



Dream Believe Achieve

## **Special Educational Needs Information Report and School's Contribution to the Local Offer**

(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 - 3a)

*At Whittlefield we celebrate that every child is unique and at the heart of everything we do. We strive for all our children to be safe, valued and develop resilience within our nurturing environment. Our ultimate aim is to ensure our children leave Whittlefield with the skills to become successful and independent, life-long learners who can make a positive contribution to our diverse and democratic society. September 2016*

### **1. What kinds of Special Educational Needs do we provide for?**

Whittlefield Primary School is a mainstream primary school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with Special Educational Needs is good practice for all.

#### **Definition of Special Educational Needs and Disabilities**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A child or young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

## **2. Who is the SENCo and how can parents contact them?**

The school's SENCo is Mrs. S. Nicholls who can be contacted by email:  
**snicholls@whittlefield.lancs.sch.uk**

Alternatively, an appointment can be made to see staff via the school office by telephoning: 01282 429419.

## **3. How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?**

### **EARLY IDENTIFICATION**

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Pupil progress in relation to objectives in the English and Mathematics policies.
- Standardised screening or assessment tools.
- Evidence/observations from parents.
- Pupils' performance in Early Years
- Screening/diagnostic tests
- Reading and spelling tests IDL
- Information from outside agencies e.g. Educational Psychologist
- Reports or observations
- Records from previous schools
- Information from parents

The identification of SEN at our school is part of our overall approach to monitoring and assessing the progress and development of all pupils. This process is detailed within our Assessment Policy.

We identify the appropriate action to take in order to meet specific needs. Early identification is essential because the sooner we take action the more responsive the pupil is likely to be to the intervention.

The identification process is achieved through continual use of classroom observations, questioning and assessments of all pupils. Progress is tracked formally on a half termly basis and where appropriate, more frequently. This aids identification of their immediate and long term needs.

The SENCO liaises closely with class teachers and the assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties. Class teachers can liaise with the SENCO and Assessment Coordinator for advice and strategies. If further action is deemed necessary the class teacher will complete a 'referral' form and parents are notified immediately. All criteria for defining Special Educational Needs are in accordance with the Lancashire Education Authority Policy.

All pupils have access to appropriate quality first teaching and the implementation of interventions. However, possible triggers for the identification of Special Educational Needs could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the pupils' identified area of need.
- Learning continues at levels that are significantly below those expected for a child of a similar age.
- Communication or interaction difficulties that create barriers to learning and specific interventions are needed.
- Social, Emotional or Mental Health problems which are not improved by the techniques normally employed in the nurturing environment of our school.
- Sensory or physical problems that create barriers to progress despite the provision of personal aids or specialist equipment.

If following several weeks of additional support the pupil continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies. To support pupils who have specific needs, the school regularly liaises with other professional such as paediatricians, school nurses, speech and language therapists and occupational health. The school can request assessments to identify specific needs such as dyslexia and dyscalculia and additional support from agencies such as the IDSS and Hendon Brook.

Factors that are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly.

These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Pupil
- Being a Pupil of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a pupil has SEN. Any concerns over a pupil's behaviour will be investigated on the evidence that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and identify the reasons for the behaviour and take suitable steps to address the root cause.

#### **4. How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?**

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/carers 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 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 Coordinator as soon as possible.

To keep parents informed we have a website with a SEND section. We also have newsletters, which go out twice termly, three parents' consultation evenings a year, and one annual and one interim report that 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 learning. Parents are also invited to our celebration assemblies. Parent Forum is held three times a year.

In addition, for children who are on the Special Educational Needs record and have an Pupil Intervention Plan (PIP), the PIPs are shared with parents when they are written (every half term). Parents are invited to discuss the PIP with the class teacher. We also share the evaluation of the previous PIP to show the progress the

child has made against their targets. Sometimes children achieve their targets before the PIP is reviewed; if this happens, a new target is set and parents are informed of the new target.

For children with long-term, complex needs, it may be appropriate to request a Statutory Integrated Assessment (SIA) of their needs. This is a long and complicated process but school will guide parents through each step. We would also encourage parents to accept a referral to the Parent Partnership Service. Parent Partnership's aim is 'to inform, support, assist and enable parents or carers, of children with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child'. More information is available by following the link to Parent Partnership Service under the "Help for Parents and Carers" section of the Lancashire SEND website, [www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND).

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted if requested e.g. enlarged print.

The School Business Manager, Pupil Support Manager, Headteacher and/or SENCo will be happy to help parents/carers to complete forms and paperwork when necessary. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to Parent Partnership Services, as above. The School Business Manager will also support parents with online school applications if they do not have access to computer or Internet at home.

Information, advice and guidance for families of children with SEND is available via the SENCo and/or links on our website.

When children join the school, we make a Home - School Agreement to help parents to understand the parameters and expectations in school. If parents wish to become even more closely involved with school life, we have places for parents to sit on our governing body and elections for these positions take place on a 4-yearly cycle. Parental surveys are also completed and actions taken in response to this.

## **5. How do we involve and consult with the children about their education?**

We have a School Council which is made up of two representatives from each year group, voted for by their classmates. All children are eligible to serve on the School Council, regardless of special educational needs or disabilities and in recent years several such children have served the Council very well. All children take part in the Pupil Attitude Questionnaire termly, which produces a numerical summary of views of their own school lives as well as opinions of various school-related topics, such as

behaviour. The data shows that the vast majority of children have a positive view of school. Areas for further development can also be identified and improvements planned to ensure all children enjoy their school life. Children with SEND who have an Pupil Intervention Plan (PIP) are involved in discussions about their targets including how well they are progressing and what they need to do as a "next step". They do this whilst working 1:1 with a teacher or teaching assistant. Adjustments can be made to the targets when necessary to suit the rate of progress. We also have Pupil Forum which children are invited to by the Head Teacher. They meet once a term to focus on the School Improvement Plan and discuss ideas.

## **6. How do we assess and review the progress that children make and how do we involve them and their parents?**

Assessment for all children is a continual process and takes many forms, as laid out in the school's Policy on Teaching and Learning. For many children with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 basis through a PIP.

It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEND in their care. This work is co-ordinated by the school's SENCo and Pastoral Support Manager. Throughout the school, teachers formally assess children's progress in Maths and English every half term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.

All PIPs have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored weekly (on a 'can they do it' basis) by the teaching assistant, supported by the class teacher. With the teaching assistant and/or teacher the child is also encouraged to self-evaluate against their targets. New targets are set as soon as each target is met. PIPs are formally reviewed and evaluated 3 times per year by the class teacher and/or SENCo, informed by the weekly monitoring; this may involve the repetition of a specialist assessment, as above. A copy of a child's PIP is sent home, along with a copy of the previous, evaluated IEP and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home. Children with PIP targets are rewarded for their achievements.

For children with a Statement of Special Educational Needs or, since September 2014, 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 LA. Parents and external agencies are strongly encouraged to attend. Reviews in Y5 are used to begin to establish the parent's choice of high 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 Y5 or early autumn term of Y6 to confirm parents' choice of high school. A further transition review, when a high school place has been allocated, will be convened and the high school SENCo will be invited.

## **7. How do we support our pupils with SEND as they move on to high school or move to another school?**

To support all the Y6 children with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All children are invited to attend open days at their new school in the Summer Term.

Additional visits to their new school can be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the Summer Term; the number of additional visits will depend on the needs of the child. The SENCOs of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children with a statement or Education, Health and Care Plan, a more formal Transition Meeting involving all parties may be arranged to plan the transition process.

Where children with SEND move to another primary school, the SENCo will contact the SENCo of the receiving school to ensure all relevant information is shared.

Parents planning such a move of their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move.

## **8. What is our approach to teaching pupils with SEND?**

In accordance with the SEND Code of Practice, 2014, school does everything it can to meet children and young people's SEND. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the *Graduated Approach* section of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability. The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;
- When planning learning for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's Pupil Intervention Plans (PIPs). Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

For all children with Special Educational Needs, the class teacher, SENCo and teaching assistants will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of learning, modified tasks, different seating arrangements or extra adult intervention.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the PIP. There may be some direct input and advice from a specialist teacher from within the LA (Inclusion and Disability Support Service, IDSS) or from other agencies such as the LA Educational Psychology Service, Speech and Language Therapy etc.

Where a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, the provision and approach to teaching this child, is laid out in their Statement or Plan.

There are currently ten teaching assistants (TAs) working in school ensuring support in every class with some additional support to be deployed where and when the need arises, including in-class support, the one-to-one delivery of Pupil Intervention Plans (PIPs) and small group interventions.

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

The school will provide a range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions / supports will be provided, with specialist furniture and/or

access equipment purchased, depending on the needs of the individual child. For more complex and expensive items, an Access and/or ICT Assessment will be requested and then the school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this. We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated learning, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisational aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted learning books, coloured overlays and/or paper, pencil grip aid, writing slopes and many more. We already have a very good 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 involving withdrawal from the classroom) e.g. further English and Maths support, Fine and/or Gross Motor Skills, Social Skills or bespoke small group interventions. 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.

Every child has access to a computer and each class has access to iPads and laptops.

Access arrangements for National Curriculum tests are in line with DfE 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.

We also provide high quality Nurture for groups of children. A selected group of KS1 children attend our 'Diamond Room' two afternoons a week and our KS2 children attend two afternoons a week. The final afternoon is for a select group of children who we feel are vulnerable and would benefit from this. The sessions work on social skills, communication skills and behaviour. The Pupil Support Manager works closely with our Nurture Group Leader to ensure all individual needs are addressed. We also provide an After School Nurture Club once a week.

## **10. What else do we do to make the school safe and accessible?**

The school is approached from a busy road; there is a secure access gate which requires opening from inside the building. Large metal gates are locked to the car park for staff. Arrangements are made for disabled parking on an individual basis.

Access to the school entrance is steps. However, the school carpark entrance has a flat access to the door. School is wheel-chair accessible and, in addition to normal toilet facilities, there is a disabled toilet within the EYFS unit and in the KS2 building.

School staff are on duty on the school playground from 8:45am. All infant children are supervised as they leave school to ensure safe handover. If someone other than a parent is collecting the children, school must be informed in advance. Upper KS2 children are allowed to make their own way home if parents have previously informed the school, otherwise they must be collected. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away).

SEND children are supported by dedicated staff at playtimes and lunch times. teachers/teaching assistants ensure help with the handover process at the start and end of the day.

#### **11. How are staff trained and kept up to date? If we need more expert help and advice, what do we do?**

The SENCo attends termly cluster meetings and passes updates to other staff, as appropriate. All of our current teaching assistants and teachers have been trained to support children with a range of Special Educational Needs, in areas such as:

- Dyslexia
- Dyscalculia
- Dyspraxia
- Behaviour Management
- Autistic Spectrum Disorder

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 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(ren) if the expertise is not already in 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 Dyslexia

Support Services; Local Authority services such as the Inclusion and Disability Support Service (IDSS) 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.

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 CAF process, 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:

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45139>

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

All SEND children have either: an Education, Health and Care Plan (EHCP) and/or an Pupil Intervention Plan (PIP). 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 (assess, plan, do, review) section of the Policy for SEND. For pupils with a Statement of Special Educational Needs or 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;

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. The SENCo liaises with the SEND Governor once per term to help produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENCo outlines an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENCo. The cost of all such provision is calculated based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team to ensure that the effectiveness and efficiency of provision is maximised.

### **13. How are children with SEND enabled to take part in all the activities available in school?**

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) 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 support, extra time allowances, 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 Premises Manager (Headteacher) and/or the Lancashire County Council. 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.

Before and after school care is available at Whittlefield Primary School from 7:30am until school opens and from 3:30pm until 6:00pm during term time. Further information can be obtained from the school office.

After-school activities are offered to children each half term. All of our teacher led clubs are free of charge as well as our lunchtime sports, thanks to funding from Sports Premium and Pupil Premium. These clubs are open to children regardless of Special Educational Need or Disability, with reasonable adjustments. Additional school staff are on duty to support SEND pupils as required, especially if clubs are run by external agencies.

### **13. How do we support children with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?**

#### **Medical**

The school has a variety of policies which cover health and wellbeing issues e.g. Medicines in School Policy, Accident / Incident Report Procedures Policy etc. Some medication, such as asthma inhalers are kept in the teacher's medical basket in the appropriate classroom. All other medication is kept in the locked First Aid Cabinet in the office or in the staff-room fridge if necessary. All medicine is recorded in a medicine log along with details of dosage and frequency; parents sign

to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

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. Any new adults coming into school go through an induction process in accordance with the school's Induction Policy to ensure they are made aware of any particular needs. 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. Trained school staff deal with minor issues 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 important that the office has up to date contact details including home and mobile telephone numbers.

## **Emotional and Social**

Whittlefield Primary School 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 centres, ELCAS, Blossom Tree, 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. School also has links with the Outreach Service of the Local Short Stay School, Hendon Brook and may, with parental permission, ask for their advice and support for a child with particular emotional or behavioural difficulties.

In some cases, school or one of the other agencies may complete a CAF (Common Assessment Framework) 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:

<http://www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=4513>

Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

## **Bullying and Child Protection**

All children are taught about anti-bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, daily whole-school assemblies and an annual visit from the Life Education Bus. Anti-bullying week encourages children to recognise when to speak to members of staff if they are worried especially 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. Pupils' views on safety, bullying and attitudes to risk are sought through the annual Pupil Attitude Questionnaire.

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

### **14. What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?**

School has a nominated member of staff for Children Looked After. This is the Headteacher. They liaise with the SENCo and Pupil Support Manager to contribute to the child's Personal Education Plan (PEP). Where a Child Looked After has a Statement or EHCP, whenever practicable, the PEP is reviewed along with the Statement or EHCP.

### **16. What should I do if I have a concern or complaint about the provision for my child?**

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 or directly;

b) Secondly, if you have concerns, which cannot be addressed by the class teacher, then please contact the Headteacher via the school office and/or SENCo (contact details in qu. 2);

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).

**17. Where can I find information about the Authority's Local Offer?**

[www.lancashire.gov.uk/SEND](http://www.lancashire.gov.uk/SEND)

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.

**List of personnel involved in SEND issues NAME**

Mrs H Kershaw  
Mrs S Nicholls (deputy DSL)  
Mr. T Nanawatty  
Mrs G Bullock  
Mrs G Bullock  
Mrs H Kershaw  
Mrs H Kershaw (DSL)

**POSITION**

Headteacher  
SENCo  
Pupil Support Manager  
SEND Governor  
Chair of Governors  
Assessment Co-ordinator  
Managing Medical Needs  
Responsibility  
Designated Teacher with Specific  
Safeguarding Responsibility  
Managing PPG/LAC funding

**Appendix 2 – Terminology and Acronyms ADD**

**ADHD**

**Amanuensis**

**ASC / ASD**

**\*BESD**

Attention Deficit Disorder.  
Attention Deficit/Hyperactivity Disorder.  
Supporter who helps pupils with SEN put their thoughts onto paper (AKA Scribe).  
Autistic Spectrum Condition / Disorder.  
Behavioural, Emotional and Social Difficulty. Pupils whose behaviour or social needs present a barrier to learning.  
\*This term has now been replaced by SEMH where the focus is on the reasons behind the behaviours.

**CAF**

Common Assessment Framework(for children and young people).

**CAMHS**

Child & Adolescent Mental Health Service.

**CLA**

Child Looked After. (This is NOT a special educational need). Same as LAC.

**Dyscalculia**

Pupils having difficulty in acquiring mathematical skills.

**Dysgraphia**

Children who may be verbally proficient but have difficulty writing down their thoughts.

**Dyslexia**

Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.

**Dyspraxia**

Pupils with impairment of gross and fine motor skills.

**EAL / ESL**

English as an Additional (or Second) Language (This is NOT a special educational need).

**EHCP**

Education, Health and Care Plan. The new, legally enforceable document that describes the needs of the child and how these needs will be met. (Supersedes the Statement in a graduated way from Sept 2014).

**EP(S)**  
**HI**  
**HLTA**

Educational Psychology/ist (Service).  
Hearing Impaired.  
Higher Level Teaching Assistant.