



### What kind of special educational needs do we provide for?

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Physical and sensory
- Independence and self-help

### How do we identify a child with SEND and how do we assess their needs?

- Identification—see appendix on the school website
- Quality first teaching /Interventions
- SEND register

### What are our admission arrangements for children with SEND?

- Head teacher tours—by appointment
- Local authority audit may be required
- Family– school meeting to discuss need
- Nursery visits



### Who is the SENDCo and how do we contact them?

- Miss Megan Rae
- SENCO@carnforthnorthroad.lancs.sch.uk
- 01524 732435

### How do we consult with and involve the children in their education?

- Verbal feedback in class
- Written feedback
- Self-assessment
- One page profile
- Annual reviews
- End of year reviews
- School Council
- PSHE and assemblies

# SEND Information Report Map



### How do we know if what we provide for the children is effective?

- Parent and child feedback
- Assessment data / cohort maps
- Monitoring—observations; work
- PIVATS
- Impact of specialised interventions
- Feedback from other professionals
- SEND / IEP reviews

### How do we involve parents and consult with them?

- Open door policy
- Reception staff conduct home visits
- Home-school agreements
- Parent's evenings each term
- Termly report cards
- Termly SEND/ IEP letters and reviews
- TAF meetings for identified families
- Meetings with external agencies

### How do we deal with bullying and support SEND children?

- Anti-bullying policy
- Open door policy
- Group work opportunities
- Sport's leader support
- Circle time
- Anti-bullying work / PSHE
- Class worry box
- Pastoral logs of concerns

### How do we assess and review the progress that children make and involve them and parents?

- Year group expectations
- PIVATs
- Standardised assessments
- External agency assessments
- Intervention baseline /outcomes
- Cohort maps
- Parents evenings
- Termly IEP/ SEND reviews
- Termly report cards
- Annual reports / reviews

### How do we support children with emotional and behavioural needs?

- Clear behaviour policy
- Home-school partnership
- Adult support
- Individual Behaviour Plans (IBP's)
- Referral to CAHMS/ agencies
- Educational Psychologists
- Inclusion Support Team

### How do we support our pupils with SEND as they move onto high school or move to another school?

- Attendance at open evenings encouraged
- Structured transition programme
- Secondary visits arranged
- Links with local secondary schools
- Sharing of information / records
- SENDCo / Y6 teacher transition meetings
- SEND bespoke transition arrangements

### How do we adapt the curriculum and learning environment for children with SEND?

- School and classroom layout
- Structure of the day / timetable
- Use of resources and equipment
- Hessian displays / black lettering
- Differentiation
- IEP or 1:1 support
- Reasonable adjustments
- Adapted provision

### How do we involve and work with other professionals?

Schools involvement with external agencies and professionals

### What is our approach to teaching children with SEND?

- SEND pathway—see appendix
- Quality First Teaching
- Teaching assistant support
- Small group interventions
- Target plans and IEP's
- Support from external agencies

### How are the staff trained and kept up to date? Expert help and advice.

- Internal staff training
- Working with external specialists
- Specific SEND training / courses
- Sharing best practise
- Local school cluster training
- Cluster updates

### How are children with SEND enabled to take part in all the activities at school?

- Reasonable adjustments
- Additional support and / or equipment
- Specific risk assessment
- Accessibility arrangements

### What arrangements do we make for supporting children who have SEND and who are in the care of the Local Authority?

- Communication with Children's Social Care
- SEND policy
- Pupil Education Plan (PEP)
- Learning mentor

### What to do if I have a concern or complaint about provision for my child?

- Consult class teacher or SENDCo
- Referral to Head teacher / governing body