



Blackburn The Redeemer Church of England Primary School, Blackburn
Supporting Children and Families with Special Educational Needs

MISSION STATEMENT:

As part of God's diverse family, we will live out our Redeemer values, nurturing all to become the best they can be.

Together we will help each child learn that through – believing, loving, caring and sharing, everyone will grow in the light of Christ.

The aim of this booklet is to support you in understanding the process we follow to support all children at Blackburn the Redeemer Primary School. If you have any worries or concerns about your child, please speak to your child's teacher.

Within this booklet, we have identified and explained the process we go through to ensure we meet all your child's needs. The booklet also explains the roles of the professionals we may refer your child to.

If you have shared a concern with us about your child, there are different pathways we follow to ensure we meet your child's need.

We are here to make it right for every child and strive to ensure they get the best education.

Please feel free to talk to us about your child by making an appointment or if you prefer, you can ring or email us on the contact information below.

Phone us: 01254 296400

Our core values

“Wisdom, Hope, Friendship, Compassion, Forgiveness, Thankfulness, rooted firmly in Agape, Love. “

“Children have a Special Educational Need if they have a learning difficulty which calls for Special Educational Provision to be made for them”. As defined by the code of Practice 2014 for those who have Special Educational Needs and disabled children.

SEND Code of Practice.

The SEND code of practice is an official government guide for teachers who work with children who have Special Education Needs and Disabilities (SEND). It focuses on a family centred system of care and education. The document provides statutory guidance on duties, policies and procedures. It is in place to support children and young people with Special Educational Needs (SEN) and disabled children and young people under the age of 25 years.

This statutory code contains:

- Details of legal requirements that must be followed.
- Statutory guidance that must be followed by law.
- It explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014. The code is followed by all professionals:
 - Head teachers
 - Governing bodies
 - School and college staff
 - Special educational needs and disability (SEND) coordinator (SENCo)
 - Early Years' providers
 - Other education settings
 - Local authorities
 - Health and social services staff

Everyone at Blackburn the Redeemer is committed to putting the children first. We aim to create an environment where **all** children in our care enjoy coming to school, and make the best of all the opportunities they are offered

Identifying Children who need further support.

Early identification of needs is important in order to ensure that children do not fall behind or lose their self-esteem. Many children experience difficulties at

different times in their lives and it is important that any difficulties are identified and supported in the best possible way.

There are four broad categories of need. The purpose of identifying which category applies to a child is to work out what action we need to take, not to label the child or fit them into a category. We always consider the needs of the whole child.

There are four categories:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Physical and Sensory

When a child needs individual provision, above and beyond other children, then they are placed on the school's SEND register. We use self-evaluation inquiry processes to create a provision map. This details adjustments we make to meet the needs of all children.

- Blackburn The Redeemer strives to work in partnership with parents.
- If there are immediate concerns about a child's learning and development, these will be acted upon straight away and further support requested from relevant agencies and professionals.
- Where a child's baseline is cause for concern, then these children will be closely monitored and their learning, development and progress reviewed more frequently; to establish what appropriate next steps may be needed.
- All staff have a responsibility to listen carefully to children's voices and to regularly observe children



All children receive high-quality teaching in an inclusive environment with reasonable adjustments made to ensure progress of all learners.

Whole school systems in place to plan, implement and review progress

School recording system where SENCO/SLT monitor individual needs and/or parental concern

Child requires additional support to make progress with their learning. Cause for concern registered with SENCO and discussed with parents.

Assess

Observations/ assessments undertaken by SENCO identifying strengths and areas to target. Interventions/ strategies suggested and child will be monitored with new strategies in place. This may include referrals to other services, this is a decision made together with parents.

Plan

Child monitored or added to SEND register. Teachers will pay due regard to information/strategies provided including the outcomes outlined in an EHCP. They will generate SEND Support Plans which will be shared with parents.

Do

Teachers will modify teaching, plan learning activities and provide for the needs of all SEND children in their class. The class teacher will remain responsible for working with and supporting the child or young person on a daily basis.

Review

SEND support plans/progress will be monitored and evaluated by staff and parents. Additional support/further advice and assessment from external services may be requested. Decision made to remove from SEND register, remain at SEND support or consider application for EHCP.

SEND Support Plan:

Your child will have an SEND support plan. This details smaller identified targets linked specifically to your child's learning and development. These are to be worked on at home as well as in school and will be reviewed termly. If children achieve these targets sooner, then they will be adapted and changed when necessary.

The WAVE approach:

The Wave approach is a way of showing the graduated response to children and the pathways that we follow to support their individual needs. As children need above and beyond the curriculum being taught then they will move up to the next wave.



Wave 1: Universal Services

All children have access to a rich and broad curriculum, their progress will be monitored and assessed through the developmental levels of:

- PIRA/PUMA/GAPS assessments
- Daily lesson observations

Teachers will liaise with parents/ carers to discuss children's achievements and progress. This is shared through:

Formal parents' evenings twice a year and an annual report. If parents want to discuss their child with the class teacher at another time, this can be arranged where necessary.

Wave 2: Additional, targeted support and provision

If a child has been assessed and is working developmentally lower than those of their chronological age or are not making progress, then the SENCo will consider moving to Wave 2. This means that the SENCo will introduce the following measures to support the child;

- Targeted activities or one to one time in session focusing on the specific needs on the individual child.
- Planned interventions.
- Targeted resources or adjusting the environment if needed

Wave 3: Specialist, individualised support and provision.

Children who have an unmet additional need will be at Wave 3. At this stage children will be monitored through a SEND Support Plan (SSP). SEND Support Plans are written by the child's teacher with support from the SENCo, parents and child. These plans are evaluated termly and next steps are determined. If a child meets the targets earlier than this, then they are amended at the relevant time. Other professionals' reports are used to influence the targets being set.

Professionals and their roles:

It is important that we use the skills and knowledge of all professionals and to build on each other's strengths. We do this to ensure that your child is getting a well-rounded and inclusive approach and is able to gain the best education they can. Over the next few pages, we have tried to explain the roles of some of the professionals and services that we refer into for further support, advice and guidance.

These are:

- SEND Support Service
- Educational Psychologists
- Community Paediatricians
- A CAF and TAF process
- Speech and Language therapy
- Occupational Therapy
- Mental Health Support Team
- Educational Health and Care Plan Process

SEND Support Service

The SEND Support Service is made up of specialist teachers and teaching assistants working in these areas:

- Early years
- Specific learning difficulties
- Speech, language and communication needs
- Complex learning needs
- Social communication needs and Autism
- Physical disabilities
- Visual impairment
- Hearing impairment
- Social emotional and mental health needs

The teams also have an habilitation officer who works with children with visual impairments, and a speech and language therapist.

Parent's consent is required before a team member meets with staff to discuss individual children. Advisory teachers will find out ...

- what support your child has been receiving from their school/setting and
- how they are progressing.

Advisory teachers will then usually spend time observing your child in school. They may also carry out specialist assessments and talk to or play with your child. They will liaise with other professionals are involved with your child e.g. Educational Psychologists, Doctors, Health Visitors, Audiologists etc. they will talk to them so that everyone can work together to help your child.

When all information has been gathered, recommendations are made to the school/setting on how they can best meet your child's individual needs.

The SEND Support Service will provide training to staff if required so that they can deepen their understanding of your child's needs and of how to adapt their approach to ensure your child has the best chance to progress.

Sometimes they will demonstrate particular techniques, and work alongside staff so that they develop additional knowledge, skills and confidence to support your child.

Information provided by the SEND Support Service will be shared with parents. SEND SS Staff will meet with parents and attend meetings arranged by school.

Educational Psychologists (EP)

The Educational Psychology team brings psychological knowledge, methods and tools to improve the development and wellbeing of children and young people.

They have a statutory role for the Council in assessing children's special educational needs and in supporting school improvement for maintained schools. (this service is a legal requirement).

If a request for an Educational Psychologist is submitted the following process takes place.

Assessment is organised. A Parental consent form will need to be completed.

An Educational Psychologist will meet with school to discuss concerns. They will come to school to observe and gather further information, this could be through assessments.

After the visit, an EP report will be provided. This will have some specific targets, recommendations and strategies for school to follow. These will be included on a child's SEND Support Plan (SSP)

Educational Psychologists will attend meetings and meet with parents. They are also involved in meetings of those children with complex needs who are likely to meet the criteria for an Education, Health and Care Plan (EHCP)

They also support the Statutory Assessment Team when considering whether a child or young person's needs are likely to require an education, Health and Care Plan. (EHCP)

The team also provide a wide range of services where psychology could be useful:

- Staff training
- Therapeutic work with children and young people
- Work with parents

Community Paediatricians

Community paediatricians are developmental paediatricians. They have clinics where they see children and young people. They do not manage medical difficulties where there are no developmental concerns. A community paediatrician will support your child and the family through the process of supporting your child and gaining a diagnosis if this is deemed needed. Their services include:

Neurodevelopmental

- Developmental problems diagnostic assessment – and medical management via CDC services (preschool)
- Developmental Co-ordination disorder diagnostic assessment (6-16 years)
- ADHD diagnostic assessment in primary school-aged children (5 -11 years)
- Autistic Spectrum Disorders Diagnostic assessment (for children and young people up to the age of 16 years) via the ELHT ASD Pathway

Neurodisability

- Cerebral Palsy diagnosis and medical management (0-16 years)
- Assessment of ongoing effects of head injuries in children 0-16 years (non-acute)
- Medical aetiological investigation of school-age children with moderate to severe learning disabilities (5-16 years)
- Medical management of complex neurological or genetic conditions (in association with other specialist services).

Community/statutory

- Medical advice for Integrated Assessments for Education Health Care Plans

- Initial Health assessments for Children coming into Care (Looked After Children).
- Health assessments of children being placed for adoption.

The service aims to provide medical assessment and diagnostics within the expertise of Community Neurodevelopmental Paediatrics for the population of East Lancashire and Blackburn with Darwen. the service is available up to the age of 16, excepting those with complex disabilities who are attending special schools who are seen up to age 19.

Referrals can be made to this service via school with parent/carers support.

CAF/TAF Process

A CAF, the child and family assessment (CAF) is a 4 step process whereby practitioners can identify a child or young person's needs early, assess those needs holistically, deliver coordinated services and then review progress.

The CAF is designed to be used when:

- a practitioner is worried about how well a child or young person is progressing, e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing
- a child or young person, or their parent/carer, raises a concern with a practitioner
- a child's or young person's needs are unclear, or broader than the practitioner's service can address

The purpose of a CAF assessment is to gather information about the whole family and the family background. The process is entirely voluntary and informed consent is mandatory, so families do not have to engage - if they do, they can choose what information they want to share with the aim being to identify factors that you may need further support with.

The CAF should be offered to children who have additional needs to those being met by universal services. Unless a child is presenting a need, it is unlikely the CAF will be offered. The practitioner assesses needs using the CAF. The CAF is not a risk assessment.

Around every 6 weeks, or as and when needed, there will be a meeting called a TAF, Team Around the Family meeting. This is a meeting where all professionals meet to discuss the support and the ongoing process to ensure everyone is working together. Minutes are taken and written up and goals are set for the family and professionals to follow and achieve by the date agreed

Speech and Language Therapy

Speech and Language therapists provide support for children who have difficulties with communication. They work in partnership with children and their families to identify and offer support to those who, for physical or psychological reasons, have problems speaking and communicating. Speech therapy provides strategies to support children in using their voice properly and using the muscles to make the right sounds. They help people understand language and express themselves.

If you have any concerns regarding your child's speech and language, or school have any initial concerns, then you can speak to your child's teacher. From this discussion, we can identify what it is we are concerned about, undertake some initial assessments and put a plan in place to support your child's needs. If a referral is felt necessary, then using information gathered from assessments and parent/carers information the school SENCo is able to make the referral.

Through cooperative working with children/young people and those around them, the Speech and Language Therapy Service will provide assessment, diagnosis, therapy, practical advice and equipment to support children in developing and achieving academically, socially and emotionally to reach their full potential.

When the referral has been processed, children may be supported through a specific, evidence based care pathway according to the outcome of the diagnostic assessment. Support will be tailored to individual children. Children are given a program that both parents and school can work on. School are supported by the Speech therapist to ensure a consistent approach for your child. For some children, a member of the speech therapy team may also come into school on a regular basis. Where appropriate, additional training courses will be offered to staff working with children.

Occupational Therapy (OT)

Occupational Therapy services aims to provide support to children who are experiencing difficulties with participating in developmentally appropriate activities of daily living, things you want and have to do. They support people of all ages who have sensory, cognitive or physical barriers. This can include helping overcome challenges which impact on a child learning at school. They try to support this through everyday activities, exercises and other therapies.

OT's support children to develop their fine motor skills so they are able to grasp and release toys, ensuring the building blocks are in place for handwriting. They focus on their hand and eye coordination and master independent life skills.

OT's also support those with physical disabilities to get the most out of life. This often means finding ways of modifying and adapting activities to make them easier for children to complete. They also support with specialist equipment that helps to build a child's independence.

Physiotherapy (PT)

The Physiotherapy service provides assessment and intervention for those who have a condition that affects their functional ability, gross motor movement, posture or physical skills development. It aims to promote maximum independence and the ability of children to participate in family, school and social activities.

Children can be referred in for an assessment. Following an assessment short and long term goals may be identified for all involved with a child to work on. The service works with parents and carers to provide advice and training enabling them to support their children's gross motor development. The PT service works to help staff in school to develop skills in order to support children who have movement difficulties or delay with their gross motor skills.

Mental Health Support Team (MHST)

Staff at school are able to access the Mental Health Support Team in order to provide ongoing mental health and wellbeing support for children

This support is aimed at children with mild to moderate mental health conditions including anxiety, depression/low mood, sleep problems, panic attacks, specific phobias and behavioural and emotional regulation.

The teams also provide guidance around:

- coping with issues such as exam stress and bullying, concerns related to historical self-harm and injury – learning to cope/new strategies, concerns related to current non-life threatening self-harm/injury – basic harm reduction, assessing risk and management advice. Children who require more specialist interventions will be directed to the child psychology service or have direct access to the ELCAS core team
- Emotional difficulties that are secondary to autistic spectrum disorder or ADHD or learning difficulties

School complete a consultation request for support process that ensures children and young people receive the right support to meet their needs:

- One to one and group sessions, assemblies and whole class support
- Education, advice and training to staff within schools, with support for the mental health lead within each school or college
- Working with schools to implement their whole school approach developing a positive ethos and culture for pupils and families, promoting good mental health and wellbeing across the school
- Advice to school and college staff and liaising with external specialist services to help children and young people to get the right support and remain in education
- Parent led sessions as groups or 1:1s
- Parent education sessions e.g., the internet and the impact on mental health

They always try to meet in a safe and private space within the school. The first appointment is an initial assessment or screening. Parents can attend this assessment too.

Education, Health and Care Plans

The Education, Health and Care Plan process is used to assess a child's special educational needs and decide whether they require an EHC plan to support improved outcomes.

An EHC plan should clearly explain how your child will be supported with their Education, Health and Care needs, to achieve their full potential. It is a plan for long term aspirations as well as transition times, such as your child's move from Primary School to High School. EHC plans are reviewed every 12 months and parents are involved in these reviews.

If your child is not making expected progress, despite the careful planning and additional support that has been put in place, then you can request an EHC assessment. This is to be discussed with your child's teacher and then the SENCo at school. School needs parent's permission to request an EHC assessment although you can request one yourself.

An EHC assessment's aim is to provide a rounded picture of a child strengths and needs and to consider what support is required for them to make increased progress. Also to ensure we have the necessary support in place for when children leave School and start High School. This is set out in a detailed EHC plan and agreed by you. The EHC plan is a legal document and all the organisations and services named in it must comply with the plan for your child.

When it has been discussed and decided that an EHC application should be written, then the SENCo will work closely with parents to fill in the necessary applications forms and gather the desired evidence to support the application.

On receiving a request for an EHC assessment, the local council have six weeks to decide whether to assess your child's needs. The full assessment process can take up to 20 weeks. This is due to contacting all necessary professionals as well as yourself and the panel being able to meet and discuss your child's need.

Your views are included throughout the process, and you are supported to take part in the decisions that are being made around your child. Your child's view is also very important, this may involve someone observing your child while they are in School as well as you being an advocate for your child and being their voice

Education, Health & Care Referral, Assessment & Planning Process Overview

Stage 1 – SEN Support – The Graduated response following the Assess, Plan, Do, Review process

