



**SEN Information Report
Fishwick Primary School**

May 2021

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The kinds of SEND we provide for.

Fishwick Primary School is a mainstream school for children aged 2 to 11 years. We at Fishwick Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement:

- We value the individual
- We ensure that each member of the school community is provided with an equal opportunity to develop their full potential.
- We promote a positive, caring atmosphere where all concerned show respect for the feelings and rights of others.
- We provide quality education for all.
- Every teacher is a teacher of every child, including those with SEND.

We are an inclusive school catering for children with a wide range of SEND including Learning Difficulties, ASD, ADHD, Visual Impairments, Social, Emotional and Mental Health difficulties, speech and language difficulties and physical disabilities.

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?

School staff are highly skilled in assessing children and all class teachers are responsible for ensuring that quality first teaching is in place and tasks are differentiated appropriately to the needs of the children. If, in spite of this, a child is not making the expected progress or is working significantly behind the level expected for their age, then we begin to consider whether they may have special educational needs.

A child's progress can be affected by many things and the possible barriers to their learning will all be considered. These may include a Social, Emotional or Mental Health need, a Speech and Language need or a specific learning difficulty for example. Other barriers to learning could be challenging circumstances at home or English as an Additional Language. Appropriate interventions are put in place to support a child with any of these needs or difficulties such as additional in class support, daily 1:1 reading, pastoral support, a specific English or Maths intervention or family support from the Family Support Worker, Natalie Moss.

Staff continue to closely monitor the child's progress using Target Tracker. Staff use the relevant statements for the child's ability (which may be lower than the year group they are in) and regular assess which statements the child is Working Towards, Achieved or Mastered. This is then used to give a summative teacher assessment each half term. This is used to track whether the interventions put in place are effectively removing the child's barrier to learning. Children who are in Spring term of Year 1 or above but who are working below the Year 1 curriculum will be assessed against the P Scales using PIVATS. This enables a closer tracking of the small steps of progress made by the child.

A child who needs support or input which is over and above quality first teaching will be placed on the SEND register. Any child who is on the SEND register has a Pupil Passport and Individual Learning Plan written. The Pupil Passport gives an overview of the needs and things which are important for staff to know about them eg their likes and dislikes and their aspirations. The Individual Learning Plan specifies targets which the child is working towards and the strategies and provision which is in place to help them meet these targets. The SENCO monitors these documents to ensure the targets are SMART and the provision is appropriate. The ILPs are reviewed termly. Where children are not meeting the targets, this is often an indication that expertise from an outside agency may be required.

When a child's needs are considered to be more complex and school staff do not have the expertise to address their needs, then external agencies are used to offer further advice and support. The SENCO discusses individual children who are not making the expected progress with class teachers at termly Pupil Progress meetings. Through these discussions it may be decided that a referral to a relevant health service eg paediatrician, Speech and Language therapy, Occupational Therapy or CAMHS is appropriate. We may also feel that further input from the Educational Psychologist would be beneficial and the decision will be made to discuss the child at a group or 1:1 consultation meeting. Any referrals of this nature will be discussed with parents and only completed with their consent.

When children have a range of unmet needs, the SENCO and Family Support Worker work together to support the family and, with the family's consent, will often write a CAF and hold regular TAF meetings so that the actions needed to be taken to remove or reduce the barriers to learning can be monitored closely. This is particularly useful when a range of professionals become involved.

If a family is concerned about their child's progress, they should speak initially to their child's class teacher who will then discuss the concern further with the SENCO if required. Parents of children with special educational needs or those who are concerned that their child may have special educational needs are always welcome to make an appointment with the SENCO, Helena Gamham, to discuss this further.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

When a child has special educational needs, they are involved where possible in writing their Pupil Passport. This enables them to express their views on things which help them to learn better in school as well as things which make learning more difficult. Children's views are also gathered about their aspirations and goals and important information about them for school staff to know. Targets from their ILPs are also shared with children where appropriate so that they understand what they are trying to achieve and why.

Children with an EHCP are encouraged to share their own contribution both in writing (or scribed by an adult if appropriate) and in person by attending all or part of their Annual Review. The Annual Review is child centred and for those who wish to, children are able to take some responsibility for the meeting by deciding where it should be held, choosing refreshments and bringing along some examples of work they are proud of

Review meetings are used to inform children of the progress they are making and to celebrate this, but more important than this is the frequent feedback given to children by their class teacher or the teaching assistant supporting them in class or completing an intervention with them. Informal verbal feedback and praise is essential to motivate children and ensure that those children with special educational needs are able to focus on their progress and achievements and not on their difficulties.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

Parents are involved from the earliest point through informal conversations and more formal parents' evenings and written reports. When a child joins the school, whether in Nursery, Reception or higher year groups, parents are encouraged to share information about their child. This may highlight a possible special educational need for example, if parents are concerned that their child has been late in meeting milestones, or that they are developing differently from other children in the family or there are other professionals involved such as Portage or a paediatrician. When this has been identified, staff will discuss this with the family and identify what extra support the child may need in school. If the family already have a CAF in place then school staff may attend a meeting prior to the child starting at Fishwick. If there are other professionals involved then, with the parents' consent, the SENCO will contact them and ensure they are up to date with their involvement.

If a child is already on the school roll when staff begin to think they may have a special educational need, then the class teacher will initially discuss this with the child's parents. They will gather their views around the possible difficulty, whether the parents have noticed it at home and discuss the possible next steps including interventions which may be put in place.

When the decision is made that a child will be placed on the SEN register, a letter is shared with the parents explaining this process to them. They are invited to discuss things more fully either with the class teacher or the SENCO and the child's Individual Learning Plan is shared with them. During this discussion, parents are encouraged to share their views around their aspirations and goals for their child, the provision which is currently in place

and any further support which may be required. The ILP is shared on a termly basis including the review of the previous plan. This enables parents to see the progress being made by their child. Parents are able to make a written comment and return it to school if they wish.

The views of parents are always valued by the school in both the operational and strategic decision making. Parent questionnaires are sent out regularly to gather views in a formal but anonymous manner. In addition, the school has an open door policy and parents are always welcome to stop for a chat with their child's class teacher, the Headteacher or the SENCO at the end of the day. When a longer conversation is needed, an appointment will be made to allow time for this to be done thoroughly.

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

The school strives to ensure that all children engage in a broad and balanced curriculum. Where a child is struggling to access the learning for their year group in English and Maths, objectives which are from the same area of learning are taken from lower year groups to ensure that children are challenged and making progress at an appropriate level for them. The school makes effective use of teaching assistants to ensure that all children can have teaching input which is matched to their needs and that support is offered where needed. We also place an emphasis on the use of practical apparatus, particularly in Maths, whilst promoting independence as far as possible so that all children can access the resources they need.

In the wider curriculum, wherever possible, all children engage in the same learning but methods of recording are changed to meet the child's needs. Children who find written recording very laborious for example, will be offered the opportunity to use an iPad, draw a mind map and take photographs etc so they can still record their knowledge and understanding of the topic. All staff have received training in ways to offer alternative methods of recording to ensure all children can access lessons.

If a child has specific needs around their ability to access the curriculum, this will be recorded on their Pupil Passport to ensure that all members of staff are aware of this need. Class teachers and teaching assistants are then responsible for ensuring these aspects of provision are in place. The SENCO monitors lessons and has discussions with children to ensure that the Pupil Passports are reflected in daily practice.

Children with physical disabilities are also included in all tasks and staff working with children are given moving and handling training and work with physiotherapists and occupational therapists as appropriate. This ensures that a child with a physical disability is still able to take part in all physical aspects of lessons and PE lessons are adapted appropriately.

How accessible is the school environment?

Fishwick Primary School is a split level site with a ramp on one side of the school and steps on the other. The ramp means that the school is wheelchair accessible although certain routes need to be taken for a person using a wheelchair or walking frame.

The school has a medical room which contains a toilet with hand rails and a bed in case of the need to change an older child. There are two further disabled toilets located in the Family Zone and in the hall.

The school has a sensory room which is accessed by all age groups within school as well as the baby and toddler group who use the school premises once a week. This is a space to allow children to reduce their sensory overload and regulate their emotions.

See Accessibility Plan for more detail.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

The school is committed to ensuring that all children's needs are fully met to ensure that they are successful and happy. For some children this requires additional resources either in terms of staffing, support from external agencies or equipment they need. All classes have a full time teacher and teaching assistant allocated to them. In addition to this, there are four teaching assistants with different areas of expertise: English and Maths interventions, Speech and Language, Social, Emotional and Mental Health. When a child is identified as having a need in one of these areas and they are not making the expected progress, they are allocated additional support from one of these members of staff. This could either be for interventions outside of the class or for support in lessons.

If the school is not able to fully meet the child's needs within the budget then we would consider making a request for Statutory assessment with a view to gaining an EHCP and additional funding. If a child who is looked after by the Local Authority has special educational needs which cannot be met within the school's budget, then a request will be made to the Virtual School for High Needs funding to support them.

When these resources are put into place, the review procedures set out above are in place to evaluate the impact of this additional support. Decisions around the allocation of support are generally made by the SENCO in discussion with class teachers and the support staff in question. If additional support is required beyond that which is already available in school, the decision would be made with the Headteacher and would also involve the Governing body where additional staffing would be required.

If a child requires equipment to support them in school then this is usually purchased through the school budget, eg raised boards for writing, Sit and Move cushions, fiddle toys and chewellery. If more specialised equipment is required then advice will be sought from the relevant health professionals to ensure that the correct items are purchased.

Decisions around access arrangements for SATs tests are made in consultation with parents following guidance in the relevant Access and Reporting Arrangements document.

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

We use our tracking system on Target Tracker to monitor the progress of all children, including those with special educational needs. Based on children's work in class, verbal responses and informal tests, all teaching staff assess children against statements for their year group or a lower year group if necessary. If a child is not yet accessing the Year 1 curriculum, then they will use the PIVATS statements for the P Scales instead. Teachers use these ongoing assessments to give a summative assessment at the end of each half term. All children should be making progress whatever their starting point and even where this is in very small steps, this progress is celebrated.

School holds a parents' evening twice a year and sends home one written report. These are formal opportunities for parents to learn about the progress their child is making. Children with special educational needs have an Individual Learning Plan and this is reviewed and a new one written each term. These are also shared with parents. Any parent who wishes to discuss their child's progress at any other time is welcome to speak to their child's class teacher or the SENCO.

The written report make it clear to parents whether the progress made by their child is in line with expectations or above or below. The ILPs which are reviewed show whether a target has been met, exceeded or not yet met. This means that parents are informed about whether their child is making as much progress as they should be and what we are putting in place where the progress is less than it should be.

The school has an open door policy and staff are generally on the playground at the end of the day giving parents the opportunity for a quick catch up. We prefer to have regular informal conversations where possible. If this is not possible, then other forms of communication are used eg emailing, telephone calls or texting.

The curriculum is shared on the school website so that parents can find out about what their child is learning. Children also have a homework grid sent home each half term. Where possible, this is full of activities which can be accessed by all children, many of them being craft activities or research opportunities which parents can also get involved with. Children are also able to access a range of online learning opportunities at home through Time Tables Rock Stars, Spelling Shed and Education City. These activities are set at the children's own ability levels and give parents a better understanding of the things they are working on in class.

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?

All staff engage in regular Continuing Professional Development and many have accessed learning related to the children with special educational needs they work with. Recent examples include:

- Speech and Language and Makaton training for several staff members in the Early Years classes.
- Moving and Handling training for staff working closely with children with a physical disability.
- ELSA training and Lego Build to Express training for the Pastoral Support Worker.
- Youth Mental Health First Aid training for the SENCO and Family Support Worker.
- Every Child Counts interventions training for the SENCO and several Key Stage 2 teachers and teaching assistants.
- Emotion Coaching for 4 staff members which is being disseminated to the whole staff.

Staff members have frequent opportunities to request specific training and these requests are acted upon whenever possible. When a child enters school with needs we have not previously supported, the SENCO will research the best strategies to support the child, meet with professionals already involved with the child and explore any possible CPD to support the staff working most closely with the child.

In school we access a number of external agencies to enable us to work together to best support the child's needs:

- Speech and Language Therapy from the NHS – we liaise closely with the child's therapist and have a specialist teaching assistant who works daily with the children who have current therapy plans in place. When training is recommended, as has been the case with several children in Nursery and Reception recently, then members of staff attend this and put the new strategies into place.
- Speech and Language therapy from Shine Therapy – this is a bought in service to fill the gap for children who either do not meet thresholds for NHS SALT or whose parents find it challenging to take them to regular appointments. Again, our teaching assistant who specialises in Speech and Language works daily with these children to practise the targets set by the therapist.
- Occupational therapists and physiotherapists from the NHS – children with a physical disability or those with delayed motor skills may have input from one or both of these services. The school SENCO refers into these services if we are concerned about a child's motor skills. If a child is provided with a therapy plan we support this as much as possible. We make use of any equipment provided and ensure the child uses the equipment eg a standing frame.

- Occupational therapy from Shine Therapy. This is a bought in service and focuses mainly on children with sensory needs but also some children with motor skills difficulties. We have a teaching assistant in school who works closely with the occupational therapist and works weekly with the children on the caseload, delivering sensory diets and teaching strategies as part of the Alert programme.
- When a child has developmental delays in more than one area, we will discuss with parents whether a referral to a paediatrician may be appropriate. School will write a letter of support and provide detailed updates, assessments and reports to give the paediatrician as much information as possible to support their investigations. If parents would like support at appointments then the Family Support Worker or SENCO are happy to attend these with them.
- If we have concerns around a child's social, emotional or mental health needs then we follow a graduated response which often begins with the child accessing our school counsellor. Our counsellor comes into school 1 day per week and works with several children over the day. If we feel a child's emotional needs require more specific input and the child is part of a CAF then a referral to Child Action North West may be the next step. If we still have concerns or if we feels the child is demonstrating traits of ADHD or ASD then we will complete a referral to CAMHS or the Child Psychological Service. We have a CAMHS worker who we can discuss cases with and who can offer advice as to the best service to meet the child's needs.
- If a child has social, emotional or mental health needs which result in challenging behaviour which is putting them at risk of exclusion then, with parental consent, we refer them to Golden Hill Inclusion Support Team. This service are able to carry out observations and discussions leading to the setting of targets and detailed advice around strategies to help the child meet these targets. They will come into school to work directly with the child as well as supporting the classroom staff. If the strategies are not having the desired impact and the child's behaviour continues to put them at significant risk of exclusion then a 12 week referral place at Golden Hill School may be requested. This placement aims to directly teach the child strategies to enable them to regulate their emotions better and make positive behaviour choices upon their return to mainstream school.
- The school works closely with Children's Social Care when needed. We have a Family Support Worker who offers high levels of support to parents regarding issues such as parenting strategies, finances, housing and drug and alcohol misuse. Parents of children with special educational needs often need additional support themselves around some of these issues and this will usually be provided through a CAF. Where the need reaches Level 3 or 4 then a referral to CSC will be made.
- The school refers to the Specialist Early Years teacher for children in the Nursery with special educational needs. She is able to offer strategies and advice regarding these children and can support us with the next steps when children continue to make slow progress.
- The school SENCO attends regular group and 1:1 consultations with our Educational Psychologist as part of our local cluster of school. This offers the chance to share ideas and strategies when children are not making the expected progress and staff are experiencing a particular challenge. The Educational Psychologist can also carry out observations and cognitive assessments as appropriate. Records from these meetings can be used as part of the process for requesting statutory assessment when necessary.

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?

When a child enters our setting with known special educational needs, the SENCO will contact any relevant professionals already involved to find out as much information about their needs as possible. This enables us to ensure the necessary provision is in place when they start.

We have a strong process for transition of children in school with special educational needs whether this is for moving to a new class within school or moving on to a new setting. The Pastoral Support Worker is responsible for this process and she enables children to make visits to their new class, takes photographs to create a book with the children and adds in all the relevant information about the new setting for them. In addition to this, when the transition is within school, the new class teacher makes visits to the children during the second half of the Summer term and takes time to build relationships particularly with those children who find transitions most difficult. If needed, a special object can be used to aid transition.

As the majority of our children new into Reception have now attended our Nursery, this has strengthened the process and means that the children are able to make many more visits. For children who have not attended our Nursery, Reception staff will visit their previous Nursery to gain assessment information and to discuss the child with their key worker. Home visits are offered to parents so that they are able to have more detailed discussions with their child's new Reception teacher if they wish.

For children who are moving on to a new setting, particularly at Secondary school, we invite staff from the new school to any relevant meetings in the Summer term eg TAFs or Annual Reviews. We also discuss the children with special educational needs in detail and request additional transition visits if we feel this would be beneficial. This is coordinated by the SENCO.

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

The school runs a number of clubs after school and these change each half term. Some examples include dodgeball, netball, Lego, Science and sewing. Children are invited to sign up to these clubs on a first come first served basis. When a child with special educational needs signs up to a club, we make our best endeavours to enable them to participate. In some cases this may mean putting additional staffing in place to support the child.

The school runs a free daily breakfast club supported by the 'Magic Breakfast'. All children are welcome to attend this regardless of need. If needed, additional staffing is put in place to support a child with specific needs and occasionally a smaller group enjoy their breakfast and activities in another room to enable them to start the day in a calm and settled manner.

As a school we offer a wide range of trips out of school, including outdoor adventure days and a residential trip to London in Year 6, and we always ensure that all children with special educational needs are able to participate. We liaise closely with the establishment and staff at the venue to ensure they are aware of the children's needs and that any buildings or activities are accessible to those children with physical disabilities. If we know a child may

be anxious about a trip, we spend time preparing them and showing them photographs of where they are going to reassure them, as much as possible. We assign additional staff to children who will need extra support.

Our playtimes are very highly staffed. We have three main play areas and the front playground in particular is used to allow more anxious children or children with social difficulties to engage in more structured activities in a quieter and more highly staffed area. We also have a lunch club in the Family Zone where a group of children who find the lunch hall overwhelming are able to eat their lunch with two members of staff in a calm and nurturing environment.

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

Our pastoral team is Fishwick Primary School is a key strength. We are a nurturing school and believe that children must be happy and feel safe in order to learn to the best of their ability. We have a pastoral support worker and a pastoral support assistant who work directly with children needing help with anxiety, self esteem, anger management, social skills etc. We offer frequent check ins for children who need them and our playtime support and lunch club mean that more vulnerable children have multiple opportunities to speak with a trusted adult.

When children have medical needs in school we administer medicine when needed. We undertake additional training when necessary for example for administering insulin and epi pens. We have a high number of staff in school who are paediatric first aid trained. If children in Reception or above need regular personal care eg changing or nappies or support with dressing then an intimate care plan is written and signed by parents.

Behaviour is often a symptom of a social, emotional or mental health need and as such when children have challenging behaviour we follow the graduated response detailed above, including possible referrals to our school counsellor, Child Action North West, Child Psychological Service, CAMHS and Golden Hill Inclusion Support Team. In addition to this, our pastoral team work closely with children with challenging behaviour putting strategies in place to support them with their emotional regulation. Exclusions are seen as a last resort and a Fixed Term Exclusion will only be used after a serious incident. When this happens, discussions are held with parents around the support which is in place and any further support which can be accessed as outlined above. Permanent exclusions are extremely rare at Fishwick and we will always explore every other option including a referral place to Golden Hill School, a managed move or a request for a placement in a specialist school when a child has an EHCP before we would consider this as an option.

Our anti-bullying policy outlines our policy for dealing with any bullying incidents within school but we do recognise that children with special educational needs can be more vulnerable to bullying. We take any matters of bullying very seriously and will ensure that, particularly with children with SEND, the child in question has regular check-ins throughout the day with a trusted adult so they can inform us of any problems. The children at Fishwick Primary School are generally very inclusive and accepting of each other's differences. Whenever any issues do arise of this nature, we educate the children around the reasons why a child may find social situations difficult and encourage them to help and support them. One way we may do this is through a Circle of Friends intervention which children are always very keen to join in with and which are usually very successful.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

The SENCO monitors the effectiveness of the provision for children with special educational needs alongside the Headteacher. This involves learning walks, conversations with the children, looking at data and looking of the children's books. Any data analysis completed for reporting to governors includes a breakdown of the attainment and progress for SEND children.

Pupil and parents questionnaires are regularly completed and pupil and parents views are sought during the ILP process. Where any issues are identified, they are discussed more fully and improvements made where needed.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

If parents feel that school are not responding to their concerns or that their child's provision is not appropriate then they should initially speak to the SENCO, Helena Gamham, or the Headteacher, Vicki Conway. If they feel that school are not acting on concerns raised then a complaint can be made in line with the procedures set out in the formal complaints policy available on the website and at the school office.

Where can I find the contact details of support services for the parents of children/young people with SEND?

Additional independent support can be sought from a number of agencies through the Lancashire Local Offer or by contacting SENDIASS 0800 123 6706 who will provide advice and support to parents.

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

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