

## Sabden Primary School: Special Educational Needs Information Report

2024 - 2025



Welcome to our SEN information report which is part of Sabden Primary School's Local Offer for learners with Special Educational Needs and/or Disability (SEND).

All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually.

Our Ofsted rating is 'Good' and our most recent inspection was in November 2021. The full report can be downloaded from Ofsted's website.

### Special Educational Needs and Disability Code of Practice 2014

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training"

**How does our school ensure that children who need extra help are identified early?**

Children are identified as having special educational needs through a variety of ways including the following: -

- Child performing significantly below age expected levels
- Concerns raised by parent and agreed with by school
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance and/ or happiness
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician  
Liaison with previous school or setting, if applicable

### **Identifying the Special Educational Needs of pupils**

At different times in their school life a child may have a special educational need. The Code of Practice 2014 defines SEN as follows:

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress despite high quality teaching targeted at specific areas of difficulty it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil as well as from teachers and assessments. There can be many reasons for learners 'falling behind'. These may include absences, lots of different schools, difficulties with speaking English or worries that distract them from their learning. At Sabden we understand that children who experience these barriers to learning are vulnerable. This, however, does not mean that all vulnerable learners have SEN.

### **Who are the best people to talk to about my child's difficulties with behaviour/ learning difficulties?**

In the first instance contact your child's class teacher; if you still have concerns you can contact the school's Special Educational and Disability Co-ordinator (SENDCo), who is also the headteacher.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

If you do wish to speak with a staff member, including the headteacher, please arrange an appointment time by phoning the main school office on 01282 771000.

### **How do you measure progress of a SEND child?**

Pupil assessment takes place all day, every day at Sabden. Staff observe pupils, listen to their answers, challenge them, set targets, mark their work and give feedback; this is called formative assessment and gives a good indication of where a child is at that moment. Every half term we also formally assess SEN pupils through PIVATS and or KLIPS. The information we get from these assessments are translated into best fit descriptors allowing us to see what progress has been made over each term. Staff and senior leaders discuss the findings and any pupil's performance which raises concerns is dealt with swiftly by setting new targets, inclusion in intervention groups and closer monitoring.

Parents are welcome to ask about progress and attainment at any time throughout the year.

### **Who will explain my child's needs and progress to me?**

The class teacher will meet parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress. At these meetings you will be informed of progress towards targets, what you can do at home to support your child, what interventions they have had and feedback from any recent reports and assessments that may have taken place.

### **How will school support my child?**

- Our SENDCO along with the pupil support manager oversees all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- The class teacher will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.
- Some children are given a Individual Pupil Provision Map (IPPM) with specific targets so that it is easy to track progress.
- There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.
- Some of the teaching assistants in school specialise in a specific area, these staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.
- Specialist staff can be 'bought in' to support children with needs above and beyond the expertise of school staff, for example, hearing impairment, Speech Therapy etc.

Children at Sabden Primary School will receive support that is specific to their individual needs. This may be provided by the class teacher, support staff, advisory teachers or outside agencies such as Speech and Language Therapy (SALT) services. Below are the details of what we offer to our pupils at Sabden:

**Wave 1** (Inclusive Quality First teaching for all pupils)

- Class teacher input via high quality targeted classroom teaching (Quality First Teaching)
- Differentiated activities to ensure that every child is able to succeed and reach their full potential
- Putting in place specific strategies (that may be suggested by the SENCO or outside staff) to support your child to learn

**Wave 2** (additional interventions to enable children to work at age related expectations or above)

- Interventions may be run within the normal working classroom setting or elsewhere.
- Interventions are run by a teacher or support staff who have had training to run such groups.
- Interventions may include catch up English or mathematics groups, booster classes before school or mentoring support.

**Wave 3** (additional, highly personalised interventions)

- This support includes more specialised and possibly longer term interventions which are likely to involve advice from external professionals.
- This may include small group or 1:1 work, Speech and Language work, support for a specific learning difficulty or providing specific resources to support learning.
- Local Authority central services such as behaviour or learning advisory teachers or education psychologists
- Outside agencies such as the Speech and Language Therapy (SALT) service.

**Education, Health and Care Plan (EHC Plan)**

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support and expected progress has not been made despite tailored interventions provided by the school.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

If your child is given an Education, Health and Care Plan they will receive additional input and support as part of the school SEND provision map and in accordance with the legal requirements outlined in their EHC Plan.

### **How are the staff in school trained to work with SEND pupils?**

All Sabden Primary School staff have nationally recognised qualifications enabling them to do their job. In their training courses each staff member will have studied aspects of Special Educational Needs and disability. Trainee teachers and teaching assistants receive training through their college and university courses and gain practical experience whilst on placement in school.

All teachers at Sabden Primary School have gained Degrees and have undertaken joint or separate qualifications to enable them to teach. All teaching assistants have met the standards for their level of pay and conditions and hold accredited national qualifications for their role. In addition to this Sabden invests heavily in the professional development of all its staff, ensuring that they regularly attend training to deepen their knowledge, enhance their skills and keep abreast of new initiatives and changes within the educational system. The SENCO also regularly leads staff training in SEND and keeps up to date with any recent changes through attending relevant courses through LCC, such as termly cluster group meetings and essential training as it occurs.

Staff also receive support and specialist advice from several agencies including:

- Educational Psychology Service
- Speech, Language and Communication Therapy
- School Nurse
- Learning Disability Team
- Burnley General Hospital (Dr Sultan)
- British Dyslexia Association
- Inclusion and Disability Support Service (IDSS)

We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Occupational Therapist, Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services, including Children's Disability Service, and Social Workers.

Sabden Primary School is part of the District 11 Intervention Hub which provides support, advice and training for all school staff.

### **How are the Governors involved and what are their responsibilities?**

- The SENDCo reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is always maintained.
- One of the Governors, **Hannah Cartmell**, is responsible for special educational needs and meets regularly with the SENDCo. They also report to the Governors to keep them informed.
- The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need to make progress.
- The Governing Body pays close attention to the progress of pupils with SEND and challenges the school on its performance with SEND pupils.

### **How will you help to support me with my child's learning?**

The class teacher or the SENDCo can offer advice and practical ways that you can help your child at home.

The class teacher can provide a home/school communication book which your child will bring home daily so that comments from parents and teacher can be shared.

- If your child is on the special needs register they may have an IEP. This will be discussed with you on a termly basis and you will be given any relevant copies. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability, they may have a Statement of Special Educational Needs or an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- Recommendations from external agencies e.g. a speech and language therapist and educational psychology, will be shared with you so that strategies can be implemented at home and school.
- Parents can also seek advice and support from the Parent Partnership Service which is a statutory service that offers information, help and support for parents and carers of children and young people with special educational needs and disabilities (SEND). You can contact them on their Information Line, Monday to Friday 8am to 5pm, Tel: 0300 123 6706

### **How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage all new children to visit the school prior to starting with us.
- Parents/ carers of children with SEND will have a meeting arranged with the SENDCo before their child starts at the school.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories with children to help explain and prepare them for any major transition.
- When children are preparing to leave us for secondary school, we arrange visits for them. Some of these visits will be accompanied by familiar school staff.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a Statement or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

### **How will my child be included in activities outside the classroom, including class trips?**

We make every effort to include all pupils in school trips, with additional adults attending where necessary. Every trip taken outside of school requires a risk assessment where children with particular needs will be specified. Occasionally it may be necessary to undertake an individual risk assessment if appropriate, which will be additional to the general risk assessment that is completed for every school trip.

If necessary, we will prepare your child for any changes in their school day, such as school trips and sports day through discussion and questioning.

We offer a range of extra-curricular clubs and activities to all pupils. As a school, we aim to make every club accessible to all pupils and we are happy to talk to parents and pupils should there be any concerns.

### **Who can I contact for further information or to discuss a concern?**

The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet with the SENDCo.

- Look at our Special Educational Needs policy on our website.
- Look at our Local Offer on the website or ask for one to be provided.
- Lancashire Parent Partnership is an organisation that provides independent advice and support for families

### **Who should I contact if I am considering whether my child should join the school?**

- Contact Mrs Bibby, School Bursar to arrange a meeting and tour of the school – 01282 771000.
- If your child has a special educational need or a disability you could contact the SENDCo who will discuss how the school could meet your child's needs.

Further Lancashire County Council information can be found at:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Lancashire County Council's Local Offer can be found at:

[www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND).

The Department for Education's SEN Code of Practice can be found at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## Frequently asked questions...

### **I think my child may have ADD/ ADHD...**

Firstly, talk to your child's class teacher. They may or may not have concerns but if you still think there is a problem make an appointment with your GP. They may ask school if they have concerns and school will answer honestly. This might prompt a consultation with a paediatrician, or the GP may decide no further action is needed. The school can refer for a formal diagnosis.

### **I think my child has dyslexia...**

If you think your child has dyslexia, then chances are the school is already aware of specific areas of concern with how your child is progressing. However, a child can struggle to read, write or spell without having dyslexic tendencies. Sometimes a child simply finds this work harder. School cannot diagnose dyslexia and is unable to make any written confirmation. If a child does show dyslexic tendencies school can undertake screening which will inform teachers how best to work with your child. We will then support the child in school and decide how best your child will learn. Only in extreme cases of dyslexia we may refer to an Educational Psychologist.

### **I want an Educational Health Care Plan (EHCP) for my child as they are not doing well in school...**

All children learn at different levels and at different paces. In order to get an EHC plan several years evidence of **significant** under achievement, despite good teaching and intervention, is needed. This evidence is then collected, and a request is made to the Educational Psychology Service. A panel of professionals will then meet, and it is they who decide whether or not the child's needs are so significant that an Educational Psychologist will have a 1:1 assessment with them. Depending on the outcome of this meeting and following report a child may or may not receive a Statement or EHC Plan. EHC Plans are becoming increasingly rare and are only appropriate for those children with the most needs.

### **My child has SEND but they do not have an Individual Pupil Provision Map (IPPM)**

Children with SEND do not need to have an IEP as long as the school can prove what support they are giving a child and whether or not it is making a positive impact. Children who do not make enough progress in relation to their ability may be given an IEP.

### **My child with SEND is going to High School soon, what support will they get...?**

All Year 6 pupils visit their new Secondary schools in the last term of Year 6, usually after SATs. Children are given lots of opportunities to meet with their new teachers, make friendships with other children from other schools and spend time looking around their new school. Pupils with SEND are offered or given support, depending on what they and their parents choose. Sometimes children want to make visits without support so that they don't 'stand out', others welcome a friendly face to accompany them. Each child is different, and we arrange support on an individual needs led basis. However, Sabden's SENDCo will have met with the new school's SENDCo during the summer term and notes and

issues passed on. Parents too, have the opportunity to attend such meetings should they wish. For children with a Statement or EHC Plan the child's new staff will be invited to at least two annual reviews, usually at the start and end of Year 6.

### **I have a child with SEND and I want them to come to Sabden...**

Sabden Primary School is proud to be an inclusive school. However, before choosing us you should make sure that it really is the school for you and your child. Think about whether you are choosing us because the school's location is convenient or is it because you share our ethos and vision. Make an appointment to meet with the headteacher and come and look around the school to talk with the potential class teacher and SENDCo, Mrs Maskell.

If you think Sabden is the right choice come and look around with your child. After that we will meet to look at how best to support your child in our school, your expectations and ours. A starting date may then be agreed and depending on the needs of your child a part time or staggered day may be necessary. Unless you have moved into the area we tend not to admit children mid-term, usually starting them after a school holiday.

### **What support do we have for you as a parent of a child with SEND?**

There are opportunities to speak to your child's class teachers across the year at parents' evenings, but you are welcome to contact us at any other point in the year if you are worried about your child's work or progress. The SENCO or Head Teacher are available to meet with you to discuss your child's progress or any other concerns you may have related to your child's needs. Please book an appointment via the school office.

All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a written report.

The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

If your child has a high level of need you will be invited into school to review their progress as part of our review cycle. Should the need arise school can signpost you to a number of agencies that can support you at home.