

Silverdale St John's CE Primary School

Special Educational Needs Information

Report



Inspiring Success through Learning, Community and Faith.



What kinds of special educational needs do we provide for?

We value all children in our school equally and we recognise the entitlement of each child to receive the best possible education. We are a fully inclusive school which provides support for any child that may have learning difficulties or additional needs including:

- communication and interaction,
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical impairment.



How do we identify a child with SEND and how do we assess their needs?

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just their special educational needs.

We are committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class. Teachers' on-going assessment will provide information about areas where a child is not progressing satisfactorily. These identified children will immediately be supported through in-class support or small group intervention in liaison between class teachers, teaching assistants and SENCO.



Who is the SENCO and how can we contact them?

Miss Sarah

Sanderson

01524 701467

head@silverdale.lancs.sch.uk



How do we involve parents and consult with them about their child's education?

At Silverdale we have an open door policy and are committed to working closely with parents to maintain effective working relationships. Parents meet regularly with school staff and concerns and successes are shared. Where necessary parents are signposted to external agencies and children with Individual Pupil Plans (IPP) are invited to attend reviews on a regular basis. In these reviews parents are encouraged to provide feedback and be involved with target setting for IPP's.

We provide relevant opportunities for parents to attend workshops on a range of curriculum matters, including: Maths, English, phonics and early reading and independent learning.

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

At Silverdale we encourage all children to be fully involved in planning and evaluating their learning. This includes them generating questions to lead their learning, working towards individual targets, reflecting on their achievements and generating next steps.

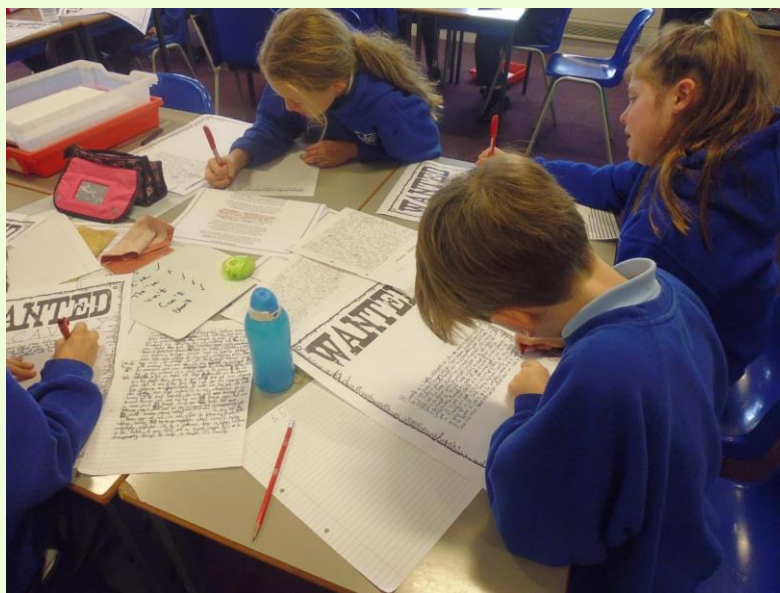


How do we support our pupils with SEND as they move through school and on to high school?



We keep fully comprehensive records on pupils with SEND that are effective working documents which are regularly monitored and reviewed. We share these with all staff, making everyone aware of the additional needs of pupils and use these as a point of reference during transition meetings. We make contact and forward appropriate documents for children with SEND who leave our school to join another school.

Children with SEND who are moving onto high school are fully supported during this time of transition. We encourage additional visits to the high school to meet key members of staff, allowing the children to become more familiar with their surroundings. We also encourage the SENCO from the high school to visit our school, to meet with the class teacher, support staff and SENCO. We use this opportunity to share information and build the foundations for a smooth transition.



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



In all our classrooms we have working walls which are bright, colourful and contain key words, hints and tips and ideas for learning. All children at any level can access these walls to support their own development. Teachers and teaching assistants make reference to them during lessons in order to support independent use.

Our learning environments are lively, inspiring places that are specifically organised to aid learning.



Who helps us?



I share
good
practice



I listen well



I care

I ask good
questions



I plan learning
opportunities

I organise the
learning
environment

I can make
work easier or
challenging



I seek & use
knowledge &
advice from
teachers

We have a highly experienced, dedicated and caring team of teaching support assistants. They are all fully trained, attending staff meetings, Inset days and relevant courses in order to support children with different needs.



How do we monitor and reflect on SEND children's progress?

"At Silverdale, we recognise that children are individuals.... It's about finding what works for them and making changes to meet their needs."



We involve the children
by keeping a learning log
and celebrate their
achievements

We regularly monitor
progress towards
specific targets

Children are involved in
evaluating and setting
new targets

As the children meet
their targets, new
ones are set



How do we make sure all pupils are happy and well behaved?



First and foremost, priority is given to providing a creative curriculum which stimulates and engages all our children. They take part in multi-sensory, contextualised learning that is easily accessible to children of all abilities. We work hard to plan a fully inclusive, hands-on approach to the curriculum.



A whole school behaviour policy allows teachers in all classes to be consistent in their approach to behaviour. We prioritise positive reinforcement and rewards, however a traffic light system helps to indicate when children need to change their behaviour.



How do we involve and work with other professionals to meet the needs of our children?



Children are identified as having special educational needs in a number of ways; if a child is performing below expected levels, if concerns are raised by parents, teachers, or in liaison with other schools, or diagnosis from a paediatrician is given, an initial meeting between the SENDCO, parents and teachers will be organised. Once individual needs have been established and targets have been set, we may seek advice and support from many outside professionals.

The school or paediatrician will make referrals to outside agencies who will then work with the families ,in or out of school time, depending on the type of support. School liaises closely with any outside agency who is involved with a pupil and will have regular meetings to discuss the type of support given and how we can reinforce the work in class.

We work with a variety of outside agencies depending on the type of support that is required. These include GPs, the school nurse, Educational Psychologists, Speech and Language Therapists, Behaviour Support Services and Lancashire SEN team.



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



Silverdale St John's Primary is a caring and inclusive school which has an understanding ethos. We welcome and celebrate diversity and believe that high self-esteem is key to successful learning. As a nurturing school, any vulnerable child would be known to key members of staff who would nurture and support those individuals. We use our Pupil Premium funding in creative ways to support the health and well-being of disadvantaged children, providing before and afterschool care if required, support in classrooms and financial assistance on school trips and residentials.

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

If you have any concerns about your child, the first port of call is the class teacher. If required, the SEND-CO will join the conversation as will the Head Teacher in order to make sure that both child and parent are happy with the level of support and care provided.

Information about the Authorities Local Offer can be found at:

www.lancashire.gov.uk

Go to the Lancashire Education page above and search 'Local Offer'





Our offer to children with Special Educational Needs and Disabilities was reviewed in September 2021. It will be reviewed in September 2022 by the school's Senior Leadership Team, including the governor for Special Educational Needs and Disabilities.

