



Little Leigh Primary School

Little Leigh Primary School SEND Information Report for Parents and Carers

SEND Local Offer

What kinds of special needs does Little Leigh Primary School make provision for?	Little Leigh Primary School is a fully inclusive school, which ensures that all pupils achieve their potential: personally, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.
How does Little Leigh Primary School identify and assess a child's special educational needs?	<p>The Code of Practice 2014 defines Special Educational Needs as follows:</p> <p>'A child or young person has SEN if they have a learning difficulty which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none">a) Has a significantly greater difficulty in learning than the majority of others the same age, orb) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'<p>The children's progress is tracked on a termly basis and this identifies children who are not making expected or better progress. Parents, carers and pupils are invited in to discuss and review progress made and establish new targets.</p><p>Special educational needs or disabilities provision is provided in addition to good quality first teaching, differentiation and a broad, balanced curriculum where all can achieve. The teacher plays a pivotal role in the classroom, making the biggest difference to children with additional needs. Teachers ensure that they support children by planning additional interventions and programmes in groups, small groups or on an individual</p>

	<p>basis. These interventions are implemented by the class teacher, teaching assistants and other adults.</p>
<p>How is the effectiveness of the provision provided for children with special educational needs evaluated?</p>	<p>Children identified as benefitting from additional support or interventions are monitored against the targets set and their progress is analysed termly against national expectations. Pre and post intervention checks are carried out to ensure the impact is effective.</p>
<p>How is progress reviewed for children with special educational needs?</p>	<p>Parent and pupils are invited to a termly progress meeting to review their child's individual education plan', where targets that have been set are reviewed and new targets are developed. Children that have a statement or education, health and care plan [EHC plan] will also have an annual review to discuss their progress and ensure the objectives in the plan are appropriate.</p>
<p>What approach do we take to teaching pupils with special educational needs?</p>	<p>There are four main stages which children will be moved up and down depending on their achievements. Teachers will use the 'Graduated Approach' documentation and 'The Companion' to ensure they are meeting the needs of all pupils. When appropriate children will have an individual education plan which identifies their short term targets. Planning is highly differentiated and small intervention groups may be used when appropriate.</p>
<p>How is the curriculum and learning environment adapted for children with special educational needs?</p>	<p>The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the needs of child.</p>
<p>Is there any additional support for children with special educational needs?</p>	<p>Little Leigh provides various interventions/support to meet the needs of the children. Children who have a higher level of need will also have access to support from professional outside agencies.</p>
<p>How do we ensure that children with special educational needs engage with all aspects of school life?</p>	<p>As fully inclusive school and children will be educated alongside their peers wherever this is appropriate. Planning is highly differentiated so tasks are suitable for a range of learners. Teaching assistants also support children in class.</p>

<p>How do we aim to develop the child and improve emotional, mental and social development of children with special needs?</p>	<p>We recognise that pupils with SEND may well have emotional and social development needs, that require support in school.</p> <p>The emotional health and well-being of all our pupils is very important to us.</p> <ul style="list-style-type: none"> □ We have a robust safeguarding policy in place, we follow national guidelines □ The headteacher, deputy headteacher and all staff continually monitor the emotional health and well-being of all our pupils. □ We are an anti-bullying school.
<p>What training is provided for staff supporting children and young people with SEND?</p>	<p>All of our teachers are qualified and have undertaken further professional development. This includes Dyslexia Friendly Classroom training and Kagan Structures (strategies to promote cooperative and active learning and engagement).</p> <p>Our teaching assistants also have a range of expertise including programmes such as: Nessy, Wave Three Intervention, Dyscalculia Support, Fischer Family Trust intervention [FFT], dyslexia support, behaviour support. This is not an exclusive list and on-going professional development is key to ensuring all staff remain updated and skilled.</p>
<p>How is the building accessible for children with special educational needs?</p>	<p>The building is accessible: ramps are situated at all main entrances</p> <ul style="list-style-type: none"> □ The school is one level with easy access and double doors □ There is a disabled toilet and changing facility. □ We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs. □ After school provision is accessible to all children including those with special educational needs and/or disabilities. □ Extra-curricular activities are accessible for children with special educational needs and/or disabilities. <p>Parents are actively encouraged to be partners in their child's education through; informal discussions with the class teacher, SENCO, telephone contact, home/school diaries, individual education plan discussions, progress reviews and yearly written reports.</p>
<p>What arrangements are put in place to consult parents and young people who have children with special educational needs?</p>	<p>Parents are actively encouraged to be partners in their child's education through; informal discussions with the class teacher, SENCO, telephone contact, home/school diaries, individual education plan discussions, progress reviews and yearly written reports.</p>

	<p>All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing additional support. Children are also invited to progress meeting and to record their comments on the review of their IEPs.</p>
<p>What to do if you have a concern about the provision being provided by the school?</p>	<p>In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the headteacher.</p> <p>In the unlikely event that your concern is not resolved then please contact the SEND Governor or Chair of Governors.</p>
<p>What are the types of service involved with the school?</p>	<p>The school works closely with a range of professional services to support children's needs.</p> <p>All Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy.</p> <p>Specialist services including Hearing impairment, Visual impairment, CAMHS and the educational Psychology services.</p>
<p>Contact details of support services for the parents of pupils with special educational needs, including arrangements in accordance with section 32.</p>	<p>SEN Team - senteam@chshirewestandchester.gov.uk 0151 337 6436</p> <p>SEN Consultant - 0151 337 6866</p> <p>Speech and Language - 01606 564005</p> <p>School Nurse - 01606 542526</p> <p>CAMHS - 01606 863152</p> <p>Occupational Health - 01606 544084</p> <p>Educational Psychologist - 01244 976253</p>
<p>Advice on how to prepare your child for joining school or transferring to another school.</p>	<p>Transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p>When joining Little Leigh Primary School, children will have the opportunity to visit prior to starting and will receive an induction pack with information about the school. We will also contact their previous school to ensure we have all of the relevant information.</p> <p>When the time comes for your child to move on we will liaise with the next school and organise transition visits. We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible.</p>
<p>Further Information Services</p>	<p>The information in this report forms part of Cheshire West and Chester's local offer which can be accessed at http://www.westcheshirelocaloffer.co.uk/</p>

