assessment (SIA) for an Education, Health and Care (EHC) Plan.</p> <p>Review intervention outcomes.</p> <p>Review the support and provision regularly.</p> <p>Hold TAF with child, parents and SS.</p> <p>Teacher and SENDCO to collect all information needed to complete a SIA (Statutory integrated assessment) for an EHC Plan.</p>



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