

SEN Information Report

Crow Orchard School Lane, Skelmersdale WN8 8 QG TEL 01695 724046

www.croworchard.lancs.sch.uk

Crow Orchard is a mainstream primary school Age range of pupils school caters for 3-11

Headteacher - Ann Hedges head@croworchard.lancs.sch.uk

SENCO - Davina Mahood d.mahood@croworchard.lancs.sch.uk

Accessibility and Inclusion

- The school provides an accessible environment at present but this remains a focus of on-going development for the school as the environment and needs of its pupils grow and change. The school can be accessed by wheelchair users via the main entrance but not all entrances and exits are wheelchair friendly. The visual environment has been developed through the use of blinds in all classrooms to maximise the optimum visibility of the classroom setting. The school has a fully functioning and spacious disabled toilet and facilities in the entrance area of the school. The accessibility of the school is monitored by the headteacher, SENCO and Governors' Health and safety Committee on a 2 yearly basis and developments and improvements are planned as identified and required.
- The school has a regularly updated website where each class teacher includes activities which are taking place at school and also provides all communications in written format. Should larger print be required this would be fully available upon request. Telephone communication and 1:1 meetings are also available should parents and carers require more support in the sharing of information. We have a number of parents with EAL and will always ensure that information is shared effectively to them by whatever means they find most accessible. PARENTS/ CARERS are also invited to access their children's learning through see saw, an app which has individualised login details
- The school provides an inclusive and accessible environment for all pupils, inclusive of those with additional needs. This provision includes the use of pictures, symbols and individual visual timetables if required as a means of communicating with non-verbal or children with speech and language needs. Consideration is also given to children's physical needs and resources and adaptations are used as required, for example, writing slopes, pencil grips, coloured overlays etc. Children's individual needs are identified and addressed through a personalised learning program and resources and training are obtained to ensure such needs are met. We have recently developed our ICT resources to include additional support for children with SEN and are in the process of buying whole class laptops. We also work closely with external agencies and services such as physiotherapy, occupational therapy, school nurse, dental service, speech and language, behaviour therapy, counselling, play therapy and CAMHS. School purchases specialist equipment upon advice from external agencies and professionals, such as ICT based assessments. The school's learning mentor works closely with our parents if they require support.

Teaching and Learning

What the school provides

- The school has a rigorous assessment and review cycle whereby children's progress is regularly monitored and any concerns identified. Should a pupil's assessment data indicate cause for concern then the needs of that pupil will be discussed between the class teacher, assessment leader and SENCO and action will be taken, which may involve placing the child on an ILP or IBP (Individual learning programmes/Individual Behaviour Programme). This may be in the form of 1:1 or group support. For other areas of additional needs, all staff are adept in observing when pupils are struggling or require support, again these concerns will be shared with all parties concerned and the necessary action taken, which may be in a group or on a 1:1 or may involve the school and parents working with external agencies for support. If a child continues to have unmet needs once the school has put actions in place then a TAF (Team Around the Family) meeting will be called and a CAF or 0-19 form will be completed to identify long term targets and support for the pupil. Throughout the identification process the school SENCO will be involved at all times. The SENCO will be acting under the

support and guidance of an Educational Psychologist and in cases where school feel that there is an underlying cause of the child's needs then individual assessments will be taken out on the child.

- Children are given support within the classroom at a range of levels known as wave 1, wave 2 and wave 3 support. All class teachers and teaching assistants are skilled in supporting many different additional needs within the classroom setting. Children may be supported on a 1:1 basis and have an Individual Education Plan that will involve targets being set on a termly basis. In addition to this, some children may receive group support, whereby teachers and teaching assistants deliver focused intervention programs designed to target specific areas of development. At a wave 3 level of support, some children with more complex needs may receive 1:1 support on a daily basis, the level of this support will be determined by external guidance provided for children, deemed as having complex needs and thus requiring an Education Health Care Plan This 1:1 support is specifically tailored to meet the needs of the child and may also involve support from external agencies. On a daily basis, staff are highly skilled in being able to plan a differentiated and well-resourced curriculum to meet the needs of all children, creating an inclusive learning environment.
- Staff are trained in the most recent developments with SEN by the school SENCO. As part of continued professional development, all staff are encouraged to access training courses to develop their skills in supporting children with additional needs. As a school we also benefit from the support of many external agencies, whom come into school to work alongside staff in supporting children's needs, such as CAMHS, OT, SALT, ELM TREE, Counselling services and outreach teachers
- As an inclusive school, we endeavour to support all of our children in achieving their full potential and as such we put many strategies and supports in place for children with SEN when completing required assessments. This may entail, having a reader to help them to read the questions, it may involve a child being given extra time to complete the test and also staff provide emotional support should it be required. In some occasions, children are exempt from taking part in statutory tests due to the nature of their additional needs.
- The school SENCO, Headteacher and assessment co-ordinator work alongside class teachers to identify a wide range of needs within each class and a provision map is produced. This provision map, identifies children's need at an individual and group level and subsequently identifies the targeted provision that will be provided to address these needs.

Reviewing and evaluating outcomes

What the school provides

- Once a child is given a statement or an EHC the school establishes an effective cycle of review to ensure that information is successfully shared with all agencies involved in supporting that child. This cycle of review will include annual meetings with parents to discuss a child's progress. At this annual review all parties involved in supporting a child will be invited to contribute their thoughts, concerns and targets to the review and this will be discussed at the review meeting. Advice from professionals is included at these reviews. At the meeting, the child's progress will be discussed, targets will be evaluated and new targets will be set to make plans for the following year. The child is also invited to attend part of the meeting
- For other children with additional needs, Parents are invited to 2 meetings if they wish to discuss their child's progress, one in the Autumn and one in the Spring term. At this point concerns or targets will be shared. For children with IEPs or IBPs, 2 copies of the child's targets and reviews are sent home as part of each cycle and parents are asked to sign and comment on the IEP document and keep a copy. As part of the support cycle, each member of staff delivering IEP support, feeds back to the class teacher and the school SENCO and informs any communications with parents. If a child continues to have unmet needs then a TAC (Team Around the Family) will be called and the child's needs, targets and required support will be discussed.
- As part of the review process for meeting the needs of children with SEN, the school SENCO collects in IEPs and IBPs on a termly basis. This ensures that the targets set are appropriate and that the class teacher and the SENCO have an up to date knowledge of a child's current level of need. For children with Education Plans P scales and newly updated pivats in line with Assessment without levels may be used to track children's progress and inform future targets. For other children, each class teacher has 3 progress meetings with the school's head and children's progress/needs are discussed the based on a child's performance in the termly assessment cycle. Should there be concerns about a child's progress, class teachers identify an action to address these needs through intervention. This is monitored by the Intervention coordinator and assessment coordinator. All staff are accountable for meeting the needs of all pupils within their care. Parents are also encouraged to contribute to meetings and reviews