



Scorton C of E Primary School

2023-24 SEND Information Report / Local Offer



Address: Snowhill Lane, Scorton, PR3 1AY

Telephone: 01524 791596

Website address: www.scorton.lancs.sch.uk

Age range of pupils: 4-11

Head Teacher: Rebecca Scholz head@scorton.lancs.sch.uk

SENCo: Rebecca Scholz head@scorton.lancs.sch.uk

Reach Up
We reach up to God to show us the way

Reach In
We reach inside for the courage and wisdom of the Holy Spirit, to help us reach God's goal for us

Reach Out
We reach out to everyone with the kindness and compassion of Jesus



Special Educational Needs and Disabilities provision at Scorton:

Scorton C of E Primary School is a voluntary aided **mainstream** school. The School is set in the picturesque village of Scorton which has a community children's play area, playing field and Multi Use Games Area, all of which the school has access to.



The present school building was opened in 1882, although many alterations and modernisations have taken place. The school has wheelchair accessibility into the lower areas of the grounds and around the school building which is on a single level.

Within the school building there is an accessible toilet which can accommodate wheelchair users. There is also a large toilet stall in the girl's toilets which can accommodate a child's wheelchair.

There is a main public car parking area by the entrance of the school.



The school is set on a hillside and the upper areas of the schools grounds, which are accessed by a sloping walkway, are too steep for wheelchair access.



At Scorton School, we welcome children of **all** abilities and will strive to meet the needs of **all** pupils to the very best of our ability. Our pupils have included children on the Autistic Spectrum, with hearing impairments, dyslexia, Social Emotional Behavioural and Mental Health issues, physical disabilities, attachment disorder and complex medical needs.

Information about the school is available on our school website in addition to our regular weekly newsletters.

Letters and/or text alerts are sent to parents/carers/ with additional information about special events or activities ie. School sports competitions etc. Scorton School sends out a weekly newsletter to all parents/carers as well as having an active Facebook page which regularly updates followers about pupils' achievements, school activities and events.

All furniture in school is modern and age/height appropriate for the children in each class with specialist equipment and/or furniture being provided when necessary.

School always seeks advice from clinicians and specialists eg. Occupational Therapists/ Physiotherapists or from the local authority environmental assessment, to determine whether additional equipment is needed.



The school has a range of online resources for all pupils which are also appropriate for pupils with additional needs. All pupils have access to iPads and chromebooks. There are interactive screens installed in every classroom to aid learning. School also uses "talking tins", "speakeasy" microphones, headphones with attached microphones and other technological aids to record work.

Our **admissions policy** is published on the school website.

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

Scorton CE Primary School provides "Quality First Teaching", with differentiated lessons and personalised learning for all. Early identification of children with SEND is vital to their learning, support and provision. In school, the class teacher or SENDCo will raise any concerns with the parents/carers at the earliest opportunity, in order to engage their active support and participation.

Triggers for intervention come from closely tracking the academic and social/behavioural progress of each of our children and is underpinned by evidence. We identify those children who, despite receiving differentiated learning opportunities:

- make little or no progress even when teaching approaches are targeted particularly to the child's identified area of weakness
- show signs of difficulty in developing literacy or mathematics skills which results in poor attainment in some curriculum areas
- present persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- have communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

If, despite receiving an individualised programme, the child continues to make little or no progress in the areas of concern, the school will request help from external agencies.

If enough evidence has been collated by the school and the child's family, then external support services (both those provided by the Local Authority or by other specialist agencies) will be invited to assess the pupil. The external specialist may advise teachers/parents on new strategies, provide a specialist assessment, give advice on the use of specialist materials and in some cases provide support for particular activities. The external specialist teacher may be involved in teaching the child directly.

Parents/carers (and where appropriate the pupil) will always be fully involved in the decision-making process from the initial concern to, if it is deemed necessary, when any external agencies become involved. At this point an EHA (Early Help Assessment) may be initiated to identify areas of unmet need and an action plan for moving forward, guided by [Lancashire's Continuum of Need](#).

Any of the following may trigger a concern:

- Parent/carer/child
- Class teacher assessment
- Records from previous school
- Concerns raised by external agencies
- In-house assessments
- Pupil tracking
- The child's behaviours within the school setting

Parents/carers may raise concerns about their child at any time with the class teacher, head teacher/SENDCo. Outside agencies can also provide help with identification and advice on the correct provision and intervention strategies.

What arrangements does the school make for consulting with children with SEND about -and involving them in- their education?

All pupils are valued at Scorton CE Primary School. We believe that all pupils are unique, important and special; and we accept and celebrate each others' differences. If a child is thought to have a special educational need, with parent's/carer's permission; we are able to discuss with the child their barriers to learning and how best we can try to overcome them. We believe that openness and acceptance help children to feel accepted, supported and confident in their ability to succeed.

All pupils are involved in their own target setting and their progress is discussed with them and their parents/carers. Pupils are consulted and are able to talk about how best they learn. Pupil Reports are produced yearly for all pupils and parents/carers have the opportunity to discuss their child's progress at twice yearly Parent's evenings. However, parents and carers can arrange to see their child's teacher whenever they wish. The pupil's targets are set and monitored by the Headteacher and Classteacher on a termly basis when progress and achievement are discussed and provision is evaluated.

If a pupil has additional needs, we complete a 'Pupil Passport' which identifies the pupils strengths and needs and what the child feels they need to help them learn best.

If a pupil has an EHCP, where and when appropriate, they have opportunities before the Review meetings to talk about their progress, and are able to give input into setting their targets. Where appropriate, pupils are invited to attend their Review meetings.

All pupils have an opportunity to become members of the School Council or the Eco Council, where they make joint decisions on aspects of school life, have responsibilities and feel part of the decision making within the school community.

What arrangements does the school make for consulting with parents/carers and carers of children with SEND and involving them in their child's education?

The School operates an "Open Door" policy where parents can informally discuss any concerns they have with the class teacher or make an appointment to discuss any issues with the Headteacher/SENDCo about their child. Arrangements can be made with parents/carers on an individual basis, so that they can meet more regularly with a member of staff if more frequent updates are needed.

Scorton CE Primary School holds twice yearly parents'/carer's meetings with a detailed progress report given at the end of the Summer term. Review meetings for pupils with EHCPs are held annually with parents, the pupil (if appropriate) and any staff, medical or other professionals involved in the provision we make for the child. Copies of all relevant paperwork concerning the child is shared with parents/carers in advance of the meeting.

How will the curriculum be matches to my child's needs?

Scorton is a small rural school which boasts a large outside space including a wooded area used as part of our "outside learning" environment. We understand that children are individuals who learn in a myriad of different ways. Our Christian ethos, alongside the nurturing atmosphere we foster in school, provides all children with a caring and supportive setting in which they can flourish.

We recognise that inclusion is an ongoing process that celebrates diversity and removes barriers to learning. Age, ability, gender, ethnicity, language and social background are not obstacles to learning in our school.

All staff have regular professional development training in areas of SEND. The SENDCo gives staff regular updates in order for teaching staff and TAs to develop the most appropriate strategies for each pupil.

Planning for pupils with SEND will be integral to all planning and Quality First Teaching practices. Classroom approaches will follow the requirements of the new National Curriculum and the 2014 SEND Code of Practice to include:

- High expectations for every pupil
- Consideration for different learning styles of pupils
- Setting appropriate assessments to set targets which are deliberately ambitious but achievable.
- Breaking difficult tasks down into small steps so that pupils can experience success
- Using practical work where possible
- Using co-operative work for pupils to develop learning and social skills
- Emphasising conversation and discussion in learning
- Considering the level of concentration of individual pupils
- Planning the written demands made on pupils

How accessible is the school environment?

Scorton School is on one level and all classrooms are accessible. All furniture in school is modern and age/height appropriate for the children in each class with specialist equipment and/or furniture being provided when necessary.

School would always seek the necessary advice from clinicians and specialists eg. Occupational Therapists/ Physiotherapists or from the local authority for an environmental assessment, to determine whether supplementary equipment or any adaptations are needed for any pupil with additional needs.

School seeks advice from and collaborates with parents/carers to ensure pupils with SEND feel safe and confident.

Parking bays are next to the school. There are two gates by the main entrance to school with one which is suitable for wheelchairs.



The school does not have a hall, so pupils are required to walk to the Village Hall for indoor PE sessions and on occasion, other extra-curricular activities. This requires walking through the village and crossing the main road. Children are always accompanied by the appropriate ratio of adults (who wear hi visibility jackets) to children. Extra staff accompany pupils who may have additional needs in order to support them whilst walking between school and the Village Hall and during the session, if necessary.

The school is positioned on a hill, with a steep gradient making access to the Multi Use Games Area and Nature area inaccessible for wheelchair users.

How are the school resources allocated and matched to children's SEND?

How is the decision made about the type and quantity of support my child receives?

The Governing Body Finance and Resources Committee oversees the SEND budget. It is the responsibility of the Head Teacher /SENDCo and the Governor with responsibility for SEND to monitor the use of resources for the delivery of SEND provision.

Support staff are effectively and efficiently deployed across the school to facilitate and support the teaching of mixed age classes. This high adult –pupil ratio enables pupils with SEND to receive additional support from both teachers and teaching assistants.

Resources are allocated as follows:

- The SEND co-ordinator whose responsibilities include organisation of equipment, support for class teachers and liaison with parents and outside agencies. The SENDCo attends local authority updates and continued professional development, keeping staff informed about SEN matters
- Specific children may be allocated support from outside agencies e.g. Inclusion Services (Lancashire support for SEND), Specialist Teachers, Educational Psychologists etc
- Teaching Assistant support
- Intervention programmes
- Materials and resources - these are constantly reviewed and updated

For pupils with an Education and Health Care Plan (EHCP), top up funding may be delegated to the school from the Local Authority. This funding is directed towards supporting the pupil to ensure that the provision specified in the EHCP is delivered, in fulfilment of governors' responsibilities.

Parents and carers are involved in any decisions about additional resources for their children.

Access arrangements are made for any pupils who are deemed to need extra time, breaks, scribes, readers etc. during SATS at the end of Year 6.

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

We will use the "Plan, Do, Assess and Review" process with your child.

All pupils are monitored through informal assessments. If a pupil receives interventions, this too is monitored to determine whether it is beneficial, and that progress is being made. Tracking systems monitor the progress of all pupils on a termly basis. All children's progress is tracked and monitored in this way and staff hold pupil progress reviews each term with the Headteacher. The school follows the graduated process of "assess, plan, do, review" in order to monitor the effectiveness of provision and interventions.

Assessment

Assessment is central to our planning for all pupils. In assessment we should:

- 1 Analyse the child's learning difficulty
- 2 Clarify the child's needs for different kinds of approaches or resources
- 3 Provide for those needs whilst continually assessing the child's progress.

Assessing special educational needs is not an end in itself, but a first step to understanding and providing for the child's needs and monitoring the child's progress. It is vital to develop measures of progress for SEND pupils that are sufficiently sophisticated to recognise pupils' achievements, rather than emphasising their difficulties or disabilities. We use a range of assessment tools, including:

- Teacher assessment
- PIVATS – to assess progress of children working below National Curriculum levels/expectations.
- EYFS Profile completed and reported to parents in July of the Reception year.
- PIPS on Entry Baseline
- SATS Years 2 and 6
- NFER Tests termly for Y1 (spring term) – Y6
- Reading and Spelling ages recorded in Autumn, Spring and Summer terms
- Termly tracking in Reading, Writing and Maths
- Lancashire KLIPS (Key Learning Indicators of Performance)
- Specific SEN assessments

- Assessment by outside agencies e.g. Speech and Language Therapists, Educational Psychology Service, Specialist Teachers etc.

Plan

Parents/carers are *formally* notified, and in collaboration with the pupil, class teacher and SENDCo, agree on appropriate interventions/ provision and expected outcomes.

Do / Monitoring

The class teacher, Head teacher and SENDCo monitor the achievement of SEND pupils through data analysis, lesson observation, collection of work samples, discussion with teaching staff etc.

Review Procedures

Pupil Passports will be reviewed and updated at least once a term (and more frequently if needed).

This document will detail the child's:

- Strengths
- Needs
- Barriers
- Interventions
- Achievement against Age Related Expectations
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This document will be shared with parents/carers who will be offered the opportunity to discuss their child's progress.

Where a pupil has an Education and Health Care Plan (EHCP), in addition to termly progress reviews, the school, in conjunction with the LEA carries out a statutory annual review. Parents and external agencies are encouraged to attend.

Where an Early Help Assessment (EHA) has been initiated and multi-agency involvement is required, a Team Around the Family (TAF) will be set up and reviews arranged to monitor progress and provision.

How does the school communicate with parents about how their child is progressing?

Reviewing and Evaluating Outcomes

- Twice yearly parents/carers evenings
- Pupil Passports shared with parents on a termly basis (or when reviewed is this is more frequent)
- A detailed progress report at the end of the Summer term.
- Annual Review meetings for pupils with EHCPs

The School operates an "Open Door" policy where parents can bring their concerns or questions to the Class teacher or Head teacher/ SENDCo about their child.

Home /School books are used, when requested, for regular contact to inform parents of how their child's day has been. We also use <https://www.classdojo.com/> for all our infant pupils to share information with parents and carers. ClassDojo is also used to share information with parents/carers of children with additional needs in our junior class.

What training have the staff supporting children with SEND had or may have?

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

All staff undertake regular in-service and local authority training. Further knowledge and advice about SEND is sought where appropriate. The SENDCo keeps staff informed of current local and national developments attending the termly Local Authority SEND Networking service and other appropriate training. INSET requirements and priorities are considered annually by the Head Teacher/SENDCo in line with the Performance Management and Professional Development Policies and the School Development Plan. All staff are consulted during policy reviews and useful discussions help to inform our policy and practice.

Staff have had recent training in:

- PIVATS
- ASD
- ADHD
- SLCN
- Attachment Disorder

Support Services and External Advice

Within our school, we are fortunate to have a range of expertise and experience. However, there are learning difficulties that we are not qualified to address, and we would choose to call in expert advice from outside agencies in such cases. School is able to contact specialist advisers from the LA SEND Services, who offer expertise in:

- Sensory Impairment
- Communication
- Significant Learning Difficulties
- Emotional, Social, Mental health and Behavioural Difficulties
- Pupil Counselling.

In the past we have had support, advice and training from the

- LDIGS (Dyslexia Specialist teachers)
- Loyne Specialist School
- Pear Tree Specialist School
- Occupational Therapists
- Speech and Language Specialists
- Physiotherapists
- Educational Psychologists
- Specialist Teachers eg. Autism
- Stepping Stones PRU

How will the school prepare and support my child to join school and transfer to Secondary School?

Under normal circumstances, before starting at Scorton CE Primary School, new pupils are invited to visit for a 'taster' day and their prospective classmates will write letters to introduce themselves and the school beforehand.

For children joining us in EYFS, parents are invited to bring their children for 'taster sessions' or to join in our Diddi Dance sessions. These help the children get to know other pupils and become familiar with some of our routines and activities.

On request, we can provide parents and carers with photos of staff and key areas around the school, so the child can become familiar with the school before joining us.

Transition to Secondary School

Each summer, Year 6 pupils visit their new Secondary School for a 'transition' day and participate in taster sessions. Teachers from the Secondary Schools also visit the pupils in our own setting to make their transition easier.

If a pupil has SEND, additional arrangements are made by the SENDCo with the Learning Support Manager at the new Secondary School. Additional visits to the new school and photos of key staff and school areas, along with a map of the school as used to make a transition book for the pupil. If the pupil has an EHCP, a review will be held in the Summer term and the Transition Lead and SENDCo from the Secondary school will be invited to attend.

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

Extra-Curricular Activities

Scorton CE Primary School operates a Breakfast Club every morning from 7.45 - 8.45am. We also have an After School Club which offers half sessions until 4.30pm and full sessions until 5.45pm.

There are opportunities for children to get involved in a variety of free lunchtime clubs and after school sports clubs (basketball, multi skills, tennis etc). Extra adult support is provided for any of these extra-curricular activities, if needed.

Clubs and school trips are open to *all* children in the designated age range for that specific activity. Parents/carers of children with SEND are consulted and where appropriate, collaborate in the planning of any off-site school trips.

Prior notice of any visitors to school (for educational /sporting purposes) will always be given in advance to parents.

Social Stories are prepared for pupils, if needed, if any changes to routine are made eg. Visitors or off-site visits.

Staffing levels are always appropriate during lunchtimes, break times, after school clubs, school trips.

What support will there be for my child's overall well-being?

There are always members of staff on duty to supervise break times and lunchtimes. Teaching Staff are always available to provide extra assistance when necessary.

Because we are a small school, with a high staff to pupil ratio, we know our children inside out and staff are very quick to perceive any changes in a child emotional or mental health. We support and nurture our children's emotional well-being as part of the everyday life of our school.

Parents can access the **Anti-Bullying Policy** on the school's website.

Support for improving the emotional and social development of pupils with SEND. Health (including Health and Wellbeing)

If parents require their child to take prescribed medication, there is a signed agreement between parents/carers and the school which is kept on file. Medication is kept in a locked cupboard in the school office.

Health Care Plans are kept with SEND records and a copy is given to the class teacher. These are written with and reviewed termly with the parents.

All teaching and support staff are kept up to date with First Aid and Paediatric First Aid Training to ensure they are familiar with what action to take in the event of an emergency. More specialised training for the use of an Epipen, diabetes medication or other health requirements is arranged for staff when the need arises. If a pupil has more complex needs, advice, guidance and, if necessary, training is sought from more specialised Health Care Professionals.

If parents (or staff) are concerned about the emotional health of their child, measures are taken to have a professional assessment and if necessary, to refer the pupil to a professional agency eg. ASSIST, CAHMS, LCATs etc. in order for the pupil to have the support they need. We work closely with <https://newstartltd.co.uk/> Therapeutic Services who provide counselling for pupils in need of support with anxiety, family break up etc.

Working Together

Scorton CE Primary School has an active school council who are elected every year by pupils of the school. They are involved in fundraising and sharing ideas about ways of improving the school and are involved in some decisions about proposed changes.

Pupils are involved in setting and reviewing of their targets for academic and social achievement. Parents can have their say about their child's education and progress during Parent's Evenings, Annual Reviews and by talking to the class teacher, Head Teacher/ SENDCo. Elections for the Governing Body are held when a vacancy arises.

Behaviour Modification:

By using behaviour modification strategies teachers can help children with emotional and behavioural difficulties to achieve realistic goals and build a positive self-image.

What help and support is available for the family?

School can offer help with school forms if it is required.

The school website and newsletters provide information on upcoming events or on useful information to parents and carers.

There is information on the school website about online safety.

There are links from the School's website to the Lancashire Website and Local Offer, Parent Support Groups etc. to help signpost parents to any support they may need.

Our "Open Door" Policy enables parents to have an informal "chat" if they need support at any time.

How do you evaluate the effectiveness of the provision made for children with SEND?

- Regular updates/reporting to parents.
- Each term (or more frequently if necessary), all provision is assessed and reviewed. We look at the engagement of the child with the provision and the progress that has been made. A variety of assessments are used to determine whether the provision is effective for that pupil

- TAF meetings, Review meetings, Parent Consultation meetings are the various ways in which we provide opportunities for parents', carers and staff to discuss pupil progress and effectiveness of provisions.
- Governors are informed through termly SEND Reports on the effectiveness of different provisions.
- Pupil Progress is scrutinised by the Head Teacher and staff at termly meetings. If pupils are not making the desired progress, then provision is altered.

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

At Scorton CE Primary School we are very fortunate to have had links with many professional bodies over the past few years. Each organisation has been able to support and advise staff, pupils and their parents in different capacities.

We have had support, advice and training from the

- School Nurse
- Occupational Therapists
- Speech and Language Specialists
- Physiotherapists
- Educational Psychologists
- Specialist Teachers eg. Dyslexia and Autism
- Stepping Stones (Behaviour – social and emotional well being)
- Hillside Specialist School Outreach Team
- New Start Therapeutic Services

We have a very good working relationship with the Lancashire County Council Inclusion Services Team, who provide advice and support and are able to signpost us to other relevant services.

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

The school encourages parental involvement in the education of their children. Every effort is made to ensure that the needs of pupils with special educational needs are met using a person-centred approach taking the views of parents and children in any decision making.

If parents/carers are unhappy with the way the school is dealing with their child's difficulties, they should initially discuss the problem with the child's class teacher and/or the Head Teacher/SENDCo.

If the problem cannot be resolved in this way recourse may be taken to the Governing Body of the school through the Governor with responsibility for Special Educational Needs and Disability in the school.

A copy of our School Policy for the Complaints Procedure is available on the School website.

If the problem persists after these actions have been taken the LEA may become involved. Parents/carers are encouraged to contact the IAS team (Information Advice and Support) for SEND. This is an independent body (previously known as Parent Partnership) who provide support for parents/carers and will explain how to go about making a complaint to the LEA.

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

If parents have any queries about support services for their child, the SENCO will be able to discuss their needs and signpost them to different services available.

There is a link on the school's website to the Lancashire County Council SEND Local Offer. This site offers a number of links to local services for children and young people with SEND.

<http://www.lancashire.gov.uk/send>

Compliance with the Equality Act 2010 (paragraph 3 of schedule 10) Accessibility Plan 2022/23

Area	Explanation	School Response
Physical Environment	Changes – that need to be made to the buildings in order to ensure that our pupils and students are guaranteed full access.	Our whole building is wheelchair accessible. Adaptations to the building for other disabilities are made on an individual case/needs-led basis as determined by admissions.
Curriculum	Resources: items that need to be bought or adapted in order to guarantee full access	Programme of resource purchasing to meet individual need as it arises.
	Planning: the way in which the curriculum is organised to guarantee full access for all pupils (e.g. class groupings, room allocations, timings, etc.)	Ongoing meeting of needs in all bases in preparation for and throughout each academic year. This includes support staff allocation.
Written Information	Curriculum and other materials: how we guarantee that all students who are expected to gain information from written material receive it in a format that they can access.	Learning materials are prepared in appropriate formats. This includes "Total communication" systems, communication books, social stories etc.
	Signage: how we guarantee that written information in the physical environment (signs, menus, display descriptions, etc.) are in a format, location and position accessible to all students.	All signs appropriately placed and accessible to students. This includes Visual signage and aids to support all pupils.
Other	Students with a Physical Disability: how we ensure full access within our school environment.	As for Physical Environment above.
	Staff Training and Support: how we ensure that all staff are working towards guaranteeing full access and inclusion for our students and know what to do when they recognise weaknesses in our provision.	<ul style="list-style-type: none"> • Dissemination of information to all staff through meeting structure. • Ongoing identification and meeting of training needs. • Support from L.C.C. services as required – vision and hearing impairment, etc.

		<ul style="list-style-type: none">• Close working arrangements with agencies and clinicians
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