

**Slyne-with-Hest St Luke's C of E Primary School**  
**SEN Information Report**  
**November 2024**



The following document is the SEN Information Report for Slyne-with-Hest CEPS School. It is in keeping with the requirements which can be found in the Code of Practice on page 106, section 6.79.

**What kinds of special educational needs do we provide for?**

As a school we provide for a wide range of Special Educational Needs. During the last and present academic years we have supported children with the following needs:

- Autistic Spectrum Disorder
- Global developmental delay
- Emotional and Behavioural needs
- Hearing Impairment
- Learning Needs (including dyslexia and MLD)
- Physical Needs
- Speech and Language difficulties

**How do we identify a child with SEND and how do we assess their needs?**

Some children enter school already with identified needs (e.g. Speech and language therapy / Education Health Care Plan (EHCP)/ Physiotherapy needs). These would be passed on from a medical practitioner or an Early Years setting. The needs of these children are considered as part of their transition into school and appropriate support is put in place. Ongoing assessment from within school and outside professionals is used to continually monitor the needs and provision for these children. Other children may be identified during their time in school as having additional needs. This may come through school-based assessments, observations at home and in school or medical referrals. In such cases, in school support is put in place in the form of additional support, intervention groups and when required outside agencies are involved.

**Who is the SENCO and how can we contact them?**

Mrs Katherine Waterhouse is the school's SENCo and Deputy Headteacher and works Monday to Friday. She can be contacted at school via the office – (01524) 823505 or via email: [k.waterhouse@slyne-with-hest.lancs.sch.uk](mailto:k.waterhouse@slyne-with-hest.lancs.sch.uk)

The Headteacher, Mr Paul Bowden is also available if an urgent response is needed.

**How do we involve parents and consult with them about their child's education?**

- The school has an 'open door' policy and encourages parents who have any concerns to come into school and discuss these with the class teacher.
- All parents (whether their child has SEN or not) have two parents evenings each year – any SEN issues can be discussed and referrals made to the SENCo.
- Each term parents of children with SEND are sent a copy of their child's Pupil Passport which contains termly targets and reviews of the previous term. Parents are invited to contact the SENCo if there is anything they would like to discuss.
- There is an annual review meeting for any child with an EHCP at which the outcomes are reviewed and any additional needs are discussed

**How do we involve and consult the children about their education?**

Consultation with children depends on their age. Children are encouraged to be involved in their Annual Reviews, if they have an EHCP, and in reviewing their own termly targets. We have Pupil Passports for all children on the SEND register and they have also been involved in that process.

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Children with SEND have the same opportunities to be involved in their learning as all the other children in school.

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

Academic progress made by SEND children is assessed in the same way as for other children once they enter the National Curriculum PoS. Children's progress is tracked against their year group objectives. Children whose learning has not yet entered the National Curriculum PoS are assessed and monitored using PIVATs. Children who are working significantly behind age related expectations also have their progress tracked using PIVATs. Some children may be assessed using the engagement model if recommended by specialist teachers. Parents are kept informed about their child's progress via parents' evenings and reports. Children are encouraged to be more involved in this process as they get older and move through the school. Children with specific learning or other needs can be assessed using standardised tests. These include reading / spelling and cognitive ability scores which can then be tracked.

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

Any child with an EHCP has a transition review meeting during the first term of Year 6 and an action plan is drawn up to ensure a smooth transition to Secondary School. Professionals and staff from both institutions meet to discuss how the child's needs can best be met. If it is felt appropriate, additional transition visits are made by the pupil to the school they will be attending, accompanied by a member of our school staff. Contact is made with all transferring high schools for all pupils. SEND pupils are identified and relevant paperwork and reports are passed on.

**What is our approach to teaching children with SEND?**

The approach varies depending on the needs of the child. Some children have a 1:1 support member of staff to ensure they can be fully included in all learning (e.g. a child with significant social, emotional and mental needs), some work individually or in small groups out of class for time constrained periods (e.g. children needing additional learning input / nurture and behaviour support) and some have overview support from in class learning support staff. All children spend the majority of the time being supported in class so that they are part of their class unit. Children with visual or hearing impairment have regular access to teachers with specialism in these areas (currently via the County Council team and in the past through Inclusion Solutions). Children with autistic spectrum conditions have oversight from a specialist teacher from Inclusion Solutions (in the past we have also used Lancashire Traded Services) and pupils with emotional and behavioural difficulties can access support from Stepping Stones short stay school as needed. The school has also accessed Educational Psychologist support from Mike Waite, from Waite Psychology, an Independent Educational Psychologist.

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

As with all children, curriculum work is adapted to meet all needs. The amount of adaptation again depends on the needs of the children at that time.

This can include:

- Setting up a work station for pupils with ASD in order to facilitate concentration and focus
- Use of a visiobook / enlarged resources to support a child with visual impairment
- Use of audio microphones / radio aids to support children with hearing impairments and auditory processing disorder.
- Nurture support for children with social and emotional needs.
- Supporting children in small groups or 1:1 working on lower year group objectives
- Use of a designated laptop with speech recognition software to support a child with physical needs.

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

We have a range of professionals that come into school. These include specialists in:

- Visual Impairment
- Hearing Impairment
- Speech and Language
- Autistic Spectrum Disorder
- Social, Emotional and Mental Health issues (SEMH)
- Educational Psychologist

These members of staff work with our children, teachers and teaching assistants.

We also have regular training to keep staff up to date and the SENCo attends termly cluster meetings as well as other SENCo meetings arranged with local schools.

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

The progress of children with SEND is monitored by the class teachers with oversight from the SENCo. Good progress is evident from in school tracking and also from professionals coming into school who have commented on the excellent provision and the good progress that the children are making. Our children are also evidence in themselves as we all take pride in ensuring our school community is inclusive with children feeling safe and happy in order to enjoy achieving in school.

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

All activities are available to all in line with the Equalities Policy (2016). If a child needs additional support or equipment to access an activity this is provided at the appropriate time or level. This additional support has also been provided for individuals during after school clubs. Children with SEND have been supported to take a full and active part in sports activities, music activities and on the school residential.

**How do we support children with emotional and behavioural difficulties?**

The school has a clear Behaviour Policy that is applied by all members of staff for everyone. If a child needs that adapting to meet their needs this is done via a meeting with parents and staff. Additional rewards and rules can be added accordingly. The school has a nurture group where children who need additional support can speak to and work with a member of school staff on a 1:1 basis. This is done in connection with outreach services as needed.

The school also provides an intervention group, Lego Therapy which helps children with their social and communication skills.

If a child has significant behavioural needs the school uses the outreach service from Stepping Stones short stay school, who will put together action plans and support appropriate for the child in question.

**How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?**

The school anti-bullying policy clearly sets out the school's position on dealing with all forms of bullying, a copy can be found on the school website. The policy is explained in a child friendly way to all children. SEND pupils working with school staff are given clear ways of saying if something happens that they don't like.

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**How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?**

As stated above we engage a wide range of outside services to support children. These include:

- Stepping Stones Outreach (Emotional, Behavioural Difficulties)
- Longlands Child Development – includes Physiotherapy, Occupational Therapy and Child Psychology
- Speech and Language therapists
- Lancashire Traded Services (specialist teacher support - Visual Impairment and Hearing Impairment. Autistic Spectrum Condition)
- Inclusion Solutions – specialist teacher support.
- Educational Psychologists – Lancashire County Council and Waite Psychology.

**What arrangements do we make for supporting children who have SEN and are in the care of the local authority?**

All Looked After Children will have a Pupil Education Plan (PEP) in place which is agreed with the social worker. Children who are in care of the local authority will be supported through our SEND policy and our range of provision.

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

The school has adopted the LCC Complaints procedures. In the first instance the parents should speak to the class teacher and/or SENCo. If the situation is not resolved it should be referred to the Headteacher and if it is still not resolved to the governing body of the school (Chair of Governors is Janet Rogerson). A full copy of the complaints procedure is available in school.

**Where can I find information about the authority's Local Offer?**

The schools local offer can be found on the school website : [http://www.slyne-withhest.lancs.sch.uk/index.php?category\\_id=48](http://www.slyne-withhest.lancs.sch.uk/index.php?category_id=48)

The authority's local offer can be found at: <http://www.lancashire.gov.uk/childreneducation-families/special-educational-needs-and-disabilities.aspx>