



Ormskirk West End

Primary School

From Tiny Acorns, Mighty Oaks Grow.

Community Primary ages 4-11

SEND Information Report

Approved: Summer 2024 Next Review Date: Summer 2025

Send Information Report

Name of the Special Educational Needs/Disabilities Coordinator.

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The kinds of SEND we provided for.

We are a fully inclusive mainstream Primary School, and have experience in meeting the needs of children with a wide range of SEND across the four areas of need identified in the 2014 SEND Code of Practice:

- Communication and Interaction (This includes children with speech and language delay, impairments or disorders.)
- Cognition and Learning (This includes children who demonstrate features of learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.)
- Social, mental and Emotional Health (This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.)
- Sensory and/or Physical Needs (This includes children with sensory, multisensory and physical difficulties.)

The school has a procedure for catering for children with food allergies and is also accessible to wheelchair users.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

Ormskirk West End Primary School has clearly defined, graduated responses and procedures for identifying children who have Special Educational Needs or Disabilities (SEND). All our pupils are considered on an individual basis; however, some specific criteria are used to identify Special Education Needs. A child or young person is considered to have SEND if he or she has an identified learning difficulty or disability which calls for special educational provision to be made for him or her over and above what is normally provided. Many children without SEND may also require additional support from time to time, either provided within school or via outside agencies.

Children who are attaining at a much lower level or at a slower pace than expected are discussed termly at Pupil Progress meetings between the Head teacher and the Class Teacher. If it is felt that a child has additional needs, which cannot be met through normal classroom differentiation, a referral is made via the Special Educational Needs and Disabilities Co-ordinator (SENDCO) for further investigation and/ or screening to identify a specific learning difficulty or impairment.

Ormskirk West End School has a rigorous 'Assess, Plan, Do, Review' policy, whereby children's educational progress against national or age-related expectations is regularly monitored during consultation with the School Leadership Team, SENDCO, Class Teachers and Parents on at least a termly basis. In addition to this, there is the opportunity for Teachers and TAs to raise specific concerns during weekly staff meetings or directly to the SENCO. Parents and Carers are encouraged to chat to their child's Teacher or TA on informal basis should they have any worries regarding their child's progress or well-being, as Ormskirk West End School has an 'open door' policy at all times. This means that any concerns a parent, member of the school leadership team, teacher or staff may have which relate to a child's educational progress or personal, social, emotional well-being, physical or mental health will be highlighted and, as appropriate, acted upon immediately.

Should a pupil's assessment data or feedback from parents or staff indicate cause for concern, then the needs of that pupil will be discussed, and action will be taken. Children who access extra support either within or outside school (such as Speech Therapy or Occupational Therapy) may have their needs outlined in a 'Pupil Passport', which may also contain specific learning or behaviour targets. This does not necessarily indicate a child has SEND - it is often a short-term measure to provide focused input to raise attainment. Targets are reviewed and updated termly.

Children who are identified as having SEND are included in the School SEND Register by the SENDCO, so that their progress can be tracked. If needed, targeted, planned interventions with measured outcomes and which are designed to meet specific needs or close gaps in knowledge or skills are recorded on a Provision Map by the SENDCO. Children who require extra support, but who do not have SEND are included on the Additional Needs Register.

Early identification of children with SEND is a priority at Ormskirk West End School. We liaise with our on - site nursery (Portico at West End) and other nursery settings that our children come from and will then liaise with Parents, the School Leadership Team and relevant professional agencies including Health Visitors, the School Nurse and Community Paediatrician and any other early year's settings should any developmental concerns arise. In some cases, a child's needs may have already been identified and Foundation Stage practitioners and the SENDCO will plan for their transition to Reception Class.

All Reception Class children undergo ongoing assessment through classroom observations from the start of the Autumn Term. Children who are attaining in any areas below age-related expectations are quickly identified.

At the end of KS1 (Year 2), children who are not attaining within the age-related expectations for reading, writing or maths will be screened using 'Nessy' software, to give indications of a reading age and a learning profile (such as working memory, visual and auditory sequencing and phonological awareness).

When appropriate, children who have difficulty acquiring key skills in literacy will be screened and then if necessary formally assessed for a Specific Learning Difficulty (Dyslexia).

Children who join Ormskirk West End School with English as an Additional Language (EAL) will be supported as required, drawing upon advice from the EAL Service if needed. This may involve access to resources commonly available in the Foundation Stage or from Year One onwards a specialist teacher may be brought in. EAL is not in itself a special educational need however EAL children may also have SEND.

Pupils who are experiencing difficulties or are identified as requiring extra support in areas such as Social, Emotional or Mental Health (which may also be creating barriers to learning and educational progress) will be assessed and monitored using the Boxall Profile. They will be supported by an Emotional Literacy Support Assistant (ELSA) who is Miss Sophie McInnes.

If a child continues to have unmet needs or concerns relating to academic progress remain once the school has put interventions in place, the SENDCO in collaboration with parents and staff might also request the involvement of external specialist agencies (such as the School Doctor, 0-19 Team, Children's Physiotherapy / Occupational Therapy, Developmental Co-ordination Disorder Service, CAMHS, Speech and Language Therapy etc.

The SENCO is able to access support and guidance from Lancashire County Council's SEND Case Manager and the school-link Educational Psychologist. An Action Plan can be agreed with the school-link EP and put into place to support individual children.

If a child is identified as still having unmet needs following two evaluated action plans plus repeated interventions by school, or is at risk of permanent exclusion, needs access to Specialist Education, or requires a level of support or expertise on a personal basis which is above that which is possible through funding normally allocated to a mainstream school, then the SENDCO in agreement with the parents or carer, EP and SEND Case Manager can request a Statutory Integrated Assessment to try to obtain an Education, Health and Care Plan (EHCP). If successful, Lancashire County Council will allocate extra funding for that child to meet the objectives identified in the EHCP. The EHCP will be reviewed at least annually until either the child or young person no longer requires the extra support, or they reach 25 years of age.

How will the curriculum be adapted to my child/young person's needs?

Children identified as requiring extra support through meetings with Parents, SENCO, Teachers and the Leadership Team will access interventions at Wave 2 or 3.

Children with ASD (Autistic Spectrum Disorder) may benefit from adaptations to the physical environment such as the provision of resources such as a 'workstation' in class or visual timetables.

Ormskirk West End Primary School will provide physical aides such as personalised resources such as writing slopes, support cushions or pencil grips for children with fine motor skills difficulties.

Coloured overlays, 'Reading Rulers' or coloured writing books are available for children identified as Dyslexic or having difficulties resulting in visual stress.

School will liaise with the relevant professionals and specialist teachers to support the individual needs of children with sensory or physical disabilities such as a visual or hearing impairment.

We have Invested in a range of established, measurable interventions aimed at particular learning needs and age ranges, including Nesy Learning, Numicon, Phonics programmes, Toe by Toe, Wellcomm Toolkit, IDL and Dough Gym.

Teachers will frequently use visual reminders for routines such as home time, to develop independence skills. The physical environment is adapted to suit the needs of individual pupils, such as providing a Nurture Room, Sensory Room and Sensory Garden. The school also has wheelchair access and disabled toilet facilities.

Ormskirk West End Primary School buy into the Inclusion Hub which is provided by Elm Tree School, which can provide support and therapy in a range of situations where staff can request support. We also buy into Strive Send which provides us with specialist training, reviews and observations.

Some children with SEND may require support during the Y6 SATS – this will be organised as appropriate by the Y6 Teacher and may include extra time to complete a test, an adult to read a question or copied onto coloured paper.

How accessible is the school environment?

The school is set on one level with no steps to any class internally. We have wheelchair access (all wheelchairs can fit through all doors) and disabled toilet facilities.

We also have a shower fitted with the disabled toilet.

Children with a physical, visual or hearing difficulty have an individual plan for evacuation from the building, which is shared with staff, and are identified on risk assessments for activities both within and outside of the School Environment. All new building work is undertaken in line with Local Authority and Statutory requirements.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Through the 'assess, plan, do, review' system, Ormskirk West End School is able to identify and monitor the progress of both individual pupils and particular groups, such as those with Special Educational Needs or Disabilities. Class Teachers assess children against National Curriculum expectations on a termly basis and report to parents of all children, including those with SEND, through face-to-face consultations in the Spring Terms and a written report at the end of the Summer Term. Targets are shared and any concerns can be discussed. Information for Parents regarding homework policies, staffing and curriculum is shared through information sent home early in the Autumn Term. There is also the opportunity, if desired, to also speak to the SENDCO at the parent consultation evenings held in the Autumn and Spring Terms. Children with SEND will have a 'SEND Support Plan', compiled by the SENDCO, Pupil, Parents and Class Teachers and updated each term. This will include a 'One Page Profile' outlining the strengths and difficulties of that child and how best to support them. If needed, there may also be specific learning or behaviour targets. Parents will be informed of the strategies or resources that school will be using to address particular areas of difficulty, and what they can do at home to support their child's learning. The SENDCO compiles a record of measurable progress through particular interventions, which is used to help monitor and compare their effectiveness. Some children may also benefit from communication using a daily 'Home / School Diary' compiled by both Parents and Teachers or TA. In addition, all children have a reading record book, and parents are invited to use this record their comments or concerns. The progress and ongoing needs of Children with an Education, Health and Care Plan (EHCP) or a Statement of Special Educational Needs will be discussed at the statutory Annual Review held by the SENCO, to which Teachers, TA's, SENDO, relevant Professionals, the pupil and parents are invited. Assessment data is analysed by the Headteacher and Leadership Team using Insight Tracking and the Lancashire Schools Information Profile (LSIP). The progress of key groups of children is monitored, compared to local and national averages, and action taken if needed. This information is shared with the Leadership Team and Governors. The SENDCO also makes a termly report to the Governing Body. The Headteacher has a termly meeting with Class Teachers to review assessment data for the children in each class, in order to identify any children or groups who do not appear to be making at least the expected progress against individual or national targets. Children who need focused learning targets in maths or reading comprehension may be identified for support via an Individual Education Plan (IEP). Children who displaying Social, Emotional and Mental Health Needs will have a Positive Behaviour Plan, if appropriate. At the end of the Summer Term, school allocates time for Class Teachers and the SENDCO to hold 'Handover' meetings for all pupils, including those with SEND or Additional Needs. Particular attention is given to transitions between key stages, namely Pre-School to Foundation Stage, Reception to Year One, Year One to Year Two, and Year Six to Year Seven. Transition meetings or - 5 - reviews (should the child have an EHCP) are held between the Ormskirk West End School SENDCO and the Secondary School SENDCO or Special School Teacher.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

Our SENDCo is trained in Youth Mental Health and has a NPQ in SEMH. She is also fully trained in ADHD, ASD and Dyslexia and has 20 years of experience of working with children with SEND.

Our Learning Mentor is trained in ASD, ADHD and has over ten years experience in working with SEND. She is also trained in Youth Mental Health.

All staff are trained in Epilepsy and Diabetes as well as Team Teach. We are regularly updated on changes in best practice and Safeguarding.

We work with a wide range of external agencies including:

Educational Psychologist

CAMHS

NHS Speech and Language

Occupational Health

School Nurse

Early Years advisors

Physiotherapy

Paediatricians

Early Help Team

SEN Assessment team

Community support officer (police)

Other specialist professionals.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Children who join from nursery are welcomed into our school community a series of parent and child taster sessions in preparation for their start.

Transition into Reception and then into successive year groups is supported by meetings, meet the teacher time and taster sessions in the new class.

Children working across a phase Nursery – Reception, Year 1 & 2, Year 3 & 4, Year 5 & 6 also enables the child to become familiar with different classrooms and teachers and we have transition days when children are moving classes and teachers.

We will plan a child's transition to us with information from parents and all professionals already involved to supporting a child. This helps to enable a smooth and supportive start for a child.

As a child makes the transition to Secondary school, again we will contact and discuss the child's needs with our Secondary school colleagues, invite them to observe the child in our setting and through dialogue with parents and the child set up appropriate transition visits to support a smooth transition.

How will my child/young person be included in activities outside the classroom, including school trips?

Our children with SEND are given the same opportunities as their peers, with differentiation where required. We offer a range of after school clubs which cover a range of interests which include; sports, creative activities, music. We have SEND PE **additional** lessons and enter our SEND children into local competitions with other SEND children. We strive to ensure that all of our trips and extra curriculum activities are fully inclusive and work with parents and external professional to do this where needed.

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

We have a dedicated Learning Mentor who provides valuable Nurture support in our Nurture room. Our school holds regular anti-bullying and online-safety weeks, in conjunction with national events and curriculum. Class Teachers and TA's provide excellent pastoral support to their pupils, giving their time to listen to pupils' problems and issues in order to resolve them as quickly as possible. Each classroom has a 'Worry Jar' into which the children are able to discretely add a note about whatever is on their mind. Ormskirk West End has a robust and effective Safeguarding and PSHE curriculum. The SENDCO is able to access the services of trained counsellors or family support via the Children and Families Wellbeing Service. The SENDCO is also able to request advice or Outreach Support from Elm Tree and Kingsbury Schools in order to support children with behavioural difficulties. School works in partnership with these specialists, as well as other professionals such as trained counsellors, Educational Psychologists and CAMHS in order to ensure behavioural difficulties are understood, managed appropriately and recommendations put into place.

Each year group is timetabled for our Forest School, led by fully accredited staff. Children who have medical conditions such as asthma or food allergies which may require medication to be administered during the school day will have a Medical Care Plan, compiled by the School Nurse and reviewed annually with the SENDCO. Training sessions, such as treatment of Anaphylaxis and use of an EpiPen or Epilepsy Training are delivered by specialist nurses to either the whole school or specific year groups. Medicines are kept in a sealed container in a visible location in class, but out of the reach of children. Staff and parents check that medicines are in date. The kitchen staff also keep photographs of children with severe food allergies along with their name on the inside of the serving hatch wall, to ensure even temporary staff are familiar with a child's dietary requirements. Children requiring support with personal care are treated sensitively and following guidelines in Handling or Lifting Plans as relevant. The school's 'Intimate Care' Policy details how these needs are met. There are disabled toilet facilities in school. Ormskirk West End School has a system of ensuring training for First Aiders is up to date (including Paediatric First Aid). We also have a well-established Ethos group, with Year Group representatives and a Head Boy and Head Girl in Year Six. Representatives from this group attend local cluster Pupil Parliament meetings in the local town and feed back to Ethos group meetings. This enables pupils throughout the school to become involved in Community projects. Year Six pupils have a rota for roles and duties around the school including preparing for assemblies, helping the younger children at playtimes and the buddy system. Pupils with SEND are well-represented on these groups.

Where can I find information on where the local authority's local offer is published?

Our Local Offer <https://www.ormskirkwestend.lancs.sch.uk/inclusion-send-team/>

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>