

# **Treales CE Primary School SEND Information Report 2024**

Welcome to our SEND Information Report which is part of the Lancashire Local Offer for learners with Special Needs and Disability (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of their policy for pupils with SEND. This information is updated annually.

Treales CE Primary School is a maintained setting for children aged 4 – 11 years.

At Treales CE Primary School, we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

## **Equipped by God; We are Mighty**

At Treales CE Primary School, every child is able to be 'mighty.' Children have opportunity to flourish, through our caring, inclusive Christian ethos.

Treales CE Primary School aims to equip every child with the skills and knowledge to thrive as they move to the next part of their journey. Our ethos is rooted in Bible scripture. This allows children to fully understand our shared goals and develop their own faith, so that they become happy, confident citizens of our global community.

## **Aims**

We at Treales CE Primary School value all children equally. We are committed to meeting the special educational needs of pupils and ensuring they make progress. In line with our mission statement we aim to educate all children to their full potential within our Christian family.

Our children will have access to a broad, balanced and relevant curriculum which includes the Foundation Stage, National Curriculum and RE and will participate in the full life of school. We promote hard work and a feeling of self-worth with all our pupils.

## **Objectives**

In order to achieve our aims and to ensure that children with SEND achieve their full potential and make progress we will:

- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school and prepare for adulthood.
- Ensure good working relationships with parents, carers, health and social care services and the community.
- Ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure all teaching and non-teaching staff are involved in planning and meeting the needs of SEND pupils.
- Ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.

We accept the definition of SEND as outlined in the Education Act 1996 where the term SEND refers to those children who experience difficulty in learning in comparison with their peers. At Treales we are also concerned with the emotional, behavioural and physical aspects of our children's education. The primary responsibility for the education of the SEND children rests with all staff but will be co-ordinated by the SENDCo.

## **Roles and Responsibilities**

The Governing Body has identified a governor to have oversight of SEND provision in the school and to ensure that the full governing body is kept informed of how the school is meeting statutory requirements. This Governor meets regularly with the SENDCo. The roles of governing body are set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, Statutory guidance for organisations 2014. The SENDCo (Mrs L Hill) is responsible for managing the school's SEND work and will keep the Governing body informed about the SEND provision made by the school. The SENDCo will identify areas for development in SEND and contribute to the school's development plan. She will co-ordinate provision at SEND support and pupils with Education, Health and Care (EHC) plans.

The key responsibilities of the SENDCO include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are

informed about options and a smooth transition is planned

- working with the Headteacher and school governors to ensure that the school meets
- its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date.

All teaching and non-teaching staff will be involved in the formulation of the SEND policy. They are responsible for differentiating the curriculum for pupils with SEND and will monitor their progress. They will assist in the writing of EHC's, annual review meetings, individual specialised programmes and also with the liaison with parents. Most importantly, the views of the child will inform the planning and structure of the EHC Plan. Teaching, non-teaching and welfare staff are actively encouraged to add to the pastoral care, enrichment and enjoyment of the pupil's time at Treales. All staff will work closely with the SENDCo.

### The kinds of special educational needs for which provision is made at Treales CE Primary School

Children's special educational needs are generally thought of in the following four broad areas of need and support:

| AREA OF NEED                        | CONDITION  |
|-------------------------------------|--|
| Communication and Interaction       | Autism Spectrum Condition<br>Speech and Language difficulties  |
| Cognition and Learning              | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia<br>Moderate learning difficulties<br>Severe learning difficulties |
| Social, Emotional and Mental Health | Attention deficit hyperactive disorder (ADHD)<br>Attention deficit disorder (ADD)<br>Anxiety, ACEs and mental health                         |
| Sensory and / or Physical           | Hearing impairment<br>Visual impairment<br>Multi-sensory impairment<br>Physical impairment   |

At Treales CE Primary School we endeavour to achieve maximum inclusion for all children, including those with special educational needs and disabilities, whilst ensuring their individual needs are met.

Teachers provide differentiated learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum. All members of staff in school have a responsibility for maximising the achievement and opportunity of all

learners, including those with SEND.

### **Which staff will support my child, and what training have they had?**

Our Special Educational Needs Co-Ordinator (SENCO) is Lisa Hill. Mrs Hill is a qualified teacher and is also our Headteacher. Mrs Hill has had extensive training in supporting children with SEND and regularly attends updated training in all areas of SEND.

We have 3 teachers and 6 Teaching Assistants at Treales CE Primary School, all of whom receive in-house SEND training and are supported by the SENCO to meet the needs of children who have SEND.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Teachers and support staff regularly attend training courses and seminars, including:

- Curriculum support, eg. English and Maths
- Speech and Language, including Makaton, PECs
- Pupil Moving & Handling
- Autistic Spectrum Condition
- Attention Deficit Hyperactivity Disorder and Attention Deficit Disorder
- Medical conditions, including complex medical needs, asthma, diabetes and anaphylaxis
- First Aid
- Safeguarding and Child Protection
- Sensory support

If a child at Treales CE Primary School has a specific need, we would seek advice from a relevant professional and staff would attend appropriate training as soon as possible.

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary, we work with external support services to meet the needs of our children with SEND and to support their families. These external support services include:

- Specialist teachers across the range of needs
- Speech and Language therapists
- Occupational therapists
- Educational psychologists
- Child and adolescent mental health services (CAMHS)
- Learning Disability Services
- GPs and other medical professionals
- School nurses
- Inclusion and Engagement Support Team
- Stepping Stones Outreach Team
- Pear Tree Outreach team
- Hillside Outreach team

### **What should you do if you think your child may have special educational needs?**

At Treales CE Primary School, teachers will talk to you if they have concerns about your child's progress. If you have any concerns with regard to your child's progress you should speak their teacher first. You can contact them via the school office or in person. At Treales CE Primary School the SENCO is Mrs Hill and she is always happy to discuss any concerns a parent may have about their child.

The Governor with responsibility for SEND is Libby Pickervance

If you have concerns about your child's progress and think they may have special educational needs, you should talk to the teacher or SENCO about:

- Why you think your child has SEND
- Whether your child learns at the same rate of other children of their age
- What the school can do to help
- What you can do to help

Schools are required by law to provide an education for all pupils regardless of their ability or special needs. Every child's education is equally important.

### **How does the school know if children need extra help?**

It is very important that SEND is identified at an early stage. We gather information to support such early identification in a variety of ways, this includes:

- A whole school tracking system for early identification of children who are working below age related expectations and who require additional support.
- Identification by the class teacher through observation of behavioural or emotional difficulties.
- Concerns raised by a parent.
- Liaison with previous school or nursery setting.
- Medical issues identified by a health professional or external agency.
- Assessment by specialist teacher eg. SEND Service

If the SENCO and your child's teacher agree that your child has SEND, we will take a 'graduated approach' – this means 'step by step'. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

### **Assess**

In identifying a child as needing SEND support, the class teacher, working with the SENDCO, carries out a clear analysis of the pupil's needs. This is based on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from school's core approach to pupil progress, attainment, and behaviour. It is also based on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School takes seriously any concerns raised by a parent. These are recorded and compared to school's own assessment and information on how the pupil is developing. This assessment is reviewed regularly to help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the

interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child and should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents agree.

### **Plan**

Where it is decided to provide a pupil with SEND support, the parents are formally notified. The teacher and the SENDCO agree, in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's information system. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge. Parents are made aware of the planned support and interventions and regularly discussed with the class teacher or SENDCO, as appropriate.

### **Do**

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents are given information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. School must co-operate with the local authority in the review process and, as part of the review, the local authority can request school to convene and hold annual review meetings on its behalf.

### **Requesting an Education, Health and Care needs assessment.**

SEND support can be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, school or parents can consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will want to see evidence of the action taken by school as part of SEND support. An EHC needs assessment does not always lead to an EHC plan. The information gathered during an EHC

needs assessment may indicate ways in which the school can meet the child or young person's needs without an EHC plan. Requesting an EHC needs assessment can be undertaken by the SENDCo, the child's parent, the young person or a person acting on behalf of a school or post-16 institution. (Relevant legislation: Section 36 of the Children and Families Act 2014) The school will provide evidence from:

- The school's action through intervention programmes.
- Individual Education Plans for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National curriculum levels.
- Attainment in literacy and numeracy.
- Educational and other assessments, e.g. from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the child.
- Involvement of other professionals.

• Any involvement by social services or education welfare service  
On receipt of an EHC the SENDCo will formulate an action plan of support/ provision, ensure the intervention/support process is maintained, organise annual review meetings for all parties concerned with that particular child, and keep parents and governors regularly informed of progress made.

We are able to support and help children who have special educational needs by providing, for example, extra help from their teacher or the class teaching assistant and/or adapting the curriculum so it is more accessible for your child.

If we feel that your child needs SEN Support, we will formally notify you in writing and your child will be added to our school's SEND Register. In most cases, an Individual Education Plan (IEP), Individual Behaviour Plan (IBP) or Targeted Learning Action Plan (TLAP) will be written to support your child's progress. These plans will be reviewed at the end of every term to monitor their progress.

If we feel your child's special educational needs are exceptional, we will request an assessment for an Education, Health and Care Plan (EHCP).

Whatever we decide to do, you will be kept informed and your views and the views of your child will be taken into account.

## How will the school measure your child's progress?

At Treales CE Primary School, we follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**

### Review

We will assess how well the support we put in place helped your child to meet the outcomes we set. We will use our improved understanding of your

child's needs to improve the support we offer.

## Assess



If a child is not making the expected level of progress, we will carry out an assessment to find out what strengths and difficulties your child has. We will ask you and your child for input, as well as getting advice from external professionals where necessary.

## Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

## Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet these outcomes and share it with you and all relevant school staff.



As part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment' and we do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows your child has made progress, they may no longer need the additional provision made through SEN Support. For some children, the cycle will continue and our targets, strategies and provisions will be revisited and refined.

### **How is the decision made about the type of support and how much support your child will receive?**

At Treales CE Primary School we use a SEND Provision Map to plan the type of support, and how much support, each child will receive. This is reviewed and updated each term by the SENCO to make adjustments such as the allocation of 1:1 support or intervention groups as required by the children. The level of provision required is informed by the ongoing monitoring and assessment of children's progress.

Appropriate arrangements and adjustments are made for children sitting Statutory Assessment Tests (SATs) at the end of Key Stage 2 who have an identified need. These can include:

- Someone to read the paper to the child
- Someone to write down their answers
- Extra time to complete the papers
- Exemption from participation

Parents are informed of the support your child is given and your views are taken into account.

### **How are you involved in decisions made about your child's education?**

At Treales CE Primary School we value all our parents and involve you in every stage of your child's time with us. We invite all parents of children starting school to several meetings to ensure you get all the information you need, and meet the staff who will be working with your children.

Throughout the year we offer parents the opportunity to attend two formal parents' evenings and also offer parent sessions where you can learn how to support your child with learning throughout the curriculum.

At Treales CE Primary School we operate an 'open door' policy and encourage parents to contact us in person, by phone, email or letter to discuss any concerns about your

child. Class teachers can be consulted by phone call before school, although we do ask parents to bear in mind that this should be before 8.40am to allow teachers to focus on all the children in class as they come into school each morning. Alternatively a message can be given to the member of teaching staff on the school gate. Teachers are usually available for phone calls after school and we are happy to make mutually convenient appointments for parents to speak to class teachers or the Headteacher via Microsoft Teams or by phone call.

Contact details including our telephone number and email address are available on the school website and towards the end of this information report.

Parents of children with SEND are usually invited to come into school each term to discuss their child's progress with the Headteacher, class teacher and teaching assistant; however, all our parents are welcome to contact us at any time if they have any concerns about their child.

Parents of children with an EHCP are invited to an annual review of their child's progress with the Headteacher, class teacher and teaching assistant. We may also invite other professionals, such as specialist teachers, speech and language therapists etc., to join the review, or write a report to support the review. We may also invite a representative of the Local Authority Inclusion Team, especially if we are requesting a significant amendment to your child EHCP.

### **How will your child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of understanding. We recognise that no two children are the same, and so we will decide on an individual basis how to involve children, but in general:

Class teachers and teaching assistants talk to children with SEND about their IEP / IBP / TLAPs and take their views into account when setting new targets.

All children with an Education, Health & Care Plan are invited to complete a personal form for their Annual Review and they are given assistance to do so. Children are also invited to attend their Annual Review meeting and take part in decisions made about their education.

All children are able to attend parents' evening consultations with their parents.

Children with SEND are offered appropriate support when meeting with staff from other agencies, eg Educational Psychologist.

At Treales CE Primary School we have an active pupil leadership team whose views and thoughts are taken into account. Pupils' views are also sought through our Pupil Questionnaire.

### **How does the school adapt its teaching for your child?**

Your child's class teacher is responsible and accountable for the progress and

development of all the children in their class.

High quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way your child works best. There is no 'one size fits all' approach to adapting our curriculum; we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child

A range of facilities are used to enable pupils to access all areas of the curriculum, including:

- There are trained and very experienced staff in every class.
- 1:1 and small group support where appropriate
- Every child with identified needs has their own IEP, IBP or TLAP with 'smart' targets to enable them to make progress in key areas.
- Work is differentiated appropriately according to the needs of the individual child.
- Pre-teaching of vocabulary
- Longer time given for processing information, both verbal and written
- A range of appropriate equipment is provided to enable all children to access all aspects of the curriculum, including the use of laptops, writing slopes, individual workstations, coloured overlays, visual prompts etc.
- Support from outside agencies, including health care professionals who visit school regularly.
- Support from a specialist teacher and an Educational Psychologist
- The school building and grounds are adapted to be as accessible as possible for children with additional needs.

### **How will the school evaluate whether the support in place is helping your child?**

The provision for pupils with SEN is assessed and evaluated regularly using a range of strategies including:

- Provision mapping
- Termly assessment and tracking
- Evaluation of targets set prior to intervention
- Regular assessment and update of the SEND register
- Regular discussion with governors

Each child's progress is continually monitored by his or her class teacher and this progress is reviewed formally with the Headteacher every term through Pupil Progress meetings.

The progress of children with an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) is reviewed every term. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all stakeholders involved in the child's education. At Treales CE Primary School, children with an EHC Plan also have a Targeted Learning Action Plan (TLAP) which is reviewed every term.

The Headteacher and subject leaders regularly carry out scrutiny of pupil's books and lesson observations to ensure that the needs of all children are met and that the quality of teaching and learning is as high as possible.

In order to make consistent, continuous progress in relation to SEND provision, Treales CE Primary School encourages feedback from staff, parents and pupils throughout the year. The school holds independent reviews, questionnaires and data analysis and parent feedback.

Libby Pickervance is our governor with responsibility for SEND. She meets regularly with the Headteacher/SENCO to discuss school needs and the involvement of outside agencies. The Headteacher produces a termly report for governors which contains a SEND update. This is discussed at each full governing body meeting.

### **How will both school and you know how your child is doing and how will school help you to support your child's learning?**

Parents are invited to formal parents' evenings during Autumn and Spring terms. An Annual Report is produced for every child towards the end of Summer Term, following which parents are given the opportunity to speak with the class teacher if they wish to. In addition to this, Treales CE Primary School operates an 'open door' policy which means that parents are welcome to see your child's class teacher at any mutually convenient time throughout the school year.

Parents can also contact class teachers by emailing the office or by phone.

The Annual Report contains a section informing parents whether your child is working above, in line or below age related expectations.

If your child has an IEP, an IBP or a TLAP, this is reviewed towards the end of each term and new targets are set. Copies of all IEPs, IBPs and TLAPs are sent home and parents are invited to make an appointment to discuss their child's progress.

If your child has an EHC Plan, there will be an Annual Review at which:

- All stakeholders are invited to attend and make contributions during the review
- Written advice is requested from all relevant parties
- Previous targets are evaluated and new targets set

Parents can seek advice from class teachers or the SENCO regarding how best to support your child's learning. Specific training is arranged to advise parents how phonics and mathematics is taught in school.

In some instances, Home/School Diaries will be used to communicate with parents on a daily basis.

### **How will your child be included in activities outside the school classroom alongside children who don't have SEND, including school trips?**

At Treales CE Primary School we have an extensive range of breakfast, lunchtime and

after school activities, including:

- Sporting, cookery, art, library and lifestyle clubs. These clubs are mostly free of charge and run by members of staff.
- Some sporting and dance clubs and music tuition are run by outside providers at a small cost.

We also usually offer a range of day trips during the school year including Key Stage trips linked to topics and a whole school trip to the pantomime. KS2 children are offered the opportunity to take part in an annual residential trip to an activity centre. The cost of trips can be subsidised for children in receipt of Pupil Premium. All children are encouraged to take part in our clubs, activities and trips, including our residential trip and we will do our utmost to make whatever reasonable adjustments are necessary to make sure children with SEND can be included.

Discussions are held with parents of children with SEND prior to trips to plan suitable support and to enable maximum inclusion.

Some of our clubs are age-specific to ensure full enjoyment, but we ensure that all clubs and trips are as inclusive as possible by:

- Choosing activities and venues carefully to ensure that wherever possible all pupils, including those with physical difficulties, can access them.
- Making adjustments to activities and trips to ensure that wherever possible all children, including those with physical difficulties, can access them.
- Including extra members of staff for 1:1 support on trips
- Providing equipment that enables all pupils to take part.

At Treales CE Primary School, lunchtime and breaks are covered by experienced staff, including teachers, teaching assistants and welfare staff who support all children with both free and structured play. Children with SEND who require additional support have an additional assistant during these times.

Children with an identified need for additional support at the beginning and end of the school day are greeted individually by specific members of staff and can use the main entrance rather than the church entrance if this benefits them.

### **How does the school make sure the admissions process is fair for children with SEN or a disability?**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

At Treales CE Primary School, our Reception admissions are managed by Lancashire County Council and In Year admissions managed by the Governing Board.

If your child is moving to Treales CE Primary School from another primary school, all SEND paperwork should be passed to Mrs Hill by the previous school as soon as possible. If your child is making a transition from another school, a meeting may be set up between

the feeding school and Mrs Hill to aid the smooth transition of your child, and discuss arrangements to be made as well as any other important information relating to your child's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

Treales CE Primary School will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of your child's school year. Your child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

### **How will the school staff support your child?**

The ethos of Treales CE Primary School is one of inclusion and each child at our school is valued as an individual whatever their needs. Additional classroom support is provided for children who require it in a variety of ways, including:

- Teaching Assistants who work in every class to support children's learning in small groups or 1:1 sessions as required. We are fortunate to have a higher than average number of support staff at Treales CE Primary School.
- In addition to in-class support, we may also withdraw children with SEND for short periods of time during sessions.
- School staff also offer social and emotional support to children throughout the day.

### **How does the school support children with disabilities?**

Treales CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all children regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access is to be improved for disabled children within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Our Accessibility Plan, which can be accessed on the school website, contains relevant and timely actions to:-

- Increase access to the curriculum for children with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that children with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these children in accessing the curriculum.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access

education.

- Improve the delivery of written information to children with disabilities; including hand-outs, timetables, textbooks and reading books

Treales CE Primary School's buildings and grounds are adapted to be as accessible as possible for children with additional needs. The buildings are fully wheelchair accessible. Classrooms are fitted with blinds to reduce noise and aid vision; there is an accessible toilet.

Specialist equipment for children with SEND may be provided and we work with professionals, eg occupational therapists and physiotherapists, to best meet these needs.

### **How will the school support your child's mental health and emotional and social development?**

At Treales CE Primary School we work closely with professionals from the Family Centre, Children and Family Wellbeing Service, the School Nurse Team and CAMHS. We employ the services of a counsellor from New Start Counselling. The school has a detailed policy for supporting children with medical needs, including the administration of medication.

Where we identify an issue with behaviour or attendance, the school is proactive in seeking advice and support from the Local Authority.

All members of staff, volunteers and governors attend safeguarding training. As part of the curriculum, children also receive age-appropriate guidance on keeping safe, including Online Safety.

At Treales CE Primary School we operate an open door policy for children and encourage them to discuss any concerns they have with a chosen member of staff.

Children are invited to all review meetings and to parents' evening consultations.

### **What support will be available for your child as they transition between classes or settings?**

At Treales CE Primary School we have a thorough induction process for all children starting our Foundation Stage. Children are invited to a number of sessions during the last half term of the school year prior to starting school in September. Our Foundation Stage staff meet with parents to gather as much information as possible about their child.

During the last few weeks of the Summer Term, we have 'Moving Up Days' when children spend sessions in the class they will move into the following September.

Children in Year 6 will be informed of their High School in April of each year and at Treales CE Primary School we are very proactive in seeking support from high schools to ensure a smooth transition for any pupil with SEND. Year 7 Co-Ordinators from most high schools visit us to find out about the children who will be attending their schools. Depending upon the needs of the child, transition may also include:

- Contact with the high school SENCO
- Extra visits to high school
- Staff from high school visiting children at Treales
- All relevant documentation shared with high school

In addition to this, if your child has an EHC Plan, we will invite the SENCO of your first choice of high school to attend your child's Transition Review.

### **What support is in place for looked-after and previously looked-after children with SEND?**

At Treales CE Primary School, our designated teacher for looked-after children and previously looked-after children is Mrs Hill. Mrs Hill will make sure that all teachers understand how a looked-after or previously looked-after child's circumstances and their SEND might interact and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after children will also have a Personal Education Plan (PEP). We will make sure that the PEP and any IEPs, IBPs, TLAPs or EHCPs are consistent and complement one another.

### **What should you do if you have a complaint about your child's SEND support?**

In the event of a complaint, we find that most issues can usually be resolved through discussion with the Headteacher and we encourage dialogue to try and resolve any issues together without having to instigate the formal complaints process. However, in the event that this is not possible, parents can access our formal Complaints Procedures on the school website.

Complaints about SEND provision in our school should be made to Mrs Hill, the Headteacher / SENCO, in the first instance. If the issue cannot be resolved through discussion, you will then be referred to our formal Complaints Procedure.

If you are not satisfied with our response, you can escalate the complaint. In some circumstances, this right also applies to the child themselves. To see a full explanation of suitable avenues for complaint, please refer to pages 246 and 247 of the SEND Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement



resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

In Lancashire, the special educational needs mediation service in Lancashire is [Global Mediation](#). You can contact the mediation adviser on 0800 064 4488.

This service is free of charge and your conversation is confidential.

### **What support is available for you and your family?**

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. At Treales CE Primary School, we want to help you, your child and your family.

The best people to contact if you have any queries with regard to SEND provision at Treales CE Primary School are:

Headteacher/SENCO: Lisa Hill ([head@treales.lancs.sch.uk](mailto:head@treales.lancs.sch.uk))

Chair of Governors: Katherine Greenhalgh ([cog@treales.lancs.sch.uk](mailto:cog@treales.lancs.sch.uk))

Additional advice and support is available from the SEND Information Advice and Support Service who can be contacted on 0300 123 6706 or by visiting <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

You can access the Local Authority's Local Offer by visiting <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>

You can access our own Local Offer by visiting the school website at [www.trealescprimary.org](http://www.trealescprimary.org) and following the link under 'Inclusion'. Alternatively you can request a paper copy from the school office.

National charities that offer information and support to families of children with SEND are:

- <https://www.ipsea.org.uk/>
- <https://sendfs.co.uk/>
- <https://www.nspcc.org.uk/>
- <https://www.family-action.org.uk/>
- <https://www.specialneedsjungle.com/>

## Glossary

**Access arrangements** – special arrangements to allow children with SEND to access assessments or exams

**Annual review** – an annual meeting to review the provision of a child's EHC Plan

**Area of need** – the four areas of need describe different types of needs a child with SEND can have. The four areas are: communication and interaction; cognition and learning; physical and / or sensory

**CAMHS** – child and adolescent mental health services

**Differentiation** – when things are adapted in response to a child's needs

**EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

**EHC Plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

**First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessment or plans and against discrimination by a school or local authority due to SEND.

**Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the child's needs, planning the provision, implementing the plan and reviewing the impact of the action of the child.

**Intervention** – a short-term, targeted approach to teaching a child with a specific outcome in mind.

**Local offer** – information provided by the local authority which explains what services and support are on offer for children with SEND in the local area.

**Outcome** – target for improvement for children with SEND. These targets don't necessarily have to be related to academic attainment.

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's SEND.

**SENCO** - ~Special educational needs co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND.

**SEND Information Report** – a report that schools must publish on their website, that explains how the school supports children with SEND.

**SEN Support** – special educational provision which meets the needs of children with SEN

**Transition** – when a child moves between years, phases, schools or institutions or life stage