



Middlefirth Church of England Primary School

SEN Information Report	
Written By	Nichola Allton
Date	September 2024
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Let Your Light Shine - Matthew 5:16

Name of Special Educational Needs and Disability Coordinator:

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The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the Governing Body's or the proprietor's policy for pupils with Special Educational Needs and/ or Disabilities (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible.

This SEN Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014. The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

What does the school provide?

Middleforth C of E Primary school is a one form entry mainstream school (4 -11 years) with a mainstream nursery (3+) attached. We are an inclusive school, providing equal opportunities and a broad and balanced curriculum for all, regardless of gender, race, creed or ability.

All teachers deliver 'Quality First Teaching.' This means that class Teachers are responsible and accountable for the progress and development of children within their class; this includes where children access support from teaching assistants or specialist staff' (S.E.N Code of Practice 2014.) To ensure all children's learning is supported, the class teacher is responsible for adapting their teaching and responding to the strengths and needs of all children in their class and deploying support staff effectively.

The school will promote and teach the values we learn based on the example of the Christian faith:

- Forgiveness
- Respect for self and others
- Reconciliation and redemption
- Truth and honesty
- Trust and fairness
- Tolerance and compassion
- Self-discipline
- Respect for property and the environment
- Politeness

Such values, in turn, promote not only the Christian ethos and aims of Middleforth Church of England Primary School, but assist in the preparation of the children for the responsibilities and duties of adult life.

Vision

As a caring, Christian community, we aspire to 'let our light shine'. We will open up the world to celebrate God's wonderful creation and foster a sense of awe and wonder.

We will nurture our God given talents to ensure that everyone reaches their full potential academically, socially and spiritually.

'Let your light shine Matthew 5.16'

Current identified needs.

The school is currently catering for a range of special educational needs including Specific Learning Difficulties (SPLD), Autistic Spectrum Disorder (ASD), Attention Deficit Hyper Disorder (ADHD), Speech, Language and Communication needs (SLCN), Hearing Impaired (HI) and Visually Impaired (VI) and Social, Emotional and Mental Health needs (SEMH). There are also children with medical needs.

What should I do if I think my child had special educational needs?

Please arrange to speak to your child's class teacher. Bring along anything you feel will be helpful in the discussion such as your concerns and observations – examples of difficulties you see at home. You may have GP letters and appointments which you have attended which might help to identify the issues more clearly. If not, try to book hearing / eye tests to check if this could be the cause of the difficulty. Early intervention can make a big difference to your child's learning.

The class teacher will work with you and will liaise with other staff (including the SENCO) to address your concerns. The next section shows further information on the identification process and provision for SEN in school. If staff at school think there may be a special educational need, you will be contacted by the class teacher and any concerns will be discussed, along with a plan for support. You may be directed to external agencies (e.g. school nurse, GP, Speech Therapists). The teacher will continually monitor your child's progress.

How does the school know if my child needs extra help? (How we identify children with SEN)

We recognise that some of our pupils have a wider range of needs than others and these can be summarised into one or more of these categories:

1. Cognition and Learning
2. Sensory and Physical
3. Social, Mental and Emotional Health
4. Communication and Interaction.

We place significant emphasis on the early identification of children experiencing difficulties accessing learning and general school life opportunities. Teachers regularly assess and monitor all the children in their class. A range of information is used to identify children who may require additional support. This includes:

- Observations
- Discussion with previous teacher/setting
- National Curriculum Expectations / EYFS Milestones
- PIVATS
- WELLCOMM Assessment Tool
- Discussion with parents/carers.

Such information helps to build up a picture of the child and contributes to an overall understanding of the issues or barriers to learning being identified.

The school uses CPOMS to record observations / incidents / discussions which forms part of the initial identification. If teachers feel that the issue may lead to a Special Educational Need then an 'Initial Concern Form' will be raised to alert the SENCO which details the concerns and what strategies have been implemented. An Initial Concern Form does not mean the child has special educational needs, merely that concerns/discussions have been raised and support has been identified. If an initial concern form is completed class teachers and the SENCO will meet with parents to discuss the identified areas of concern and what the next steps may be.

The Code of Practice suggests that '*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational 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:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Pupils *may be identified* as having SEN if their development in all or any of the four areas mentioned is:

1. Very different from that of their peers starting from the same baseline
2. Significantly slower than that they previously attained
3. The gap between the pupil and their peers widens
4. Support is required to prevent a progress or developmental gap growing wider

Only after a period of ongoing monitoring and adjustments will a child be placed on the SEN Register and if it is felt that the support required is 'additional to and different from' that of other children of the same age. This will be discussed and a meeting with parents/carers will advise them of this move onto a 'Individual Education Plan' (IEP) and in some cases a move onto the school SEN Register.

The purpose of identification is to plan what action is needed in order for all children to achieve their potential.

SEN Provision

As a mainstream school we do not offer specialist provision for particular SEN but staff have regular training to ensure that children with SEN are well supported and catered for. The achievements, attitudes and well-being of all our children matter and we work together as a strong school team to meet any additional needs. We have good links with other professionals (see section 12 for further details) who can provide support for your child and family, should the need arise.

At Middleforth, we follow the 'Graduated Approach' to SEN. Currently, each class is allocated a Learning Support Assistant (LSA) to support all children in the classroom for some or most parts of the day.

SEN provision is as follows:

Universal Provision: Quality First Teaching (QFT) which is adapted for individual children, it is the first step in responding to pupils who may have SEN. This means that the teacher has the highest possible expectations for all pupils in their class and all teaching is built on what children already know, can do and can understand. At this stage, support may involve minor adaptations to match learning needs such as: more time to answer questions in class or group situations or access to materials such as pencil grips, visual timetables and other concrete resources. It could mean a change of seating or carpet place to help the child focus better.

Targeted Provision: Additional Support / Interventions

At this stage, children will have targeted intervention to support any gaps in learning. For some children they will have had an initial concern form raised and discussions between the class teacher and parents/carers will have taken place to try and ascertain underlying needs and plan appropriate provision. This may involve receiving additional support from the Teacher / LSA or a specific learning task such as paired reading or extra phonic sessions. On occasions, when resources allow, some 1:1 support is provided for children who demonstrate this need. These interventions will be monitored during staff Pupil Progress Meetings. Parents/carers will be kept informed of any changes.

Individual Provision (Individual Education Plan)

If your child needs more focused help, the SENCO will work with the class teacher and the parents to develop a more focused learning programme. This will be based on school's assessment and on information provided by parents. This Individual Education Plan will identify:

- Specific measurable targets for the child
- Strategies / resources child/school need, to implement the programme
- Details regarding who is responsible for delivering the programme
- Specific timescales for delivery of the programme and its review date.

When a decision is made to place a child on our school SEN register, parents will be informed. Parents will have been working closely with the school prior to this and may have received involvement from other agencies – Speech and Language for example. The aim of the SEN register is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part graduated approach as advised in the Code of Practice 0-25 years:

Assess – Plan – Do – Review

This is an ongoing cycle to enable the provision to be refined and revised as the needs of the child are identified/change. This cycle aims to ensure good progress and outcomes. More information on the Graduated Approach can be found in the school SEN Policy.

Some Examples of the types of Intervention we provide:

Communication and Interaction (C&I)	Cognition and Learning (C&L)
<ul style="list-style-type: none">• Talk Boost Programme (KS1)• Adaptations to the classroom/school provision e.g. individual workstation, seating arrangements etc.• 1:1 support for speech therapy• Staff support during playtimes• Wellcomm resource	<ul style="list-style-type: none">• Additional/different resources to support learning• Small group/1:1 learning support• Use of technology• Structured intervention programmes• Reduced/adapted curriculum• Reduced/adapted timetable• Precision teaching• IDL
Social, Emotional and Mental Health (SEMH)	Physical / Sensory Needs (PD / SN)
<ul style="list-style-type: none">• Adapted curriculum• Timetable adaptations• 1:1 Pastoral Support• Staff support during playtimes• Specific teaching of strategies eg: breathing exercises to aid anxiousness, Social Story	<ul style="list-style-type: none">• Motor skills support (1:1/group)• Structured intervention programmes• Additional/different resources to support needs e.g. wobble cushion, fidget toys, jolly jog, brain breaks

<ul style="list-style-type: none"> • Brain breaks • Whole school approach to emotional literacy • Adaptations to the classroom/school provision e.g, Time out area etc. • Sensory Room 	<ul style="list-style-type: none"> • Support during P.E. and other physical activities • Adjustments to lunchtime provision and meals • Sensory Room
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Support from Outside Agencies: If school identifies your child as needing specialist support from outside of school, you will be asked to give permission for a referral to be made to the appropriate specialist provider. School can make referrals to lots of different professionals for support and advice. These include: School Nurse, Speech Therapist, Physiotherapist, Occupational Therapist, Education Psychologist, Specialist Teachers, Golden Hill Specialist Support and Reach Behaviour Support. Parents will be involved in discussions and the School Support Plan will include the recommended advice.

Statutory Assessment: If the school has progressed through stages 1-3 and it is clear that your child requires further support, the school can make a request to the Local Authority for further funding. It is usually provided by an Education, Health and Care Plan (EHCP). This level of support is available for children who have specific barriers to learning that cannot be addressed and supported through Quality First Teaching and intervention groups. The funding would be specifically to provide 'Higher Needs Support' to your child but this does not mean that full time 1:1 support is provided. The SENCO would coordinate this request for the school. A range of compelling evidence of need, gathered over a sustained period of time, is required before such a request can take place. Once the request has been submitted, the LA have a period of 6 weeks to provide their decision on whether to assess for an EHCP Assessment. If the EHCP request is accepted, it is then taken in front of a panel who would decide if the child's needs meet the requirements for an EHCP. If this is the case, an EHCP will be written outlining the child's needs and how they are to be provided for. This whole process can take up to 20 weeks.

School, Parents and other professionals can initiate a request for Statutory Assessment. If your child has to go through the statutory assessment process the SENCO will help and support you and inform you of other agencies that can offer support.

How is the school made accessible for SEN children?

- There is a disabled lift for any pupils or adults who need this facility. There is a ramp at the front and rear entrances.
- There is one disabled parking bay directly in front of the entrance the school. Any emergency vehicles have easy access to the front of the building and to the rear via the car park. There are parking spaces near the front entrance for up to 12 cars which includes staff parking. There are clear signs regarding parking and the need for emergency access.

- The school has a disabled toilet and shower. There is also a changing bed.
- The furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. The majority of resources are labelled with pictures or writing, depending on the class and their needs.
- When required, specialist equipment is used to support SEN children for example, writing slopes, hearing loop devices or seating cushions.
- Each morning children enter through their classroom doors and are met by their teacher or a familiar member of staff. Doors are opened at 8.40am (school starting time being 8.50am). This provides a calm, relaxed start to the day.
- The school has a range of ICT programmes for pupils with SEN in addition to interactive whiteboards installed in every classroom.
- There are sufficient laptops and Ipads (enough for a whole class) which are used by all children.
- Visual timetables are used in classrooms with supporting visuals for children who need it.
- We provide before and after-school club which is available for all pupils. Parents pay for the sessions attended.

What support will be there for my child's overall wellbeing?

General risk assessments

These are the responsibility of the Headteacher. Risk assessments for trips are carried out by the lead teacher. If necessary, a handover is carried out by a TA or class teacher to the appropriate parent/carer at the end of the school day.

Teachers/LSAs supervise the children at break times. Welfare staff supervise the children at lunch break unless the child requires 1:1 support and this is provided by a TA. The LCC guidelines for pupil: adult ratios are adhered to on all school trips. Teaching Assistant support is available in every class, but some classes have additional TA support if required e.g. to support a pupil with EHC plan. If required, an individual risk assessment may be drawn up for more vulnerable children.

Wellbeing

At Middleforth C of E Primary School wellbeing is high on our agenda. As a school we recognise that children with SEN can also have emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including difficulty regulating their behaviour, anxiousness, and being unable to communicate. Some children with emotional problems may require extra support from a designated member of staff. Teachers/SENCo and our Family Support Worker are available for children and parents to speak to regarding emotional and general well-being issues. This can be accessed via the Headteacher. The whole school follows a structured PSHE (Personal, Social, Health and Economic education) and My Happy Mind programme to support all children in school. If you are concerned about your child's wellbeing, please speak to the class teacher.

Medical

At Middleforth C of E Primary School we recognise that children with medical conditions should be efficiently supported to have full access to education. Some children with medical conditions may be disabled and where this is the case,

Middleforth Primary School will comply with its duties under the Equality Act 2010. Some children may also have SEN and may have an EHCP which brings together health and social care, as well as special educational provision.

There is a full Health and Safety Policy containing audits and actions which fully meet the needs of all the children and includes the safe keeping and management of medication.

- Our 'Administering medication' policy is rigorously followed by all staff.
- Care plans are written with advice from the school nurse and other professionals, with input from the child's family and school.
- If a child has a specific medical need, staff will carry out additional training to support the specific needs of the child.
- A list of children who have a care plan is available in the main office and staff room. All classes have a copy in the 'Blue Information Folder' and individual children's care plan are in their year group folder as well as in the 'Medical Information File' kept in the office.
- Staff in each class are aware of children who have inhalers, epi-pens or more complex needs. There is a spare inhaler kept in the medicine box in the School Office and spare epi-pens kept in the staff room which are labelled for specific children.
- All staff are aware of what to do in a medical emergency and there are First Aid trained members of staff.

Behaviour:

All staff follow our school behaviour policy which is displayed in all classrooms and around school.

Once the school behavioural policy actions have been exhausted, support would be sought from external specialist agencies, e.g. GHIST, REACH, CAHMS, Specialist Teacher or the Educational Psychologist. We would then implement the interventions and strategies suggested by the relevant professionals and agencies, reviewing and evaluating impact. Parents are fully involved in any such support.

All the above is done with the intent to support improvement in behaviour, maximise attendance and wherever possible, avoid the need for suspension.

How will both you and I know how my child is doing and how will you help me to support their learning?

The school has a robust system of regular assessment. Your child's progress is continually monitored by their class teacher. We endeavour to fully involve parents and pupils by having:

- A well-developed pupil tracking system which focuses on the needs of all children in our care, enabling them to achieve which is discussed at termly Pupil Progress Meetings including those with SEN.
- A culture of high expectations for all our children.
- The school uses an online learning and communication platform: Class Dojo. This enables regular communication between school and parents and to support their child's learning.

- The SENCO/class teacher may arrange extra meetings to discuss progress and learning plans with you if necessary.
- Individual Education Plans are written for children who require more support than that provided by Quality First Teaching. Children are asked for their views about their learning. Parents/carers are involved in planning for progress and 'next steps.'
- Children are baseline assessed on entry to EYFS and all receive a Wellcomm assessment for the communication and language skills.
- The school administers YR1 Phonics Screening tests, Year 2 SATs (which are not compulsory), Year 6 SATs as well as the Year 4 Multiplication Test.
- The school holds parents' meetings twice a year. This is an opportunity to discuss your child's progress with the class teacher. With a third optional parent's meeting in the summer term after reports have been sent home.
- The class teacher writes an annual report for your child.
- For children with an EHCP, IEP's are reviewed half termly and an annual review meeting is held each year. The child's views are sought as part of the Annual Review process. You will receive copies of all relevant paperwork concerning your child and targets to work on at home and school will be discussed.
- Reviews are carried out in line with statutory guidance.

What training have the staff supporting children with SEN had or may they have?

It is the job of the SENCO to support teachers of pupils with SEN. This may be done by:

- Providing advice and support
- Providing suitable training courses for individual teachers and LSA
- Providing suitable whole school training
- Obtaining advice from other agencies

The SENCO regularly attends WRIST training / REACH training and meets with the link E.P. Staff are regularly updated by the SENCO on recent developments and advice to support their teaching.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Children with S.E.N often require more support at times of change. We recognise that your child might find moving class or moving to a new school challenging and difficult.

If your child is moving to a new school (other than at the end of Year 6):

- The SENCO will support the process by liaising with the SENCO at the new school to ensure that they know of any support or special arrangements that need to be made to ensure a smooth transition. If appropriate a transition plan with the new school will be drawn up.
- The SENCO will ensure that all records are sent to the new school.

When your child moves class:

- The Class Teacher and SENCO will ensure information/ records are passed to the new class teacher and the teacher has appropriate support.
- The school uses an electronic recording system 'CPOMS' which provides access to all previous information ensuring continuity for your child.
- The school will provide an early opportunity for parents to meet with the class teacher to discuss their child.
- There is a full transition programme implemented from Nursery to EYFS, EYFS to Y1 and KS1 to KS2 as well as 'Moving up day' for all classes held in the summer term.

When a Year 6 Child Transfers to Secondary School:

Middleforth C of E Primary School is one of the feeder schools for Penwortham Priory Academy, Penwortham Girls 'High School, Hutton C of E Grammar School and Lostock Hall Academy. Information evenings are held each year for parents of Year 6 and Year 5 children.

- Parents and pupils are invited to Open Evenings at the high schools in the Autumn Term and an information evening the following July.
- In the summer term, Y6 attend taster days and transition events at the different high schools. Additional visits are arranged for S.E.N pupils so that they can meet staff and become familiar with the layout of their new school.
- Year 6 teacher meets with the high schools' Heads of Year 7 with responsibility for transition
- The Year 7 Transition teacher visits the Year 6 children in class and becomes personally acquainted with them.
- SENCO will discuss the specific needs of your child with the SENCO of the Secondary School.
- The secondary SENCO is invited to attend the annual review for children with an EHCP

Before a Child starts at Middleforth C of E Primary School:

If your child is joining us from another primary school they will usually be able to visit our school and stay for a taster session, if this is appropriate. Teachers will speak to staff at the previous school so we have a clear picture of your child and their needs. They will also liaise with parents as appropriate.

How will my child/young person be included in activities outside the classroom, including school trips?

- The school runs a range of extra-curricular activities across the year. Subject to a reasonable assessment of risk, all pupils are included in these. The school works with families to ensure maximum inclusion. School clubs are open to all children, many free of charge. Some of these include; Sports Clubs, 3Cs and Young Voices. The opportunity to perform at Manchester Arena is a yearly event which the choir look forward to, as part of 'Young Voices.' We also have a range of 'seasonal clubs' which run for set periods throughout the year.
- There is Year 6 / EYFS 'Buddy System' in place so that younger children are supported by their older buddy.

- All children will access age appropriate educational visits with their year group.
- The school has a well-established Forest School programme which enables all children from Nursery to Y6 to spend some curriculum time outside led by qualified Forest School staff.
- There is an annual outdoor educational residential for all children in Year 6. The school prides itself in making such events accessible to everyone, regardless of need and has a proven track record in supporting all children to enjoy a range of outdoor activities.

How do you evaluate the effectiveness of the provision made for children with special educational needs?

Evaluation of the effectiveness is made by:

- The SENCO works with, and supports teachers, to identify, plan and evaluate the effectiveness of additional support and interventions for individuals.
- Discussion with parents / seeking parents and child's views at all Reviews
- Scrutiny of Assessment data and comparisons to national progress rates - this is done by SLT and presented to the Governing Body Curriculum Committee
- In line with the recommendations in the SEN. Code of Practice 2014, the SENCO manages the day- to-day operation of the SEN. policy by working closely with the School Leadership Team (SLT) and all staff.
- The SEN Governor – Dr C Barrow - works collaboratively with the SENCO through regular visits and meetings, feeding back to the Governing Body.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with S.E.N.D and in supporting their families?

For higher levels of need, school may liaise with external agencies and professionals. Specialist agencies we liaise with include:

- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- Specialist Teacher
- Educational Psychologists (EP)
- CAHMS
- Golden Hill Inclusion Service Team (GHIST)
- Child & Family Wellbeing Services (CFWS) / Social Services
- REACH

During meetings with the Class Teacher or Special Educational Needs Coordinator (SENCO), it will be decided if a request for support from the above services is required. This request will be made by the school. We may use the 'Early Help Assessment' (EHA) process and Team Around the Family (TAF) meetings to facilitate links with other agencies.

Where can I find out more information?

The school website contains a range of information and links to services for families of children with a variety of special educational needs. Visit <http://www.middleforth.lancs.sch.uk/> > our school > S.E.N and Disability Information.

- Middleforth C of E S.E.N Policy
- Middleforth C of E S.E.N Information Report (this document)
- Middleforth C of E Local Offer
- Lancashire S.E.ND Partnership link <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/lancashire-S.E.Nd-partnership/>
- Lancashire Local Offer (Here you can find more information about support available in Lancashire to support you and your child.) <https://www.lancashire.gov.uk/S.E.Nd/>
- There are also links to specific support groups.
- Mrs Allton (SENCO) can also provide further answers to specific questions.

How do I make a Complaint?

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 class teacher will work together with the parents to solve the problem.

If the concern cannot be satisfactorily dealt with, it should be brought to the notice of the Headteacher. An appointment can be made via the school office.

If the Head is unable to resolve the difficulty the parents' concerns should be put in writing to the S.E.N Governor, Dr Barrow.

The School Complaints Procedures are on the school website.

Reviewed by Mrs Nichola Allton (September 2024)

This SEN Information Report will be reviewed on or before September 2025

