SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

2023-2024

General Information/Frequently Asked Questions

What should I do if I think my child has a Special Educational Need or Disability?

Class teachers, together with the Special Educational Needs and Disability Co-ordinator (SENCo), are responsible for identifying children in their own class who are experiencing difficulties with any aspect of the curriculum. However, if you feel your child may have special educational needs, you should firstly speak to your child's class teacher. You will be consulted at an early stage, if your child is experiencing learning difficulties or has additional needs. We pride ourselves on building positive relationships with parents. We are open and honest and hope that you will be the same with us.

What is the school ethos/approach to SEN and Disability?

(Reg 3c: In general, how do school approach the teaching of pupils with SEND?)

At Lostock Primary School, we are proud of our inclusive ethos: each member of the school community is valued as part of our 'Lostock family'. We provide a warm and welcoming environment for all children. Our school's approach to inclusion is derived from our ethos of 'Together, we will fly!'

We recognise that inclusion means much more than the physical factors involved and that ultimately, our intention is that every child feels that they belong here, feels valued and confident to try new things and learn to the best that they can be. Lostock Primary School is a fully inclusive school. We welcome all pupils and endeavour to provide exciting and appropriate provision for all children. Our approach to SEN and Disability is very much underpinned by our Lostock ethos.

- Each child's education is planned by the class teacher. It will be adapted accordingly to suit the child's needs. This may include additional support in the classroom.
- If a child is making less than expected progress in one or more areas, an initial concerns form will be raised with the class teacher and SENCO. There will also be a discussion with you, as the parent/carer of a child. A plan of action will be created in partnership with all those working with the child that will be closely monitored. It may be that they are provided with a Learning Support Plan (LSP) with specific targets. When setting targets for the LSP, the child and their parents, along with the class teacher will meet and set these targets together. Interventions to support these targets will be delivered and reviewed regularly to ascertain the effectiveness of the provision.

How will I know how my child is doing in school?

(Reg 3b: School arrangements for assessing and reviewing the progress of children/young people with SEND)

Where it is necessary to provide a pupil with SEND support, parents are always notified (See our SEND policy – The Graduated Response. The class teacher, along with the SENCo, the parent and the child, agree the appropriate support and interventions to be put in place. This creates the Learning Support Plan for your child. This plan will then be reviewed regularly with all parties involved, celebrating successes, reviewing progress and setting new clear targets for your child. Outlined below are the ways in which we notify parents of their child's development.

- You will be able to discuss your child's progress at Parents' Meeting.
- Your child's class teacher will be available at the end of each school day, if you wish to raise a concern.
- Appointments can be made, to speak in more detail, with the class teacher or SENCo by contacting the school office.
- You will be invited in to discuss your child's Learning Support Plan each term.
- You will receive an end of year written report and an opportunity to discuss this.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

(Reg 7: School arrangements for consulting the parents of children and young people about, and involving them in, the education of their child)

All parents are actively encouraged to contribute to their child's education. Where a child is receiving additional support, class teachers will meet with parents and children at least termly to create, assess and review their child's Learning Support Plan.

Other ways you will be involved:

- Discussions with the class teacher
- Parents' Meetings
- Discussions with the Headteacher or SENCo
- Being involved in the target setting process for the Learning Support Plans.
- Commenting on how they will support their child working toward targets on their Learning Support Plan (LSP)
- Making suggestions that could be incorporated into their child's LSP

What support will there be for my child's overall well-being?

(Reg 3g: in particular the development of their social and emotional skills)?

The well-being of our pupils is high on our priority agenda. As well as our core offer of a broad and balanced curriculum, including the teaching of Personal, Social and Health Education (PSHE), we have a wealth of systems in place that are integral to our curriculum and are delivered to the highest of standards. These include;

- Approachable members of staff such as: the class teacher, teaching assistants or SENCo are readily available for pupils who wish to discuss issues and concerns. Where appropriate, mediation sessions are carried out.
- Relax Kids that provides children with a range of strategies that support and enhance their understanding of emotions and how to deal with them effectively throughout mindfulness practice. We ensure that this is delivered throughout the school day, with mindfulness techniques such as breathing, peer and self-massage and yoga style reflection poses being encouraged to support mental health and well-being. We also invite our local Relax Kids coach regularly to carry out whole class sessions.
- Small group interventions from Relax Kids that targets specific children needing additional support with mental health and wellbeing.
- Commando Joe's is a programme which focuses on character development. This involves exciting outdoor tasks that build on team skills, communication and problem solving with their peers. This in turn helps to raise children's self-esteem and confidence.

- Weekly PSHE lessons are held with a mindfulness ethos. During these lessons, children are reminded of how our mental health and well-being is just as important as our physical and the techniques we can use to help us feel calmer and happier. There is also a focus on self-affirmation and ensuring our children understand the importance of positive attitudes towards themselves.
- Growth Mindset is an embedded culture here at Lostock Primary School. We teach children that learning is a journey and that we can all achieve the same outcome with a set of key skills and attitudes including perseverance, determination, resilience and commitment. Our children regularly refer to the learning pit and our challenge-o-meters that reaffirm the message that not everybody learns at the same speed and that we are all working towards the same outcomes.
- 'Lostock Listeners' is a peer mentoring system for those pupils who wish to speak to an older child about playground issues. These are logged and then monitored by a member of staff.
- 'Sunflower club' is a nurture group that is ran annually, during the summer term. It is provided for a small group of children, who class teachers feel would benefit from further support with social and emotional aspects of their development.
- Play Leaders from Upper Key Stage 2 are trained to encourage younger children to join in games during playtime.

How does Lostock Primary School involve children and young people in their education and in the decision making process?

(Reg 8: School arrangements for consulting and involving children and young people in their own education)

- Children who have a Learning Support Plan (LSP), discuss and set their targets with their class teacher and parents.
- Throughout the academic year, pupil voice is sought across the entire curriculum, as part of our rigorous monitoring scheme.
- There is an annual pupil questionnaire that actively seeks the viewpoints of children.
- If your child has an Education Health and Care plan, their views are taken into consideration as part of the assessment and review process known as a person centred review.
- We are an inclusive school and value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised.

Who, outside of school, can I turn to for advice and support?

(Reg 11: Contact details of support services/groups for parents of pupils with SEND, for example parent partnership)

Parent Partnership (Bolton's Information and Advisory Service)

Information and Advisory Service, is a community based, free service for families and children with special educational needs and/or disabilities from birth to 25 years old. More details can be found at https://iasbolton.com/ or by contacting **01204 848722**

Where can I find information about Local Authority provision for children and young people with SEND?

(Reg 13: Details of where the Local Offer is published)

Details of your Local offer from Bolton Local Authority can be found at:
https://www.bolton.gov.uk/sendlocaloffer/

The Local Offer is an information hub for young people, parents / carers and practitioners detailing SEND processes, pathways, services and provision available across education, health and social care. The service continually improves on the back of feedback from families and is also a place where service users can share their views and help shape the future of Bolton's SEND provision.

How should complaints regarding SEND provision be made and how will they be dealt with?

(Reg 9: Detail the arrangements made by the Governing Body relating to the treatment of complaints)

Any complaints about SEND provision will be referred to the SENCo and Headteacher. All complaints should follow the procedures outlined in the school's Complaints Policy.

How do I get a copy of the school SEND policy?

The school SEND Policy is available to view on our school website under the 'Our School/Policies' tab. If you require a paper copy, please contact the school office.

Who do I contact for further information?

(Reg 4: Contact details of the SENCO)

The designated SENCO at Lostock Primary School is **Mrs Sarah Prendergast** who works closely with the SEND Governor, the Headteacher, staff and outside agencies on SEND issues and will monitor the effectiveness of provision.

What type of SEND provision is made throughout Lostock?

All teachers receive regular CPD on the provision for children with SEND. They are provided with information on the needs of individual pupils so that they can plan learning within our curriculum to ensure that all pupils are able to make progress. Adaptive teaching ensures that, alongside Quality First Teaching strategies, all children are able to access the depth and breadth of the curriculum. Examples of adaptive teaching including the use visual aids to support communication and/or pictures to help understand new vocabulary and adapting the curriculum to meet their needs e.g. adding more sensory activities.

Whole school provision is mapped and evaluated termly by the Class Teacher and then monitored by the SENCo.

Children with an Education, Health & Care Plan work with a designated Learning Support Assistant on bespoke targets which have been agreed at the Annual Person Centred Review.

What specialist skills / expertise do school staff have?

We regularly invest time and money in training our staff to improve provision for all students, to develop enhanced skills and knowledge to deliver short term support interventions and individualised support and interventions.

Our Special Educational Needs and Disability Co-ordinator (SENCo) is **Sarah Prendergast**. She is a member of the Senior Leadership Team and is a qualified and experienced teacher. She also holds the National Award for Special Educational Needs Qualification. She will be kept up to date on current initiatives by attending Local Authority briefings and receiving ongoing SEND training in relevant areas.

All of our teachers hold qualified teacher status and all staff members, including TAs, receive appropriate training to best support our pupils with SEND.

How does the school ensure the inclusion of pupils with SEND in activities outside of the classroom?

Our Equality/Inclusion Policy promotes involvement of all of our learners, in all aspects of the curriculum including activities outside the classroom. Children are encouraged to actively take part in after school clubs, tournaments and out of school events such as family orienteering. All activities that we provide to our children are planned to be inclusive for all. We make every effort to ensure that children with SEND access our extended curriculum.

Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.

How does Lostock Primary School support pupils with SEND during transition?

New Reception Starters

We have an Induction programme in place for welcoming all new learners to our setting. New starters in our Reception class are visited in their Nursery settings and then come to school for a 'taster' session before they start school. We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. Also included in our induction programme;

- Induction Packs sent home
- New Parent Welcome Meeting and tour
- Website section with regular information
- Staggered start days from September

Where children with SEND are transitioning from nursery to Reception class, an enhanced transition may be required. The full details of this process can be found at Observation, Assessment and Planning – Bolton Start Well

Primary to Secondary Transition

We have very good relationships with our feeder schools and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition.

Further support is provided, as necessary, for those with SEND including meeting a familiar face in person e.g. SENCO, form teacher or Head of Year and well-structured additional visits to the

new setting may be organised. Our SENCo forwards all relevant documentation to feeder secondary schools so that provision can be continued as smoothly as possible.

Emergency School Closures

At Lostock Primary School, we aim to ensure that our high standards and expectations remain in place, in the event of an emergency school closure. Our teaching and learning intention is very clearly outlined in our 'Emergency School Closure' policy. You should contact the school office if you need any support with your child's learning at home.

Children with SEND and/or an Education and Health Care Plan (EHCP)

In the event of a school closure, children with an EHCP will be offered a place in school under the 'Key Worker/Vulnerable Children and Young People'. Where this is not possible, it is important that children with SEND continue to be supported with their remote learning. Class teachers will continue to differentiate tasks that will ensure your child can access the work that has been set. Further adaptations may also be offered including paper learning packs for those children unable to access the computer and/or physical resources to support the development of specific targets on their EHCP. You should contact the school office if you need any support with your child's learning at home.

Point of contact in the event of a closure

A school closure will not prevent you from being able to contact school to request support of any nature. In the first instance, please contact the school office by telephone (01204 333 733) or via email (office@lostock.bolton.sch.uk).