



Trinity and St. Michael's

SEND Information Report

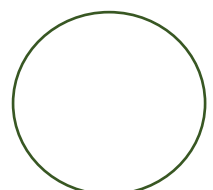
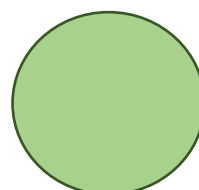
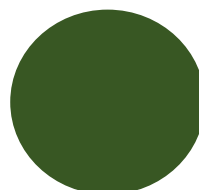
"Don't withhold good from someone who deserves it, when it is in your power to do so."

Proverbs 3 Verse 27

Do everything in



1 Corinthians 16:13-14



Trinity & St Michael's Church of England & Methodist Primary School

SEND Information REPORT 2023/4

(Incorporating Accessibility Plan Sept 2023/24)

At Trinity & St Michael's CE and Methodist Primary School we are an inclusive and happy school. We provide equal opportunities for all. We strive to follow Jesus's example and **do everything in Love**. Through living out our Christian Values we seek to equip our pupils with the skills to be able to **learn to love** and **love to learn** so that they are able to become the very best they can for themselves, for others and for our wonderful world. We want children to be able to enact positive change across all spheres of society.

This policy is produced in accordance with regulation 51 and schedule 1 of the Special Educational Needs and Disability regulations 2014.

1. The kinds of SEND that are provided for by the school

- The school provides for pupils with special needs and disability in mainstream education.
- It does not have a designated specialist, or any special needs units attached to the school
- We can make provision for pupils with a range of needs including:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional, and mental health difficulties
 - Sensory and or physical needs

2. Policies for identifying children and young people with SEND and assessing their needs

- The school has a special needs and disability policy that sets out how the school will assess and meet the needs of pupils with special educational needs and disability.
- Other policies, including the Anti-bullying, Admissions, Safeguarding & Child Protection and Supporting pupils with Medical Needs take careful and particular account of pupils with special needs or disability.

3. The name and contact details of the Special Needs Co-ordinator (SENDCo)

- The Special Needs Co-ordinator (SENCO) is Mrs Claire Procter who may be contacted via the school's main telephone number 01772 600379 or email: bursar@croston-pri.lancs.sch.uk
- The Governor with responsibility for Special Needs is Mrs Victoria Tayler. She may also be contacted as above.

4. Arrangements for consulting parents of children with SEND and involving them in their child's education

- Where a pupil is assessed as having special educational needs the parent is contacted by the school and they are encouraged to be involved in working in partnership with the school to meet their child's needs. (See SEND Policy especially Appendix 1 for further details)
- If the parents of a pupil with special needs wish to have their child admitted to the school the headteacher/SENDCo will discuss the pupil's needs with the parents and then inform them of the type and quality of the provision which the school can make to meet those needs, before the child is admitted.

5. Arrangements for consulting young people with SEND and involving them in their education

- The parents of pupils with special needs, and the pupil itself, are fully involved in the decisions being made about the education of that pupil.
- Where outside agencies are involved in the provision being made for pupils with special educational needs and disability, the school will ensure that the parents are kept well informed and involved at every appropriate stage.

6. 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

- The school continuously assesses the progress and achievement of all pupils including those with special educational needs in line with the school's assessment policy and strategy.

- We ensure that face to face meetings take place with parents/carers and children as frequently as necessary (termly as a minimum) and will liaise regularly with parents about progress.

7. Arrangements for supporting children and young people in moving between phases of education

- The school works closely with local nurseries and pre-school groups to ensure that we are fully aware of the needs of children who may be joining our Reception Class and are happy to discuss how our provision may meet a child's needs prior to a place being accepted.
- We endeavour to ensure a smooth transition to our school for children with SEND by arranging visits and attending review meetings at previous settings.
- We aim to liaise as closely as possible with a child's next provider of education and will facilitate support for extra visits.
- The school ensures the appropriate members of staff are invited to any transition meetings and with parental consent share our knowledge and understanding of the child's individual needs and any relevant assessments that have been undertaken at our behest.

8. The approach to teaching children and young people with SEND

- The teaching and learning policy ensures that the individual needs of all pupils, including those with special educational needs and disability are met appropriately and effectively.
- Underpinning all our provision in school is the **graduated approach** cycle of **Assess-Plan-Do-Review**.

9. How adaptations are made to the curriculum and the learning environment of children and young people with SEN

- All pupils including those with special educational needs and disability are given equal access to the school curriculum.
- Teaching and learning of the curriculum are differentiated to take account of the individual needs of all pupils.
- Where the learning environment needs to be modified or specialist teaching and learning equipment or materials are needed by pupils with special educational needs, the school does what it can within its budget, to meet those needs.

10. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

- In-Service training in special educational needs is provided for all staff.
- The SENCO is given opportunities to attend specialist training and cascade information to the staff.
- Where specialist outside expertise is required, the school liaises with appropriate agencies.

11. Evaluating the effectiveness of the provision made for children and young people with SEND

- The school self-evaluation strategy is used to monitor the effectiveness of the provision made for pupils with special educational needs by regularly monitoring, evaluating and reviewing the provision.

12. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- The school ensures that pupils with special educational needs are enabled to participate and engage appropriately in the activities available to all pupils.

13. The support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

- All pupils including those with special educational needs are given appropriate pastoral care and support to ensure that they thrive in school.
- Individual teachers and members of staff are designated to provide pastoral care and support for every pupil including those with special educational needs.
- All pupils are listened to and the anti-bullying policy is strictly enforced.

14. 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's SEND and supporting their families

- Where appropriate, the school involves outside bodies in meeting pupils' special educational needs.
- Parents are fully consulted and involved when the support of external agencies is sought.
- Agency involvement includes:

Educational Psychology (Ep)	CAMHS/Deaf CAMHS	Child Counselling	Speech and Language
Therapy (SALT)	Physiotherapy	Occupational Therapy	Hearing Support
School Nurse	Specialist Teacher		Specialist Health Visitor

15. Arrangements for handling complaints from parents of children with SEND about the provision made at the school

- The school Complaints Policy & Procedures document outlines the process for complaints. It sets out in detail, who to approach and the system for dealing with complaints

16. The arrangements for admission of disabled persons as pupils at the school.

- The school admissions policy sets out the arrangements for the admission of all pupils including those with special educational needs.

17. The steps taken to prevent disabled pupils from being treated less favourably than other pupils.

- School adheres to and remains mindful of The Single Equality Duty 2010 and identifies actions to ensure that all pupils are treated equally. Feedback from all stakeholders is welcomed on an on-going basis and is used to inform ***Accessibility Plan** Actions.

18. The facilities provided to assist access to the school by disabled pupils.

- The school has modified the building to allow appropriate access for pupils and others with disability (eg installation of ramps, highlighting of steps/hazards, changing and toilet facilities)

19. *Accessibility Plan prepared by the governing body under paragraph 3 of Schedule 10 of the Equality Act 2010

The current plan Sept 2023-2024 identifies the following steps for increasing the extent to which SEND pupils and disabled adults can participate in the curriculum and access services:

Progress and review towards these actions is monitored and minuted at an annual Governing Body Agenda item:

- Install ramp access to school field to improve wheelchair access
- Ensure remote learning practices allow SEND pupils to access learning and support at home
- Continue inhouse counselling
- Develop the use of CPOMS system to include all SEND documentation
- Support the development of the designated mental health lead teacher

20. Supports services for the parents of pupils with SEND

- A link to the Lancashire Local Offer: <http://www.lancashire.gov.uk/send>
- 'FIND' termly newsletter – <http://www.lancashire.gov.uk/send>
- IPSEA – Independent Parent Special Education Advice: <http://www.ipsea.org.uk>