

## Fulwood and Cadley Primary School - SEN Information Report 2023-24



Fulwood and Cadley Primary School is a mainstream setting. At Fulwood and Cadley 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 Fulwood and Cadley 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?	<p>We support a wide range of children with SEND in our school who have difficulties with...</p> <ul style="list-style-type: none"> <li>• Communication and interaction - such as speech and language difficulties, ASD/ASC</li> <li>• Cognition and learning - eg dyslexia, dyscalculia, processing difficulties</li> <li>• Social, Emotional and Mental Health - eg ADHD</li> <li>• Sensory and/or Physical Needs - Hearing Impairment, visual impairments, 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?	<ul style="list-style-type: none"> <li>• Early identification is vital and school works closely with parents in meeting need.</li> <li>• Where SEND is identified before a child starts school, information is passed onto school and the SENCO liaises with all agencies involved and parents to ensure that provision is in place.</li> <li>• Class teachers raise concerns with parents at the earliest opportunity, in accordance with the SEN Code of Practice (2014).</li> <li>• The SENCO works closely with the class teacher, pupils and parents in planning appropriate interventions and support in order to narrow the gap.</li> </ul>

		<ul style="list-style-type: none"> <li>• Additional support is sought from the inclusion service for children with EHCPs and when required for children with specific difficulties in order to provide advice regarding provision and interventions.</li> <li>• The class teachers assess and monitor the children's progress in line with existing school practices.</li> <li>• Performance Indicators for Value Added Target Setting (PIVATS 5) assessments are also used, with specific children, to measure small steps of progress.</li> <li>• Assessments in areas of difficulties such as Speech, language and communication, cognition and learning etc.. can be carried out by specialist teacher's brought into school where it is felt appropriate.</li> <li>• Individual Target Plans (ITPs) are put in place, identifying strengths and needs and short term targets.</li> <li>• SEN Support Plans are put in place for identified pupils.</li> <li>• Within class, children are support through high quality first teaching, differentiated work, adult support from either the class teacher or Teaching Assistant (TA), group interventions and 1:1 target work where deemed appropriate.</li> <li>• For children with high levels of need, additional adult support can be put in place but this is based on the individual needs of the pupil. Where additional adult support is in place, all adults working in class will support the identified child so that they do not become reliant on one person.</li> <li>• Children who are receiving a high level of support, but are working at a level that is significantly behind that of their peers, may be discussed within a group or individual Educational Psychology session as part of the graduated response.</li> <li>• A request for a statutory assessment may be made by school following a clear and evaluated graduated response and where the provision exceeds the allocated budget within school as stipulated by Lancashire ie £10,000</li> </ul>
<p>3). Information about the school's policies for making provision for pupils with special</p>	<p>Where can I find information about the school SEN Policy?</p>	<ul style="list-style-type: none"> <li>• The school's SEND policy can be found on the school website or a copy can be requested from the school office.</li> </ul>

educational needs whether or not pupils have EHC Plans.		<ul style="list-style-type: none"> <li>• If you would like to discuss our SEND provision further then please contact our school SENCO.</li> </ul>
3a). How the school evaluates the effectiveness of its provision for such pupils.	How will I know that my child is making progress?	<p>We follow the graduated approach and the cycle of assess, plan, do, review in order to evaluate the effectiveness of provision and overall progress.</p> <ul style="list-style-type: none"> <li>• ITPs have SMART targets - simple, measurable, achievable, realistic, timely - set as part of the graduated approach.</li> <li>• Gaps in learning are identified and targets are set to meet these</li> <li>• New targets are set if the current ones are reached before the identified review.</li> <li>• The whole school provision map records the type of intervention a pupil is receiving, the duration, frequency and cost.</li> <li>• Interventions are evaluated at the end of a period of time to assess the overall effectiveness and impact on progress.</li> <li>• As well as the support that an individual may receive, the provision map also clearly outlines small group interventions that take place to meet the similar needs of a group of children.</li> <li>• Progress is tracked termly</li> <li>• The children are regularly assessed both within daily lessons using Assessment for Learning strategies as well as end of term formal assessments.</li> <li>• 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.</li> <li>• Progress is formally tracked on the school's computerised tracking system using the Lancashire Tracker. A baseline assessment is carried out during the first half term, followed by a mid-year and end of year assessment.</li> <li>• The impact of any interventions are closely monitored and evaluated to ensure that the provision is correct and that the child is making progress.</li> <li>• Interventions are recorded on a whole school provision map and are evaluated at the end of each term for impact.</li> <li>• Class teachers offer to meet with parents termly in order to discuss progress. When requested, the SENCO can also attend these meetings.</li> </ul>

		<ul style="list-style-type: none"> <li>For Children with EHCPs, progress is also discussed at Annual Reviews.</li> </ul>
3b).The school's arrangements for Assessing and reviewing the progress of pupils with Special Educational Needs.	How do you check and review the progress of my child and; How will I be involved?	<p>We believe in working closely with parents in supporting their child to reach their full potential.</p> <ul style="list-style-type: none"> <li>A graduated response is in place following a cycle of assess, plan, do, review</li> <li>ITPs are reviewed and new targets set a minimum of two times in a school year.</li> <li>ITPs are written by class teacher using 'provision mapping' which is an online platform.</li> <li>Parents are invited to contribute to their child's ITP review and can meet with their child's class teacher and the SENCO if they choose to.</li> <li>There are two parent's evening held during the year; one in the Autumn Term and another in the Spring Term. There is the option to attend either a face to face meeting or an online meeting via 'School cloud'</li> <li>A mid-year report is provided for all pupils.</li> <li>In the Summer Term a report is written during the Summer Term outlining progress made throughout the year and identifying targets for the coming year.</li> <li>Annual reviews are held yearly for children with EHCPs to monitor progress towards outcomes and set annual targets.</li> </ul>
3c). The school's approach to teaching pupils with SEND.	How do staff help pupils with SEND?	<ul style="list-style-type: none"> <li>All teachers are responsible and accountable for the progress and development of all the pupils in their class.</li> <li>All staff have high expectations of all our pupils, including those with SEND.</li> <li>High Quality First Teaching is key 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.</li> <li>Our staff are effective in identifying barriers to learning which may affect overall progress.</li> </ul>

		<ul style="list-style-type: none"> <li>• When possible, a multisensory approach is adopted to enable children to learn through a variety of ways.</li> <li>• Within our school, we promote metacognition which involves the children identifying how they learn best and applying this to their learning when possible.</li> <li>• Timely and well structured interventions are put in place for identified pupils. Where possible, these are delivered by class teachers.</li> <li>• Interventions include; IDL for English and Maths, precision teaching for reading, spelling and maths, phonics, handwriting, basic number skills etc...</li> </ul>
<p>3d). How the school adapts the curriculum and learning environment for pupils with SEND.</p>	<p>What adjustments are made so children can learn and achieve?</p>	<ul style="list-style-type: none"> <li>• All children access the curriculum through Quality First Teaching.</li> <li>• Work is differentiated in different ways based on the children's needs.</li> <li>• Reasonable adjustments are made for children with identified needs such as used of enlarged print, use of technology to support literacy, seating class etc...</li> <li>• Pre-teaching of subject specific vocabulary supports identified children in accessing learning in class.</li> <li>• Use of Ipads in class allows children to learn in a personalised way and record their work in a variety of ways.</li> <li>• All children within Key Stage 2 have access to their own individual Ipad.</li> <li>• Accessibility tools are available on Ipads and laptops including dictation, immersive reader, coloured filters etc...</li> <li>• A personalised curriculum is provided for those children with specific needs who are not able to access the same curriculum as their peers.</li> <li>• A personalised curriculum focuses on developing life and transferable skills.</li> <li>• Support in developing a personalised curriculum is provided by specialist teachers from within school and from an independent specialist teacher who we have worked with for a significant amount of time.</li> <li>• The development of independent learning is the main focus, and provision is made for this on a daily basis. For example for children in electric wheelchairs this means working closely with them under guidance from Occupational Therapy (OT) over a number of years in order to establish</li> </ul>

		<p>clear safety rules before gradually withdrawing 1:1 support and eventually allowed the child to manoeuvre around school independently.</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>	<ul style="list-style-type: none"> <li>• All classes have TA support every morning for general support during maths and literacy and to support children with ITPs.</li> <li>• Children with an EHCP, who have very specific needs have access to additional adult support.</li> <li>• For children with EHCPs a combination of 1:1, 1:2 and small group support is put in place dependent on needs identified.</li> <li>• Where additional adult support is provided, opportunities are put in place to encourage independence whenever possible.</li> <li>• There is full time TA support in the Reception and Year 1 classes.</li> <li>• There is additional TA support in the afternoons in most classes in order to provided targeted support for groups and identified pupils.</li> <li>• English as an Additional Language (EAL) support takes place once a week for identified pupils with a specialist teacher from the EAL team.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• During the week, there are a number of activities available to pupils within a designated age range or key stage.</li> <li>• In Key Stage 2 extra curricular clubs include choir, dance club, football etc...</li> <li>• In Key Stage 1 clubs include story Club, dance club, gymnastics etc..</li> <li>• The PE leader provides opportunities throughout the year for identified children with SEND to take part in inclusive interschool competitions across both Key Stage 1 and 2.</li> <li>• Information regarding extra-curricular clubs are sent out via the school app each term and parents can use Microsoft forms to sign their child up to their chosen club.</li> <li>• The school also offers music lessons, at a fee, through Lancashire Music Service and a private company called 'Rock Steady'.</li> <li>• Pupil Premium is also used to fund lessons for identified children in receipt of free school meals.</li> <li>• Information regarding this can be sought from the school office or on the school website.</li> </ul>

		<ul style="list-style-type: none"> <li>• Clubs are available to all pupils within the designated age range or key stage.</li> <li>• The school aims to be fully inclusive as far as possible, for example children in wheelchairs attending dance club will have moves choreographed to meet their individual abilities.</li> <li>• Individual TA support would be provided for children with disabilities during music lessons so that they are able to fully access the lessons.</li> <li>• Wherever possible, additional support is provided for children with EHCPs who would not be able to fully access the club/activities within school time without it.</li> </ul>
<p>3g). Support that is available for improving the emotional and social development of pupils with SEND.</p>	<p>What support will these be for my child's overall wellbeing?</p>	<ul style="list-style-type: none"> <li>• The school actively encourages children to make friends and supports pupils with emotional and social development if needed.</li> <li>• All staff have received training on supporting children with wellbeing.</li> <li>• There are a number of buddy systems in place including seeds and gardeners with year 6 children supporting children in Reception. There are also playground problem solvers to support children outside during lunchtimes.</li> <li>• Children in the EYFS and Year 1 are supported by key members of staff.</li> <li>• Luchalots is our lunchtime nurture group for children who are experiencing barriers to learning due to social, emotional and behavioural difficulties. This provides a calm, inclusive and supportive environment in which the child can develop.</li> <li>• We also have a 'Little lunchalots' group for children with complex needs who are not able to access the lunchalots group as they need more 1:1 support at lunchtime. This group is supported throughout the week by the SENCO and Headteacher as well as a highly experienced TA and parent volunteer.</li> <li>• There is also the opportunity for children who find the large playground overwhelming at lunchtime to work in the school garden with one of the pastoral support workers.</li> </ul>

		<ul style="list-style-type: none"> <li>• Gemma Mills, our family support worker, carries out focused work with identified pupils and is trained to provide a range of therapeutic interventions.</li> <li>• Counselling sessions are delivered to identified pupils following internal referrals.</li> </ul>
4). In relation to mainstream schools, the name and contact of the SEND coordinator.	Who should I contact if I want to find out more about how the school supports pupils with SEND?	<ul style="list-style-type: none"> <li>• Our school SENCO is Mrs Rachel Gill.</li> <li>• She can be contacted by email <a href="mailto:senco@fulwoodcadley.lancs.sch.uk">senco@fulwoodcadley.lancs.sch.uk</a></li> <li>• If you would like to arrange an appointment to speak to our SENCO then please contact Mrs Gill.</li> </ul>
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.	How are the adults in school trained to work with children with SEND and what training have they undertaken?	<ul style="list-style-type: none"> <li>• The SENCO is highly experienced in a range of SEND needs and is also a specialist Dyslexia Teacher and holds AMBDA</li> <li>• The SENCO has also achieved the National Award for Special Education Needs Coordination.</li> <li>• The SENCO/Specialist Teacher is able to devise personalised plans for children diagnosed with dyslexia as well as giving advice to class teachers in meeting the needs of children with specific learning difficulties.</li> <li>• The SENCO completes regular training pertinent to her role as SENCO and Specialist Teacher.</li> <li>• Mrs S Barrett is a Hearing Impaired Specialist Teacher.</li> <li>• Mrs Barrett holds Level 1 British Sign Language.</li> <li>• Staff receive regular updates with regard to SEN and disability awareness from the SENCO.</li> <li>• School buy in an independent specialist teacher who also provides support and guidance for staff working with identified pupils with complex needs.</li> <li>• All teaching staff has received Dyslexia training from the SENCO/Specialist Dyslexia Teaching and training on meeting need through a multisensory approach.</li> <li>• Staff are provided with training to support them in delivering high Quality First Teaching.</li> <li>• Most teachers and TAs hold up to date paediatric First Aid Certificates.</li> <li>• Staff have completed online EpiPen training signposted by the School Nurse.</li> </ul>



		<ul style="list-style-type: none"> <li>• 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 the Inclusion service and NHS professionals (SALT, Physiotherapist etc...).</li> <li>• Support for TAs is available when needed by the SENCO/Specialist Teacher.</li> <li>• All TAs within school support children with SEN and have received appropriate training for the level that they support.</li> <li>• A number of TAs have received Social Story Training, and use these to support children with ASD and social communication difficulties.</li> <li>• The SENCO works closely with all staff in school in supporting children with SEN and disabilities.</li> <li>• Regular training is given to TAs supporting children with Severe, Moderate and Specific Learning Difficulties.</li> <li>• Where additional needs are identified and staff have not received training then this is addressed accordingly.</li> <li>• With regards to medical needs, staff are well trained to meet particular needs when training is made available.</li> <li>• Training is provided by health care professionals to meet the needs of individual children with long term medical needs, where possible.</li> <li>• A number of staff have undertaken Level 2 Team Teach Training including all members of the Senior Leadership Team.</li> <li>• Our family support worker is trained to carry out a number of therapeutic interventions such as sand, lego and drawing and talking therapy etc..</li> </ul>
<p>6). Information about how equipment and facilities to support children with SEND will be secured.</p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<ul style="list-style-type: none"> <li>• Specialist equipment, resources and furniture will be provided to meet the individual needs of the pupils as advised by health and education professionals.</li> <li>• With regards to children with EHCPs for Physical Difficulties, advice regarding the correct equipment to purchase will be provided by the appropriate health professionals.</li> <li>• We have a fixed hoist in the disabled bathroom</li> </ul>

		<ul style="list-style-type: none"> <li>• A number of staff have previously completed moving and handling training and have had experience supporting children who use a standing frame, walker, manual and electric wheelchair and classroom chairs</li> </ul>
7). The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child.	How will I be involved with planning for and supporting my child's learning?	<ul style="list-style-type: none"> <li>• Concerns that a parent may have can be raised with the class teacher and SENCO.</li> <li>• Parents can contact class teachers on their class email and they can contact the Senco on <a href="mailto:SENCO@fulwoodcadley.lancs.sch.uk">SENCO@fulwoodcadley.lancs.sch.uk</a></li> <li>• ITPs are written termly, or sooner if targets have been achieved.</li> <li>• Additional support, through group interventions are identified on provision mapping. Parents are made aware of the overall provision that is being made for their child.</li> <li>• Parents are invited into school to discuss targets and to be given ideas how they can support their child at home.</li> <li>• Parents are also able to talk about their child's education at the parents evenings held in the Autumn and Spring Terms.</li> <li>• An open afternoon and evening is held during the Autumn Term for prospective parents to view the school and speak to staff.</li> <li>• Additional meetings can be arranged with the SENCO following the open day/evening to discuss personal needs.</li> <li>• Parents and pupils are actively encouraged to participate fully in annual reviews.</li> <li>• Parental and pupil views are sought prior to the meeting and shared during the review.</li> <li>• Pupils attend their annual review and are encouraged to join in the discussions that take place.</li> <li>• Parents and pupils are asked to contribute to the setting of annual review targets and are involved in the writing of ITP targets.</li> <li>• The SENCO is available to meet with parents when requested to discuss concerns or progress.</li> </ul>
8). The arrangements for consulting young people with	How is my child involved in his/her own learning and	<ul style="list-style-type: none"> <li>• Children are actively encouraged to have their say about the education they receive. Part of this is their involvement in self-assessment.</li> </ul>

SEND about, and involving them in, their education.	decisions made about his/her education?	<p>Children are encouraged to reflect on their own learning and identify what their next steps might be and personal targets.</p> <ul style="list-style-type: none"> <li>• We regularly collect and reflect upon pupil views across the curriculum and use these to support children in their learning.</li> <li>• Pupils with an EHCP reflect on their own progress and identify areas for improvement and how this might be achieved as part of their annual review.</li> <li>• Children who have an ITP contribute to their plan by identifying areas that they feel they need support with.</li> </ul>
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.	Who should I contact if I have concerns about my child's learning and/or progress?	<ul style="list-style-type: none"> <li>• You should first speak to your child's class teacher.</li> <li>• If you continue to have concerns then you should contact the SENCo, Mrs Gill.</li> <li>• If your concerns are not resolved, then an appointment may be made with the headteacher, Mrs France.</li> </ul>
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.	Who else provides services in school for pupils with SEND?	<p>The range of agencies and support services that school works with include, but is not limited to:</p> <p>Educational Psychology Service (Inclusion Service)  Specialist Teachers (SEND Traded Team)  Specialist teachers (SEND) Hearing impairment  Speech and Language Therapy Service  Occupational Therapy  Physiotherapy  Child and Adolescent Mental Health (CAMHS)  Community Paediatrician  School Health Team  In house counsellor</p>
11). The contact details of support services for the parents/carers of pupils with SEND, including those for	Who should I contact to find out about other support for parents and families of children with SEND?	<ul style="list-style-type: none"> <li>• Please contact the school SENCO, Mrs Gill</li> <li>• Links are also made on the home page of the school website to the FIND newsletter which provides information about events and courses in the local area.</li> </ul>

<p>arrangements made in accordance with cl.32.</p>		<ul style="list-style-type: none"> <li>• Help is available to parents with completing forms and paperwork if requested.</li> <li>• The class teachers, SENCO, Headteacher or family support worker can offer help to parents and carers when completing forms.</li> <li>• The SEND Information and Advice Support (SENDIAS) Team can provide advice and support  <a href="https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/">https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/</a></li> </ul>
<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 make a successful move into the next class or secondary school or other move or transition?</p>	<ul style="list-style-type: none"> <li>• Transition arrangements are in place for all children throughout school.</li> <li>• All children have the opportunity to spend time in their new class during the Summer Term and meet their new teacher.</li> <li>• New reception parents are invited into school in May for an information meeting where all information is shared with them regarding the organisation of the EYFS as well as booklets for the parents to complete with their child to help staff get to know them better.</li> <li>• Class leaflets which include photographs of the staff and the classroom are also sent home.</li> <li>• Children are set up on our learning platform 'Seesaw' before they start school in September so that the Reception Teachers can share information, pictures and videos about starting school.</li> <li>• For children with identified SEND needs, additional time is arranged in the summer term for the child to visit after school so that they can see their new classroom and meet their teacher.</li> <li>• The children coming into reception attend for a minimum of two afternoons stay and play sessions to familiarise themselves with the staff and other children.</li> <li>• The children in reception start on a part time basis for a minimum of one week before moving to full time. The length of induction is decided each year dependent on the cohort.</li> </ul>

- 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.
- When moving into Year 1, children have a smooth transition through visits with their new class teacher and the provision in place.
- Children with ASD or social communication difficulties who find transitions 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.
- Children with an EHCP who are moving to a new key stage will have their transition needs discussed at their annual review.
- In order to ease transition into secondary school there are a number of procedures in place.
- The Year 6 teachers works closely with the Year 7 heads of year from the relevant secondary schools.
- The Year 7 Heads of Year meet with the Year 6 Teachers during a transition meeting in order to gather important information about the children.
- At this time, SEN information is passed on and the SENCO can be involved in the meeting if needed.
- During this time, they also meet with the children in order to introduce themselves.
- Every year all pupils visit their forthcoming Secondary School for a taster day.
- As the school has good links with the local secondary schools many of the children have already had the opportunity to visit a number of the schools, prior to Year 6, to take part in organised workshops and events such as science days etc...

		<ul style="list-style-type: none"> <li>• Some local high schools work very closely with the Year 6 Teachers in identifying children who may possibly have difficulties with transition and invite them to attend a transition summer school at the setting where they can become familiar with the building and some of the key staff.</li> <li>• In order to support social and emotional needs the class teacher or member of the pastoral team will carry out supported visits and create a learning journal for the child to prepare them for the transition.</li> </ul>
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?	<ul style="list-style-type: none"> <li>• Lancashire County Council Website has more information about other services that may be available on their 'local offer'.</li> <li>• The Find newsletter is printed termly and contains information about events and support in the local area.</li> </ul>
14) Handling complaints	How do I make a complaint about the SEND provision for my child?	<ul style="list-style-type: none"> <li>• If your complaint is about the provision in school then please follow the school's complaints procedure. This is available on the school website.</li> <li>• If your complaint is about your child's EHCP then please complain to Lancashire County Council  <a href="https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/?page=7">https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/?page=7</a> </li> </ul>