

School Information Report 2020 - Latchford St James CE Primary School

Local Offer and SEN Information Report



Latchford St James CE Primary School, Old Road, Latchford, WA4 1AP

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Information about the school can also be found at the local authority's Local Offer on -

<https://www.mylifewarrington.co.uk/kb5/warrington/directory/localoffer.page?localofferchannel=0>

At Latchford St James' CE Primary School we ensure that all pupils, regardless of their specific need,
make the best possible progress within our school and be the best that they can be!

What is SEND and how do we identify it?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice states:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age and/or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

<p>What kind of special educational needs do you provide for?</p>	<p>Within our school we support children with the following additional needs:</p> <p>Cognition and Learning Communication and Interaction including Autistic Spectrum Disorder (ASD)</p> <p>Gross and fine motor skills and other physical needs</p> <p>Hearing/visual impairments and other sensory needs</p> <p>Social, emotional and mental health difficulties including ADHD (SEMH)</p> <p>Specific learning difficulties such as Dyspraxia and Dyslexia</p> <p>Medical needs</p>
<p>What do I do if I think my child has special educational/additional needs?</p>	<ul style="list-style-type: none"> • First speak to the class teacher. • If further advice is required, then ask the class teacher to arrange an appointment for you to meet with the SENCO or contact the school office.
<p>How does the school know if children need extra help?</p>	<ul style="list-style-type: none"> • Use of ongoing assessments and tracking of children's progress may identify possible areas of need. • Use of teacher assessments and standardised tests will identify those children that may require additional help in some areas. • Termly data reviews with the Senior Leadership Team (SLT), highlights children that are not making expected progress. • A child may be having difficulty in a certain area of school life. • Additional assessments can be made to clarify areas of need. • Concerns are raised by parents/carers. • A child may ask for help, if they find an area of learning more difficult. • Staff/parents/carers may be concerned with a change in a child's behaviour.
<p>How will the staff support my child?</p>	<ul style="list-style-type: none"> • All teachers are teachers of special educational needs and we have an inclusive ethos. • Staff will support children initially through Quality First Teaching which is provided for all children. • Lessons are differentiated to enable all children to access the curriculum (staff have access to ILOP - Inclusive Learning Online Portal for advice).

	<ul style="list-style-type: none"> • Adaptations may be made to resources such as coloured paper, overlays or font size if necessary. • Interventions, either within or away from the classroom, to support a child may be introduced and will be monitored regularly to assess their impact. • Additional assessments may be carried out in school by the SENCO • A child may be placed on the SEND Register. Parents/carers will always be informed of this. • Children may be given an Individual Education Plan (Assess, Plan, Do, Review document) which follows The Graduated Response set out in the Code of Practice 2014. • The class teacher may decide to use PIVATS assessments so that we can evidence the small step progress that some children make. These assessments will give the child individual targets to work towards. In EYFS staff can use the 'Small Steps' document from the Local Authority to give appropriate small steps targets. • Staff will keep parents/carers informed of any support given to a child and the progress being made. • Staff may suggest activities to carry out at home. • A child may require assessment or support from an outside agency such as the Educational Psychologist, Speech and Language Therapists, the Additional Needs Panel or the MARS Team. If a child meets the criteria for any of these, this will be discussed with parents and a referral form will be completed. The agency will complete assessments and may provide advice or a programme of support to school/home. • If a child had identified needs before they started at our school, we will talk to previous teachers/outside agencies to ensure the appropriate support is put in place • If appropriate, specific resources will be sought to support children. • Staff will follow the school's and Local Authority's policies and procedures, which are available on the school website or from the school office
Who will provide support for my child's additional needs at school?	<ul style="list-style-type: none"> • Class teacher • SENCO • Teaching assistants • Members of SLT • Designated Safeguarding Lead (DSL) • Chatty Therapy (SALT) • Outside agencies such as SALT, Occupational Therapists or Child in Mind (Play Therapy).

	<ul style="list-style-type: none"> • Health services such as the school nurse
How will the curriculum be matched to my child's needs?	<p>If a learner is identified as having SEND, we will offer provision that is 'additional to or different from' the normal differentiated curriculum and is intended to overcome barriers of learning.</p> <ul style="list-style-type: none"> • Quality First Teaching (QFT) - class teachers use their knowledge of a child's attainment and learning styles to differentiate work to match the children's needs. • Differentiation - If pupils have been identified with specific needs, their work may need to be further differentiated to remove barriers to learning and enable them to access the curriculum. • SEN Support - additional learning programmes or support may be made available to meet a child's needs. • If identified as needing SEN Support Children may be given an Individual Education Plan (Assess, Plan, Do, Review document) which follows The Graduated Response set out in the Code of Practice 2014. • Different resources/equipment may be provided such as: coloured paper, visual aids, word banks, sloping desks and pencil grips.
How will we all know how my child is doing?	<ul style="list-style-type: none"> • Termly formal NFER standardised assessments (Spring and Summer) • Termly data reviews with class teachers and SLT. • End of key stage assessments (EYFS, KS1 and KS2) • Assessments of interventions • Ongoing teacher assessments • PIVATS assessments if necessary • Reports from outside agencies such as SALT. • Children questionnaires • Parent questionnaires • Parents' Evenings • Annual Reviews for EHC plans • On -going discussions between staff and parents

<p>How do you know how effective your SEN provision is?</p>	<ul style="list-style-type: none"> • Monitoring of interventions and their impact • Senior Leadership Monitoring including: learning walks, book scrutiny and data reviews • SENCO monitoring of termly targets for those on PIVATS • Discussions with staff, parents, children and outside agencies • Local Authority Peer to Peer SEND reviews
<p>How will you help me support my child's learning and involve me in school life?</p>	<ul style="list-style-type: none"> • Parents/carers are encouraged to speak to class teachers at the end of the day for informal discussions. Longer appointments can be made with the class teacher, SENCO or other staff. • Parent overviews are sent out by the class teachers to highlight the learning for the half term. • Parent's Evenings are held twice per year. • An Annual School Report is written in the Summer Term. • Annual Reviews are held for children who have an Educational, Health and Care Plan (EHC Plan). • Parents/carers are expected to listen to their child read 3 times per week and write a comment in their reading records. • Weekly homework is sent home and home learning projects are sent home half-termly. • We may set up home/school books. • If appropriate we will make phone calls home. • Inviting parents/carers to meetings with outside agencies. • Parent questionnaires are used to gain views of parents/carers. • Attending our weekly family assembly. • Attending class assemblies, sports' days and other events and performances in school.
<p>What support will there be for my child's overall emotional health and wellbeing?</p>	<ul style="list-style-type: none"> • All staff offer social and emotional support for children throughout the school day as we have a very nurturing and caring ethos. • We have a 'Designated Senior Lead for Safeguarding' (Headteacher - Mr Flute) who offers Early Help to our families. • Spiritual, moral, social and cultural development (SMSC) is at the heart of the school through our Christian Values, our RE Curriculum (Chester Diocese) and is addressed in a variety of ways throughout the day. • Personal, social, health and citizenship education (PSHCE) is taught throughout the curriculum using Heart Smart. Stand alone lessons, discussions, circle time, topics and theme days are used to cover all aspects.

	<ul style="list-style-type: none"> • The promotion of Christian Values is also at the heart of the school and help to develop all children's emotional understanding, empathy and well-being. • School works collaboratively with all families of children including those with SEND in order to provide support for the children and enable them to achieve the best outcomes. • Interventions specifically for emotional health and well being are put in place, when necessary. • We have a team of first aiders • Care plans and Positive Handling Plans are written for children who have specific needs ensuring all staff are aware of these needs. • Individual risk assessments are written for children who have specific needs when they are going on a school trip. • School provides additional support, for those children who need it, around times of transition to enable a smooth transition to the next phase of their education. • If all support has been exhausted, the school has access to external agencies and professionals who can provide support with behaviour, attendance and emotional wellbeing. • We encourage children to have an opinion and always listen to them. This includes children questionnaires and School Councils. If a child is unable to record an opinion through writing then we will write for them or choose another way for them to communicate with us.
<p>What specialist services and expertise are available or accessed by our school?</p>	<p>The school regularly refers to the Complex Needs Panel to seek advice and support from: Occupational Therapists, Physio Therapists, Speech & Language Therapists and the Community Paediatrician.</p> <p>We also refer to: our Educational Psychologists, the Specific Learning Difficulties Orthoptist, the Sensory Impairment Team (Hearing and Visual) and our School Health Advisor.</p> <p>We regularly make referrals to the following agencies for specialist assessments and advice:</p> <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Service • Sensory Support (Visual and Hearing impairment) • Occupational Therapists • Physiotherapists • School Health Advisors • Social Care

	<ul style="list-style-type: none"> • CAMHS (child & Adolescent Mental Health Service) • St Josephs • Chatty Therapy (SALT) • Orthoptist • Child Protection/Safeguarding Team • Local Authority EHCP Co-ordinators • Iain Macdonald - Warrington SEND Information and Advice Support Service • A Designated Senior Lead for Safeguarding. • • Chatty Therapy provides SALT programmes for children in EYFS and KS1.
What training have the staff supporting children with SEN had/or are having?	<ul style="list-style-type: none"> • The SENCO is a qualified teacher and has completed The National SENCO Award. • Many of our staff, including members of SLT, have been trained in positive handling through Team Teach. • Many of our Teaching Assistants are trained in Speech and Language programmes. • We have had whole staff training covering Child Mental Health and Quality First Teaching. • The SENCO attends regular training within the Local Authority to maintain up-to-date knowledge of SEND practice and seeks other training opportunities. • Individual staff access training for individual children as identified by the SENCO. • Our first aiders are trained in either paediatric or first aid and attend refresher training every 3 years.
How will my child/young person be included in activities outside the classroom; including school trips and provision for after school care?	<p>Latchford St James is an inclusive school and received The Committed to Inclusion Award in 2018 and 2019.</p> <ul style="list-style-type: none"> • All pupils are included in specific whole school days such as: World Book Day, World Week and Sports Day. • We endeavour to include children in all activities and will work closely with parents/carers to ensure all children can take part in learning outside of the classroom; attend school trips and after school clubs. • Risk assessments may need to be completed for individual children before a school trip, to ensure the correct provision is in place. This may include extra staff or parents being asked to attend to accompany their child.

<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Our school is accessible for wheelchairs; it is on one level and has a disabled toilet which is located centrally. • We are able to access additional resources to help children, who have sensory impairments and take advice from the visually and hearing impaired team, if and when we have children with these needs. • Resources that are required for children with additional needs are acquired through our school budget or other funding that may be available at the time. • Staff are trained to use any resource and we ensure this training is kept up to date. • For more information, please refer to our Equality and Accessibility Policy on the school website or upon request from the school office.
<p>How will school prepare and support my child during periods of transition - to a new class, educational setting or the next key stage of education?</p>	<ul style="list-style-type: none"> • Transition within school is carefully planned, with individual needs discussed prior to visiting the new teacher/classroom with timetabled transition meetings between the current and receiving class teachers. Additional discussions will take place with the SENCO where necessary. • Discussions with parents/carers will take place, if appropriate. • All children then visit their new classroom for a transition day in July with additional support arranged for those pupils who may need it. • Children new to the school are welcomed to come for a visit before hand, if this is appropriate. • Staff will make contact with previous schools/settings, where possible, to support a child's transition to Latchford St James. • Where necessary transition books are made for children to share with parents/carers - these include photographs of staff, classrooms and other key areas around school. • School works closely with high schools to ensure a smooth transition for all pupils. The Year 6 teachers and SENCO (where necessary) meet with the high school prior to the transition days. School will support with additional visits where appropriate. • All information regarding a child will be passed to their new class/school.
<p>How are the schools resources allocated and matched to the children's/young person's special educational needs?</p>	<ul style="list-style-type: none"> • Termly, data review meetings inform decisions around allocation of resources and suitable interventions. This could include: books, lap tops, special pencils/scissors. It could also include additional teaching assistant support. • The schools provision map identifies categories of need on an individual or group basis. • The SENCO or outside agencies, may allocate further support or resources to a child following assessments.

	<ul style="list-style-type: none"> Some children may have a Costed Provision Map, which records the funding that is being spent throughout the year.
How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> The Head teacher, in collaboration with the Senior Leadership Team, allocates resources and support based on the child's individual needs, following discussions with the SENCO, class teacher/teaching assistant, parents/carers and where appropriate advice from external professional agencies. The allocation of support will be informed by assessments, observations, discussions and any external professional reports. Support will change according to the ongoing review of need, which will be discussed with staff, parents/carers and the child. For pupils with an EHC plan, further consultations and Annual Reviews will take place with those involved (child, parent, school and sometimes LA), to determine support that aims to meet the outcomes outlined in the Plan.
How does the school involve children in their education?	<p>We believe in listening to the views and opinions of all children at our school. This is done in several ways such as:</p> <ul style="list-style-type: none"> 1:1 conversations Pupil questionnaires Children attending meetings (if appropriate) Sharing PIVATS and individual targets Morning Meetings and circle time (When appropriate) School Council meetings
Who can I contact for further information?	<ul style="list-style-type: none"> If you wish to discuss your child's educational needs, in the first instance please speak to their class teacher. If you want to discuss things further please contact: SENCO - Mrs Jane Lloyd, Head Teacher - Mr Martin Flute, SEND Governor - Mrs Frances Ireland Appointments can be made with any one of these people, through your child's class teacher or the school office. The Local Authority website will also provide you with other support networks and this is where the Local Authority's Local Offer can be found: Special Educational Needs and Disability (SEND)

	https://www.warrington.gov.uk/special-educational-needs-and-disability-send Warrington local offer https://www.mylifewarrington.co.uk/kb5/warrington/directory/localoffer.page?localofferchannel=0 <ul style="list-style-type: none"> • Warrington SEND Information and Advice Support Service (Parent Partnership) https://warrington.fsd.org.uk/kb5/warrington/fsd/service.page?id=pVY2XOS3PIM
How do I make a complaint, if I am not happy with the provision made for my child?	If you wish to make a complaint please follow the school's Complaints Procedure. This can be found on the school website or a paper copy is available from the school office.