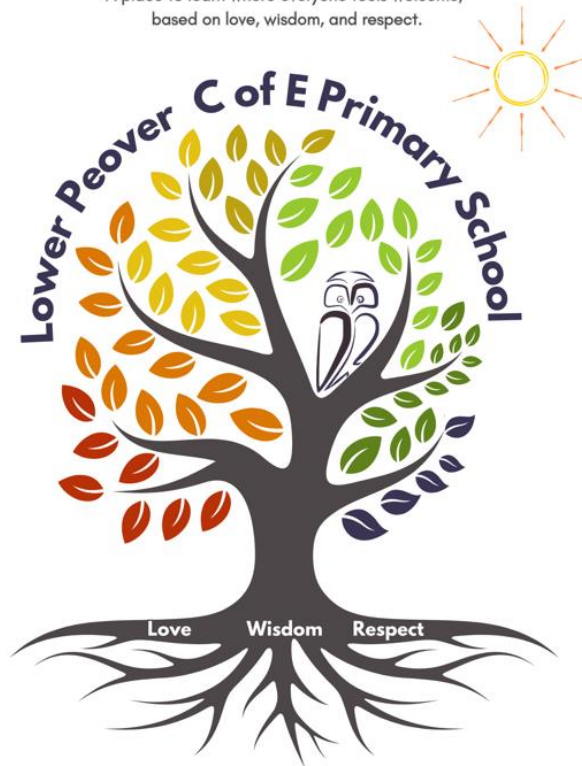


A place to learn where everyone feels welcome;
based on love, wisdom, and respect.



Let your light shine, so that others may see the good you do.

Inspired by MATTHEW 5:16.

SEN/D Information Report

2024-25

| <p>David Bradley School Inclusion Manager/SENDCo inclusionmanager@lowerpeover.cheshire.sch.uk</p> | <p>Lower Peover SEN Information Report and Disability Act 2014</p> | <p>Lower Peover C of E Primary School, The Cobbles, Lower Peover, Cheshire WA16 9PZ</p> |
|--|--|---|
| <p>SEND Regulations 2014</p> | <p>Cheshire Template Questions</p> | <p>Out Setting Founded in 1710 Lower Peover Church of England School is a well-established and thriving rural primary school. It provides children between the ages of 4 and 11 the opportunity to develop and excel in a safe, quiet, and friendly atmosphere. Nestling at the end of a cobbled lane next to the historic St Oswald’s Church the school is surrounded on three sides by open fields in the traditional village of Lower Peover.</p> <p>Our school mission statement is focused on: “Whatever you do, work at it with all your heart, as working for the Lord” – Colossians 3:23</p> |
| <p>The kind of special education needs that are provided for...</p> | <p>The four broad ‘areas of need:</p> <p>Education Health Care Plans (EHC Plans) will replace Statements from September 2014</p> | <p>Which kind of special education needs do you cater for? We embrace that every child is individual and therefore the need of every child is individual, and we work to meet the needs of all children. The SEN Code of Practice 2014 identifies the four broad areas of need as: Communication and Interaction, Cognition and Learning, Social and Emotion and Mental Health and Sensory and Physical Needs. We offer a quality graduated approach and quality first teaching that provides Universal, Targeted and Specialist Provision.</p> |
| <p>Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO.</p> <p>The approach to teaching children and young people with SEN.</p> | <p>How does the setting know if children may need extra help and...</p> <p>What should I do if I think my child may have special educational needs?</p> <p>How will the school support my child?</p> | <p>How do you identify?</p> <ul style="list-style-type: none"> • Through consultation with parents and stakeholder including referrals from external professionals. • By identifying when a child has a gap or gaps in learning and needs some extra support to help them progress. • By identifying when a child is not meeting age related expectations. • By Monitoring well-being, progress, and attainment through on-going thorough individualised assessment of children including observations, on-going and termly assessment and diagnostic assessment. • Pupil Progress Meeting and target setting with children are used to identify concerns, needs and strategies. <p>How do I raise concerns?</p> |

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> • The school has an open-door policy with class teacher/Head/SENCO. • We will provide relevant information about how parents can support their child at home. • Offers an access and referral system to external specialist guidance. • Parents can request an assessment for an Education, Health, and Care Plan (Equality Act 2010). <p>How is the school involved and what are their responsibilities?</p> <p><i>School Provision</i> The school will: Assess, plan, do and review Assess your child’s attainment and progress. Plan and offer Universal Provision (universal, targeted or specialist support). Offer Quality First Teaching (environment, differentiation, and support). Ensure that teaching is built on what you child knows and understands and that different ways of teaching are in place. Ensure that Teachers and TAs are trained in range of teaching strategies and interventions Review progress and attainment Provide individual and group interventions and track progress at start and end of intervention. Set and share targets. Where appropriate begin a Child Profile with Provision, targets, and outcomes. Provide specialist support and training for teachers and support staff.</p> <p><i>The school will provide access and referrals to:</i> Local Authority Provision Autism services, Educational Psychology Service, Parent Partnership Services, Speech and Language Therapy, Family Support Worker, Adoption Support Services, Children and Adult Mental Health Services (CAMHS), School Nurse.</p> <p>How does the school know how effective its arrangements/provision for children with SEN are?</p> <ul style="list-style-type: none"> • Through discussion with children and parents. • Through regular review and monitoring of children’s well-being and attainment. • Pupil Progress Meetings will review needs and monitor progress and attainment. • Parent Satisfaction Questionnaires and Pupil Voice provide opportunities for feedback. |
| <p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN.</p> | <p>How will the curriculum be matched to my child’s needs?</p> | <p>What are the school’s approaches to differentiation and how do you provide inclusion?</p> <ul style="list-style-type: none"> • We embrace that every child is individual and therefore the need of every child is individual, and we work to meet the needs of all children. • All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. |

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> • Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses and will make every effort to accommodate these. • Quality First Teaching is in place that includes a universal, targeted and specialist approach to meeting needs of all children. • Support is personalised and targeted. Targets are set and shared. We will ensure that teaching is built on what your child knows and understands and that different ways of teaching are in place. <p>For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school, such as the SENDCo. All additional provision for pupils with SEND is overseen by the school SENDCo and monitoring of these pupils' progress takes place at regular SEND meetings held between class teachers and the SENDCo.</p> |
| <p>Arrangements for consulting young people with SEND and involving them in their education.</p> <p>Support for improving emotional and social development. Extra pastoral support, listening to the views of children with SEND and measures to prevent bullying.</p> | <p>What support will there be for my child's overall well-being?</p> | <p>What is the pastoral/social and emotional support available in school?</p> <ul style="list-style-type: none"> • Pastoral and social and emotional needs are met through circle time, class and whole school worships, school, and playground buddies. • Views of children are supported by pupil voice and through school and collective worship councils. • We liaise with the Autism service and Educational Psychologist and recommendations and training is shared with staff. • Our Family Support Worker works alongside parents and other staff to ensure that needs are met. • If your child has a Social, Emotional and Mental Health Need via an EHC plan, social skills and sessions will be planned in order to meet the needs identified in the EHC plan and shared at annual reviews. • Guidance may be sought from a specialist by parental request or by teacher recommendation and if your child is referred to a specialist (Autism Team, FSW, Educational Psychologist, CAMHS) your consent and views will be sought, and specialist report shared with you and progress reviewed. <p>What measures do you have in place to prevent bullying?</p> <ul style="list-style-type: none"> • We have Anti bullying Policy and strategies in place. <p>How does the school manage administration of medicine?</p> <ul style="list-style-type: none"> • Administration of Medicines Policy. • Annual First Aid Training. |

| | | |
|---|---|--|
| | | <ul style="list-style-type: none"> • EPI Pen Training. • School records medication given and any response by the child. <p>What support is there for behaviour, avoiding exclusions and increasing attendance?</p> <ul style="list-style-type: none"> • We offer a reward system to encourage attendance and work with the Educational Welfare Officer to support families. • We use a range of strategies to support children with their behaviours. |
| <p>Arrangements for assessing and reviewing children and young people’s progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.</p> <p>Evaluating the effectiveness of the provision made for children and young people with SEN.</p> | <p>How will both you and I know how my child is doing?</p> <p>How will you help me support my child’s learning?</p> | <p>How does the school know how well my child is doing?</p> <ul style="list-style-type: none"> • The school follows a Plan, Assess, Do, Review Approach. • Through regular assessment and monitoring of children’s well-being, progress, and attainment. • The school holds termly Pupil Progress Meetings, involving class teachers, Head teacher and SENDCo during which we review progress of children, including those with SEND. • Adults working with a child with SEND communicate regularly to ensure a consistent approach to teaching and learning. • The SENDCO produces a termly summary report with regards to progress for children with SEND, sharing this with senior leaders and governors. <p>In addition to normal arrangement what opportunities will there be for me to discuss progress with staff?</p> <ul style="list-style-type: none"> • All class teachers and any key workers involved with the child will be given a copy of EHCPs and there are regular opportunities to discuss the content of these at termly SEND meetings (or when required) with the SENDCo. <p>What opportunities will there be for regular contact for things that have happened?</p> <ul style="list-style-type: none"> • Parents Evenings and communication with teacher. • Evaluation of targets set progress and attainment. • Team Around the Child Meetings (SEND Support) <p>How will I know what progress my child should and is making?</p> <ul style="list-style-type: none"> • For those children with a EHC Plan, there will be an Annual Review to share progress against objectives set and share reports of professionals supporting the plan. |

| | | |
|---|--|--|
| <p>The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.</p> <p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people with SEN and supporting their families.</p> | <p>What specialism services, experience, training, and support are available or accessed by the school?</p> <p>What training are the staff supporting children with SEND had or having.</p> | <p>Are there staff working at the school that have any specialism?</p> <ul style="list-style-type: none"> • All staff have completed and continue training to meet the needs of the children within our setting. • All TAs are trained to at least level 3 • The School SENDCo has completed the Accredited National Award for Special Educational Needs Co-ordination and is continuously undertaking further training to support the role. • The SENDCo has completed his PgCert and PgDip in Dyslexia Research and Practice, to become an accredited Dyslexia Assessor and specialist dyslexia teacher with the British Dyslexia Association. • All staff have received mental health first aid training • There is continuing professional development and CPD related to the needs of the children and staff. • Training is continuous as identified by School Development Plan, Performance Management Training Requirements and needs of the children: <p>Recent training has including Safeguarding Training. Attachment Training. Challenging Behaviour Training Team Teach Safe Handling Intervention training Range of Social and Emotional Strategies and Resources First Aid and EPI Pen Training. ELSA Training (Ongoing) – Emotional Language Support Assistant (JL) Mental Health First Aid Training Sensory Processing Training ELKAN (Speech and Language)</p> <p>Advice and Support We also have access to Speech and Language therapist, Educational Psychologist, Adoption Team, School Nurse, Autism Team, Behaviour Team, and Family Support Worker. We work closely with these alongside seeking advice, recommendations, and care plans and who provide training to teachers and teaching assistants as required.</p> |
| <p>How adaptations are made to the curriculum and the</p> | <p>How accessible is the school? How will my</p> | <p>Is the building fully wheelchair accessible? Yes</p> |

| | | |
|--|--|--|
| <p>learning environment of children and young people with SEN. How children and young people with SEN are enabled to engage in activities available with children who do not have SEN</p> | <p>child/young adult be included in activities outside the classroom including school trips?</p> | <p>Are there disabled changing and toilet facilities? Yes</p> <p>Is there an auditory visual environment? Classroom adaptations and reasonable adjustments are made to meet the needs of children.</p> <p>How will equipment and facilities to support children with SEN be secured?</p> <ul style="list-style-type: none"> • The notional SEN budget and Pupil Premium is used towards providing resources. EHC plans will identify Education, Health and Care needs and provision • The ‘Local Offer’ will also signpost additional educational services that are available locally and nationally. There are links on our website to county ‘Local Offer’ <p>What provision will be available for young people to access quiet space? Reflective areas are available in each classroom, the library area is a ‘quiet zone’ and there is a reflective/quiet area available on the playground.</p> |
| <p>Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood.</p> | <p>How will the setting support my child to join the school, transfer to a new setting?</p> | <p>What preparation will there be for both the school and my child?</p> <ul style="list-style-type: none"> • Prior to your child joining the school induction arrangements include: • opportunities to meet class teacher and peers, EYFS teacher and staff will visit nurseries and hold transition days for your child and a Parent Information Evening. • Children will enter Reception on a phased intake during first two weeks of term. • Early identification of SEND can include a planned ‘action for inclusion’ to identify desired outcomes and strategies to include your child. <p>What information will be provided to their new school?</p> <ul style="list-style-type: none"> • Any relevant supporting documentation and plans. • Verbal discussions and if required formal transition meetings. <p>How will you support a new school to prepare for my child</p> <ul style="list-style-type: none"> • For children with EHC Plans transition meetings will take place with Parents, Class teacher, Lower Peover SENDCo, new school SENDCo and other professionals to share information. • Local High school’s offer a range of taster days and visits from transition professionals. • Levels of attainment and additional needs are shared with link professionals. • We will liaise with local Secondary schools and offer additional meetings and preparation for children who find transition more difficult. |

| | | |
|--|---|---|
| | <p>Provide examples of interventions, equipment, and resources that school may allocate to math SEN</p> | <p>Support in the classroom within whole class learning, targeted support, group, or individual programmes. These include: ELSA, Playground Buddies, Little Wandle Phonics – keep up and catch up, Rapid Readers, Talk for Writing, focus groups, zones of regulation.</p> <p>Social Skill interventions and their related teacher and pupil books and resources including multisensory resources, practical equipment and games and tabletop reminders, visual timetables and displays.</p> |
| | <p>How is the decision made about what type and how much support my child will receive? (EHCP)</p> | <p>EHCP The school, parent, or child (16+) can request that the Local Authority carry out an assessment of your child’s or their needs. This is a legal process which sets out the amount of support that will be provided for your child. After the request, the ‘panel of professionals’ will decide whether your child’s need/s can be met by the school’s current support or not. If not, the panel will ask for information and reports outlining your child’s needs (gained from parents, your child, school, and other involved professionals).</p> <p>After the reports have been sent in, the ‘Panel of professionals will decide if you child’s needs are severe, complex, and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support. The EHC Plan will be reviewed annually.</p> |
| | <p>How are parents involved in the setting? How can I be involved?</p> | <p>How and when will I be involved in planning my child’s education Parents Evening Reports and communication with teachers and SENDCo. Termly, Team Around the Child Meetings (SEND Support) You may be asked to give your consent for the school to refer your child to a specialist professional. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.</p> <p>Do you offer any parent training or learning events? Parent Information Evenings/Reports. We can also signpost you to available services within the County.</p> |

| | | |
|--|---|--|
| | | <p>What happens if teaching staff are absent or leaves. Appropriate cover will be provided.</p> <p>How will you explain to me how my child’s holistic learning (life skills) is planned?</p> <ul style="list-style-type: none"> • If your child has Social and Emotion and Mental Health and Sensory and Physical Needs identified via an EHC plan, social skills will be planned in order to meet the needs identified in the EHC plan and shared at Annual Reviews. • If your child is referred to a specialist (Autism Team, FSW, Educational Psychologist) your consent and views will be sought, and specialist report shared, and a review meeting will take place. • If your child is identified as having SEND, you will be invited to termly ‘Team Around the Child’ meetings. In these meetings you will form a team with the teacher and other professionals (If required) to plan termly targets for your child. Your child can also be a part of this planning meeting. |
| | <p>Who can I contact for further information?</p> | <p>Who would be my first point of contact? School Inclusion Manager and SENDCo: Mr David Bradley inclusionmanager@lowerpeover.cheshire.sch.uk</p> <p>Who should I contact if I am considering whether a child should join the setting? The Headteacher: Mrs Sharon Dean head@lowerpeover.cheshire.sch.uk</p> <p>Who is the SENDCo and how can I contact them? The SENDCo is Mr David Bradley: inclusionmanager@lowerpeover.cheshire.sch.uk</p> <p>The SEND governor is Mrs Debbie Rutter: drutter@lowerpeover.cheshire.sch.uk</p> <p>The Local authority will publish a ‘Local Offer’ showing the support available to all children aged 0-25 with special educational needs and disabilities. This will mean greater transparency so that children and young people and families will know what help they can get.</p> |
| <p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school.</p> | | <p>What is the complaints process? Request from school a copy of their complaint procedures. This is also on the website.</p> |

| | | |
|--|--|---|
| | | <p>Mediation through the LA will give you the right to appeal if they are unhappy with their support. Mediation is impartial and offered by the Local Authority over any element of their Education, Health, Care Plan.</p> |
|--|--|---|