



Ormskirk Church of England Primary School

SEN Information Report

September 2024

The Special Educational Needs and Disabilities Co-ordinator (SENDCO)

The school has a SENDCO and two members of staff who have completed the National Special Educational Needs Co-ordinator Award. The school's SENDCO is Heather Sheppey. Mrs. Sheppey can be contacted via the office (office@ormskirk-ce.lancs.sch.uk and 01695 574027).

The Special Educational Needs and Disabilities (SEND) we provide for

Ormskirk Church of England Primary School is a mainstream school which caters for needs across the four areas of need. We believe that every child should be **inspired to aim high**, developed so that they can **achieve** and given opportunities to **shine**.

At present, we have children with a range of Special Educational Needs across the four areas of need, including Specific Learning Difficulties (e.g. dyslexia), Autism Spectrum Condition, Attention Deficit Hyperactivity Disorder.

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

Each individual child's needs can be discussed prior to and during any stage of attendance at our school. A discussion/meeting between home, school and relevant agencies (where appropriate) can be arranged. As per the SEN Flow Chart, initial meetings are usually held between parents/carers and class teachers. Class teachers inform the SENDCO and keep them updated throughout.

We value the role and impact of effective communication. We therefore encourage regular communication between parents, teachers, nursery key workers, the SENDCO, headteacher and external professionals. An honest and open dialogue is encouraged in order for your child's needs to be met successfully. Staff are flexible in their contact with parents and carers and will make personal arrangements and offer individual communication as required. Various opportunities are made for parents to consult with staff to review progress and identify next steps. These can include, but are not limited to, informal chats, home-school diary communication, Team Around the Family (TAF) meeting, annual reviews and more informal review of progress meetings.

If parents/carers wish to raise dissatisfaction, then please see the complaints procedures section under the school information section of the website.

For children with Special Educational Needs and Disabilities for whom our quality first teaching strategies do not meet their needs, a Support Plan is created and monitored using Provision Map. This enables tracking of provision and progress from year to year.

Our Provision: what it looks like

At the centre of our focus is your child. At all stages your child's views are listened to and encouraged. Pupil voice is at the route of our provision and children are encouraged to share their views in relation to their own individual targets and provision. All children will be supported to share their views regardless of age and need. Sensitivity is evident at all times.

Independent learning and development is a key aim of our provision. Our aim is to encourage every child to become as independent as possible. School staff are mindful of the transitions the children have to make between year groups each year. This can be a challenging time for many of our children and we offer various ways to support this process i.e. transition books for individual pupils; transition visits to the next class; additional opportunities to interact with the new class teacher. We are also sensitive to the needs of our SEND children as they embark on their transition to high school. Parents are encouraged to actively share their concerns with the high school SENDCOs. In addition, meetings are held within our setting in which the local high school SENDCOs attend. This is a great opportunity to highlight your concerns prior to transition. We also facilitate additional high school visits to support the children in developing their confidence and familiarity with a new setting.

Consideration is given to ensuring that all pupils access the curriculum. All reasonable adjustments are made to ensure that the needs of children are met within our learning environments. Staff differentiate and plan for individual needs where appropriate and reflect upon the accessibility of their setting accordingly. Our school environment is large enough to enable flexibility of access. Where physical changes to the environment are required, advice is sought from external professionals.

As a school we work with outside agencies as well as our own trained staff to assess the needs of pupils. As and where appropriate we will seek advice and provide the specialist equipment, aids and technology. Trained teaching assistants provide individual and group support for the broad spectrum of needs. As part of the monitoring and assessment process school staff will identify where external advice and additional specialist expertise is required.

Individual children's accessibility requirements will determine how lessons are differentiated to ensure and support full inclusion in the curriculum and wider school life. All children, through detailed planning and preparation are enabled to engage in all activities in and beyond the classroom alongside their peers. The school policy ensures that all clubs and activities are inclusive, and that no child is excluded.

The development of social and emotional skills is an important part of daily life at Ormskirk Church of England Primary School. Staff are encouraged to model and scaffold positive interactions. Children are supported in their learning through PSHE (Personal, Social and Health Education). All staff adhere to the schools' policies on behaviour and anti-bullying.

Our Provision: evaluating its effectiveness

A critical part of our provision is evaluating its effectiveness. The head teacher welcomes feedback about the school on any issue. Staff have regular meetings where they are encouraged to reflect and evaluate the effectiveness of the provision they have made or experienced. A nominated governor with specialist expertise meets regularly with the SENDCO and reports back to the governing body. Regular evaluative reports are made by the head teacher in the termly report to the governors. Review meetings offer the opportunity to regularly examine and evaluate the effectiveness of our provision.

Provision Map enables the tracking of provision and progress from year to year. The school has effective monitoring and tracking facilities which extend beyond academic development. Academic progress is assessed in detail and monitored throughout the school period. Where additional assessments have been carried out within school, e.g. for social and emotional concerns, parents will have the opportunity to share and discuss the progress as well as the National Curriculum scores.

Lancashire County Council's Local Offer

Information on Lancashire County Council's Local Offer can be found here: <http://www.lancashire.gov.uk/send>.