

Water Primary School

SEN Information Report

and

School's Contribution to the LOCAL OFFER

Reviewed by Mrs. J. Edington

Review Date: Annually – November 2025



SENDCo: Mrs. Jennifer Edington

SEN Governor: Mrs. Lindsay Bevan

Deputy SENDCo: Miss Michelle Launder

Contact: 01706 216414

This Special Educational Needs Information Report (incorporating the School's Local Offer) should be read in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND) which is available on the website.

What kinds of special educational needs do we provide for?

Water Primary School is a mainstream primary school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'.

Definition of Special Educational Needs and Disabilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;

- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Our SEND Profile for 2023-24

Our SEND Profile for 2023-24 (according to our SEND Register July 2024) shows that 26% (31/119) of children in school have identified SEND.

18% (22/119) of our SEND register have been identified as SEND Support.

8% (9/119) of our SEND register have an Education and Health Care Plan.

Who is the SENCo and how can parents contact them?

The school's SENDCo is Mrs. J Edington; she can be contacted by email: SEN@water.lancs.sch.uk

Alternatively, an appointment to see Mrs. Edington can be made via the school office.

Mrs. Edington completed the National Award for Special Educational Needs Coordination in January 2017. She is the school's SEN advocate as a member of the Senior Leadership Team (SLT). Mrs. Edington's working days are Monday, Tuesday, Thursday and Friday.

The school's Deputy SENDCo is Miss M Launder; she can be contacted by email: mlaunders@water.lancs.sch.uk

Miss Launder is currently undertaking the NPQ SENCo (National Professional Qualification). She is also a member of the Senior Leadership Team.

The school's SEND Link Governor is Mrs. Lindsay Bevan.

How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

Early identification of those pupils who are experiencing difficulties is important. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENDCo liaises closely with the Assessment Co-ordinator (Headteacher) to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENDCo and Assessment Coordinator. If further action is deemed necessary, the parents are informed immediately.

In most cases, pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention.

Triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English and mathematics skills resulting in poor attainment in some curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems which create barriers to progress despite the provision of personal aids or specialist equipment.

Once identified, as having a special educational need or disability, a child will be added to the SEND record by the SENCo so that 'additional and different' provision can be made for them.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality

- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

The school Special Educational Needs and Disabilities Coordinator (SENDCo) may carry out some additional diagnostic tests (eg WRIT, YARC, BPVS) to assist with the identification of SEN. The school may, with parental permission, seek the advice of external agencies such as Acorn Psychology and Support Services or the Local Authority Inclusion Service. Additionally, some children may receive support from the National Health Service through Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc.

Evaluation/Impact September 2023 – September 2024:

In September 2023, there were 24 children with identified Special Educational Needs and/or Disabilities (SEND), including 6 children with an Education, Health and Care Plan (EHCP). Towards the end of the 2023-24 academic year, there were 31 children with identified Special Educational Needs and/or Disabilities (SEND), including 9 children with an Education, Health and Care Plan (EHCP). There were two EHC Assessment requests carried out by the SENCo and one submitted by a nursery setting. Those three children now have an EHCP.

The number of children on the SEND Register increased this year, due to the identification of pupils with SEN in Year 1 and Year 2. One pupil in receipt of SEND Support joined our school. Four pupils in receipt of SEN Support transitioned to a mainstream high school from September 2024.

As a result of formal assessments and observations, several children have been referred on to the Speech and Language Therapy Service, the Neurodevelopmental Pathway and/or the Educational Psychologist. A total of ten children have been assessed by and/or continue to be monitored by the Educational Psychologist. Regular visits from

the Educational Psychologist have resulted in personalised Action Plans, with the EP working alongside the SENDCo and Class Teachers making recommendations for support and provision for the children.

'Leaders and staff are fastidious in quickly identifying pupils with SEND. They work closely with parents and carers, and with external professionals. This helps these pupils to follow the full curriculum and to enjoy all the experiences that the school has to offer.' **OFSTED 2023**

How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance contact the Class Teacher. School operates an 'open door policy' so parents can contact school at any time, and we will do our best to speak with you, although sometimes some members of staff are out of school (on courses or at meetings etc). An appointment to speak with the Special Educational Needs Coordinator can also be made via the school office. Please contact school by telephoning the school office (01706 216414) or via the email: enquiries@water.lancs.sch.uk

To keep parents informed we have a comprehensive website with a SEND section, texting service, Facebook and Twitter pages. Please follow this link to visit our SEND page on the school website:

<https://www.water.lancs.sch.uk/page/?title=SEN&pid=189>

We also have weekly newsletters, two parents' evenings a year and one annual report.

There are annual open days for prospective and current parents and some special open days to showcase children's topic or project work. Parents are also invited to our celebration assemblies and are informed by text message if their child will be receiving a superstar or curriculum award. Each year we ask parents to complete a questionnaire; the theme of the questionnaire changes each year. Feedback is analysed and acted upon where appropriate.

In addition, for children who are in receipt of SEN Support and have an Individual Education Plan (IEP), new IEPs are sent home three times a year and parents are

invited to discuss the IEP with the class teacher at each of the three checkpoints. During Autumn Term 1, Class Teachers will meet with parents to discuss a child's IEP. We also send a copy of the previous IEP with an evaluation to show the progress the child has made against their targets. Sometimes children achieve their targets before the IEP is reviewed; if this happens, a new target is set and parents are informed of the new target, either verbally or by a note home.

For children with a high level of Special Educational Need, usually those children who have an Education, Health and Care Plan or who are on the EHC Pathway, a Personalised Provision Plan (PPP) is written, detailing short term targets based on EHCP targets and specialist advice, which is reviewed at least three times per year. Class Teachers and/or the SENCo meet with parents to discuss the reviewed PPP and new PPP, inviting contributions from parents.

For children with long-term, complex needs, it may be appropriate to request a statutory assessment of their needs. This is a long and complicated process, but school will guide parents through each step. We would also encourage parents to accept a referral to the SEND Information and Advice Service (IAS). Their aim is 'to inform, support, assist and enable parents or carers, of children with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child'. More information is available by following the link to IAS under the **"Help for Parents and Carers"** section of the Lancashire SEND website, www.lancashire.gov.uk/SEND.

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted e.g. enlarged print or in audio format if requested.

The school office manager, Headteacher and/or SENCo will help parents/carers to complete forms and paperwork when necessary and by signposting to agencies required. Information, advice and guidance for families of children with SEND is available via the SENCo and/or links on our website and parents/families who have additional needs are supported by members of the school staff. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to the SEND IAS, as above. The school office manager will also support parents with online school applications if they do not have access to computer or Internet at home.

When children join the school, we make a Home – School Agreement to help parents to understand the parameters and expectations in school. Additionally, if parents wish to become even more closely involved with school life, we have places for parents to sit on our governing body and elections for these positions take place on a 4-yearly cycle. We also have a Parents' Forum (to enable parents to raise issues and

help shape the future development of the school) and a Friends of Water School (FWS) group which always welcomes new members. Parental surveys are also completed and actions taken in response to this.

Evaluation/Impact September 2023 – September 2024:

We have received extremely positive feedback from parents and carers of SEND pupils regarding the provision we provide. Parents/ carers have been invited to meetings with the Class Teacher, and SENDCo if necessary, to discuss new IEPs (Individual Education Plans) and new PPPs (Personalised Provision Plans). The SENDCo and Class Teachers meet with parents and carers to discuss emerging needs and review current provision and when necessary, we invite our Educational Psychologist. Many parents have been and are currently supported by the SENCo.

One family describes how 'the school have been such a great support for us and provide the very best for our children.'

Our open-door policy means that prompt action is taken to intervene as soon as any issue is raised. The SENCo and/or Headteacher meet frequently with parents.

'Highly effective strategies and pastoral support enable pupils with SEND to achieve well.' **OFSTED 2023**

How do we involve and consult with the children about their education?

We have a School Leadership Team, which all Year 6 children are able to apply for, voted for by the whole school. We also have subject ambassadors which are made up of representatives from across the classes. ALL children are eligible to serve on the School Leadership Team and as ambassadors regardless of special educational needs or disabilities and in recent years several such children have served the Leadership Team very well.

We carry out Pupil Interviews, which take two forms: The first is a general survey based on learning skills and how they access the learning environment; the second is subject-specific. These are to be carried out annually. The SENDCo organises SEN focused pupil conferences and or surveys, which allow the SENDCo to gain further insight into the support and challenge provided for the children, from their point of view. The SEND Governor plays a key role in the SEN focused pupil conferences, working alongside the SENDCo.

Children with SEND who have an Individual Education Plan (IEP) or a Personalised Provision Plan (PPP) are involved in discussions about their targets, where appropriate, including how well they are progressing and what they need to do or need help with next. They do this whilst working 1:1 with a Class Teacher or Teaching Assistant.

Evaluation/Impact September 2023 – September 2024:

During the academic year 2023-2024, one pupil with SEN was part of our Year 6 Leadership Team.

*A survey of the views of pupils with SEND was overwhelmingly positive (March 2024).
Comments during SEN focused Pupil Conferences:*

'I feel my learning has improved and I can work on my own more.'

'Since starting Water, I have lots more confidence. I feel like I can do it!'

'My teachers help me when I am finding something hard.'

'The extra support I get makes me more confident in my learning.'

'I love coming to school.'

'When I get upset, I know what to do to try to calm myself down.'

'I enjoy school and I know I can talk to my teachers if I am upset about something. They always help me.'

'I know I can talk to my teachers if I have any worries or I'm struggling with my work.'

How do we assess and review the progress that children make and how do we involve them and their parents?

Assessment for all children is a continual process and takes many forms, as laid out in the school's Policy on Teaching and Learning. For many children with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 basis through an IEP or PPP.

It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEN in their care. This work is co-ordinated by the school's SENDCo. Throughout the school, children's progress is formally assessed by teachers every term, with Class Teachers adding professional judgement through our assessment system, Lancashire Tracker, for Maths, Reading, Writing and Science. PE is assessed termly via the PE Passport and the remaining subjects are assessed using the learning journeys for each topic. This information is monitored and evaluated to ensure that provision for all children is matched to their needs.

Specific additional assessments for children with potential or identified SEND can also be carried out by the SENDCo, usually starting with targeted classroom

observations. Examples of specialist assessments available are: Wide Ranging Intelligence Test (WRIT), York Assessment of Reading Comprehension (YARC) etc. These can be repeated at a later date to measure progress.

All IEPs and PPPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored weekly (on a 'can they do it' basis) by the teaching assistant, backed up by the class teacher. The child is also encouraged to self-evaluate against their targets on a weekly basis with the teaching assistant and/or teacher. New targets are set as soon as each target is met. IEPs are formally reviewed and evaluated 3 times per year by the Class Teacher and/or SENCo, informed by the weekly monitoring; this may involve the repetition of a specialist assessment, as above. PPPs are formally reviewed 3 times per year by the Class Teacher and/or SENCo. The SENCo checks monitoring forms on a fortnightly basis. A copy of a child's IEP is sent home, along with a copy of the previous, evaluated IEP and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home and sometimes Class Teachers will send home resources to support this. Meetings to share and discuss PPPs are arranged termly with parents.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the Local Authority. Parents and external agencies are strongly encouraged to attend. Reviews in Year 5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in late summer term of Year 5 or early autumn term of Year 6 will confirm parents' choice of high school and a further transition review, when a high school place has been allocated, will be convened and the high school SENDCo invited.

Evaluation/Impact September 2023 – September 2024:

The Educational Psychologist is usually in school for half a day every half term and the Assistant EP is in school for half a day every half term (additionally when needed) so adjustments to provision can be made whenever required, in addition to the regular review cycle. In addition to this, the Assistant Educational Psychologist visits the school at least once per half term to provide support. Action plans are written in consultation with the parent/carer and child where possible.

Using our assessment system, Lancashire Tracker, teachers make professional judgements for each subject. We are able to personalise this for our pupils and pupils are assessed at the year group they are working at. It allows us to see each individual child's learning journey and identify any gaps in their learning. It also allows us to look at the progress of particular groups of children. We use PIVATS as an assessment tool

to support the assessment of our pupils with additional needs, providing a structured approach to assessing, planning for learning, tracking and measuring small steps in attainment.

How do we support our pupils with SEND as they move on to high school or move to another school?

To support all the year 6 children with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All children are invited to attend open days at their new school in the summer term.

Additional visits to their new school will be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENDCOs of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children with an Education, Health and Care Plan, a more formal Transition Meeting involving all parties may be arranged to plan the transition process.

Where children with SEND move to another primary school, the SENDCO will contact the SENDCO of the receiving school to ensure all relevant information is shared. Parents planning such a move of their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move.

Evaluation/Impact September 2023 – September 2024:

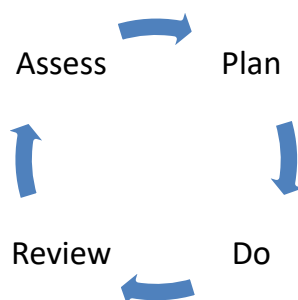
At the end of this academic year, four children with identified SEN (SEN Support) transferred to secondary school. All information was passed to the receiving school as soon as it was practical and the SENDCO/Class Teacher liaised with the receiving school, via transition meetings.

Additional meetings and transition sessions are arranged for pupils with additional needs.

What is our approach to teaching pupils with SEND?

In accordance with the SEND Code of Practice, 2014, school does everything it can to meet children and young people's SEN. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

The key principles of this approach are:



- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;
- When planning work for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's Individual Education Plans (IEPs), Personalised Provision Plans (PPPs) and One Page Profiles. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

For all children with Special Educational Needs, the Class Teacher, SENCo and Teaching Assistants will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention.

For children with SEND, One Page Profiles may be written, a document which captures all the important information about a young person and how best to support them. For most children, the Class Teacher and SENCo will make more detailed arrangements for a programme of support, including an Individual

Education Plan (IEP) or a Personalised Provision Plan (PPP) when required to provide Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the pupil's support programme and/or IEP/PPP. There may be some direct input and advice from a specialist teacher within the Inclusion Service or Acorn Psychology and Support Services, the LA Educational Psychology Service, Speech and Language Therapy etc.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child is laid out in their Plan.

There are currently seven full time teaching assistants (TAs) and two part-time teaching assistants working across the five classes in school and also in the school's Evergreen provision. This enables TA support in every class. Additional Teaching Assistants have been assigned to support children with EHCPs on a key staff approach. This support across the whole school enables the 1:1 delivery of personalised curriculums, Individual Education Plans (IEPs)/Personalised Provision Plans (PPPs) and small group interventions.

Evaluation/Impact September 2023 – September 2024

Through the school's monitoring and evaluation programme, high quality, inclusive teaching meeting the needs of all pupils and high-quality provision for pupils with SEN, which is different from/additional to, was evident across the classes.

The SENDCo meets with the SEND Governor to produce the SEND Report to Governors. The SENDCo carries out SEND focused learning walks, sometimes with the SEND Governor in attendance.

Children with SEND have received support from the Speech and Language Service, the D14 Inclusion Hub, IEST (Inclusion and Engagement Support Team), Acorn Psychology and the LA Educational Psychology Service and their provision has been modified following the expertise and guidance of these professionals. School have purchased support from an Educational Psychologist, who provides embedded Qualified Specialist support.

Transition meetings took place in the Summer Term between Class Teachers which enabled dedicated time for them to pass on key information about all children to the next Class Teacher. Children with SEND have a One Page Profile which summarises important information, including how best to support them. These are regularly updated and shared with staff.

TAs have been deployed according to the needs of the children. All of the specialists involved have worked with teachers and TAs to support them in the implementation of their advice. Under the direction of the Class Teacher and SENDCo, our TAs have worked successfully with children to ensure they are making progress with their SMART targets outlined in their IEP/PPP.

How do we adapt the curriculum and learning environment for children with SEND?

The school will provide a range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions / supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child. For more complex and expensive items, an Access and/or ICT Assessment will be requested and then the school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisations aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, Dictaphones and many more. We already have a very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually in withdrawal for limited periods) e.g. Fizzy Skills fine and/or gross motor skills group, Fast-Track Phonics, Lego Therapy or bespoke small group interventions. A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child.

We have a range of ICT programmes for pupils with SEN (eg. Nessy) and children can access these using iPads. There are interactive whiteboards in all classrooms and each class has their own set of iPads.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

Evaluation/Impact September 2023 – September 2024:

We have interventions taking place across the school which utilise the strength of our teaching team. This year we renewed our subscription for Nessy Reading and Spelling. For the fifth year, we used the WellComm toolkit, screening all of our Reception children, which supports identifying children who might be experiencing delays in speech and language. It helps to put immediate interventions into place whilst waiting for a more formal assessment. A child with autism has their own dedicated quiet area for use whenever needed. Another child has their own bespoke curriculum which caters to their needs and enables the child to progress with their own targets as well as accessing the curriculum in small chunks. Other children have access to support aids, such as a visual timetable, and a range of equipment to support their needs, such as sensory toys, wobble cushions and a personalised sensory box.

In January 2023, we created our Evergreen Class. This nurture provision is available for children with complex needs every morning, taught by the SENCo, with a high staff to pupil ratio. We follow a holistic approach to supporting all pupils in our inclusive school and recognise that some pupils have additional needs that warrant a higher degree of support than would normally be available in the mainstream classroom. We recognise that pupils need this support in a planned and structured way for it to be effective. Evergreen Class support is a combination of curriculum adaptations, teaching methodology and environmental adaptations. As Evergreen is in the early stages of development, we are continually reviewing and adapting our provision, under the supervision of the Educational Psychologist that the school employs, to ensure the very best for our children.

What else do we do to make the school safe and accessible?

Access to the school is wheel-chair accessible via the school's main entrance next to the school office. There is a crossing patrol officer available every morning and after-school. In addition to the normal children's toilet facilities, there is one disabled toilet, located in the school's main entrance lobby. Most doors in the school have been adapted to allow for easier access for wheelchair bound pupils although all are accessible.

The Headteacher greets the children on the school playground from 8.45am. All children are supervised as they leave school to ensure a safe handover and all Class Teachers can be found on the school playground from 3.25pm. Sequoia Class children are allowed to make their own way home after this arrangement is checked with their parents/carers. For children with SEND, specific collection/handover arrangements may be made (e.g. designated member of staff handover arrangements/ wheelchairs users/ risk of a child running away).

There is sufficient Teaching Assistant cover within the school to enable extra support at playtimes and lunch times if necessary to support children with Special Educational Needs and Disabilities. Teaching Assistants are also employed to help with the handover process at the start and end of the day.

Evaluation/Impact September 2023 – September 2024:

The School's Accessibility Plan remains current; there is a three-year strategic plan. Risk assessments are in place to support children with complex needs.

We have specific handover arrangements in place for a number of children with additional needs.

How are staff trained and kept up to date? If we need more expert help and advice, what do we do?

The SENDCo attends termly cluster meetings and local network meetings, passing updates on SEND to other staff, as appropriate. Many of our current Teaching Assistants and some teachers have been trained in to support children with a range of Special Educational Needs, in areas such as:

- Autism
- ADHD
- Speech and Language Programmes, Makaton, Ginger Bear.
- Dyslexia
- Dyscalculia
- Subject specific support programmes (e.g. Talk Boost, Lego Therapy, Maths Interventions)
- Social Stories
- Moving and Handling
- Precision Teaching Methods
- Nurture
- De-escalation Training
- Anxiety
- Attachment and Trauma
- Communicating with children who are distressed, angry or anxious
- Emotional Support – Zones of Regulation
- Children's Mental Health
- Mental Health Lead Training

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the Senior Leadership Team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies such as Acorn Psychology and Support Services; Local Authority services such as the Special Educational Needs and Disability Service (SENDS) or similar. Again, with parental permission, some children may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the Early Help Assessment (EHA) which would involve parents, pupils and all agencies involved in the pupil's care.

Evaluation/Impact September 2023 – September 2024:

Training received is shared among other staff members and the SENCo delivers at least one staff meeting per term in order to refresh the knowledge of staff and provide mini-training sessions on focus areas. For example, the SENCo delivered training to embed the Zones of Regulation across school. The whole school staff team took part in in-house behaviour training in line with our new Behaviour Policy.

Staff meetings are also held to share strategies and ways to support particular children. Regular visits from the school's bought-in EP facilitate frequent mini-training sessions and advice to staff to meet the specific needs of children within school.

How do we know if what we provide for the children is effective?

Provision for children with SEND is as laid out in the school's Policy for SEND.

The SENDCo reports annually to Governors on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of

progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice.

The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The SENDCo meets with the SEN Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENDCo produces an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team. The SENDCo is part of the Senior Leadership Team. The cost of all such provision is calculated based the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team to ensure that the effectiveness and efficiency of provision is maximised.

Evaluation/Impact September 2023 – September 2024:

The SENDCo and the Deputy SENDCo are part of the Senior Leadership Team. The monitoring and evaluation programme includes book looks, lesson visits/learning walks and learning environment audits.

The analysis of cost of provision against the impact ensures that staff are based according to the needs of the children and group interventions have been adapted. For example, we use iPads to enable access for pupils to an intervention to support reading and spelling (Nessy), which is supervised by one member of staff from the class team. This has maximised the children's learning gains whilst the TA's time has been redirected elsewhere to deliver another group intervention.

Parental feedback is paramount in our measure of effectiveness. We regularly receive positive comments about the impact of the support given to our SEND children.

One parent states, 'My child has received a great amount of support from Water Primary and this has boosted his learning and also his confidence! He seems much

happier because of this and I am very pleased with the progress he has made. A huge thank you to the team at Water.'

Another parent states, 'I am extremely happy with the support my child is receiving at Water School. I feel they are thriving since joining Evergreen Class (Water Primary's Inclusion Hub/Nurture Provision) and it has had a positive impact on their behaviour and emotional regulation. My child is now calmer and more available for learning.'

How are children with SEND enabled to take part in all the activities available in school?

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (eg through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

School also works closely with the Rossendale Sports Partnership, who have a dedicated sports leader, responsible for the promotion of sport for children with SEN and/or disabilities. This results in a wide range of sporting activities over the course of the year, tailored specifically at the individual children's needs.

Before and after school care is available to all children at Water Primary School from 7.45am until school opens and from 3:25pm until 5.30pm during term time. There are a huge range of after school (and some lunch-time) clubs at Water Primary School throughout the year, varying on a termly basis.

The following list is a selection of what has been available to all children, including those with Special Educational Needs and Disabilities:

- Art Club
- Cheerleading

- Cricket
- Dance
- Netball
- Football
- Parents/ Carers and children well-being club – focus on exercise and making healthy meals
- Young Leaders
- Young Voices
- Film Club
- Mindfulness Club
- Running Club
- Gardening Club
- Table Tennis
- Multi-Skills
- Science Club

Evaluation/Impact September 2023 – September 2024:

Every child with SEND was able to enjoy all the school trips on offer, by ensuring risk assessments and staffing levels were adjusted to ensure safe participation. Extra members of staff have been deployed on educational visits to specifically support to children with significant SEND.

How do we support children with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

Medical

The school has a variety of policies which cover health and wellbeing issues eg Medical Policy, Accident / Incident Report Procedures Policy etc. The school's Single Equality Policy is available on the website and via the school office on request.

Some medication, such as asthma inhalers, are kept in the designated medical box in the teacher's cupboard in the appropriate classroom. The cupboard displays a 'First Aid' label to highlight the contents inside the cupboard. We also have an emergency inhaler available for those children of whom we have parental consent. All other medication is kept in a locked cupboard in the office or in the office fridge if necessary. All medicine is recorded in a medicine book along with details of dosage

and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

For individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. All staff know which children have Care Plans and who is trained to deal with them. Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs. Additionally, for all staff there is a 'Children with illnesses and allergies that may require first aid treatment 2024-25' list with required actions; this gives a brief outline of their difficulty and signposts the reader to more detailed information which is held securely in the office

All TAs within school have had Paediatric First Aid training which is updated on a 3-yearly cycle. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but if it was felt that an illness, injury or medical attack was more serious we would contact the emergency services. School will always try to contact parents/carers in these instances, so it is really important that the office has up to date contact details including home and mobile telephone numbers.

Emotional and Social

Water Primary School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. To support pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centres, ELCAS (East Lancashire Child and Adolescent Services), paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these is based in school, some do come into school to carry out assessments and therapy, with parental permission. Occasionally, we may, with parental permission, seek advice and guidance from our bought-in Educational Psychologist to support children with emotional and social needs, alongside other relevant agencies.

In some cases, school or one of the other agencies may complete a EHA (Early Help Assessment) with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need.

Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

Bullying and Child Protection

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, daily whole-school assemblies and an annual visit from the Life Education Van. Anti-bullying day is observed, and we have play leaders on the playground. Children with specific difficulties may be teamed up with a buddy or buddies to ensure their inclusion and well-being on the playground. Additionally, all staff (including welfare) are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child.

E-Safety is taught in an age-appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Pupils' views on safety, bullying and attitudes to risk are sought through the annual Pupil Attitude Questionnaire.

Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request. Incidents of bullying are extremely rare.

In accordance with legislation, the school has a Designated Safeguarding lead (DSL) and two deputy DSLs (SENDCo and Deputy SENDCo) to deal with issues related to Child Protection and Safeguarding. All staff receive annual Child Protection awareness training. All staff are trained to Level 1 (Awareness). The SENDCo has completed the Early Help Assessment training. The school uses CPOMS: Child Protection Online Management System to ensure information is shared securely amongst staff on a need-to-know basis. The school uses SSS Learning Safeguarding Training Suite, an accredited Safeguarding Training Service for all staff in school, fully updated in line with KCSIE 2024. All staff access courses and refreshers regularly, ensuring we are fully compliant with expected statutory and inspection requirements.

Evaluation/Impact September 2023 – September 2024:

The school uses SSS Learning Safeguarding Training Suite, an accredited Safeguarding Training Service for all staff in school, fully updated in line with KCSIE 2024. All staff access courses and refreshers regularly, ensuring we are fully compliant with expected statutory and inspection requirements. Our Governing Body have completed safeguarding training, in line with KCSIE 2024. The SSS Learning network provides DSLs with regular updates, resources and opportunities to access further training.

Online safety is taught discreetly through each unit of work and we have a dedicated area on our website. We also promote this further on Safer Internet Day. E-Safety issues have been raised regularly with children and letters are sent to parents to ensure children keep themselves safe.

Staff use the CPOMs safeguarding software. This is used to record and monitor child protection, safeguarding and wider pastoral care for children.

What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?

School has a nominated member of staff for Children Looked After. This is the Headteacher. They liaise with the SENDCo to contribute to the child's Personal Education Plan (PEP). Where a Child Looked After has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP.

What should I do if I have a concern or complaint about the provision for my child?

In order to deal with your concern or complaint in the quickest and more straightforward way, we ask that you take a graduated approach:

1. a) Firstly, contact their class teacher via the school office;
2. b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the Headteacher via the school office and/or SENDCo;
3. c) Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

Where can I find information about the Authority's Local Offer?

www.lancashire.gov.uk/SEND

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.

Next Review November 2025

Appendix 1

List of personnel involved in SEND issues

| NAME | POSITION |
|----------------------------------|---|
| Miss E McKay | Headteacher |
| Mrs. J Edington | SENCo |
| Miss M Launder | Deputy SENCo |
| Mrs. L Bevan | SEND Governor |
| Mr. M Vipham | Chair of Governors |
| Miss E McKay | Assessment Co-ordinator |
| Mrs. J Edington | Managing Medical Needs Responsibility |
| Miss E McKay | Designated Teacher with Specific Safeguarding Responsibility |
| Mrs. J Edington/ Miss Launder | Back-up Designated Teacher with Specific Safeguarding Responsibility |
| Mrs. J Edington | Managing Pupil Premium Grant / Children Looked After funding Responsibility |

Appendix 2 – Terminology and Acronyms

| | |
|--------------------|---|
| ADD | Attention Deficit Disorder. |
| ADHD | Attention Deficit/Hyperactivity Disorder. |
| Amanuensis | Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe). |
| ASC / ASD | Autistic Spectrum Condition / Disorder. |
| BESD | Behavioural, Emotional and Social Difficulty. Pupils whose behaviour or social needs present a barrier to learning. This term has now been replaced by SEMH where the focus is on the reasons behind the behaviours. |
| CAF | Common Assessment Framework. |
| CAMHS | Child & Adolescent Mental Health Service. |
| CLA | Child Looked After. (This is NOT a special educational need). Same as LAC. |
| Dyscalculia | Pupils having difficulty in acquiring mathematical skills. |
| Dyslexia | Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. |
| Dyspraxia | Pupils with impairment of gross and fine motor skills. |
| EAL / ESL | English as an Additional (or Second) Language (This is NOT a special educational need). |
| EHCP | Education, Health and Care Plan. The new, legally enforceable document that describes the needs of the child and how these needs will be met. (Supersedes the Statement). |
| EP(S) | Educational Psychology/ist (Service). |
| HI | Hearing Impaired. |
| HLTA | Higher Level Teaching Assistant. |
| IDSS | Inclusion and Disability Support Service (LEA organisation, now known as SENDS). |
| IEP | Individual Education Plan. |
| LAC | Looked After Child. (This is NOT a special educational need). Same as CLA. |
| LEA | Local Education Authority. |
| MLD | Moderate Learning Difficulties. |
| MSI | Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties. |
| NASEN | National Association for Special Educational Needs. |
| NSA | No Specialist Assessment. |
| P Scales | Performance descriptors. A common basis for measuring the progress of pupils working up to level 1 in all subjects of the National Curriculum. |
| PD | Physical Disability. |
| PECS | Picture Exchange Communication System. |
| PEP | Personal Education Plan – For those in the care of the Local Authority (not the same as an IEP) |
| PIVATs | Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets. |
| PMLD | Profound and Multiple Learning Difficulties. |
| PPS / PPO | Parent Partnership Service /Officer. (now known as “Special Educational Needs and Disability Information and Advice Service” (SENDIASS) |

| | |
|---|---|
| Pupil Profile | An overview of a pupil's strengths and difficulties (For children at SEN Support). |
| SaLT / SLT | Speech and Language Therapist. |
| SEMH | Social, Emotional and/or Mental Health. |
| SEN Code of Practice (CoP) | Practical guidance to LEAs and the governing bodies of all maintained schools. |
| SEN | Special Educational Needs. |
| SENCo | Special Educational Needs Co-ordinator. |
| SEND | Special Educational Needs and Disabilities. |
| SENDS | Special Educational Needs and Disability Service (LEA organisation, formally IDSS) |
| SENDIASS | Special Educational Needs and Disability Information and Advice Service |
| SEND O | Special Educational Needs and Disabilities Officer (LEA representative). |
| SEN Support | Replaces SA and SA+. Pupils on the SEN register have SEN Support unless they have a Statement or EHCP. |
| SLCN | Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language. |
| SLD | Severe Learning Difficulty. |
| SpLD | Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia. |
| SLCN | Speech, Language and Communication needs. |
| Statement (of Special Educational Needs) | Legally enforceable document that describes the special educational needs of the child and how these needs will be met (now being superseded by EHCP). |
| (R)SIA | (Request for) Statutory Integrated Assessment. Multi-disciplinary assessment by the LEA of a child's educational need. |
| TA/LSA | Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff. |
| TAF | Team Around the Family. |
| VI | Visually Impaired. |