



Caton Primary School SEND Information Report 2023-2024

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What are special educational needs?

The definition of special educational needs and disabilities (SEND) is taken from section 20 of the Children and Families Act 2014. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: a) Have a significantly greater difficulty in learning than the majority of others the same age; or b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. The four main areas of SEND: as detailed in the Code of Practice (2014 p.86) are:

- **Communication and Interaction**
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

How does the school identify a child/young person with a special educational need?

Caton Primary School follows a graduated approach to identifying SEN. Children with SEND are identified in a variety of different ways, including the following:

- Liaising with pre-schools and/or previous schools
- Concerns raised by a member of the team
- Concerns raised by Parent/Carer
- Teacher/TA) observations
- Rigorous tracking of pupil progress & development
- Individual assessments in school or by external professionals, such as, with parental permission, educational psychologists, specialist teaching team, speech and language therapists, occupational therapists and paediatricians.

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice, this is called Quality First Teaching. There are three stages to identifying learners with SEND as guided by the SEND code of practice. Stage 1 is only enacted if it is deemed or proven that the child can not be provided for within the usual provision of the school. These stages are:

Stage 1: Child placed on register. SENCO monitors school provision. A personal learning plan is created called a PPM.

Stage 2: School provision + external agencies

Stage 3: A statutory Assessment is awarded known as an EHCP (Educational Health Care Plan) This is awarded by the local authority and sets out the needs and provision that is required for the child. EHCPs are then reviewed annually although the targets on the EHCP are broken down into a PPM and assessed termly.

[Click here to view a flow chart of the process.](#)

What kinds of Special Educational Needs do we provide for?

We adapt our provision to meet the needs of the children in our school. We are committed to providing first quality teaching so that all children make good progress in their learning, whatever their starting point. In addition, we currently provide for children with the following special educational needs:

- Physical Impairments
- Visual and auditory Impairments
- Specific Learning Difficulties (SpLD) e.g Dyslexia, Dyscalculia
- Autism
- Social, Emotional and Mental Health Difficulties
- Speech, Language and Communication Difficulties
- Global Developmental Difficulties

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

- **Social, Emotional and Mental Health Needs -**
Behavioural needs - We have a clear Behaviour Policy which is applied consistently by all members of staff. If a child needs any adaptations to be made due to their needs, this is done through a consultation with parents and staff. Additional systems will then be put in place accordingly. When necessary, liaison with Stepping Stones helps support pupils and staff.
Mental health needs - Children displaying other mental health needs which are affecting their wellbeing such as anxiety will be referred for appropriate interventions or to external agencies such as Child Action Northwest or CAMHS in consultation with their parents/caregiver.
Autism/ADHD - Regular movement breaks, now and next visual timetable, reduced cognitive demand, reduced timetable, TA support in class, daily check in sessions, calm down spaces, own work station (if appropriate), fiddle toys, weighted blankets, tension bands, ear defenders (if appropriate)
- **Communication and Interaction-**
SALT involvement - Advice and regular sessions with a speech and language therapist from the SALT team during school hours.
Intervention Programmes - NELI (Nuffield Early Language Intervention) program, Colourful Semantics, Strategies from the WELCOM big book of ideas.
Talking opportunities - regular and planned 1:1 conversations with a staff member, time spent in continuous provision (for those not in EYFS)
- **Cognition and Learning -**

Precision teaching Interventions both in and out of class,
APPS and Technology - Nessie (reading program for children with Dyslexia) Clicker (programme designed to support children's reading and writing), reading pen, Letter Join scheme
Additional TA support in class - adapted learning, additional prompts on the tables, daily reading sessions, pre-learning, flipped classroom, homework specific to the child's needs. Creating an entirely personalised programme of study for a child who is unable to access the curriculum alongside their peers.

- **Sensory and Physical** -

Additional adult support (if appropriate) to enable a child to safely access the curriculum and learning opportunities.

Adapted environment - An environmental audit carried out and measures put in place to ensure safety and inclusion of access. Adaptations may include, reduced or increased height of tables, space to manoeuvre a wheelchair, steps, floor/wall markings to denote edges, steps or hazards.

Buddy assigned from an older year group - The buddy is available to support the child at break times and make others aware of the child's presence. The buddy is not responsible or a replacement for adult supervision but is there to help the child join in play with their peers.

Adapted resources - available to support learning eg. high contrast books / objects of reference, assistive technology, enlarged print/resources.

How does the school evaluate the effectiveness of the provision made for each child with a Special Educational Need or Disability?

The SENCO maps the provision and support for children in each class using all available baseline & assessment data (EHCPs, specialist teacher provision). This provision is reviewed every term by the class teacher via the Assess, Plan, Do, Review graduated approach. We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Robust evaluation of policy and practice. Progress of all children is discussed termly, and often more frequently for identified children. Teachers and support staff share planning and resources to ensure a continuous provision of high-quality teaching and support.
- Regular book reviews are held to ensure provision of teaching and learning is of a high quality, that children's work shows progress and that standards are maintained or improving. Evidence for children with SEN is monitored closely.
- Pupil progress meetings are held termly with the SENCO to ensure that the same high priority is given to those children who require additional support.
- All staff who provide targeted intervention, booster sessions or individualised learning, ensure that the work is of a high standard and that records to demonstrate progress are maintained. All evidence of work and progress is shared to ensure that appropriate review and planning of Personal Provision Maps is accurate.

- Following on from pupil progress meetings, parents or carers will be given a termly update on their child's progress with some clear next steps as to how they can be supported both in school and at home.

What arrangements does the school make for consulting with children with special educational needs and disabilities about - and involving them in - their education?

The voice of the child is integral to our SEND provision and all children who have been identified as having SEND needs are encouraged to share their views in relation to their aspirations and goals and suggest how they can best be supported.

Each term every child on the SEND register is invited to attend a review meeting with their class teacher and parents or caregiver. During this meeting the child can share their own evaluations as to how well they are meeting their targets and share what is going well and what their ongoing challenges are.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in their child's education?

You are the person who knows your child best and we value working in partnership with you. At Caton Primary we offer an 'open door' policy. Our teaching staff and the Headteacher are available most mornings and most days after school for casual conversation or by appointment at other times. In addition to this;

- All parents have two parents' evenings each year – any SEND issues can be discussed and referrals made to the SENCO where appropriate.
- Each term, the Personal Provision Map which includes targets and evaluations, are shared with parents who in turn are welcome to share their thoughts and offer feedback to staff.
- There is an annual review meeting for any child with an EHCP (Education, Health and Care Plan), at which the objectives are reviewed and any additional needs are discussed.
- We welcome feedback from home through our parent/carer and pupil questionnaire.

How will the curriculum be matched to my child/young person's needs?

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes not only the formal requirements of the Early Years Foundation Stage Curriculum / National Curriculum, but also a range of additional opportunities to enrich the experiences of all pupils.

The Curriculum also includes the social aspects that are essential for lifelong learning, personal growth and development of independence.

At Caton Primary School, we:

- Ensure that all children have access to the appropriate Early Years / National Curriculum and all school activities.
- Ensure that all children are fully included in all activities of the school in order to promote the highest levels of achievement despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all children, teaching them in a way that is more appropriate to their needs and assessing each child's individual progress.
- Support children to gain confidence and improve their self-esteem through group, paired and individual activities, including social times throughout the day.
- Make additional provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

How accessible is the school environment?

An environmental audit was carried out in 2023 to ensure that the inside and outside learning spaces are fully accessible. The school is all on one level and all doors and entrances and walkways are wide enough to accommodate wheelchairs or mobility aids. The school also has two disabled toilets and a shower. All the edges of steps are demarcated and corridors and classrooms are kept tidy to avoid trip hazards.

The school also carried out a sensory audit in 2023 and several changes to the physical environment have been made to support children who are neurodivergent such as removing strip lighting and ensuring that classroom walls are uncluttered.

Resources in the classroom are adapted to ensure that all children regardless of their need can access the curriculum such as enlarging print, using coloured paper and having flexible seating arrangements.

For further information please read our accessibility policy.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

The school employs a SENCO who is an experienced qualified teacher who is currently undergoing post graduate training in the specific area of SEND. The SENCO oversees and monitors the SEND provision in the school. All staff are given training in the SEND process and are offered CPD in areas that match the needs of their class. The school also works with a number of external agencies such as those listed below.

Agency	Purpose
Stepping Stones	Provide support to teachers and TAs for children with SEMH needs
Virtual School	Provide advice and support for Previously Looked After and Looked After children
Children's Champion Service	Support children in danger of exclusion
School Nurse	Support and/or advice for children with medical needs
NHS SALT	Provide 1:1 speech therapy for children who have been assessed by the NHS as having language difficulties.
Jen Waite Psychology services	Complete EP assessments, cognitive assessments and help teachers write a support plan for individual students
Child Action Northwest	To enable joined up support for children and their families with emotional and social needs.
Inclusion North EP services	Half termly meetings with an EP and other SENCOs Providing advice, support and guidance to the SENCO Support for children with an EHCP or in the process of applying for one.

What are the arrangements for supporting children and young people who are looked after by the Local Authority and have SEN?

Over a third of looked after children (LAC: children who are in care or recently fostered, a guardianship order is in place) have an identified special educational need. Caton Primary recognises that for looked after children, many of whom may have difficult circumstances to overcome, it is imperative that their needs are quickly and efficiently assessed and provided for so that the effects of any instability on their socialisation and education is reduced to a minimum. We liaise closely with the relevant professionals, listen to both the child's and their carer's wishes and support the Local Authority in implementing a Personal Education Plan (PEP). This plan contains focused outcomes as part of closing the knowledge, word and socialisation gap. The wellbeing and progress of the child is closely monitored and reported back during PEP meetings to inform future outcomes and support. We also acknowledge the positive impact regular

contact between school and carers can have for looked after children. At Caton Primary, we believe it is important to have high aspirations for all children including looked after children and those with special educational needs. The Designated Teacher for Looked After Children is Mrs Kate Lee.

How will my child/young person be included in activities outside the classroom, including school trips?

In line with our Inclusion Policy, all children are included in all parts of the school curriculum and we aim for all the children to be included in the wider curriculum of school trips and in sport and music activities. We will provide the necessary support to ensure that this is successful and where appropriate, we will discuss any special arrangements with parents ahead of the event, including those with a specific disability. In some cases, it might be appropriate for a parent/carer to accompany a child on the trip depending on the child's needs. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment wherever possible. We offer a wide range of after school clubs and we aim for these to be as inclusive as possible.

How will Caton Primary School support the happiness and wellbeing of my child?

Pastoral support is seen as a key part of our school life. Our SENCO is also a Senior Mental Health Practitioner and works alongside the Headteacher to support children and families where there is a mental health concern or need. As a school, we offer termly 'wellbeing' chats to all children and have a close partnership with Child Action Northwest to support families through the 'Early Help' route. All children, including children with SEND are encouraged to take an active role in the life of the school. Through the PSHE curriculum, zones of regulation and pastoral support children are taught a range of life skills including learning about emotions and developing a vocabulary to express them, ways of managing emotions and taking responsibility for their actions. It also develops children's social awareness and understanding. Children with SEND are encouraged to share their thoughts and feelings at annual review meetings. The Medical Policy identifies the procedures for managing medicines in school. The Medical List is updated annually, as are Care Plans and relevant training e.g. epipen training.

What are the arrangements for handling complaints from parents and children with SEND about the provision made at school?

The first point of contact if a child/young person wishes to discuss something about their special educational need should be with their class teacher or another trusted adult. Each class has a worry box system in place in school whereby a child can record any concern they may have and these will be picked up by their class teacher. Caton Primary works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting their child's needs. If a parent or carer has any concerns regarding the care or welfare of their child, they should in the first instance talk with the class teacher. If the issue is not resolved they should arrange to meet with a member of the senior leadership team (Kate Lee - SENCO, Ellie Cain – Assistant Headteacher, Gail Bowskill - Headteacher). If a parent wishes to make a formal complaint, the complaints procedure can be found on our school website.

Where else can I get advice and support for my child?

Lancashire SEND Information, Advice and Support Service is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND. Click [here](#) for a link to their website.

Lancashire's Information and Advice Team (AIS) in order to access support.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities/help-for-parents-and-carers/information-advice-and-support.aspx>

Where can I find information on where the local authority's local offer is published?

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>