

Great Sankey Primary School Special Educational Needs Information Report

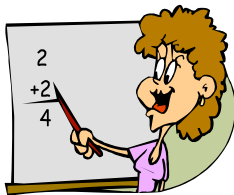


'Together We Learn and Grow'



<p>1. Kinds of Special Educational Needs that are provided for at Great Sankey Primary School</p> <p>Play, Learn and Grow... Together!</p>	<p>The SEN Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 :</p> <ul style="list-style-type: none">• Communication and Interaction• Cognition and Learning• Social, Emotional and Mental Health difficulties• Sensory and/or Physical needs
<p>2. Information about the school's Policies for identification and assessment of pupils with SEND</p>	<p>Pupils are identified as having SEND and their needs assessed through:</p> <ul style="list-style-type: none">• information passed on from Nursery/ classes/previous schools• KS1 results, baseline testing and progress data• feedback from teaching staff and observations• Pupil Premium interventions not showing impact• referrals from parents• reports from external agencies

3c. The school's approach to teaching pupils with SEND



Provision for pupils with SEND includes:

- quality first teaching, with appropriate differentiation in place
- extra adult support in classrooms where appropriate
- reduced class sizes where appropriate
- personalised provision through time limited programmes
- personalised provision through adapted resources and interventions.

3a. Evaluating the effectiveness of the provision made for pupils with SEND



Impact tracking is completed at least termly and adaptations to provision made in light of these findings.


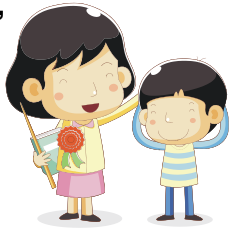
Progress and evaluation is reported to the Governor with responsibility for children with SEND.


An annual report to the Governing Body and SEND Information Report is posted on our school website.

4. Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review

These arrangements include:

- data tracking for pupil progress
- support plan and IEP and ECHP reviews
- observations and follow up
- Parent meetings

<p>5. How adaptations are made to the curriculum and the learning environment of pupils with SEND</p> 	<p>The curriculum / learning environment may be adapted by:</p> <ul style="list-style-type: none"> • groupings that target specific levels of progress • position within classroom • differentiated resources (writing frames, word mats, coloured overlays etc) and teaching styles • appropriate choices of texts and topics to suit the learner • access arrangements for tests • additional adult support 	
<p>6. Support that is available for improving the social emotional and mental health of pupils with special educational needs,</p> 	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> • an anti-bullying policy that is supported by a specialist trained member of staff • a Safeguarding team that provides programmes such as nurture groups, anger management, self esteem building • targeted support for individual pupils and pastoral lead support • School Council • pupil voice 	
<p>7. In relation to Mainstream Schools and maintained nursery schools, the Name and contact details of SEN Co-ordinator</p> <p>Name and contact details of SEN Governor</p>	<p>SENDCo: Mrs Nia Williams</p> <p>School Telephone Number: 01925 728176</p> <p>Email: n.williams@greatsankeyprimary.tcat.uk.com</p>	<p>SEN Link Governor: Mrs Leanne Keavey</p> <p>School Telephone Number: 01925 728176</p> <p>Email: admin@greatsankeyprimary.tcat.uk.com</p>

<p>8. Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured.</p> 	<p>Audit of staff expertise in SEN undertaken annually</p> <ul style="list-style-type: none"> • SENDCo achieved National Award for Special Educational Needs Co-ordination (NASENCO) • Effective use of adult support for Literacy and Mathematics and Pastoral needs • Individual training re : ADHD, ASD, Code of Practice, specific learning difficulties, bereavement, pastoral • Trained ELSA and programme established • Specialist expertise engaged from external services – ASD /ADHD /S&L/ Team Teach/ EP support, EAL/INA support/Mental Health School Link Serive/CAMHS etc.
<p>9. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<ul style="list-style-type: none"> ▪ Any information or equipment needed will be supported as necessary through external services.
<p>10. The arrangements for consulting parents of children with special educational needs and disabilities and involving such parents in the education of their child.</p>	<ul style="list-style-type: none"> • Telephone conversation • Face to face meeting • Parent View • Parents Evenings • Family Liaison Officer • Family support meetings • Statement and EHC plan reviews

<p>11. The arrangements for consulting young people with special educational needs about and involving them in their education.</p>	<ul style="list-style-type: none"> ▪ Pupil Voice ▪ School Council ▪ Annual Reviews ▪ Personal Interviews
<p>12. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>Great Sankey Primary School's Complaints policy is available on request and can also be downloaded on the school's website.</p>
<p>13. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupils.</p>	<ul style="list-style-type: none"> • Governing body oversees the work of the SENDCo • SENDCo reports to governing body and meets regularly with SEN governor to discuss the involvement of other bodies and professionals including: EP; Health Advisor; S&L; ASD; ADHD services • Counselling and mental health services are sought • Family support meetings can be arranged to help families and sign post them to relevant services

<p>14. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p>Further support and information is available from Warrington SEND (formerly Warrington Parent Partnership) who provide advice and support for parents and carers of children and young people with special needs from 0 to 25 living in Warrington. The service works alongside Warrington Borough Council, but operates impartially.</p> <p>Warrington SEND IASS</p> <p>Families and Wellbeing Directorate</p> <p>New Town House</p> <p>Buttermarket Street</p> <p>Warrington</p> <p>WA1 2NH</p> <p>Website: http://www.warringtonsendiass.co.uk</p> <p>01925 442978</p>
<p>15. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>Arrangements in place at the school include:</p> <ul style="list-style-type: none"> • Nursery or home visits are undertaken by the Reception teacher in the summer term prior to a child entering Reception class. The teacher will be accompanied by the SENCO, if appropriate. In September, Reception intake is staggered to enable the children to settle into the class environment and routine in smaller groups and for adults to identify and adjust for any emerging needs of children with SEND; • As children move through the school and into new year groups, children with SEND, including social and emotional difficulties or an autistic spectrum disorder may complete a transition booklet with photographs of their new class teacher and classroom, as well as key information. They may also have more planned opportunities to work within their new classroom. All of this is determined to the child's needs. • Sometimes children may transfer to a new educational setting. In this instance, the SENCO

	<p>and class teacher will liaise closely with the new setting and other professionals to pass on information and arrange introductory visits for the child and parents/carers to ensure a smooth transition.</p> <ul style="list-style-type: none">• The local High School provide additional support for pupils with SEND before they leave Great Sankey Primary and we work closely with staff to ensure provision is appropriate, extra visits if required and support with transition.
<p>16. Information on where the local authority's local offer is published.</p>	<p>Full details can be found at:</p> <p>http://warrington.fsd.org.uk/kb5/warrington/fsd/home.page</p> <div data-bbox="203 619 618 767" data-label="Image">The logo for Warrington Families Information Service features a stylized house with a red roof and a yellow sun above it. The word 'Warrington' is written in green above the word 'families' in pink. Below 'families' is the text 'information service' in green.</div> <div data-bbox="1621 547 1989 727" data-label="Image">The logo for Ask Ollie features the word 'Ask' in green and 'Ollie' in blue. The 'O' in 'Ollie' is a stylized sun with a smiling face. Below the name is the text 'Warrington's Local Offer' in blue.</div>