

**‘Live to Learn, Learn to Live’**

**SEN Information Report for Lache Primary School 2023-2024**

**Part of the Cheshire West and Chester Local Offer for Learners with Special Educational Needs**

The SEN Information Report is part of the Cheshire West and Chester Local Offer for learners with Special Educational Needs (SEN).

At Lache Primary School we are committed to working together with all members of our school community and all staff and governors are committed to supporting children, parents and carers. We are an inclusive school where we strive to meet the needs of all pupils with Special Educational Needs and Disabilities within a mainstream setting. The four broad areas of need are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

At Lache Primary School we support all children to achieve and we inspire them to learn through curiosity and enjoyment – whatever their barriers to learning are. If you have any concerns regarding your child’s progress or wellbeing then please speak to either your child’s class teacher or Dean Scott-Scarth (SENCo – [deputy@lache.cheshire.sch.uk](mailto:deputy@lache.cheshire.sch.uk)).

**A child has learning difficulties if he or she:**

* Has a significantly greater difficulty in learning than the majority of children of the same age.
* Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

**Special education provision means**:

* Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

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| |  | | --- | | **What kinds of special educational needs does Lache Primary School make provision for?** | | |  | | --- | | Lache Primary School is a mainstream Primary school with a Resource Provision for children with social, emotional and mental health difficulties. This is a Specialist Provision also for children with social, emotional and mental health difficulties and associated special educational needs.  Mainstream classes make provision for children with a variety of special educational need, e.g. ADHD, Autism and ODD.  We are a fully inclusive school which ensures that all pupils achieve their potential. We create an inclusive culture in our school where we are responsive to the diversity of children’s backgrounds, interests, experience, knowledge and skills.  The Code of Practice 2014 defines SEN as follows:  *“A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*   1. *has a significantly greater difficulty in learning than the majority of others the same age, or* 2. *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.* | |
| |  | | --- | | **How does Lache Primary School identify and assess my child’s Special Educational Needs?** | | |  | | --- | | At different times in their school life, a child or young person may have a special educational need.  At Lache Primary we track children’s progress termly and identify children who are not making expected or better progress. Parents, carers and pupils will then be invited, in school, to identify needs and a plan will be put into place ***(One Page SEND Profile).***  Children are identified and discussed with the class teacher and teaching assistants and, in partnership with parents, a plan of intervention is put into place which is monitored and assessed termly.  Special Educational Needs or Disabilities (SEND) provision is provided through Quality First Teaching, differentiation and a broad, personalised curriculum. Lache Primary School has high expectations of all pupils and provides a curriculum that provides an environment for pupils to develop and succeed.  At Lache Primary School we recognise that staff in the classroom will make the biggest difference to children with additional educational needs. Pupils can be well supported by additional interventions and programmes in groups or as individuals led by Teachers, Teaching Assistants and other adults.  The school works closely with the Local Authority (Cheshire West and Chester) to support our children with Education, Health and Care Plans or Additional Learning Needs (Wales) for children with a range of SEND.  A range of assessment materials are in place and these are used by the following professionals:   * Dean Scott –Scarth (Deputy Headteacher and SENCo) * SEND Teacher (Resource Provision) * HLTA * Teaching Assistants * Mrs West (HLTA KS1 delivering focussed interventions) * Helen Lawson (ELSA) * Sian Charnley (Speech and Language Therapist) * Vicki Hughes/ Georgina Williams (Visual Impairment Team) * Jane Johnson (Hearing Impairment Team) * Val Craven (EYFS Specialist Teaching Team) * Sophie Holt (CAMHS) * The Autism Service * Community Paediatricians * Continence Team * Educational Psychologist   The Lache Primary School SEND Policy is published on the school website: **https://www.lache.cheshire.sch.uk** | |
| **How does Lache Primary School evaluate the effectiveness of provision for pupils with special educational needs?**   |  | | --- | | **How does Lache Primary School assess and review the progress of pupils with special educational needs?**  **What is Lache Primary School’s approach to teaching pupils with special educational needs?** |   **How does Lache Primary School adapt the curriculum and learning environment for pupils with special educational needs?**  **How does Lache Primary School enable pupils with special educational needs to engage in the activities for school together with children who do not have special educational needs?**  **What support is available for improving the emotional, mental and social development of children with special educational needs?** | Children identified, through observation, investigation and assessment, as benefitting from additional support or interventions are monitored against the targets set on the One Page Pupil Profile and their progress analysed termly against national expectations, e.g. progress and attendance  Pre and post intervention checks are carried out to ensure the impact is effective.  Lache Primary School has a Resource Provision for 9 children who have Social, Emotional and Mental Health Difficulties (SEMH). A service level agreement has been drawn up with school and Cheshire West and Chester Council.  **PURPOSE AND OBJECTIVES OF THE RESOURCE PROVISION (RP)**  The Resource Provision is an inclusive specialist provision for pupils with Statements of Special Educational Needs or Education Health and Care Plans, relating to Social Emotional and Mental Health Difficulties from Reception to Y6. The Resource Provision (The Willows) incorporates an onsite placement and will consider outreach to a wider group of pupils and their schools; which may include visits from staff members to the RP, by RP staff to other establishments and the provision of advice. The frequency and duration of outreach will depend upon capacity within the provision.  The RP offers educational and social opportunities to pupils, alongside access to intervention from specialist teaching staff and in-class support in a mainstream setting.  The objective of RP is to enable pupils to make progress and to develop strategies to achieve independence and to reduce their barriers to learning despite their Special Educational Needs (SEN).  **School will:**   * Provide an adapted broad and balanced curriculum, suitably differentiated and relevant to pupils’ needs. * Appoint qualified teaching staff. Qualifications, expertise and specialists training may vary but all will have experience and/or practical knowledge of teaching children with special educational needs. * Appoint a RP teacher with overall management responsibility for pupil, staff and resources in the RP. * Employ teaching assistants who have completed or will receive training to ensure they have experience and knowledge in this specialist area.   This should, in most instances, include:   * + - Experience of working with children with SEMH issues, attachment trauma or high levels of need due to a diagnosed condition     - Have relevant positive handling training including Team Teach or equivalent     - Understanding of mental health and attachment disorders * Develop and maintain expertise through investment in relevant materials, induction and support for staff across the school. Consider their contribution to outreach, giving information and advice as part of LA’s approach to, and a range of, provision for all pupils as this develops. * Provide advice on the ability of a resourced school to meet the needs of pupils in other schools to assist in the Local Authority’s assessment of pupils needs in relation to provision. * Nominate a member of staff at an appropriate level and with the appropriate experience to attend the RP working groups established by the LA in supporting and delivering the provision. * Support and inform parents about pupil targets and progress working in partnership with them. * Support the LA to maintain a continuum of provision for pupils with Special Educational Needs. * Inform the Local Authority where there is staff absence of more than 3 weeks and aim to secure appropriately trained staff to cover this absence.   The school will provide 9 places for pupils aged 5 – 11 years with Social, Emotional and Mental Health Difficulties.  Pupils may not always be spread evenly across the year groups.  Whilst providing an identifiable setting the school will ensure that the RP functions as an integral part of the School, including pupils in school life as any other pupil in the school.  School will offer a personalised transition plan for all pupils joining the SEMH resource provision through liaison with previous school, graduated entry to school beginning with taster sessions and building up to full time placement and liaison with parents and the local authority SEN team.  School will also ensure that there is a smooth transition to the next educational placement when children leave the SEMH resource provision at Lache Primary School. This is through invitation to review meetings, visits to new school contact with parents and local authority SEN team. All documents and paperwork is transferred confidentially by appropriate staff.   |  | | --- | | Parent and pupils are invited to a termly progress meeting to review their child’s individual plan following the new process from the Code of Practice 2014, where targets that have been set are reviewed and new targets are developed. Children that have a ***Statement of Special Educational Needs*** ***or Education, Health and Care Plan [EHC plan]*** will also have an annual review to discuss their progress and ensure the objectives in the plan are appropriate.  Children who have been identified as needing additional support are identified on our Provision Plan as having ***‘SEN Support’*** – If a learner is identified as having an SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality teaching intended to overcome the barrier to their learning.  This support is set out in the school’s whole school Provision Map, which documents the support that is to be put into place. Pre and post assessment is used to record their progress and short term targets are agreed. Progress is discussed with parents and teachers and reviewed termly, using a One Page Pupil Profile, engaging in the four-stage process:   * **Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments. * **Plan** – this stage identifies the barriers for learning, intended outcomes, an details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings. * **Do** – providing the support as set out in the plan. * **Review** – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle. |   **Quality First Teaching** (QFT) means high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child’s progress.   * The teacher has the highest possible expectations for your child and all pupils in their class * All teaching builds on what your child already knows, can do and understand * Lessons are appropriately differentiated, which means different ways of teaching are in place so that your child can access the lesson and is fully involved in their learning. Some examples of differentiation are: additional resources to support their learning, opportunities for paired work or small group work, different ways of presenting their work * Specific strategies (suggested by the SENCo) to support your child to learn * On-going assessment within the day-to-day framework of the classroom of your child’s progress to identify any gap or gaps in their understanding/learning   The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify and adapt the learning environment to meet the needs of pupils.  Lache Primary School provides holistic interventions and support to meet the needs of the children. All Teaching Assistants are involved in delivering daily interventions to support reading and phonics. Children who have a higher level of need will also have access to support from outside agencies. Children who are on “Statements” or EHC Plans have individualised plans following the objectives that have been set. Children who have social, emotional and mental health statements or EHC Plans have a highly individual differentiated curriculum within a smaller, specialist environment (Resource Provision - The Willows)  Lache Primary School is an inclusive school and children with SEND are educated alongside their peers wherever this is appropriate. Planning is highly differentiated so tasks are suitable for a range of learners. Teaching assistants also support children in class.  We recognise that pupils with SEND may well have emotional and social development needs that require support in school.  Children in all classes, including the resource provision, play a full part in the life of Lache Primary School. Children in all classes are invited to, and supported in all activities across school, e.g. sports clubs, sports teams, residential visits, school parliament, school celebrations, etc.  All children are in “houses” and participate in house assemblies. These are inclusive and involve all children, supported by staff from each class.  The emotional health and well-being of all our pupils is very important to us.   * We have a robust safeguarding policy in place and follow national guidelines * The Head Teacher, Deputy Headteacher, Safeguarding Team, Senior Leadership Team and all staff continually monitor the emotional health and well-being of all our pupils. * We have a lunchtime nurture group for pupils who require extra support * We have a full-time Family Support Worker who supports children with emotional and social needs * We have a Pastoral Support TA who supports children 1:1 who have personal, social and emotional needs by providing a learning package tailored to each individual child. She is ELSA trained. * A range of support are available in school including Cookery, Educational Psychologist, Nurture Groups, Mental Health Support Team, Consultant Paediatrician, Behaviour Support Nurse and Outreach Support from Special Schools. * Support from external agencies (individual work and family work), e.g. MHST, Koala, Platform for Life. * We have a resource provision (The Willows) for children with SEMH difficulties. Staff in the resource are available to advise staff across school and support some children from mainstream classes within school. * Lache Primary School achieved the Attachment Friendly Schools Award in conjunction with the virtual school in March 2019. |
| **Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs or disability (SEND)?** | **The Class teacher**  Responsible for:   * Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the Special Education Needs Coordinator know as necessary; * Developing pupil progress targets/ individual plans, and sharing and reviewing these with parents at least once every term and planning for the next term.   **Family Support Worker – Mrs Jane Edwards (jane.edwards@lache.cheshire.sch.uk)**  Responsible for supporting children and families.  **Pastoral Support Assistant – Mrs Helen Lawson**  **Special Educational Needs Co-Ordinator (SENCo) – Mr Dean Scott-Scarth (deputy@lache.cheshire.sch.uk)**  Responsible for:   * Developing and reviewing the school’s SEND policy; * Coordinating all the support for children with special educational needs or disabilities (SEND); * Ensuring that you are involved in supporting your child’s learning, * Keeping you informed about the support your child is getting, * reviewing how pupils “are doing” * Liaising with all the other people who may be coming into to school to help support your child’s learning. * Updating the school’s SEND register and making sure that records of your child’s progress and needs are kept; * 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. * Ensuring that transition between schools is thorough and bespoke for each individual child   **The Head Teacher – Mrs Kate Seager (head@lache.cheshire.sch.uk)**  Responsible for:   * The day to day management of all aspects of the school, this includes the support for children with SEND; * The Head Teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child’s needs are met; * The Head Teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.   **The SEND Governor – Mrs Sue Yarnall**  Responsible for:   * Making sure that the necessary support is given for any child who attends the school, who has special educational needs and/or disabilities. * Working with SENCo to ensure best practice is in place |
| **What training is provided for staff supporting children and young people with SEND?** | CPD is on- going in school for all our Teachers and Teaching Assistants and staff at school have a range of expertise including programmes such as:  Autism training, Team Teach, Fischer Family Trust Wave 3 intervention [FFTW3], Dyslexia support, Behaviour support, ELKLAN speech and language and Neli, ADHD support, Pathways to Progress and Pathways to Spelling, Trauma and Attachment Awareness, Pathological Demand Avoidance training, Mental Health First Aid training and Emotional Literacy Support.  This is not an exhaustive list and on-going professional development is key to ensuring all staff remain updated and skilled. |
| **How is Lache Primary School accessible to children with SEND?** | Lache Primary School ensures that there exist procedures to promote equal opportunity for all children in the care of school, and to support those with special educational needs or disabilities so as to offer them access to a broad, balanced and relevant education appropriate to the Foundation stage.  The building is accessible: ramps are situated at all main entrances   * All curricular and extra-curricular activities are accessible for children with special educational needs and/or disabilities (designed with opportunities for inclusion, participation and involvement), e.g. access to Choir, inclusion in sports teams, inclusion in House activities, etc. * Curriculum is threaded with consideration of inclusion, intervention and strategy to involve all, e.g. environmental modification for VI Impairment, visual structure for ASD. * The school is easy to access from all classroom doors * There is a disabled toilet with hoist and changing facilities (a shower is available within the school building). * We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs. (environmental audit to ensure classrooms are accessible). |
| **What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child?** | Parents are actively encouraged to be partners in their child’s education through informal discussions with the class teacher, SENCO, telephone contact, home/school diaries, individual plans, progress reviews and yearly written reports.  School have a number of routes of access to advice, including ad-hoc conversations with the Headteacher and Deputy Headteacher each day.  Parents and Carers can make appointments for formal meeting time by verbal request, by email, telephone or by utilising WEDUC (secure online messaging service for parents). Meetings are scheduled to discuss ongoing concerns, to prepare for assessment or referral and to formally review SEND information, e,g. EHC Plan Review. |
| **What are the arrangements for consulting young people with special educational needs about, and involving them in their education?** | All children who are involved in the EHC Plan process give verbal and written feedback about their enjoyment of school, their likes and dislikes, any barriers to their learning and what they would like their provision to look like. This is also threaded through the SEND One Page Profile.  All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing additional support. Children are invited to contribute to their assessment and progress meetings and to record their comments on the review of their plans, e.g. SEND One Page Profiles. |
| **What are the arrangements for supporting children with SEN who are also looked after by the local authority?** | The governing body is committed to ensuring that CLA and PLAC are supported as fully as possible and ensure that the following are in place, and are working effectively:   1. A Designated Governor for CLA and PLAC 2. A Designated Teacher for CLA and PLAC 3. Personal Education Plans (PEPs) for all CLA   The Designated Teacher for CLA is Dean Scott-Scarth (Deputy Headteacher/ SENCo).  In the role of Designated Teacher, school takes advantage of all training opportunities specific to factors that impact on the attainment of CLA and PLAC, including regular local authority cluster meetings and training (including an annual conference provided by the Virtual School).  All staff in school have a clear understanding of the issues that affect CLA and PLAC; their learning needs; how to support them in school and issues relating to confidentiality  Lache Primary School have policies, procedures and strategies to promote the achievement and well-being of this vulnerable group |
| **What do I do if I have a concern about the school’s provision?** | In the first instance we encourage you to contact your child’s class teacher. If you still have concerns then please contact the Deputy Headteacher (SENCo) or Head Teacher.  Kate Seager : Headteacher ([head@lache.cheshire.sch.uk](mailto:head@lache.cheshire.sch.uk))  Dean Scott-Scarth: Deputy Headteacher/ SENCo ([deputy@lache.cheshire.sch.uk](mailto:deputy@lache.cheshire.sch.uk))  In the unlikely event that your concern is not resolved then please contact our SEND Governor or Chair of Governors.  Sue Yarnell: Chair of Governors/ SEND Governor (sue.yarnell@lache.cheshire.sch.uk)  Lache Primary School has a large number of children with Education Health Care plans. Concerns are often shared with the local authority and other agencies, eg Social Care, to ensure that a comprehensive and holistic approach is taken to addressing all of the possible origins and solutions to SEND and the strategies available to support the young person in managing their barriers to learning.  The local authority SEN Team can be contacted at [senteam@cheshirewestandchester.gov.uk](mailto:senteam@cheshirewestandchester.gov.uk) |
| **What specialist services and expertise are available at or accessed by the school?** | We work closely with the following to support your child’s needs:  All Therapy services including:  - Physiotherapy  - Occupational Therapy  - Speech and Language Therapy  - Hearing impairment  - Visual impairment,  - CAMHS  - Educational Psychology services.  - Play Therapy  - Bereavement Counsellor  - Early Years Case Workers  - School Health  - School Doctor  - Consultant Paediatrician  - Child Development Team  - Sophie Holt (CAMHS)  - Autism Outreach  - Diabetic Nurse  - Epilepsy Nurse |
| **The contact details of support services for the parents of pupils with special educational needs, including arrangements made in accordance with section 32.** | SEN Team – [senteam@cheshirewestandchester.gov.uk](mailto:senteam@cheshirewestandchester.gov.uk) Tel: 0151 337 6439  SEN Advisory Officer – 0151 337 6853  Speech and Language – 01244 650432  School Nurse – 01244 682991  CAMHS – 01244 397397  Occupational Health – Countess of Chester Hospital  School Doctor – 01244 362084  Educational Psychologist – 0151 337 6836  Child Development Team – 01244 976233 |
| **How do you prepare my child for joining your school or transferring to another school?** | We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.  When placed with Lache Primary School children will have the opportunity to visit, prior to starting, and will have a tour of the school and a chat with the Head Teacher and Deputy Headteacher, meet the class teacher and class staff.  Admissions information is collected and shared with the School Admin Officer and the Bursar who will update the school information management system (SIMS).  We contact pupil’s previous school to ensure we have all of the relevant information. If a phased start to school is needed arrangements will be made in consultation with parents, to begin with taster sessions and build up to a full time place.  When the time comes for your child to move to another provision Lache Primary School will liaise with the next school and organise transition visits. We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will ensure that all school records about your child are passed on as soon as possible.  Year 6 pupils who have EHC Plans or ALN’s (Wales) will have a representative from their proposed High School at their Annual Review Meeting.  Staff from all “receiving schools” will be invited in to meet the pupils, present information about the pupils next destination and begin to induct pupils into the school routines. |
| **Where can I get further information about the services for my child?** | The information in this report forms part of Cheshire West and Chester’s “local offer”, delivered through the Live Well Cheshire West website :www. https://livewell.cheshirewestandchester.gov.uk |

Explanation of Abbreviations used in this SEN Information Report:

SEN/SEND – Special Educational Needs / Special Educational Needs ad Disability

SENCo – Special Educational Needs Co-ordinator

ILD – Individual Learning Difficulties

SEMH – Social, Emotional and Mental Health Difficulties

HLTA – Higher Level Teaching Assistant

TA – Teaching Assistant

RP – Resource Provision

CDT – Child Development Team

CAMHS – Child and Adolescent Mental Health Services

EHCP/EHC Plan – Education, Health and Care Plan

ELSA – Emotional Literacy Support Assistant

KS1 – Key Stage 1 (Year 1 and Year 2)

KS2 – Key Stage 2 (Year 3, Year 4, Year 5 and Year6)