



# **SEN Information Report**

**January 2021**

**This report covers the following:**

- The kinds of Special Educational Needs provided by Layton Primary
- Information about the school's policies for identification and assessment of pupils with SEN
- How we evaluate the effectiveness of our SEN provision
- How we assess and review the progress of pupils with SEN
- What is the approach to teaching pupils with SEN
- How school adopts the curriculum and learning environment
- Additional activities available to pupils with SEN
- Additional support for learning for pupils with SEN
- Staff Expertise
- Available support for SEMH
- Consulting parents/carers
- Governing body arrangements relating to treatment of complaints from parents/carers of pupils with SEN
- How the Governing body involves other bodies/agencies in meeting the needs of pupils with SEN
- Our school SENDCO
- Our SEN Provision
- How we identify your child has SEN
- How we adapt our curriculum so it can be accessed by all children
- How our progress is measured and reviewed
- Successful transition from one provision to another
- How we secure additional services and expertise
- How our facilities are accessed by all pupils
- The expertise of our staff for children with SEN
- Extra-curricular activities
- How to make a complaint
- How does the Local Authority support children with Special Educational Needs

## **The Special Educational Needs provided by Layton Primary**

Our school is an inclusive school that welcomes all who wish to attend recognising that some face barriers to attendance, participation and achievement.

- Cognition and Learning
- Sensory and/or Physical Needs
- Communication and Interaction – we are an Ekklan Level 4 Support School
- Social, Emotional, Mental Health difficulties

## **Information about the school's policies for the identification and assessment**

This is as follows:

- Quality first teaching:
  - Observations and discussions with teachers
  - Scrutinising book work
- Discussions with other professionals both in and outside of school
- Transition – discussion with other schools
- Discussions with parents/carers
- Assessments

How do we evaluate the effectiveness of our provision for pupils with SEN?

Please refer to our school website:

<https://layton.blackpool.sch.uk/sen/>

## **How Layton Primary assesses and reviews the progress of pupils with SEN**

- Holds annual review, interim reviews, if required, for children with Educational Health and Care Plans.
- PDR's are reviewed termly and new targets set. These are shared with parents/carers.
- Pupil Progress meeting are held each term
- AFL takes place in the classroom every day. Lessons and resources are adapted in response to each child's needs.

## **What is our approach to teaching pupils with SEN?**

At Layton we value the abilities and achievements of all our pupils. We are committed to meeting the needs of all children so they become individuals who live fulfilling lives into adulthood.

All pupils use the 5R's to 'Grow Great Minds Together'

**Relationships**   **Resilience**   **Risk taking**   **Reflective**   **Resourceful**

- To encourage and praise positive **relationships** with peers. Self-respect and mutual respect for others: own and others beliefs, premises, contents and our environment.
- To develop every child's self-discipline, full potential and independent learning through promoting **resilience** and an 'I can do' attitude.
- To provide all stakeholders the opportunities to become **risk-takers**, aiming to build a whole-school belief system where all can 'have a go' and mistakes are seen as a learning resource.
- To build **reflective** learners; pupils and adults that are able to revise and review their behaviour and work. To develop politeness and good manners and promote kindness and helpful behaviours.
- To develop **resourcefulness** in all our children. Develop the ability for children to cope in any situation they are faced with in school and in the wider community.

### **How Layton Primary adopts the curriculum and learning environment**

Quality First teaching directs learning and challenges children to think. Our SENDCO will work closely with teachers, learning support assistants and external professionals to ensure that effective provision is made for all children. The curriculum is scaffolded and resources provided to enable children identified as having Special Educational Needs to access the curriculum.

### **Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum**

Layton Primary offers a variety of extra-curricular activities to all children in our school.

### **Additional support for learning that is available for pupils with SEN**

- Small group work with an adult
- Resources adapted to enable children to access the curriculum
- Mentoring
- Speech and Language support
- Sensory groups
- Precision teaching
- Elklan trained staff

### **Staff expertise**

- Elklan trained staff
- All staff are trained regularly in areas of SEN
- Occupational Health therapist
- Speech therapist
- Autism champions
- SENDCO

## **Support that is available for SEMH (Social, Emotional, Mental Health)**

- Mentoring
- PSHE is embedded through the curriculum
- Family Engagement team, who work on a 1:1 basis with children who may need individual support
- Educational Psychologist, school nurse, CAMHS

## **Consulting parents**

We encourage parents to be involved in their child's learning at every stage and always with the staff's full support.

We communicate with parents informally and formally by:

- Phone
- Letter
- sms
- Face to face
- Email
- Parent App
- Class dojo
- Questionnaires
- Parent's evening
- Workshops

## **Any arrangements made by the Governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made in school**

We believe that complaints should be resolved quickly and efficiently. In the first instance, please contact the class teacher. If the matter is not resolved then please speak to the Team Leader then the SENDCO. If there is still no resolution please contact the Headteacher. In the unlikely event that the matter is still not resolved then please write to the Chair of Governors, following the formal complaints procedure.

All appointments can be made via the school office.

## **How the Governing body involves other bodies, including health and social services, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children**

We often engage and consult staff with professionals outside of the school environment. These include the educational psychologist, speech and language therapist, occupational therapist/therapy, physiotherapists, school nurse, CAMHS, parent partnership, learning support services, social care, educational welfare etc.

## **Our school SENDCO**

Mrs Julie Barr is our school SENDCO.

Please contact Mrs Barr via the school office on 01235 392179 or by email to [admin@layton.blackpool.sch.uk](mailto:admin@layton.blackpool.sch.uk)

## **Our SEN provision**

'Growing Great Minds Together'

Through our 5R's, Layton Primary aims to support and challenge all our pupils to do their best and achieve potential. To achieve this, some children may need additional support.

This provision may include:

- Differentiated questioning
- Differentiated resources enabling your child to access the curriculum independently
- Learning Support Assistant support in all year groups
- Specialist Support Assistants
- Mentoring support
- Referrals to Inclusion Team (Advisory teacher support)
- Speech and language support
- Referrals to external agencies for occupational therapy specialist support and advice
- Educational plan

## **How do we identify if your child has SEN?**

At Layton Primary all teachers assess pupil progress. Children's progress is formally assessed three times a year for reading, writing and numeracy.

These assessments form the basis of Pupil Progress meetings with the teacher and a senior leader in school. Individual children's progress is discussed at this meeting.

- Some children will be identified as making below expected progress. Strategies to support the child will be discussed and implemented. For other children, it may be appropriate for school to seek advice from outside agencies; in these cases, parental consent will be sought.
- During the year concerns may be raised by the class teacher. These concerns will be discussed with the class SENDCO and strategies/support implemented. These will be monitored.
- If a child has special educational need, parent/carers will be invited to a review meeting. A 'Plan Do' review (PDR) will be shared.
- All parents have the opportunity to attend parents evening and a written progress report is provided at the end of the academic year. On these occasions the SENDCO and class teacher are available.
- If a parent wishes to discuss their child's needs and progress, firstly they would speak to the class teacher and then the Team Leader of your child's year group. The SENDCO will be available to discuss further needs and an appointment can be made at the school office.

## **How our curriculum is adapted to enable children to access it**

Layton Primary has high expectations of all our children, we recognise all educational achievement and we provide an inclusive learning environment that meets the needs of all children.

- Individual learning needs are assessed by teachers on a daily basis. Children are empowered to develop independence and are taught strategies on how to improve. Staff create a range of resources that support and challenge, re-enable and extend children's access to the curriculum. Children are taught how to use these resources to enable them to become independent, resilient learners.
- Clear learning objectives and success criteria are identified for all pupils, to enable personalised learning. Our feedback policy celebrates children's success and identifies next steps for progress. Our pupils and staff use peer and self-assessment, this enables our children to have control of their own teaching and learning. This forms an important part of our 5R's.

## **How is progress measured and reviewed?**

Assessment of pupils is undertaken throughout each day. Pupil Progress meetings are held in each year group three times a year.

The Senior Leadership Team (SLT) and class teachers analyse the data. A professional discussion takes place with the SENDCO and strategies are implemented to support a child or a group of children who are not making expected progress.

## **How is a successful transition from one provision to another ensured?**

Parents and carers of nursery children are welcome to visit our school prior to applying for a place. All children allocated a place at Layton are invited to a school Induction Evening. The Team Leader and SENDCO offer transition reviews with nursery settings to ensure a smooth transition for all new starters.

Parents and carers of non-routine admissions are invited to visit school where all information will be shared. If a child has additional needs, the previous school will be contacted to provide further information.

Our local high schools arrange to meet their pupils before transfer and our children visit their new high school during their last term with us. Pupils with additional needs may be offered extra visits to their new school to enable them to be ready for year 7 of high school. Our support staff in school accompany the children on these additional visits.

A Transition Review meeting is held with the high schools to share key information. This helps to ensure that your child's transition to high school is successful.

## **How does the school secure additional services and expertise?**

If a referral is required to seek extra advice and strategies to support your child, parents and carers will be consulted. Following this discussion, a referral to the appropriate service will be made.

Outside agencies are:

- Inclusion Team (Advisory teachers)
- School nurse
- Behaviour Advisory teacher

- Shine Therapy services (Speech, Language and Occupational Therapy)
- Educational Psychology service
- Child and Adolescent Mental Health service (CAMHS)
- Pupil Welfare Officer
- Physiotherapy
- Occupational Therapy
- Physical and Sensory services
- Youth Therapy

### **How are facilities accessed by all pupils?**

Teaching staff create a wide range of resources to support pupils learning. Pupils are taught to use these resources independently so that they can access the curriculum.

### **What expertise do staff have in school for children with SEN?**

All staff have access to training to support the needs of the school and for their own professional development.

- Training is accessed from local authority and outside agencies. Layton is part of the Blackpool Teaching School Alliance, sharing good practice with our local primary schools.
- Our Family Engagement Team support children needing additional emotional support.
- Staff in school are Elklan trained and Layton Primary is accredited as a Communication Friendly School.

### **Which extra-curricular activities does the school offer?**

Throughout the year, varieties of breakfast, lunchtime and after school activities are available to all our pupils.

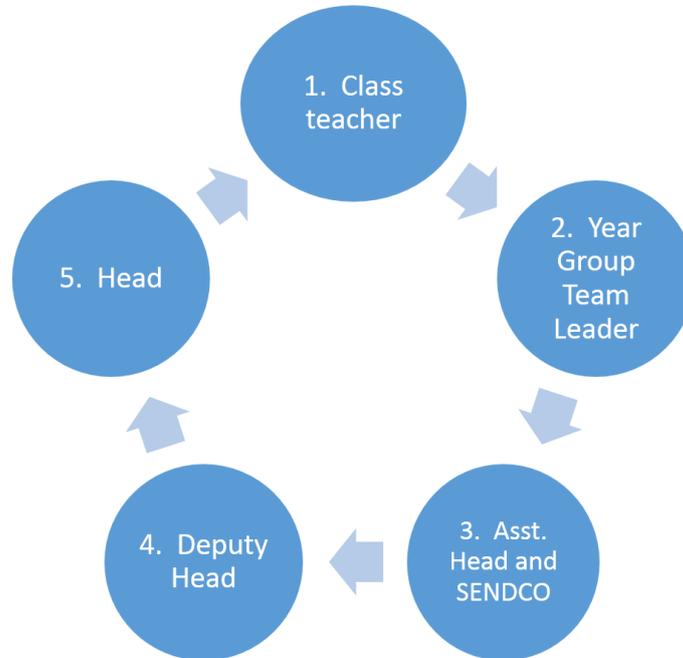
Any children who may encounter difficulty accessing the club, allowances are made accordingly. Additional staff provide support at lunchtime, swimming and off-site trips where necessary. Risk assessments are written to measure any potential dangers. Registers are kept for all extra-curricular activities and hours attended count towards graduating from the Blackpool Children's University, should the school take part.

Parents are kept informed about various clubs and activities through the school newsletter, website, letters home and Parentapp Connect.

## How can you make a complaint?

Please refer to the Complaints Policy, which is available from school or on our website.

However, in the first instance we would ask you discuss any complaints with the class teacher first and then, if you are not satisfied with the outcome, Year Group Team Leader following the below hierarchy:



If your complaint is about a member of staff, you would contact the next person in the above hierarchy. For instance, if it is about Class teacher, you would contact the Team Leader.

## How does the Local Authority support children and young people with Special Educational Needs?

Click on the link below for the area wide local offer:

<https://www.fyidirectory.co.uk/kb5/blackpool/directory/localoffer.page?directorychannel=2&district=blackpool>

Or visit, on our website School Offer for SEND/The Local Authority Offer