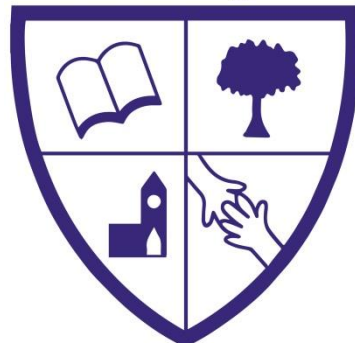


Turton & Edgworth



C.E.M.P.S.

## SEN Information Report

<b>Compiled by:</b>	<b>Claire Sears and Craig Wheatley</b>
<b>Presented to staff:</b>	<b>October 2014</b>
<b>Presented to Governors:</b>	<b>6<sup>th</sup> November 2014</b>
<b>Presented to Parents/Carers:</b>	<b>6<sup>th</sup> November 2014</b>
<b>To be reviewed:</b>	<b>Annually - September 2025</b>
<b>Review dates:</b>	<b>7<sup>th</sup> June 2018, June 2019, January 2020, March 2021, June 2022, September 2022, September 2023, October 2024</b>
<b>Amendments:</b>	<b>Oct 2024 - footer amended</b>

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'Do all you can' (John Wesley)

## 1. What kinds of special educational needs do we make provision for at our school?

Turton and Edgworth Church of England and Methodist Primary School is an average sized school in a rural setting. We believe in providing an inclusive education for all pupils and aim to provide a learning environment which is flexible enough to meet the needs of all members of the school community.

### 1a. Admission Arrangements

- Our admissions criteria does not discriminate against pupils with SEN as advocated in the Code of Practice:- 'all schools should admit pupils already identified as having SEN, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with SEN but without statements (EHC plans) must be treated as fairly as all other applicants for admission'.

## 2. How does our school know if your child needs extra help?

Children may need extra help for a variety of reasons. At our school we have a number of methods to help us identify if a child needs help. These include:-

- Concerns raised by the class teacher, parent/carer or child.
- Information received from a child's nursery or previous school.
- Information received from outside agencies.
- Limited progress is being made (monitored through regular assessment and tracking).
- There is a change in the pupil's behaviour.

If concerns are raised, strategies will be put in place to support your child. We will discuss any concerns we have with you. We may put in place an Individual Education Plan (IEP) which will outline strategies and provision for your child. We may also carry out further tests to help us to identify specific learning needs.

## 3. Who can you speak to at our school if you think your child may have special educational needs?

We have an 'open door' policy. If you have concerns about your child you can come and discuss them with us at any time. Your first point of contact should be your child's class teacher. You can also speak to:-

- Our Special Educational Needs Coordinator (SENCO) Claire Sears
- Our Key Stage One Leader - Charlotte Partington.
- Our Key Stage Two Leader - Robyn Valentine
- Our Headteacher - Craig Wheatley
- Our designated Special Educational Needs Governor - Stacey Painter

## 4. How do we know what progress your child is making and how will we keep you informed?

Children's progress is monitored closely throughout the year through a variety of methods. Each year is divided into three blocks. At the end of each block the children's progress data is collected and analysed. Each class teacher meets with the Headteacher to discuss the progress of individuals. The SENCO will also be involved in these discussions. The information that is

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collected is reported to parents at two parent's evenings and an end of year report.

### **5. How will our school support your child and how will the teaching be adapted to meet their needs?**

At Turton and Edgworth we are committed to giving your child every opportunity to achieve. We are a fully inclusive school that takes reasonable action to ensure that your child can access all learning opportunities through quality first teaching.

- We have high expectations of all pupils.
- Lessons are pitched appropriately for individuals.
- Children work in a variety of groupings e.g. small group, 1:1, mixed ability and similar ability groups.
- Support staff are deployed in a variety of ways to help meet the needs of all pupils.
- A variety of learning styles and multisensory approaches are used in order to support children's learning.

An Individual Education Plan may be put in place that will outline specific strategies and provision for your child. This plan will also include specific targets for your child that are reviewed at the end of each assessment block.

### **6. How are decisions made about the type of support my child will receive?**

Each child is treated as an individual case. Their needs vary and so does the support that they require. The support can range from use of adapted resources in the classroom, specific strategies for your child or short term intervention support in small groups or 1:1.

Outside involvement from other agencies may also be accessed in supporting the needs of your child e.g. Blackburn SEND Support Service or Educational Psychology Team.

We will always discuss the support your child receives with you; this may be through informal meetings with you or more formal review meetings.

The strategies and support put in place for individuals is recorded on their IEP. Support will change depending on the progress and needs of the individual.

If through discussions with parents, SENCO, staff at school and outside agencies it is agreed that our school cannot meet your child's needs through existing resources an application may be made to the local authority for an Education, Health and Care Plan.

### **7. How will our school help you to support your child's learning?**

We actively encourage a partnership and for you as a parent to be fully involved in your child's learning. We endeavour to encourage this in a variety of ways:-

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- At the start of each year we hold a 'Meet the Teacher' meeting for all classes.
- Two parent's evenings per year.
- We hold 'Open Days' each year where we encourage you to come and see your child and our school during a normal school day.
- In the reception year we hold a number of meetings to help guide you in how to support your child's learning in reading, phonics and maths.
- Meetings about various aspects of the curriculum are also held throughout key stages one and two to help parents take an active role in supporting their child's learning.
- Homework tasks are set in a variety of ways across school. All tasks are communicated in a way that helps you as the parent understand the learning behind the task and allows you to feedback information on your child's learning.
- Our 'open door' policy means that you can ask your child's class teacher for further advice at anytime on how to support your child's learning further at home.
- We give advice for how to support your child's learning and this can be discussed at anytime informally and at more formal reviews.
- If outside agencies have given further advice this will also be shared with you.

#### **8. What specialist services and expertise are available or accessible through our school?**

We work closely with and have access to the following agencies to support your child's needs:-

- Advisory teachers within the Blackburn SEND Support Service.
- Blackburn Educational Psychology Team.
- School Nurse
- Speech and Language Therapy Services

We can also work with and make contact with the following agencies:-

- Social Services
- Child and Adolescent Mental Health ELCAS
- Parent Partnership
- Occupational Therapy

#### **9. How are the staff in school supported to work with children with Special Educational Needs and what training do they have?**

Training for all staff is on-going and continual professional development is actively encouraged ensuring we are constantly updating and enhancing our skills. We aim to meet a variety of needs and can use various strategies and approaches in our everyday practice.

Training is often sourced from our local authority advisory teachers in areas such as:-

- Safeguarding procedures

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- Behaviour management
- Specific Learning difficulties
- Physical development
- Speech and Language
- Hearing Impairment.

We have a member of staff with nurture training who is a qualified emotional literacy support assistant (ELSA).

Our SENCO has achieved Post Graduated Certificates in 'Specific Learning Difficulties' and 'Meeting SEN needs within mainstream settings'. She is also ELKLAN (speech and language) trained.

Whilst we strive to constantly update our skills and knowledge in a wide variety of areas of need, we also respond in our development to suit the needs of our individual pupils taking advice from outside agencies for how we may best achieve and access this. This includes medical needs.

**10. How will our school ensure that your child is included in activities outside of the classroom, including physical activities and school trips?**

School trips and activities are organised to support and enhance the learning of all children in school.

All educational visits are available to all children. If your child has additional needs a risk assessment will be carried out with you and procedures will be put in place to ensure that your child can participate. Parents/carers and Teaching Assistants may be asked/invited to accompany their child on a school trip to ensure access.

After school clubs are accessible to all children.

**11. How will our school support your child's overall wellbeing?**

The well-being of your child is central to the ethos of our school. Through our 'open door' policy we take a pro-active approach and encourage you to share any concerns or issues that your child is facing. We want your child to be happy and to thrive in an environment, in which they feel safe, cared for and secure.

We have positive relationships with pupils and we closely monitor children for any changes in their mood or behaviour. If we have any concerns they will be raised with parents/carers. We recognise the importance of knowing each individual and supporting their needs and understanding of their circumstances.

For medical concerns, we have a clear policy in place to ensure we can support your child's needs and wellbeing. We would also seek further advice from our school nurse in support of this.

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## 12. How accessible is our school both indoors and outdoors for pupils with special educational needs?

The Equality of Opportunity policy, SEN Policy and the Accessibility Plan provide detailed information in relation to accessibility. Copies of these policies can be found on the school website under the POLICIES tab.

## 13. How will our school prepare and support your child when joining and when transferring to a new school?

We aim to make transition of any kind as smooth as possible. We achieve this in a number of ways:-

- Induction sessions for new children in the summer term who will be joining our school in the following September. We also have a new intake meeting for parents and parent interviews in the summer term prior to their entry. We also seek to gain as much information as possible from their previous setting and aim to visit all children in their setting prior to coming to school.
- We have a 'move up day' each year in the summer term when children will spend the day in their new classroom with their new teacher. Teachers and support staff also have regular discussions to support transition and make sure all information is transferred. The SENCO also makes sure all relevant information is passed to the next teacher.
- When children are moving to high school we have very good links with schools and all children will have the opportunity to visit their next school. Staff from the high schools visit us and gather information on the children.
- The SENCO passes relevant information to the high school detailing strategies and provision that is in place for pupils who have an IEP.
- Children with additional needs are invited to attend extra visits to help smooth their transition.
- Parents are encouraged to be a large part of the transition process for all pupils at all stages. Our 'open door' policy means that parents can share their concerns at any point.
- If children are transferring to a new school we will make sure all relevant information is passed on. When a child joins us from another school will make sure we have received as much information as possible.

## 14. Who can you contact for further information?

If you have any concerns or questions relating to the school provision, please contact the class teacher or:-

- Our Special Educational Needs Co-Ordinator - Claire Sears
- Our Key Stage One Leader - Charlotte Partington
- Our Key Stage Two Leader - Robyn Valentine
- Our Headteacher - Craig Wheatley

## 15. Arrangements for handling complaints

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- If a parent or carer has any concerns or complaints regarding the care or education of their child, an appointment should be made with the Headteacher. The Headteacher will advise on the formal procedures for complaint.

Our Governing Body has a designated SEN Governor, Stacey Painter who is responsible for reviewing practice and supporting the SENCO.

Blackburn with Darwen's local offer sets out a range of support and services available to you and your child. This can be accessed at:

[www.bwd-localoffer.org.uk](http://www.bwd-localoffer.org.uk)

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