



HTLPings Methodist Primary School

'AS A FAMILY WE DO OUR BEST WITH GOD IN OUR HEARTS.'

SEN Information Report and School's Contribution to the Local Offer

Special Educational Needs Information Report and
School's Contribution to the Local Offer

(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 - 3a)

This Special Educational Needs Information Report (incorporating the School's Contribution to the Local Offer) should be read in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND) which is available on the website.

HTLPings Methodist Primary School

SEN Information Report November 2022

1. Who is the Sendco and how can parents contact them?

Name of the Special Educational Needs/Disabilities Coordinator:

Miss Nicola Summers

Contact details:

01254 234089

miss.summers@hTLPings.lancs.sch.uk

2. What kinds of special educational needs do we provide for?

HTLPings Methodist Primary School is a mainstream setting, with one form intake making it the size of an average primary school. It serves a mainly settled, semi-rural town community, near to the larger towns of Accrington and Blackburn. The overwhelming majority of pupils are White British. The proportion of pupils with special educational needs and/or disabilities is below average. Everyone at HTLPings Methodist Primary School is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. The Special Needs policy at HTLPings supports the stated ethos of the school that:

"Our loving school endeavours to provide the best possible all-round education in a Christian setting. We will be a family that does our best with God in our hearts understanding that we are all His children. We aim for all within our school to develop spiritually, morally, academically and culturally."

At HTLPings Methodist we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school, and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy.

Our school improvement plan is about developing learning for all and details are planned for continued professional development (CPD) opportunities for all staff.

3. How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others at the same age; or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions."

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from the normal differentiated curriculum, intended to overcome the barrier to their learning.'

Learners can fall behind in school for lots of reasons. They may have been absent from school; they have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well; they may be worried about different things that distract them from learning. At HTLPings Methodist we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning disability that requires special educational provision will be identified as having SEND.

Our SEND profile for 2022-2023 shows that we have 14% of children identified as having SEND. Due to the nature of some of the children's SEND they may fall into more than one of the following categories hence why the % do not equal the overall 14% for the whole school.

12 % of children are identified as having SEND linked to *Cognition and Learning*.

10 % linked to *Communication and Interaction*.

10% linked to *Social, Emotional and Mental Health difficulties*.

3 % linked to *Physical and Sensory*.

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

It is important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The Sendco liaises closely with the Assessment Co-ordinator to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the Sendco and Assessment Coordinator. If further action is deemed necessary, the parents are informed immediately.

In most cases, pupils are only identified as SEN *if they do not make adequate progress* once they have been given good quality personalised teaching, access to adaptations and intervention. Triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English and mathematics skills resulting in poor attainment in some curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems which create barriers to progress despite the provision of personal aids or specialist equipment.

Once identified, as having a special educational need or disability, a child will be added to the SEND record by the Sendco so that 'additional and different' provision can be made for them.

Factors which are NOT SEND but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant

- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

The school Special Educational Needs/Disability Coordinator (Sendco) may carry out some additional diagnostic tests to assist with the identification of SEND. The school may, with parental permission, seek the advice of external agencies such as Psychology and Support Services or the Local Authority Inclusion Service. Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc.

4. How do we involve and consult with the children about their education?

The class teacher and Sendco would have a meeting with the child if they are old enough (usually Key Stage 2). Parents would be there too. We would discuss the child's strengths but also the areas they are struggling with.

A Targeted Learning Plan (TLP) is then put together and 2 to 3 targets are set and how they will be achieved/what support/resources will be used. A specialist teacher is part of this process. The children can contribute to the TLP and so too can parents. A copy is emailed home for the child and parents to share.

The child will be informed by the teachers in class as to how they are doing with their targets. Parents are invited to a termly drop-in session or parents evening with the Sendco. Any comments can be noted on the TLP or drop in session minutes.

Some of the comments taken from children in the last 12 months have been:

- I know my targets for this term. I enjoy working on them very much.
- We are encouraged to do our work and remember our targets.
- We decide together with our teacher if we have achieved our target or not.
- At the moment I am focussing on my mental maths and number sequences.
- I am helped if I ask.
- I get stickers and praise pads if I manage my target.
- I read to a lady and she gives me stickers.
- I work on my targets in school and at home.

5. How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?

The school's policy on Special Educational Needs and Disability aims to develop partnerships with parents and carers in the education of their child and to involve parents and pupils in the review process.

HTLPings Methodist is an average sized school, so it is relatively easy for parents to know who's who. Parents can contact school in a variety of ways: Via telephone, email or in person via the office or by talking to staff who are available on the playground before (from 8:40am) and after school.

We operate an open-door policy so parents can contact school at any time, and we will do our best to meet with you straight away, although sometimes some members of staff are out of school (on courses or at meetings etc).

To keep parents informed, we have a notice board in the playground, important information and letters are on the website, two parents' evenings a year and one annual report which enables parents to give written feedback.

For children who are on the Special Education Needs register and have a targeted learning plan (TLP) the TLP's are sent home when they are written (three times a year) and parents are invited to discuss them with the class teacher/Sendco if they wish in SEND drop-in sessions held every term. We also send a copy of the previous TLP with an evaluation to show the progress the child has made against their TLP targets. Sometimes children achieve their targets before the TLP is reviewed; if this happens, a new target is set, and a note is sent home to inform parents of the new target.

For children with long-term, complex needs, it may be appropriate to request a statutory assessment of their needs. This is a long and complicated process, but school will guide parents through each step. We would also encourage parents to accept a referral to the IASS (formerly Parent Partnership Service). IAS aim is 'to inform, support, assist and enable parents or carers, of children with special educational needs or disabilities, to obtain the best possible educational outcomes for their child'. More information is available here [www](http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx).

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

6. How do we involve and consult with the children about their education?

We have a School Council which is made up of representatives from each class, voted for by their classmates. ALL children are eligible to serve on the School Council, regardless of special educational needs or disabilities and in recent years several such children have served the Council very well.

Additionally, we carry out Pupil Interviews, which takes two forms: The first is a general survey based on learning skills and how they access the learning environment; the second is subject-specific. These are carried out annually. A SEN focused Pupil Interview is planned for the near future.

Children with SEND who have a Targeted Learning Plan (TLP_ are involved in discussions about their targets including how well they are progressing and what they need to do or need help with next. They do this whilst working 1:1 with a teacher or teaching assistant and we always blame the target and/or the strategies, *not the child*, when a pupil is struggling to achieve a target and adjust accordingly.

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2013 detail the expectation on all teachers, and at HTLPings Methodist we are proud of our Teachers and their development.

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-Pads, lap-tops or other alternative recording devices
- Peer and buddy systems
- Positive behaviour rewards system
- Specialist equipment suggested by Occupational Therapists/Speech Therapists
- Coloured overlays/reading rulers

The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. The type of support is identified on the child's TLP and is reviewed on a regular basis. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at HTLPings Methodist to support learners with SEN across the year groups. We modify the provision map regularly and it changes every year, as our learners and their needs change.

Our provision map is shared with Governors who then ensure that we monitor the impact of these interventions on learning across the school.

7. How do we adapt the curriculum and learning environment for children with SEND?

HTLPings Methodist was built in the mid 1970's and has had various extensions over the last few years. It has wheelchair access to the main entrance and all doorways are wide enough to accommodate a wheelchair.

The school is built on one level and there are accessible parking spaces available for the public and disabled persons. A disabled toilet is available for wheelchair users if the need arises.

Disabled access from all classrooms to outdoor play areas is available.

Furniture is modern and of a suitable height appropriate to the age of children taught in that classroom.

The school has a range of ICT programmes for pupils with SEND in addition to IPADS, computers and interactive whiteboards installed in every classroom.

The school will provide a range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions / supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child.

For more complex and expensive items, an Access and/or ICT Assessment will be requested and then the school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisations aids (task ladder, visual timetables, etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, Dictaphones and many more. We already have a very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually in withdrawal for limited periods) e.g. Further English Support, Fast track phonics, Precision Teaching, Fine and/or Gross Motor Skills, Social Skills or bespoke small group interventions.

A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

8. How do we assess and review the progress that children make and how do we involve them and their parents?

At HTLPings Methodist Primary School, we believe that early identification is vital, and we regularly work with outside agencies to advise us on the provision of intervention and strategies.

The class teachers inform Sendco at the earliest opportunity to alert them to any concerns, parents are included in this process to enlist their help and participation. The class teacher and the Sendco assess and monitor the children's progress in line with existing school practices.

The Sendco works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher and the Sendco can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. PIVATS can be used if necessary.

Children can be screened for dyslexia and dyscalculia and assessed by outside agencies such as Lancashire SEND Partnerships, White Ash Specialist School. Each class has the benefit of at least one Teaching Assistant.

In the case of children with HI, VI or medical needs specialist support, equipment and training is provided by Lancashire SEND Partnership, NHS (Diabetes Nurse etc...).

Staff have received first Aid and EpiPen training. In addition, all TA's have attended appropriate training to support the children they are working with. TA's are at level 2A and 2B.

When sitting examinations children with SEN can be supported 1 to 1 (EHC Plan/Statement), have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration.

The SEN provision map records the type of intervention a pupil is receiving, the duration, pupils' progress throughout the school and records how much progress individuals make following interventions. The Schools Tracker also tracks progress and provides data for all pupils. Those receiving Pupil Premium as well as pupils with SEN are tracked using O Track.

All TLP's have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored weekly (on a 'can they do it' basis) by the teaching assistant, backed up by the class teacher. The child is also encouraged to self-evaluate against their targets on a weekly basis with the teaching assistant and/or teacher. New targets are set as soon as each target is met. TLP are formally reviewed and evaluated 4 times per year by the class teacher and/or Sendco, informed by the weekly monitoring; this may involve the repetition of a specialist assessment, as above. A copy of a child's TLP is sent home, along with a copy of the previous, evaluated TLP and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home. Children with TLP targets are rewarded for their achievements with a certificate.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the LA. Parents and external agencies are strongly encouraged to attend. Reviews in year 5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in late summer term of year 5 or early autumn term of year 6 will confirm parents' choice of high school and a further transition review, when a high school place has been allocated, will be convened and the high school Sendco invited.

Parents are invited in for a formal meeting of their child's TLP's at a drop- in meeting at the start of each term, although very few parents do, they do sign their child's TLP's. Every half term there is a drop-in session which is available to all SEND parents. (Unfortunately, these have not taken place recently due to covid restrictions. So online meetings have taken place instead.)

Parents contribute and take part in Annual Reviews (EHC Plans) and receive copies of all relevant paperwork concerning their child. Pupils are also asked to contribute to the review.

TLPs are produced termly or half termly depending on the circumstance and pupil and the school operates an Open-Door policy with regards to any concerns a parent may have.

Pupils' progress is monitored throughout the school and Pupils with SEN are monitored also on the Provision Map.

Parents and children are kept informed of how well the child is doing firstly by their class teacher, then if need be by the Sendco. If any meetings need to be arranged, these are done at a convenient time.

9. How do we support our pupils with SEND as they move on to high school or move to another school?

To support all the year 6 children with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All children are invited to attend open days at their new school in the summer term.

Additional visits to their new school will be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENCOs of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children with a statement or Education, Health and Care Plan, a more formal Transition Meeting involving all parties may be arranged to plan the transition process.

Where children with SEND move to another primary school, the Sendco will contact the Sendco of the receiving school to ensure all relevant information is shared. Parents planning such a move of their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move.

10. What is our approach to teaching pupils with SEND?

In accordance with the SEND Code of Practice, 2015, school does everything it can to meet children and young people's SEN. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;

For all children with Special Educational Needs, the class teacher, Sendco and Teaching Assistants will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the individual pupil plan (TLP). There may be some direct input and advice from a Qualified Specialist from agencies such as Educational Psychology Services and Support Services from within the LA Inclusion Service, or other external agencies such as Speech and Language Therapy.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child is laid out in their EHCP but broken down into small steps through their Personalised Provision Plan.

There are currently 7 teaching assistants (TA's) working across the classes in school. This enables almost full-time TA support in every class. Two additional teaching assistants are assigned to three children with EHCP's.

11. How are staff trained and kept up to date? If we need more expert help and advice, what do we do?

The Sendco attends termly cluster meetings and passes updates on SEND to other staff, as appropriate. All our Teaching/TA staff have been trained in to support children with Special Educational Needs, Behaviour Management and Practical Support for ADHD/ADD. Some staff have been trained to support children with Autistic Spectrum Disorders and one TA is able to use Positive Handling methods. Our early years TA is also ELKLAN trained to deliver Speech and Language Programmes. Our reception teachers are currently training on Nellie - speech & language programme.

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies such as Acorn Psychology and Support Services; Local Authority services such as the Special Educational Needs and Disability Support Service (SENDS) or similar. Again, with parental permission, some children may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In

these circumstances, an assessment of the unmet needs would be carried out through the Early Help Assessment (EHA) process which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website:

[Early Help Assessment - information for professionals - Lancashire County Council](#)

12. How are children with SEND enabled to take part in all the activities available in school?

Children with Special Educational Needs and Disabilities are welcomed and actively encourage to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (e.g. through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

Many of our clubs are currently free of charge, thanks to funding from Sports Premium and Pupil Premium, and are open to children regardless of Special Educational Need or Disability, with reasonable adjustments. Additional school staff are on duty to support SEND pupils, as necessary especially if clubs are run by external agencies.

This is a selection of the clubs we have held this year:

Netball	Football
Art	Gardening
Dancing	Archery
Worship group	Board games

Craft/Sewing	Olympic Multi-skills
Hockey	Paralympic Multi-skills
Cricket	SATs Booster
Tag rugby	Curling

13. How do we know if what we provide for the children is effective?

All SEND children have either: An Education, Health and Care Plan (EHCP); a TLP and are on the school's send list. All of these are reviewed regularly, as laid out above.

The Sendco reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND.

For pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan, annual reviews (6 monthly for under 5's) are carried out in accordance with the appropriate legislation and the SEND Code of Practice;

The Sendco/HT collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents, etc.) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The Sendco meets with the SEN Governor and they jointly produce a report on the quality and effectiveness of SEND provision.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or Sendco. The cost of all such provision is calculated based the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased).

Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and/or Sendco to ensure that the effectiveness and efficiency of provision is maximised.

14. How do we support children with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

Medical

The school has a variety of policies which cover health and wellbeing issues e.g. Medicines in School Policy, Accident / Incident Report Procedures Policy etc. The school's Single Equality Policy is available for free on the website and via the school office on request.

Some medication, such as asthma inhalers are kept in the appropriate classroom. All other medication is kept in a cupboard in the staffroom or staffroom fridge if necessary. All medicine is recorded in a medicine book along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

For individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. As HTLPings Methodist is a small school, all staff know which children have Care Plans and who is trained to deal with them. Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any needs. Additionally, there is a photo-card for children with medical needs in the classroom; this gives a brief outline of their difficulty and signposts the reader to more detailed information which is held securely in the office.

Five members of staff within school have had Paediatric First Aid training which is updated on a 3-yearly cycle. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff, but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances, so it is important that the office has up to date contact details including home and mobile telephone numbers.

Emotional and Social

Hippings Methodist Primary School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. To support pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centres, CAMHS, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these is based in school, some do come into school to carry out assessments and therapy, with parental permission.

In some cases, school or one of the other agencies may complete an Early Help Assessment (EHA) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need. More information for families about the EHA process is available here:

[Early Help Assessment - information for professionals - Lancashire County Council](#)

A Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved. They are held on a 6-8-week basis.

Bullying and Child Protection

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, daily whole-school assemblies and annual visit from the Life Education Van. We have play leaders and buddies on the playground. Children with specific difficulties may be teamed up with a buddy or buddies to ensure their inclusion, safety and well-being on the playground. Additionally, all staff (including welfare) are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child.

E-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet.

In accordance with legislation, the school has a Designated Senior Lead (DSL) and a deputy DSL to deal with issues related to Child Protection and Safeguarding. All adults in school (including those not directly employed by the school) receive annual Child Protection awareness training. The DSL, deputy DSL and the Sendco have been retrained in the use of the new Common Assessment Framework (CAF). All staff are trained to Level 1 (Awareness).

15. What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?

School has a nominated member of staff for Children Looked After. This is the Headteacher. They liaise with the Sendco to contribute to the child's Personal Education Plan (PEP). Where a Child Looked After has a Statement or EHCP, whenever practicable, the PEP is reviewed along with the Statement or EHCP.

16. What should I do if I have a concern or complaint about the provision for my child?

In order to deal with your concern or complaint in the quickest and more straightforward way, we ask that you take a graduated approach:

- a) Firstly, contact their class teacher via the school office;
- b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the Headteacher via the school office and/or Sendco (contact details in qu. 1);
- c) Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

17. Where can I find information about the Authority's Local Offer?

www.lancashire.gov.uk/SEND

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.

Next review: November 2023