



## Alston Lane Catholic Primary School – SEN Information Report

Alston Lane Catholic Primary School is a mainstream setting. At Alston Lane Catholic Primary School we aim to create a curriculum and environment in which all children, including those with special educational needs, can develop physically, intellectually and emotionally at a pace which is suited to their individual need and where all children have equal opportunity to access the curriculum in order to release their full potential. Every teacher at Alston Lane Catholic Primary School is a teacher of every child including those with Special Educational Needs.

We encourage, in all members of our school, a code of positive behaviour, which promotes consideration for and tolerance of the needs of others. We believe that every child should feel able to make a valued contribution to school life in order that self-confidence and self-esteem can develop.

Regulations	Question	Our Response
1). The kinds of special educational needs for which provision is made at the school.	What kinds of SEND do children have in our school?	We support a wide range of children with SEND in our school that have difficulties with.... <ul style="list-style-type: none"><li>• Communication and interaction</li><li>• Cognition and learning</li><li>• Emotional and mental health</li><li>• Sensory or physical difficulties</li></ul>
2). Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEN.	How do you know if a pupil has SEND and how will they be supported?	The progress of all children at Alston Lane Catholic Primary is tracked and thoroughly monitored each half term. This enables early identification of children who are failing to make progress. All teachers and support staff have experience in working with children who have additional needs. Children who have specific difficulties will be provided with targets as part of a support plan or an individual set of targets. Our skilled teachers and teaching assistants will then work through these targets following the identified strategies. A specialist teacher, who is qualified to carry out a range of diagnostic tests and assess children causing concern, is employed by the school. The specialist teacher is qualified to carry out a range of diagnostic tests including a Dyslexia Portfolio –



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		<p>Report on children identified as having problems in this area. She is able to produce a detailed report for both the school and parents. The school accesses external agencies (e.g. Educational Psychologists, IDSS (Inclusion, Disability and Support Service) Speech Therapists where necessary.</p> <p>From these assessments, learning targets are broken down into smaller steps to aid progress and also to provide a detailed and accurate individual learning plan, mentioned above.</p> <p>TA support within the classroom enables all children to fully access the curriculum.</p> <p>In the case of children with medical needs, specialist support, equipment and training is provided by outside agencies and the NHS (School nurse, Diabetes Nurse etc...).</p> <p>The class teacher and SENCO assess and monitor the children’s progress in line with existing school practices. Performance Indicators for Value Added Target Setting (PIVATS) assessments are also used, with specific children, to measure small steps of progress within a level.</p>
<p>3). Information about the school’s policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans.</p>	<p>Where can I find information about the school SEN Policy?</p>	<p>The school’s SEN policy can be found on the school website or a copy can be requested from the school office. If you would like to discuss our SEND provision further then please contact our school SENCO or Headteacher.</p> <p>Not all children that have SEND needs will have an EHC plan (Education, Health and Care Plan) but all children that have been identified as having an additional need and that are on our school Support List will be supported as set out in regulation 2, depending on their specific need.</p>
<p>3a). How the school evaluates the effectiveness of its provision for</p>	<p>How will I know that my child is making progress?</p>	<p>Each class has a provision map that records the type of intervention a pupil on a support plan is receiving and the duration. The provision map also clearly outlines small group interventions that take place to meet the similar needs of a group of</p>



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such pupils.		<p>children. In addition to this, teachers and support staff complete monitoring forms of each support plan target (SPMFs) and each intervention group (IMFs) that record progress. As well as the support that an individual may receive, progress is constantly assessed and at Alston Lane we follow an Assess- Plan-Do-Review approach and children’s targets are regularly reviewed and updated.</p> <p>The SENCO tracks the children on Support Plans termly and helps class teachers write targets to narrow the gap following assessments. The children are regularly assessed both within daily lessons using Assessment for Learning strategies as well as end of term formal assessments. Each term teachers formally review children’s progress and attainment in ‘pupil progress’ meetings where any concerns are discussed and plans put in place to meet individual needs. The impact of any interventions are closely monitored and evaluated to ensure that the provision is correct and that the child is making progress. Interventions are recorded on a whole school provision map and are evaluated at the end of each term for impact. Class teachers and the SENCO offer to meet with parents termly in order to discuss progress.</p>
3b).The school’s arrangements for Assessing and reviewing the progress of pupils with Special Educational Needs.	How will I know how my child is doing?	<p>Alston Lane Catholic Primary School has an ‘open door’ policy and we welcome parents to come and chat to us about their child whenever is convenient for you. Parents contribute and take part in Annual Reviews and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review.</p> <p>The school has two Parents/Open Evenings each school year. The first is in September and the second one is prior to the February half term holiday. In addition to speaking to the class teacher, parents of children receiving help from our specialist teacher will also have the opportunity to meet and discuss their child’s progress with him/her.</p>



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		<p>Support Plans are produced termly or half termly depending on the circumstance. 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 school's tracking record shows progress of all children, including those receiving the Pupil Premium as well as pupils with SEN.</p>
3c). The school's approach to teaching pupils with SEND.	How do staff help pupils with SEND?	<p>All staff have high expectations of all our pupils, including those with SEND. First quality teaching is effective within our school and all teachers differentiate work to meet the needs of individual children as well as adapting their teaching approaches in order to meet individual learning styles. Our staff are effective in identifying barriers to learning which may affect overall progress. When possible, a multisensory approach is adopted to enable children to learn through a variety of ways. This may include using practical resources.</p>
3d). How the school adapts the curriculum and learning environment for pupils with SEND.	<p>What adjustments are made so children can learn and achieve?</p> <p>How accessible is the school?</p>	<p>Where possible all children are supported in order to access the curriculum fully through first quality teaching. On the whole, this is done in class through differentiated work as well as through well planned interventions.</p> <p>A personalised curriculum is provided for those children with very specific needs who are not able to access the same curriculum as their peers. This focuses on developing life and transferable skills. Support in developing personalised curriculums is provided by specialist teachers from within school and IDSS.</p> <p>The school is on one level meaning access is possible for all users. The school's main entrance has a ramp for wheel chairs. There are two parking spaces available for the public and disabled persons and there is a disabled toilet on the junior corridor. The school publishes its Disability Accessibility Plan on the school website.</p> <p>School furniture is modern and of a suitable height appropriate to the age group</p>



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		<p>of children being taught in that classroom.</p> <p>The school has a range of ICT for pupils with SEN including iPADS, headphones, laptops, desktop computers and interactive whiteboards.</p>
<p>3e). Additional support for learning that is available for pupils with SEND.</p>	<p>Is there any extra support available to help SEND pupils with their learning?</p> <p>How will you help me to support my child in their learning?</p>	<p>All classes have TA support every morning for general support during maths and literacy and to support children with Support Plans. Children with an EHC plan, who have very specific needs such as PD or Severe Learning Difficulties, have daily 1:1 support. However, opportunities are put in place to encourage independence whenever possible.</p> <p>There is additional TA support in the afternoons in order for intervention groups to take place throughout school.</p> <p>Your child’s class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need. The SENCO (Mrs Bell) or specialist teacher may meet with you to discuss strategies on how to support your child with their specific needs. If outside agencies (CAMHS, Speech &amp; Language) or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided by them that can be used at home.</p>
<p>3f). Activities available for pupils with SEND in addition to those available in accordance with the curriculum.</p>	<p>What social, before and after school activities are available for pupils with SEND? How can my child and I find out about these activities?</p>	<p>During the week, there are a number of activities available to pupils within a designated age range or key stage. In Key Stage 2 children can take part in: Choir, Football, Netball, Book Club, Homework Club, Code Club, Gardening Club, and Zumba. Many of these clubs are free of charge. In Key Stage 1 children can take part in Craft Club, Multi-skills Club, and Country Dancing. Information regarding these extra-curricular clubs is sent out in a newsletter which is also available on the school website.</p>



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		<p>The school also offers regular music lessons, at a fee, for parents who wish their child to take up these opportunities. Currently the school provides guitar, keyboard and drums lessons to children in Key Stage 2, delivered by teachers from the Lancashire Music Service. Information regarding the cost of these lessons can be sought from the school office. Pupil Premium is also used to fund lessons for children in receipt of free school meals. Again information regarding this can be sought from the school office or on the school website.</p> <p>Clubs are available to all pupils within the designated age range or key stage. The school aims to be fully inclusive.</p>
3g). Support that is available for improving the emotional and social development of pupils with SEND.	What support will there be for my child's overall well-being?	<p>We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.</p> <p>The whole school follows a structured PSHE programme for children to support this development.</p> <p>The school actively encourages children to make friends and supports pupils with emotional and social development if needed. Teachers and support staff are on hand each day from 8.45am till 9.15am to support children with additional needs. This support helps them to get ready for work by listening to them and ensuring worries are dispelled before lessons start. For children with identified social difficulties, social intervention groups are in place and when needed additional TA support is provided on the playground at playtimes to support interactions and to eventually develop independent group play.</p> <p>All of our staff are approachable and the children are encouraged to speak to a member of staff if they have any difficulties. All staff have been trained in how to</p>



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		<p>handle disagreements and arguments on the yard. We follow a clam approach and allow each child to voice their worries and we come to a solution that is agreed on by all involved.</p>
<p>4). In relation to mainstream schools, the name and contact of the SEND coordinator.</p>	<p>Who should I contact if I want to find out more about how the school supports pupils with SEND?</p>	<p>Our school SENCO is Mrs Rebecca Bell. She can be contacted by emailing <a href="mailto:r.middlemiss@alstonlane.lancs.sch.uk">r.middlemiss@alstonlane.lancs.sch.uk</a> or by phoning the school. If you would like to arrange an appointment to speak to our SENCO then please contact the school office.</p>
<p>5). Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured.</p>	<p>How are the adults in school trained to work with children with SEND and what training have they undertaken?</p>	<p>The SENDO regularly attends the Lancashire SENCO forums where training and advice is given. She regularly gives advice to class teachers in meeting the needs of children with literacy and maths difficulties. The SENCO completes regular training pertinent to her role as SENCO.</p> <p>One member of our support staff holds a BA (Hons) in nursing studies specialising in learning disabilities.</p> <p>Our Reception teacher and Key Stage 1 TA have both attended MAKATON training and use this in their class currently.</p> <p>Our Year 1 teacher has recently received training on Autism and the Year 1 TA has been trained in writing and implementing social stories and is able to use these to support children with ASD and social communication difficulties.</p> <p>One TA from Key Stage 1 has attended SALT (Speech and Language Therapy) training for a child with specific SALT targets.</p> <p>Staff receive regular updates with regard to SEN and disability awareness from the SENCO.</p>



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		<p>Currently 7 members of staff hold up to date paediatric First Aid Certificates. 18 other staff hold up to date emergency first aid / first aid at work qualifications.</p> <p>In the case of children with VI, HI, Physical Difficulties (PD), Speech Language and Communication Needs (SLCN) and medical needs; specialist support, equipment and training is provided by specialist teachers and NHS professionals (SALT, Physiotherapist etc...).</p> <p>Support for TAs is available when needed by the SENCO/Specialist Teacher. All TAs within school support children with SEN and have received appropriate training for the level that they support.</p> <p>The SENCO works closely with all staff in school in supporting children with SEN and disabilities. Regular training is given to TAs supporting children with Severe, Moderate and Specific Learning Difficulties. Where additional needs are identified and staff have not received training then this is addressed accordingly.</p> <p>With regards to medical needs, staff are well trained to meet particular need. Training is provided by health care professionals to meet the needs of individual children with long term medical needs. Staff who work with children in wheelchairs receive lifting and handling training and this is updated when required.</p>
6). Information about how equipment and facilities to support children with SEND will be secured.	What happens if my child needs specialist equipment or other facilities?	Specialist equipment, resources and furniture will be provided to meet the individual needs of the pupils. With regards to children with statements for Physical Difficulties, advice regarding the correct equipment to purchase will be provided by the appropriate health professionals. Currently we have an electric changing bench in our disabled toilet that is used daily.



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<p>7). The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child.</p>	<p>How will I be involved with planning for and supporting my child's learning?</p>	<p>School operates an open door policy with regard to any concerns that a parent may have. Support Plans are written termly, or sooner if targets have been achieved. Additional support, through group interventions, is also outlined on Support Plans so that parents are fully aware of the overall provision that is being made for their child. Parents are invited into school to discuss targets and to be given ideas how they can support their child at home.</p> <p>Parents are also able to talk about their child's education at the parents evenings held in the Autumn and Spring Terms.</p> <p>An open afternoon and evening is held during the Autumn Term for prospective parents to view the school and speak to staff.</p> <p>Parents and pupils are actively encouraged to participate fully in an EHC annual review if their child has SEN. Parental and pupil views are sought prior to the meeting and shared during the review. Pupils attend their annual review and are encouraged to join in the discussions that take place. Parents and pupils are asked to contribute to the setting of annual review targets and are involved in the writing of IEP targets.</p> <p>The SENCO is available to meet with parents when requested to discuss concerns or progress.</p>
<p>8). The arrangements for consulting young people with SEND about, and involving them in, their education.</p>	<p>How is my child involved in his/her own learning and decisions made about his/her education?</p>	<p>Children are actively encouraged to have their say about the education they receive. Part of this is their involvement in self-assessment. Children are encouraged to reflect on their own learning and identify what their next steps might be and personal targets.</p> <p>We regularly collect and reflect upon pupil views across the curriculum and use</p>



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		<p>these to support children in their learning.</p> <p>Pupils with a Statement or EHC Plan reflect on their own progress and identify areas for improvement and how this might be achieved as part of their annual review.</p> <p>Children who have a Support Plan contribute to their plan by identifying areas that they feel they need support with.</p>
<p>9). Any arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made in school.</p>	<p>Who should I contact if I have concerns about my child's learning and/or progress?</p>	<p>You should first speak to your child's class teacher. If you continue to have concerns then you should contact the SENCo, Mrs Bell. If your concerns are not resolved then an appointment may be made with the Headteacher, Mr FitzGibbon.</p>
<p>10). How the Governing Body involves other agencies, including health and social services, LA support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such pupils.</p>	<p>Who else provides services in school for pupils with SEND?</p>	<p>The range of agencies and support services that school works with include, but is not limited to:</p> <ul style="list-style-type: none"><li>Educational Psychology Service (IDSS)</li><li>Educational Psychology Services (IDSS Traded Team)</li><li>Specialist Teachers (Inclusion Solutions)</li><li>Specialist teachers (IDSS) Visual and Hearing impairment</li><li>Speech and Language Therapy Service</li><li>Occupational Therapy</li></ul>



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		<p>Physiotherapy</p> <p>Child and Adolescent Mental Health (CAHMS)</p> <p>School Health Team</p> <p>CAF Team</p> <p>The SEN governor is Mrs Lowri Dowthwaite.</p>
<p>11). The contact details of support services for the parents/carers of pupils with SEND, including those for arrangements made in accordance with cl.32.</p>	<p>Who should I contact to find out about other support for parents and families of children with SEND?</p>	<p>Please contact the school SENCO, Mrs Bell.</p> <p>Help is available to parents with completing forms and paperwork if requested. The class teachers, SENCO, Headteacher and Assistant Headteachers can offer help to parents and carers when completing forms.</p>
<p>12). The school's arrangement for supporting pupils with SEND in transferring between phases of education.</p>	<p>How will you help my child move to the next class or Key Stage?</p> <p>How will you help my child move to secondary school?</p>	<p>All class teachers hold transition meetings where all children are discussed, including those with SEN. Any files or details are passed on as well a current Support Plans. There is also a week in the Summer term where children spend a week with their new teacher and their new classroom.</p> <p>In Year 6:</p> <ul style="list-style-type: none"> <li>• Pupils visit their forthcoming Secondary School for a taster day. Secondary Teachers from the local schools visit to help ease the transition from Year 6 to Year 7.</li> <li>• The SENCO will discuss the specific needs of your child with the secondary school SENCO.</li> <li>• Children with EHCs (education, health care plans) are offered extra taster</li> </ul>



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	<p>How will you help my child if they are joining from another school?</p> <p>How will you help my child if they are moving to another school?</p> <p>How will you help my child move into Reception class?</p>	<p>sessions at their chosen secondary school. These are discussed at the transition meeting which is held in the spring term.</p> <ul style="list-style-type: none"><li>• Your child will also participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.</li><li>• The SENCO will undertake a pre-visit where appropriate or speak to the previous school's SENCO.</li><li>• If your child would be helped by a book/passport to support them in understand moving on, one will be made for them.</li><li>• Your child will be able to visit our school and stay for taster sessions, if this is appropriate.</li><li>• We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.</li><li>• We will make sure that all records about your child are passed on as soon as possible.</li></ul> <p>For children entering our school in Reception, we have a successful induction programme in place with the class teachers visiting the children in their pre-school setting and then the child visiting the school in the summer term for afternoon visits. When a child has an identified SEND then a transition meeting is held between the school and nursery during the Summer Term to which the parents and other agencies are invited. A transition document is usually given to school with individual targets and strategies to use with the identified child.</p> <p>Children with ASD or social communication difficulties who find transitions</p>
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		difficult will also be given a transition booklet in order to support their move in September. These transition booklets will be sent home over the summer holidays so that parents/carers can look through them with their child.
13). Information on where the LA's local offer is published.	Where can I find out about other services that might be available for our family and my child?	Lancashire County Council Website has more information about other services that may be available on their 'local offer'.