



# The Redeemer Church of England Primary School

Annual Local Offer SEND Information Report October 2020

## How we identify individual special educational learning needs

- ❖ When pupils have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting
- ❖ If you tell us you think your child has a SEND we will discuss this with you and possibly carry out some diagnostic tests with your child. We will share what we discover with you and agree with you what we will do next and what you can do to help your child
- ❖ If our staff think that your child has an SEND this may be because they are not making the same progress as other pupils; for example they may not be able to follow instructions or answer questions. We will observe them; we will assess their understanding of what we are doing in school and use diagnostic tests to pinpoint what is causing them difficulty (i.e. *what is happening and why*)
- ❖ Our in house assessments include British Picture Vocabulary Scale, Derbyshire Language, Physical Development baseline motor skills, Goodenough Draw a Man, Yarc Assessment of Reading and Comprehension, Dyslexia Screener, Sandwell Numeracy Assessment, Talc (Test of Abstract language Comprehension), Ravens, Visual Perception and a range of specific language assessments. These assessments and screeners enable us to unpick a child's difficulties and ensure that we plan the appropriate strategies, targets, interventions necessary to ensure each child continues to make progress with their education. School will where necessary request the support of professionals for further diagnostic information for individual children.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2014) into the following four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision. We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need.

For example:

- their attendance and punctuality
- their health and welfare
- having English as an Additional Language (English As a second Language)
- being in receipt of the Pupil Premium Grant
- being a Looked After Child (Looked After Children)
- being a child of a serviceman/woman

### **How we involve pupils and their parents/carers in identifying SEND and planning to meet them**

- ❖ Parents are viewed as partners in their child's education and are kept fully informed about this. They will be informed of any changes in their child's progress, behaviour or educational provision within the school. School operates an open door policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at a convenient time. Meetings can include the SENCO (Gillian Ross). Parents have the right to access records relating to their own child and any school documentation they may feel appropriate.
- ❖ When we assess children with SEND, we identify if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress
- ❖ We identify targets, encouraging pupils and parents/carers and where appropriate children to be involved in the process. Targets are updated regularly throughout the year, following feedback from staff, parents and children
- ❖ We will provide advice on further activities and resources that can be used to support children at home, as well as homework to repeat and practice activities that are new and present an achievable challenge for the individual pupil
- ❖ Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home, likewise child involvement will be sought where appropriate.

- ❖ Children who have an Individual Pupil Resource Agreement/Education Health Care Plan will be asked for their point of view, both when the application is made to panel for further support and annually as part of the review process. We endeavour to include children during the annual review process as much as possible and encourage children to be there whilst the review is taking place.
- ❖ The school will seek to engage the services of a translator if necessary or where requested by parents, to ensure partnership in developing strategies to help an individual student.
- ❖ We hold parents evenings twice a year and periodically an informal document is sent out to parents to inform them of progress made. This report will also include information of 1:1 SEND baseline assessment results and how they compare to previous years. The parents of children with a statement/IPRA/EHCP are invited to an Annual Review meeting.

Parents can find information about how the Local Authority seek to support families via the school website or [www.blackburn.gov.uk/send](http://www.blackburn.gov.uk/send)

### How we adapt the curriculum so that we meet SEN

Outstanding, quality first teaching is vital for all children. This means that a range of teaching and learning styles are used and that appropriate, differentiated learning objectives are set for all children with a curriculum matched to their needs.

Teaching approaches are consistent throughout the school and any modifications needed for any individual children are planned for each lesson.

At The Redeemer we provide a 'Graduated Response' to identifying and meeting Special Educational Needs which may be mapped onto the National Literacy Strategy and National Numeracy Strategy three waves.

Teaching approaches are consistent throughout the school and any modifications needed for any individual children are planned for in each lessons. The class teacher ensures the children have access to a broad, balanced and relevant curriculum. They do this through careful curriculum planning and differentiation.

Forms of differentiation/teaching approaches may be through:

- \* Content
- \* Interests
- \* Pace
- \* Sequence
- \* Structure

Task – to match learning style: Visual, Auditory, Kinaesthetic

Support – adult assistance, scaffolds and resources, ICT

Outcome – quality not quantity, alternative methods of recording.

of

- \* Teacher Time
- \* Teaching Style
- \* Grouping
- \* Learning Style

Organisation – individual, paired,  
group work

**Wave One:**

The effective inclusion of all children in a high - quality literacy hour and daily mathematics lessons ('quality first teaching'). Children may be at any point on the 'graduated response' – that is, the usual differentiated curriculum or SEN Support

**Wave Two:**

Small group intervention (Inference/comprehension skills, Fast Track Phonics, Bounce Back Phonics, small group numeracy support, better reading, Booster classes, equivalent LA or school- based programmes) for pupils who can be expected to 'catch up' with their peers as a result of the intervention – that is, who do not necessarily have special educational needs related specifically to learning difficulties in literacy or mathematics.

Wave Two interventions are not primarily SEN interventions.

Pupils included in Wave Two interventions may on occasion already be identified as requiring SEN support. This will be where they have special educational needs such as social, emotional or mental health difficulties, communication and interaction difficulties, difficulties with their physical development, sensory or physical impairment, for which they are receiving other forms of support

**Wave Three:**

Specific targeted intervention for pupils identified as requiring SEN support. These can include Reading Recovery, Pre-Teach Vocabulary, Narrative Therapy, Speech Therapy, Write Dance, Body Awareness + etc.

Pupils at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to their learning. Provision at Wave Three is often likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles, and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two.

Children receiving Wave Three support will always be identified as Sen Support. If an external agency is involved in the assessment, planning and review cycle the children will be identified as SEN support.

#### **How we modify teaching approaches including our plans for developing and enhancing SEN provision in our school next year include ...**

- ❖ All our staff have received training which enables us to be able to adapt to a range of SEND:- specific learning difficulties (including dyslexia) (Specific Learning Difficulty); autistic spectrum disorder (ASD); speech, language and communication needs (Speech Language Communication Need); and social emotional and mental health difficulties, sensory and physical development difficulties, attachment difficulties, Attention Deficit Hyperactive Disorder.
- ❖ We use a number of approaches to teaching –Small group intervention (Read Write Inc comprehension, Read Write Inc Phonics, First Class @numbers, better reading, ELS, intervention programmes, write dance, body awareness, 1:1 tutoring, Booster classes, etc)
- ❖ Enhancing SEN provision 2019/20 – Early Makaton support training, Solution Circles, ACE (Advice Childhood Experiences), ongoing Epilepsy Training, asthma, anaphylaxis, Visual Impairment updates, shunt training, respiratory training, ongoing HI training, Emotional Health and Wellbeing, Mental Health Training, Well Being Warriors, Pop-Up Nurture, Lego Therapy. A continued focus on narrowing the gap between pupils at SEN Support and those with no identified SEN, in all subjects at KS1 and particularly in Maths, Writing and Reading at KS2. To improve the rate of progress for children at SEN Support across EYFS and Y1 in all subjects.
- ❖ Where appropriate adaptations are made to the curriculum/learning environment enabling all children, including those with SEND to access the whole curriculum. (see accessibility plan)

#### **How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers) How we evaluate the effectiveness of the provision**

- ❖ We use national curriculum outcomes, EYFS outcomes and PIVATS to assess progress that is in smaller steps and at a slower pace than the usual national curriculum
- ❖ We regularly use staff meetings to allow all teachers to assess an anonymous piece of work to check our judgements are correct (moderating)
- ❖ We check how well a pupil understands and makes progress in lessons

- ❖ Our senior leadership team check the progress of pupils every term, (more often if progress is slow) and we discuss what we are doing to make sure all pupils make good progress (is there anything else we can do?)
- ❖ For pupils with SEN, teachers discuss progress with parents every term or more often if we believe this will help
- ❖ Individual targets identified by children/parents/staff are reviewed and updated
- ❖ Children involved in specific interventions may undertake an entry and exit assessment, either York assessment of reading comprehension or Sandwell Numeracy assessment. During the year, further assessments will be undertaken to ensure that children are continuing to make progress.

All children identified as SEN support will undertake individual assessments linked to vocabulary, reading accuracy, reading comprehension and reading speed at the end of each academic year

All children are formally assessed and reviewed 3 times a year. There are ongoing informal assessments throughout the year. Individual curriculum targets are set from these assessments. After formal assessment has taken place pupil progress meetings take place, where pupils progress and targets are reviewed. Staff also sit down and review progress and targets with individual children. All pupils are tracked from reception through to year 6 based on both formative and summative assessment.

We at The Redeemer monitor our SEND provision so that we can ensure that we are meeting the needs of our SEND pupils in the most effective way possible using the resources available. The Governor with a special interest in special educational needs will meet with the SENCO annually to discuss the 2 year plan. The SENCO reports annually to the Governors regarding the outcomes of provision for children with special educational needs. The Governors will oversee this process and will report annually to parents. When considering how successful our policy is, we will consider:

- ✧ Movement of pupils on/off the SEND register.
- ✧ The identification and assessment of SEND i.e. early identification – /Performance Indicators for Valued Assessment and Targeted learning Support/ Baseline results.
- ✧ Pupil success in the National Curriculum, SATs and achieving targets. Comparative data from annual standardised tests in KS2.
- ✧ Resource allocation.
- ✧ Parental views and opinions expressed at Parents Evenings, reviews and informal discussions.
- ✧ Effectiveness of documentation.
- ✧ Complaints.
- ✧ Assessment co-ordinator monitoring of progress through highlighted tracking of pupils with SEND and disabilities.
- ✧ SENCO observations of whole class/ group/ individual teaching.
- ✧ The school's self-evaluation policy.
- ✧ Pupil and Parental views.
- ✧ Adviser views – monitoring visits.
- ✧ SEND officer / Educational Psychology service.

\* Targets are reviewed throughout the term

**In the academic year 2019/20** the school had 3% of children with an EHCP. 16.2% of children were identified as at SEN Support in school.

All annual reviews for EHCP children took place during 2019/2020, 84% of them were held during lockdown.

In KS1 16.7% of children were identified as SEND Support/EHCP. In the KS1 phonics screener based on teacher assessment prior to lockdown, it was predicted 55% of pupils identified as SEND Support/EHCP would have achieved the expected standard, 9% would have been unable to access the test. At the end of Key Stage 1 in 2020, 30% of Yr 2 pupils were at SEN Support/EHCP. Of these SEN children 3% would not have been at a level to access the end of year SATs. Teacher assessment based on information acquired prior to lockdown and that observed/submitted during lockdown, indicated that 6% of SEN children would have achieved the expected standard in reading and numeracy. Overall teacher assessment indicated that for individual subjects, 44% would have achieved expected in maths, 28% in reading and 33% in writing.

At the end of Key Stage 2 in 2020, 24% of Yr 6 pupils in the cohort were identified as SEN support/EHCP. Of these SEN Support/EHCP children, teacher assessment based on information acquired prior to lockdown and that observed/submitted during lockdown indicated that 71% would have achieved the expected standard in reading, writing and mathematics.

#### **What equipment or resources we use to give extra support/adapt the curriculum and learning environment**

##### **The facilities provided to assist access to the school by disabled pupils**

- ❖ We use workstations; picture timetables; Makaton, Picture Exchange Communication System; countdown timers for pupils who need it
- ❖ We use hearing aid devices for pupils who need it
- ❖ We use iPad Apps/tablets and LBO for pupils
- ❖ We use age appropriate software within school to help pupils engage with subjects they find difficult; practice basic skills; become independent learners, including mastering memory, lexia, 2type, Indirect Dyslexia Learning, Clicker, Reading Eggs, mathletics
- ❖ We have a sensory room available for pupils who have physical or sensory needs
- ❖ Specialist equipment provided by Occupational Therapists when necessary

Our School SENCO (Gillian Ross) who is an experienced teacher, received the National SENCO award in 2013. She is responsible for, reporting to Governors and for co-ordinating SEND provision across the school, from Reception to Year 6. The SENCO attends SEND network meetings on a regular basis. Our designated school governor (Charlotte Carter) meets at least annually with the SENCO.

The school has provided some access for disabled pupils and parents and does have two disabled toilets. The needs of the pupil will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available. Future improvements to the school buildings and facilities are detailed in the School Development Plan and Accessibility Plan

### **How we safeguard our SEND children and support social and emotional wellbeing and prevent bullying and enable pupil voice**

#### Early help

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- being more prone to peer group isolation than other children;

- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers.

The Redeemer School would follow the school safeguarding policy should any safeguarding concerns arise.

The Redeemer School is a nurturing school with a strong Christian ethos. Within school, children are taught about bullying, friendships and staying safe, through a combination of age appropriate PSHE, (personal, social and health education) lessons, circle time and daily worship. A Family Worker (Gill Boyes) has been employed by the school to provide further support for children with their emotional wellbeing. Referrals can be made by staff and following concerns raised by parents. Intervention/support for children will be decided



according to the needs of the individual children/families. Yr 6 reading buddies spend time with the children in the infants. Within school there is an active school council and ethos group which meets formally weekly. All pupils are invited to contribute to these meetings, to reflect upon their daily life in school, to identify what they like/dislike, to raise suggestions of what they may wish to change and to raise concerns they may have. The school council aims to be a positive forum that provides an opportunity for all children to be heard. It enables the leadership of the school to listen to children's knowledge and opinions and aid communication throughout the school. The school council builds up children's confidence and esteem, encourages them to be active citizens and provides the children with a democratic model.

The school has a Designated Senior Person (DSP) and a Deputy DSP to deal with issues to child protection and safe guarding, the family worker and SENCO have also received Level 3 safeguarding training. Groups are run in school to develop children's social skills and self-esteem. School has sign posted parents and children to specialist services for social, emotional and behavioural development. All children are encouraged to tell someone if they feel there are any issues, not just impacting on them but on their peers, there is a worry box in each classroom. The school's anti-bullying and behaviour policies are available on the website. School have recently subscribed to a Well-Being support tool which will enable school and teachers to better support the well-being and academic development of our KS2 pupils.

#### **What extra support we bring in to help us meet SEN: Specialist services, external expertise and how we work together collaboratively**

The Redeemer CE Primary School works closely with other agencies to focus on the identification and provision for those children who have a special educational need. Liaison takes place with the following agencies:

- \* School's Educational Psychological Service
- \* Educational Welfare Officers
- \* Speech Therapists -
- \* Occupational Therapists
- \* Physiotherapists
- \* Send Support Service, including advisory teachers for ASD (autistic spectrum disorder, speech and language, SEBD (social, emotional and behavioural difficulties), PD (physical difficulties), early years team.
- \* School Nurse
- \* Paediatricians
- \* Family Wise
- \* Parent Partnership (IASS - Independent Assessment Support Service
- \* Inclusion Solutions

For those children who have a range of agencies working with them, a CAF (Common Assessment Framework) might be agreed. The CAF's main aim is to ensure all agencies work together according to an agreed plan of action. Thus, the actions and services provided across the agencies impact positively and achieve good outcomes for the child.

#### **Extra-curricular activities available for pupils with SEN**

At The Redeemer we aim to ensure that children with SEND play a full role in all school activities as far as is appropriate.

All activities within and outside school are covered by risk assessment. Additional risk assessments are carried out for specific children with advice from appropriate agencies depending on their needs. All reasonable adjustments are made to ensure that children with SEND are able to access all activities safely.

Before and after school care is available to all children at a cost to parents, including those with SEND. There is a range of after school clubs, again available at a cost to parents throughout the year. These vary each term and are accessible for all. All clubs are open to children regardless of SEND, with reasonable adjustments. e.g. increased staffing levels.

The school encourages pupils to support each other in work and play, to build on different strengths and talents and to encourage all children to reach their educational potential.

#### **Arrangements for admission of SEND/disabled persons as pupils at the school/kinds of SEN provided for**

Pupils with all kinds of SEND will be admitted to The Redeemer CE Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEND Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having SEND at early years action or early years action plus.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

We are able to offer support for children with:

- SPLD specific learning difficulties
- MLD moderate learning difficulties
- SLD severe learning difficulties
- BESD behaviour, emotional and social difficulties
- SLCN speech, language and communication needs
- PD physical difficulties
- ASD autistic spectrum disorder
- HI hearing impairment
- VI visual impairment

#### **How we support pupils in their transition into our school and when they leave us**

We have close links with a number of Nursery's. An induction programme for the new Reception children coming to The Redeemer operates in order to establish a welcoming environment. For children identified as SEND prior to beginning school, the SENCO will attend meetings and arrange for further induction sessions, these may be at the school or members of staff visiting the child's nursery. Links will be made with all professionals involved with SEND children to ensure a smooth transition for each child. During academic year 2019/20, staff corresponded with nurseries via phone calls and where appropriate attended meetings via TEAMS/skype to determine appropriate support for SEND children. Children with SEND were provided with a social story book to prepare them for life in reception.

For children moving between year groups and key stages, the school holds an annual "moving up" day in the summer term. Where appropriate, further bespoke transition programmes are provided for individual children. For children moving to high school, the Redeemer follows the BwD "Moths" programme (Moving on to high school), which clearly sets out a series of activities aimed at alleviating anxieties. Additional transition arrangements are made for SEND children in all year groups and in all key stages according to need. Close liaison also takes place between SENCO at the Redeemer and SENCO's at nurseries and high schools. During academic year 2019/20 MOTHS activities were supplied by Yr 6 teachers via Class dojo.

Meetings will be held during Year 5 and in the autumn term of Year 6 for children who have a statement/IPRA/EHC to begin discussing secondary school choices.

### How additional funding works

- ❖ Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil's need from this (including aids and adaptations). If the cost of meeting an individual pupil's needs is significantly different to what is usually available, an application can be made to the local authority for an Education Health Care Plan (EHCP) asking for support in meeting the costs. Further information about an EHCP can be found on the Blackburn with Darwen Local Offer website.
- ❖ In the academic year 2019/20, the school has received £255,180 which is a culmination of notional SEN budget allocation and Element 2 and 3 High Needs Funding.

<https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/service.page?id=qYwdAepV28Y>

### Where pupils can get extra support

The safety and well-being of all children is important to us. Children can approach their class teacher, teaching support staff, SENCO and any member of the SLT.

### Where parents/carers can get extra support

If parents have any concerns they should contact the class teacher, SENCO (Gillian Ross 01254 296400, [office@theredeemer.blackburn.sch.uk](mailto:office@theredeemer.blackburn.sch.uk)) or a member of the SLT, Mrs Smith, Mr Power or Mrs Prescott. For SEND support in the local community, Parents can access Blackburn with Darwen's website to identify other types of extra support in the local area. This website is an online resource that details services, support and guidance available to children and young people with special educational needs and disabilities (SEND) aged 0 – 25 and their families.

<https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page>

### What to do if you are not satisfied with a decision or what is happening (for parents)

The complaints procedure for SEN mirrors the school's other complaints procedures, which can be found in the prospectus. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and Headteacher should be brought into the discussion process. If concerns cannot be resolved at this level they should be put in writing to the SEN Governor. Advice for parents can be sought from the LA or from the Parent Partnership Service.

<http://www.bwdpip.org.uk/>

### **School Policies linked to SEND Information Report**

- ❖ SEND policy
- ❖ Teaching and Learning Policy
- ❖ Marking and Feedback Policy
- ❖ Equal Opportunities Policy
- ❖ Admissions Policy
- ❖ Accessibility plan
- ❖ Behaviour and restraint policy
- ❖ Safeguarding policy
- ❖ Keeping Children Safe in Education
- ❖ Medical policy

Legislative Acts taken into account when compiling this report include:

- ❖ Children & Families Act 2014
- ❖ Equality Act 2010
- ❖ Mental Capacity Act 2005