Headteacher: Mr J Atherton

Website: www.leyland-st-james.lancs.sch.uk

**Name of the Special Educational Needs/Disabilities Coordinator:** Mrs N Stewart

**Contact details:** n.stewart@leyland-st-james.lancs.sch.uk

Alternatively, an appointment to see Mrs Stewart can be made via the school office and via telephone on **01772 422572**

**The kinds of SEND we provided for.**

Leyland St James CE Primary School and Nursery is a mainstream school. We believe that every teacher is a teacher of every child or young person, including those with SEND. We are an inclusive school and aim to provide every child with access to a broad and balanced education. This includes *The National Curriculum* (2014), in line with the *Special Educational Needs Code of Practice* (2015). We aim to actively include children with a broad range of special needs and to ensure that all pupils, regardless of their specific needs, make the best possible progress in a mainstream setting wherever possible.

We can make provision for children with a range of needs, including cognition and learning, communication and interaction, social, emotional and mental health difficulties and sensory and physical needs. We take the advice of specialist teachers and other professionals to help us further support the children in our care. Any additional provision for pupils in our school is detailed on intervention maps which are monitored by the SENDCo on a regular basis.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. All classrooms have interactive whiteboards. The school has a range of ICT programmes suitable for pupils with SEND. Newly purchased laptops are available if necessary, including IPads. The children are taught using multi-sensory techniques and additional resources are purchased as required.

School also works with other agencies e.g. Waite Psychology , Speech and Language North West, Cambium Play Therapy and the The Dog Mentor to support those children who have specific needs and/or access requirements, creating individual access/care plans as part of the SEND Pupil Profile.

**How we identify SEND:**
The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. All children are assessed regularly and progress is tracked and monitored. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored.

At Leyland St James CE Primary School and Nursery we have children with a range of SEND. We support these children in many different ways to ensure that they have access to a broad and balanced curriculum. They may have additional needs in one or more areas as set out in the *SEND Code of Practice*, 2015.



**Communication and Interaction:**

We have a number of pupils who experience speech and language difficulties. Consequently we have teachers and teaching assistants who support children with Speech and Language difficulties in a 1:1 situation or small group settings. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources which are used to support children's Speech and Language development.



**Cognition and Learning:**

We are experienced in supporting children with Cognition and Learning difficulties through high quality teaching and effective adaptation to the curriculum. We also support children with moderate learning difficulties and children with diagnosed Autism Spectrum Disorder (ASD). For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support.

We also run a number of interventions. The teachers plan an intervention map for each of their SEND learners, called a SEND Profile, in their class that require additional support and this is regularly monitored by the SENDCo.



**Social, Emotional and Mental Health:**

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through weekly The Dog Mentor sessions and 'Lego Therapy' interventions. If necessary we involve outside agencies such as Child Action North West (CANW) and CAMHS (Child and Adolescent Mental Health Services).



## Sensory or / and Physical Needs:

We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. At Leyland St James School and Nursery, we endeavour to achieve maximum inclusion for all children whilst ensuring all their individual needs are met.

Teachers provide adapted learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

**All members of staff** in school have a responsibility for maximising the achievement and opportunity of all learners, including those with SEND. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times. Leyland St James School and Nursery provides a very nurturing environment for all children.

| **Who should I speak to about my child's special needs?** | |
|---|---|
| **Class Teacher** | Always discuss any initial concerns about your child with their class teacher.<br><br>They are responsible for:<br>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.<br>• Writing a child's SEND Profile and sharing and reviewing these with parents / guardians at least once each term and planning for the next term.<br>• Adapting teaching and learning for your child as identified on the individual SEND Profile.<br>• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND. |

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|---|---|
| **SENDCo and Headteacher** | Responsible for:<br>• Developing and reviewing the school's SEND policy coordinating all the support for children with special educational needs or disabilities (SEND).<br>Ensuring that you are:<br>• Involved in supporting your child's learning<br>• Kept informed about the support your child is getting<br>• Involved in reviewing how they are doing.<br>• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.<br>• Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.<br>• Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.<br>• Once a child has been placed on the Special needs register she will monitor his/her progress and liaise with teachers about the type of support that can be provided.<br><br>You can contact Mrs Stewart, SENDCo, via the school office on: **01772 422572** |
| **SEND Governor** | Our SEND Governor is: Mr Cairns<br>Responsible for:<br>• Making sure that the necessary support is given for any child who attends the school, who has SEND.<br><br>You can contact them via the school office on: 01772 422572 |

**How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?**

At Leyland St James School and Nursery, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child consistently performing below 'age-related expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment through the specialist teacher
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo. Appointments can be arranged in person, by phone or by email. Please see the contact details at the top of this SEND Information Report.

At Leyland St James School and Nursery the attainment and progress of all children is carefully tracked and monitored throughout the school year by the class teachers. This process is then overseen by the Headteacher, Deputy Headteacher, Senior Leadership team and the SENDCo, who analyses the data. This data can include observations in the classroom to monitor support in place for a child and any further support the teacher or Teaching Assistant needs to provide for a child's needs, monitoring of the children's books to see if the targets set are having an impact on their daily work and to make sure the work set is adapted to a child's needs, as well as the attainment data.

On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons. They adapt their teaching quickly to make sure all children can make progress with their learning.

If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents and also with the SENDCo. The targets of children who have SEND Profile are reviewed termly and teachers are formally asked at these key points of the year to reflect upon the progress of children on the SEND Register and to identify any other children of concern.

Regular dialogue between teachers, teaching assistants and the SENDCo take place. During these dialogues, pupils of concern are discussed and progress / provision of all children on the SEND Register is discussed in detail in order to inform future provision and priorities. Where concerns have been raised, the child may be added to the SEND Register at the 'Cause for Concern' level so that progress can be closely monitored and additional support can be put in place as necessary.

The SENDCo will also liaise with the relevant outside agencies if necessary. This would determine whether any further, formal assessments need to be carried out in order to identify key areas to target and evaluate the effectiveness of any interventions that are put into place. These assessments could be repeated following an intervention programme to evaluate whether progress has been made.

If you continue to be concerned that your child is not making progress you may wish to speak to the Special Educational Needs and Disability Co-ordinator (SENDCo):
The school's SEND Governor can also be contacted for support through the school office.

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

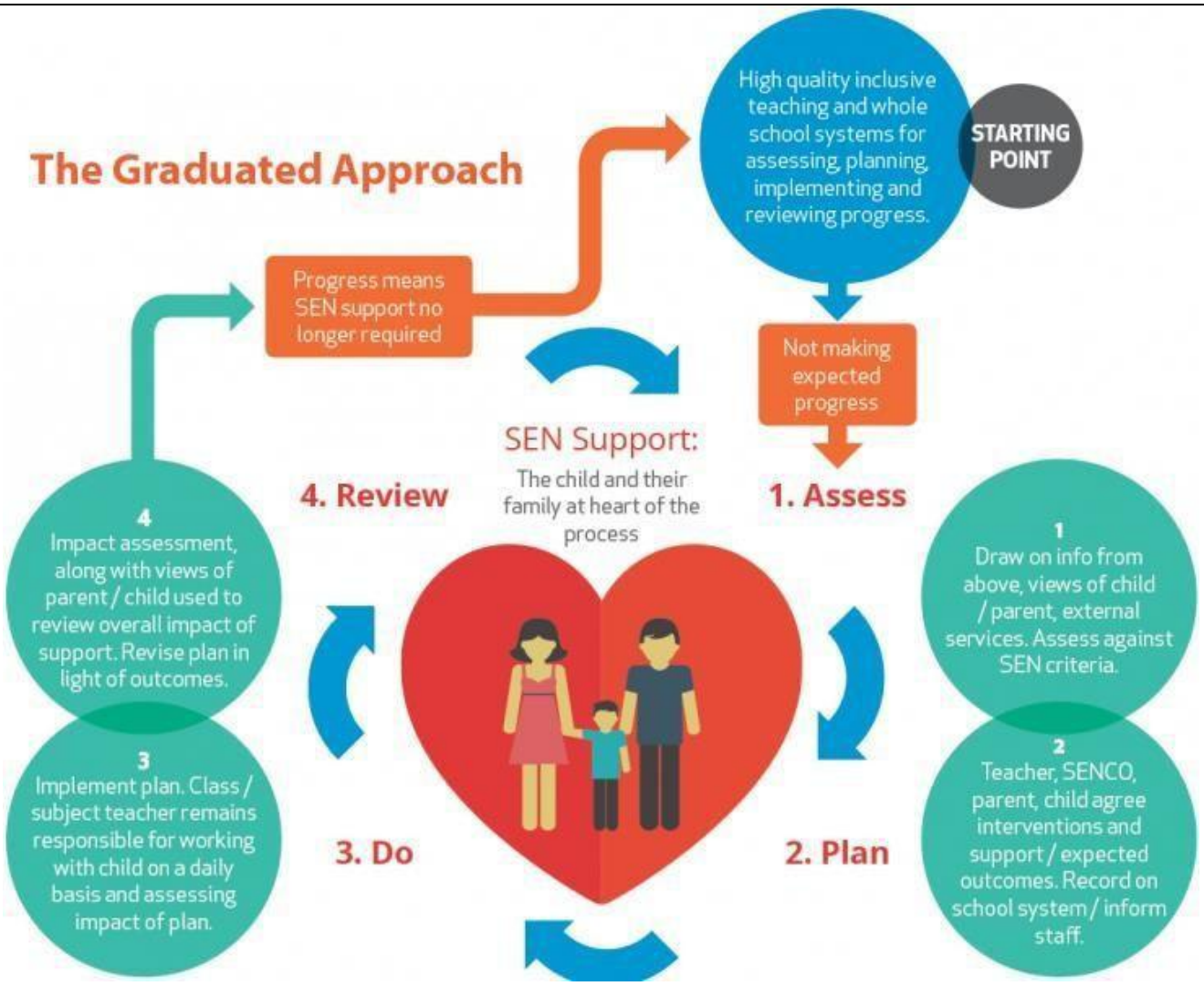
We believe that children should play a major part in the target setting process and are involved in planning and evaluating their SEND Profiles. Furthermore;

- Teachers will share targets with the children and they will be involved in setting and agreeing their SEND Profile targets
- Learning objectives will be discussed daily with the children during work linked to their targets
- Children will be invited to annual reviews where appropriate
- Children complete questionnaires about their thoughts surrounding the provision in place for them and how they are included in school life. This information is then used to inform future practice within the school, classroom and with the individual child
- Children are also encouraged to write a review of their targets termly as part of the monitoring process of the graduated response. These are recorded on their SEND Profile.
- Pupil Interviews are conducted throughout the year by all members of the SLT as well as Subject Leaders, with children receiving SEND support and support from an EHCP included in this process.
- The Teacher, child and SENDCo review SEND Profiles termly and shares with parents, who are then invited to make their own comments about the progress of their child which is recorded on the SEND Profile.
- Provision mapping, through the SEND Profiles and class intervention maps are used to effectively plan provision.

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

If a learner is identified as having SEND, we will provide support that is 'additional to' or 'different from' the differentiated approaches which are provided as part of high quality, personalised teaching.

As part of the *SEND Code of Practice* 2015, we will engage in the four-stage graduated approach process: **Assess, Plan, Do and Review.**




**Assess: How does the school decide if a child needs extra support?**
The Class Teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests as well as the views of parents and pupils is used to identify needs. Advice may also come from external support services.

**Plan: What type of support and how much support will my child get?**
Information gathered is then used to develop interventions and adaptions to the environment and to the curriculum which aim to provide the best impact on a child's development. Again, advice from outside agencies and specialist services, the educational psychologist, behaviour support, the school nurse and speech and language therapists may be accessed. Class Teachers work alongside the SENDCo to plan the most appropriate strategies and interventions.

**Do: How will the school staff support my child?**
Interventions may involve group or one-to-one teaching both in class and away from the main teaching on specific learning objectives. It may also involve use of different equipment or the adaption of the curriculum. The curriculum may be adapted through differentiation, using prompts and adapted resources and by support from teachers and teaching assistants.

Children who have a special need will have IEP targets and strategies they are working on recorded on their SEND Profile. These are reviewed termly and the children are involved in discussions about their targets including how well they are progressing and what they need to do as a "next step". The

SEND Profile will include strategies on how families can best support their child. Adjustments can be made to the targets when necessary to suit rate of progress.

Pupils will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the Early Help assessment, which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website:
Early Help Assessment - information for professionals - Lancashire County Council

**Review: How will school and I know how my child is doing?**
The SENDCo will review intervention work termly with Class Teachers and Teaching Assistants, using teacher assessments, observations and SEND Pupil Progress Meetings. Children with SEND are also carefully monitored at termly progress meetings with the Headteacher.

While the majority of children will have their needs met in this way, some may require an Education Health Care Needs Assessment (EHCNA) to determine whether it is necessary for the Local Authority to make provision in accordance with EHC Plan.

Resources and extra support will be assessed and provided for if required for individuals based on their needs.

**How accessible is the school environment?**

Our school has an adopted Accessibility Plan which is available on the school website:

The school is fully wheelchair accessible. It has level grounds and separate entrances for each classroom. There is a disabled toilet with full disabled changing facilities and disabled parking is available in the carpark.

School staff are on duty on the school playground from 8:40am. All children are supervised as they leave school to ensure safe handover. A child can only be collected by a named adult; these details are collected at the beginning of the Autumn term. However, if someone other than a named adult is collecting the children, school must be informed in advance.

SEND children are supported by dedicated staff at playtimes and lunch times.

Information is available on the school website. A fortnightly newsletter is available to all parents on our website and through the school app. This newsletter is also available in print form where required.

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. All classrooms have interactive whiteboards. The school has a range of ICT programmes suitable for pupils with SEND. Touch screen computers are available if necessary.

**How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**
**How is the decision made about the type and quantity of support my child/young person receives?**

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs and be met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisations aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, sloped desks.

We are building up a bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.
Other children may access targeted and time-limited small group interventions (usually in withdrawal for limited periods).

A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child. As an additional provision, we have developed a specialist SEND provision known as 'The Meadow' to meet the needs of our more complex learners.

We have a range of ICT programmes for pupils with SEND. There are interactive whiteboards in all classrooms and a set of IPads. There are desktop computers in every classroom.

Access arrangements for National Curriculum tests are in line with DfES guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.

Our inclusive approach to provision means that the majority of pupils have their needs met by adapting planning that is used across the school. To ensure personalised learning takes place, lessons are structured to provide a varying range of activities. (Quality First Teaching).

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- have high expectations of all pupils plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching) adapt the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress

- set targets on SEND Profiles through discussions with pupils and with parents.
- Teachers are familiar with the relevant equal opportunities legislation from the *Equality Act* 2010 covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Support in the classroom
- Focused withdrawal support from the classroom 1:1 tuition
- Attendance at Nurture Group

This support may be provided by Teaching Assistants, Teachers, SENDCO or external agencies.

The role of staff supporting children is:

- through 'quality first' teaching - support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum encourage and promote independence and resilience in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty promote the inclusion of all children in all aspects of life at school.

**How will both you and I know how my child/young person is doing and how will you help me to support their learning?**

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents / guardians with concerns about their child's learning should, in the first instance contact the class teacher. School operates an 'open door policy' so parents can speak to their child's class teacher at the beginning or the end of the school day. If this is not convenient then parents / guardians are welcome to contact the school office at any time and we will do our best to arrange a meeting with you and the relevant member of staff and / or the Special Educational Needs and Disability Coordinator as soon as possible.

To keep parents informed we have a comprehensive website with a SEND section, which is regularly updated. We also have newsletters which go out weekly, these are also uploaded into the school's website, three parents' evenings a year and one annual report which enables parents to give written feedback. There are annual open days for prospective and current parents and some special open days to showcase children's topic or project work. Each year we ask parents to complete a questionnaire; the theme of the questionnaire changes each year. Feedback is analysed and acted upon where appropriate.

In addition, for children who are on the Special Educational Needs record and have an SEND Profile parents are invited to discuss these with the class teacher and SENDCo.

Staff are available to help complete any forms or paperwork, if required. Parents / guardians are welcome to ask for support as necessary.

When children begin in their new class, a welcome meeting is held for the parents / guardians, this is to introduce new members of staff and to discuss what to expect in the year to come.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the LEA. Parents and external agencies are strongly encouraged to attend. Reviews in Year 1 are used to begin to establish the parent's choice of junior school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in late summer term of year 1 or early autumn term of year 2 that will confirm parents' choice of junior school and a further transition review, when a Year 3 place has been allocated, will be convened and the SENDCo will be invited.

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

The EYFS SENDCo and KS1 SENDCo attend termly cluster meetings and then pass updates to other staff, as appropriate. Some of our current Teaching Assistants and teachers have been trained to support children with a range of Special Educational Needs, in areas such as:

- Speech and Language
- Behaviour Management
- Autism

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the SEND office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child or children if the expertise is not already in school.

All of our teaching assistants have had training for the interventions that they deliver and work closely with the class teacher and SENDCo to monitor impact.

Designated staff have undertaken relevant First Aid Training, including Emergency Aid, First Aid at Work and Paediatric First Aid. A number of relevant staff have had Epipen training through the School Nurse or other NHS professionals. Staff are trained on any medical care that is needed in order to treat a child in school.

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

Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external

agencies such as Waite Psychology, Local Authority services, SEND Specialist Teaching Service or similar. Again, with parental permission, some children may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

If children fail to make progress, despite targeted, reactive intervention over a period of time, outside agencies may be requested, with the parents' consent. This may include: services from our own specialist teacher, the Local Authority, Speech & Language Therapy Services, Occupational Therapy, Physiotherapy, an Educational Psychologist or health services such as a paediatrician.

These outside agencies will be contacted by the SENDCo, GP or the Parents and will work with the child in and out of school on individual programmes. These professionals will also be invited into annual reviews to meet with the parents or carers. Some children will require specialist, termly visits from outside agencies and these will be arranged within school time.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the Early Help Assessment which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website:
Early Help Assessment - information for professionals - Lancashire County Council

**How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

Change can be challenging for all children, particularly children with SEND. Therefore, at Leyland St James School and Nursery we have lots of procedures to support the transition of children with SEND as they join our school, move to new classes within the school or transfer to new schools.

**Joining our school:**
We work closely with nursery settings to support the successful transition of all of children as they begin their school journey with us in Reception. Our EYFS Leader, also a qualified SENDCo through the NPQSEN, will visit the children in their nursery setting or at home and the children come into school for an induction period. In order to support children and families of children with SEND, we also offer meetings in the term before the children start school with the SENDCo, teacher, parents, and representatives from the nursery setting in addition to any other professionals that are supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school. At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits.

If a child with SEND is part-way through their school career, we will arrange for parents to meet with the SENDCo and Headteacher to discuss the child's needs. We will also liaise with the child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a child's transition to us.

**Moving classes:**

We have a structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEND. All children are given the opportunity to spend a morning with their new class teacher. Where necessary, children with SEND make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

**Transferring to a new school:**

Moving on to a new school can be an exciting but daunting time for all children so at Leyland St James School and Nursery we ensure that the children are well prepared for the transition. We have good links with the local secondary schools and other primary schools including special schools within the area.

Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to the new school. For children with SEND and for children who are likely to find the transition more challenging the SENDCo will arrange an extra visit to their new primary school.

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

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all visits and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring.

The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, ensuring that the coach is fully-wheelchair accessible, amendments to the activity (e.g. through use of different equipment) etc. All activities within and outside school are covered by a risk assessment. These are carried out by the visit leader, following a pre-visit and then the completed risk assessment is checked by our Educational Visits Coordinator (EVC). Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs.

Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council.

After-school activities are available, these include; Gardening Club, Science Club, Multi Skills etc. An up to date calendar can be found on the following link: www.leyland-st-james.lancs.sch.uk

**What support will there be for my child/young person's overall well-being?**

Leyland St James School and Nursery aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future.

The school use CPOMS - (software for safeguarding and recording for staff). In addition, to supporting pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centres, CAMHS, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these are based in school, some do come into school to carry out assessments and therapy, with parental permission.

In some cases, school or one of the other agencies may complete an EHA (Early Help Assessment) form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. Early Help Assessment - information for professionals - Lancashire County Council

**Medical**

The school has a variety of policies which cover health and wellbeing issues, these can be found on the school's website or on request from the Headteacher

All medication is clearly labelled and stored safely. As a school, we insist that any medication comes clearly labelled from the pharmacist, with the child's name and including the dosage required. Every parent / guardian of a child with medication must complete a Medication Form. A member of the teaching staff will ask the parent / guardian to complete the form and these are kept in the classroom. A copy is also passed to the SENDCo.

For individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse.

As Leyland St James is a large school a comprehensive medical list, 999 emergency list and food allergy list is provided for each class, these give details of each child with medical needs. A copy is also given to the Sports Coach, kitchen staff etc. The lists include a photograph of each child, their medical need and medication and any additional information (taken from the Care Plan).

If a child requires a Care Plan then a copy is given to their class teacher and the EYFS SENDCo or KS1 SENDCo retains a copy. Any protocol to follow, is taken directly from the Care Plan and included in the medical list.

Each class has a member of staff who is first aid trained. In Reception and Nursery, at least one member of staff, in each class has received Paediatric First Aid Training. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens.

Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and / or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

**Emotional and Social**

Leyland St James School and Nursery aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. To support pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centers, ELCAS, pediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these are based in school, some do come into school to carry out assessments and therapy, with parental permission.

Mrs Prosser is a Mental Health lead and Mental Health First Aider. Mrs Prosser also runs a weekly intervention to support the mental health and well-being of children with identified social and emotional needs; this is through the 'The Dog Mentor' which involves grouped or 1:1 support alongside our therapy dog 'Pippa'. Pippa works Thursdays and Fridays – both Mr Atherton and Mrs Prosser are fully qualified dog handlers and Pippa has passed her certification to work with children through The Dog Mentor https://www.thedogmentor.co.uk/ Some staff are also trained in 'Drawing and Talking' therapy to support more complex needs and trauma. 'Celebration and Aspirational worship' each Friday has also been implemented across school, with a weekly focus on mental health and well-being.

In some cases, school or one of the other agencies may complete an Early Help Assessment form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need. More information for families about the CAF process is available here:
Early Help Assessment - information for professionals - Lancashire County Council

**Bullying and Child Protection**

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate SMSC (Spiritual, Moral, Social and Cultural) lessons, weekly whole-school assemblies and British Values.

Anti-bullying day is observed and children are encouraged to speak to members of staff on duty if they are worried during playtimes. Children with specific difficulties may be teamed up with a buddy to ensure their inclusion, safety and well-being on the playground. Additionally, all staff (including welfare) are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child.

Online safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet.

Any bullying incident is dealt with in accordance with the school's anti-bullying policy and behaviour policy, which is available on the website and on request from the Headteacher. In accordance with legislation, the school has three Designated Senior Leaders (DSL) to deal with issues related to Child Protection and Safeguarding. All staff receive regular Safeguarding and Child Protection awareness training.

**How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

All SEND children have either: an Education, Health and Care Plan (EHCP) and/or a SEND Pupil Profile. All of these are reviewed regularly, as laid out above.

The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice 2015;

The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc.) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The SENCo meets with the SEND Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision.

**How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND. The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required.

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

**What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?**

In order to deal with your concern or complaint in the quickest and most straightforward way, we ask that you take a graduated approach:

a) Firstly, contact the class teacher via the school office;

b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the Headteacher / SENDCo / Deputy SENDCo via the school office.

c) Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

**Where can I find the contact details of support services for the parents of children/young people with SEND?**

The Independent Advisory Service (IAS) formally Parent Partnership Service can also provide information, support and advice service to the parents or carers about their child's special educational needs. To contact them please call 0300 123 6706 or visit http://www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities/help-for-parents-and-carers/information-advice-and-support.aspx

Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk/

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

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.

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