



Singleton Church of England Primary School

Special educational needs (SEN) information report



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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our School recognises that identifying needs at the earliest point and making effective provision improves long-term outcomes for the child. Children's skills and attainment will be assessed on entry, building on information from parents and the previous settings or key stage. Singleton would also consider evidence that a child may have a disability and look into reasonable adjustments that may be needed.

There is a wide-spectrum of SEND which are frequently inter-related. The four main areas as identified in the 2014 SEND Code of Practice are:

- Communication and interaction difficulties
- Cognition and learning difficulties
- Social, emotional and health difficulties
- Sensory, memory and/or physical difficulties

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Leonie Millward

They have 5 years' experience in this role, and they currently are a fulltime class teacher. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in March 2020.

- SENCO Clusters – termly
- Medical Management
- Inclusive Quality First Teach / Adaptive Teach
- SENDCO SEMINAR
- DSL training
- Phonics – Early reading – supporting the lowest 20%
- Inclusion Hub Conference
- Trauma informed behaviour
- Supporting Children with ASD
- Behaviour Pathways of support

They are allocated one afternoon a week to manage SEN provision.

Assistant SENCO

As a small school with limited financial capacity we do not have an Assistant SENCO

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Outline any external training your staff have done.

- Phonics – Early reading – supporting the lowest 20%
- Mastery in Maths
- Inclusive Quality First Teach / Adaptive teaching
- Progressions in Calculations – Concrete – Pictorial – Abstract
- Working Memory – (EYFS Staff)
- Enabling environments – (EYFS staff)
- Medical training – Supporting pupils with Diabetes

Teaching assistants (TAs)

As a small school we don't have a team of TA's or higher-level teaching assistants (HLTAs) who are specifically trained to deliver SEN provision.

We currently have 2 teaching assistants who are trained to deliver interventions such as

- Precision Teach
- Phonics Intervention

In the last academic year, TAs have been trained in

- Red – Rose Phonics Intervention
- Early reading
- Phonics – Early reading – supporting the lowest 20%
- Red Rose Letters and sounds – Phase 1 (1 TA)
- Phonics tracking
- Progressions in calculations – concrete – pictorial – abstract

External agencies and experts

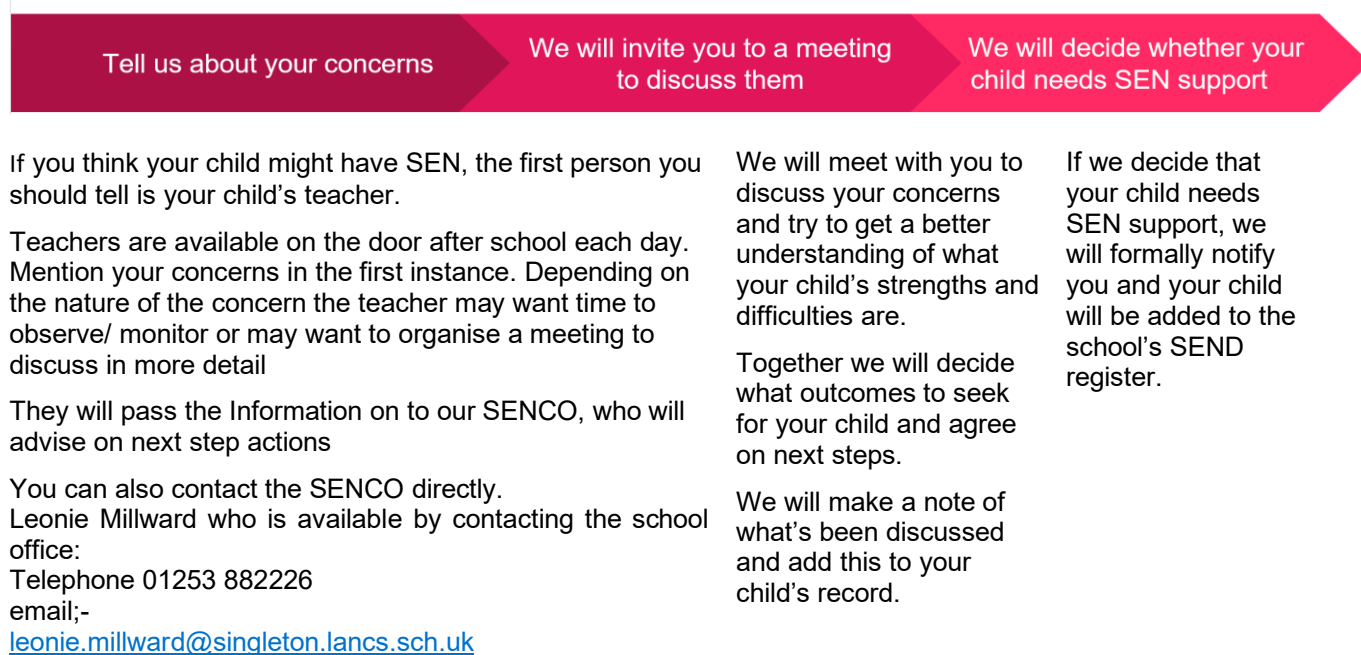
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Singleton School operates a graduated response approach recognising that there is a continuum of SEND and that, where necessary, increasing specialist support should be brought in for advice. Targets and actions for a child are revisited, refined and reviewed with the growing understanding of their needs and to support progress and good outcomes for the child.

If a child enrolls at Singleton with previously identified SEND, the school would follow the targets from the previous setting for up to half a term, while the class teacher assesses the achievement and skills of the individual child. Discussion would be held with the child (where appropriate), their parents, the class teacher and the SENDCO regarding the type of support they had previously and what would be useful/appropriate in the new setting to achieve positive outcomes for the child. After a settling in and assessment period new targets would be set for the child.



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include areas of reading and comprehension, number work in math's or even memory recall. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra provision to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO for next step advice/ strategies, and depending on the outcome of this discussion they may contact you at this stage to discuss the possibility that your child has SEN. If the SENCO recommends further strategies these will be

implemented and reviewed and at this stage if the pupil is still struggling then you would be contacted to attend a meeting to discuss your child

The SENCO will then informally observe the pupil in the classroom and in the playground to what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

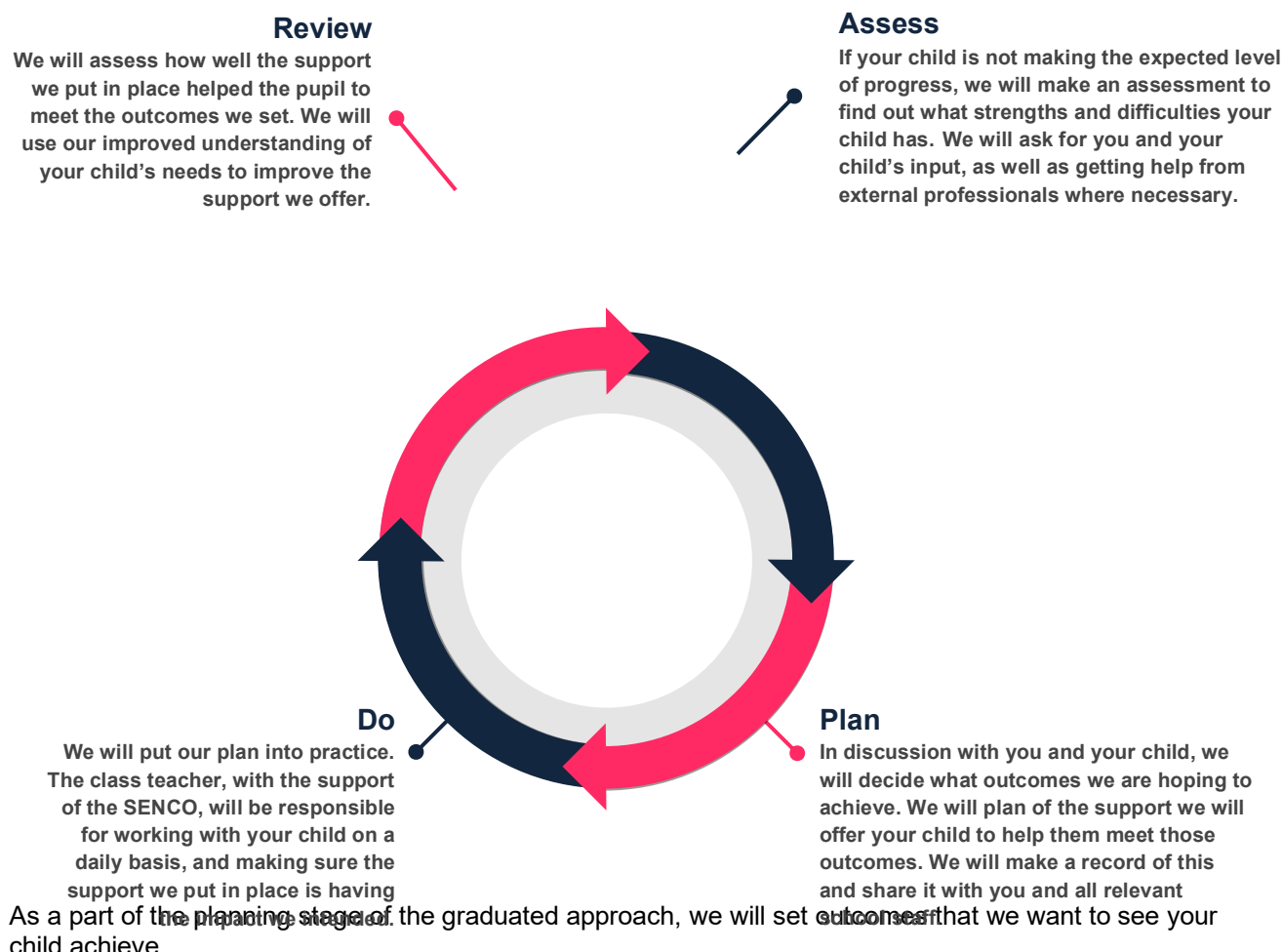
If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

Singleton School operates a graduated response approach recognising that there is a continuum of SEND and that, where necessary, increasing specialist support should be brought in for advice. Targets and actions for a child are revisited, refined and reviewed with the growing understanding of their needs and to support progress and good outcomes for the child.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly IEP reports / updates on your child's progress and an end of year Report

Your child's class/form teacher will meet you 3 times a year to -

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do
- The SENCO may also on occasion where requested / appropriate attend these meetings to provide extra support.
- We also have a Learning Mentor, Miss Susan Manns who can provide or signpost support for parents and families.
- If your child has an EHC (Education Health Care Plan) there will also be a formal annual review of their progress, targets and associated support with their parents, the child and the professionals involved in the child's education, health and care.

	Autumn	Spring	Summer
All children	Parents' Evening Meeting	Parents' Evening Meeting	Written Report
Children with SEND	1:1 30 min meeting Individual education Plan - review of targets and sent home	1:1 30 min meeting Individual education Plan - review of targets and sent home	1:1 30 min meeting Individual education Plan - review of targets and sent home
	On request, meeting with SENDCO for target setting and review	On request, meeting with SENDCO for target setting and review	On request, meeting with SENDCO for target setting and review
			Written Report
	Invitation to a 'drop in coffee morning' *Where necessary and appropriate	Invitation to a 'drop in coffee morning' *Where necessary and appropriate	Invitation to a 'drop in coffee morning' *Where necessary and appropriate

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy of any reports / documentation that experts provide, along with copies of IEP's

If you have concerns that arise between these meetings, please contact your child's class teacher. They are on the door after school each day.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input. As part of our termly review meetings, children on the SEND Register (as appropriate) are involved in reviewing their EHC's (Educational Healthcare plan) and IEP's. (Individual Education Plan) In addition, teachers are expected to consult with children that they teach who have SEN throughout the year, for example, when setting and reviewing reading, writing and maths targets.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

“High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.”

(SEND Code of Practice)

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating and adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when necessary or stated on EHCP
- Teaching assistants will support pupils in small groups when necessary or identified on carousel/, teaching plans or targeted support

We **may** also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope IDL Power Maths
Social, emotional and	ADHD, ADD	Quiet workstation

mental health	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	
	Visual impairment	Limiting classroom displays

These interventions are part of our contribution to Lancashire County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- We will follow the 'graduated approach' to meeting your child's SEN needs.
- The graduated approach is a 4-part cycle of **assess, plan, do, review**.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

For more information regarding school funding and the national framework please visit:

<https://lancssendias.org.uk/>

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Tower Wood.

All pupils are encouraged to take part in sports day/school plays/special workshops, STEM week, MAD week and open afternoons.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please see the School's Admission information:

<https://www.singleton.lancs.sch.uk/wp-content/uploads/2023/07/Singleton-CE-Primary-School-Determined-Admission-Arrangements-2024>

13. How does the school support pupils with disabilities?

Please see the school's intimate care policy <https://www.singleton.lancs.sch.uk/information/current-policies/>

regarding information about how we support children with disabilities and the steps that the Academy have taken to prevent disabled pupils from being treated less favourably than other children.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council/JLT
- Pupils with SEN are also encouraged to be part of our pastoral group/ buddies' club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN through sessions with our learning mentor; Miss S Manns
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. For further advice please see our Anti-bullying Policy <https://www.singleton.lancs.sch.uk/wp-content/uploads/2023/09/Anti-Bullying-Policy-2023.pdf>

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Transitions include;

- Moving from one activity to the next within a lesson
- Moving from lesson to lesson
- Changing from structured to unstructured times preparing for weekends, the start of holidays and beginning of term
- Changes of staff - permanent and temporary
- Special events at school
- Life events

To help pupils with SEND be prepared for a new school year we:

Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed

Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

Between phases (for secondary schools)

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

Onto adulthood (for secondary schools)

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

The class teacher will work with Leonie Millward, our SENCO and Susan Manns, our Learning Mentor to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support

Complaints about SEN provision in our school should be made to the [class teacher/SENCO/headteacher] in the first instance. They will then be referred to the school's complaints policy:

<https://www.singleton.lancs.sch.uk/wp-content/uploads/2022/06/Complaints-policy.pdf>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's Lancashire County Councils local offer. LCC publishes information about the local offer on their website:

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Lancashire Local Offer

- www.lancashire.gov.uk/SENDCo

SENDCo Information Advice and Support Service

This dedicated information advice and support service is for children and young people with special educational needs and disabilities and their families.

The service is impartial, confidential, and free. It can help you to gather, understand and interpret information and apply it to your own situation.

Children and young people can also access the service independently from their parents. We can provide support around:

- The local offer
- Local policy and practice
- Education law on SENDCo and related law on disability, health and social care
- Personalisation and personal budgets

How we can help you

We can:

- Discuss your concerns about special educational needs or disabilities (SENDCo)
- Explain SENDCo policies and procedures in Lancashire
- Assist you with SENDCo paperwork
- Liaise between you, your nursery, school or college and other professionals
- Support you with relevant meetings
- Signpost you to other sources of support about SENDCo

We can also provide advice through parent carer support groups, local SENDCo youth forums or local disability groups and training events.

To access the service please fill in our referral form and one of our officers will contact you within 7 working days.

➤ [SENDCo Information advice and support service referral form](#)

You can contact us on:

SEND Information Advice and Support Service (SENDIASS)

- Tel: 0300 123 6706
Monday to Friday 8am to 5pm
- Email: information.lineteam@lancashire.gov.uk

Local and National charities that offer information and support to families of children with SEND are:

[Advocacy focus](#) - provide advocacy services in Lancashire and can help you be your own advocate.

[The Advisory Centre for Education \(ACE\)](#) - independent advice around education for parents/carers of children aged 5-16 in state schools in England.

[Carers UK](#) - a charity set up to help people who care for family and friends in the UK.

[Children's Education Advisory Service](#) (CEAS) provides impartial advice about the education of service children.

[The Children's Society in Lancashire](#) - advocacy for young people who are approaching 18 years and undergoing an assessment to access support from adult services. You can ask your social worker or carer or contact the service on:

- Freephone 0800 0856 324
- Tel 01772 759 233

[Civil Legal Advice \(CLA\)](#) – you might be able to get free and confidential advice from CLA as part of [legal aid](#). This includes advice on education law matters, SEN, discrimination and judicial review (for example for children not receiving education or unlawful exclusions).

[Contact](#) – supports families with disabled children with advice and information to get the right support. Brings families together to support each other, and helps families to campaign, volunteer, and fundraise. In addition, offers face-to-face support, workshops and training in some regions.

[Down's Syndrome Association](#) - information, support and advice related to Down's syndrome. Includes education, health, social care, benefits and housing.

[Guide Dogs - early diagnosis family support](#) - information, advice and guidance from the early stages following diagnosis. Further help can include health and welfare advice, practical and emotional support and signposting to other organisations and services.

[IPSEA](#) - Independent Parental Special Education Advice, a charity that offers legal advice, support and training to ensure children and young people with SEND access the right education. They also offer tribunal representation.

[National Autistic Society](#) - a charity for people with autism (including Asperger syndrome) and their families. They provide information, support and pioneering services, and campaign for a better world for people with autism. Includes education, health, social care, benefits, housing and transition support (school to adult life).

[National Deaf Children's Society](#) - information and support for deaf children and young people and families. They can provide advice and support on a range of issues including benefits, education, technology, health, social care, discrimination and communication. They provide face-to-face support and tribunal representation.

[National Organisation for FASD](#) - for adults with Foetal Alcohol Spectrum Disorder (FASD), parents and carers, and professionals supporting those with FASD.

[Me and my FASD](#) - a website for children and young people with Foetal Alcohol Spectrum Disorder (FASD) packed full of ideas to help sufferers understand and own their diagnosis.

[Sense](#) - for deafblind individuals or their family members and supporters. Information and advice on a range of issues, such as health, social care, benefits and education. They also offer support around communication, your legal rights and entitlements, Sense services and technology.

[SOS SEN](#) - A national charity aiming to empower parents and carers of children and young people with SEN and disabilities to access the help they are entitled to, particularly in the education system. They offer face-to-face support, tribunal representation and parent workshops.

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

➤ **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages