



**SHARPLES PRIMARY SCHOOL
SEND INFORMATION REPORT
2024 -2025**

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Mission Statement



Values

At our school we ask all staff and children to work toward and follow these core values: Inclusivity, Respect, Teamwork, Determination, Aspiration, Resilience, Curiosity and Motivation.



What kinds of special educational needs do we make provision for in our school?

At Sharples Primary School, we believe that all children should have access to an inclusive education that enables them to achieve their full potential. We provide a high-quality education, and our curriculum is enriched with real life experiences and encourages children to think imaginatively and make intelligent choices. We pride ourselves in having a hardworking and committed team of professionals who strive to achieve the highest standards possible within a safe, happy and caring environment. We see the education of our children to be a partnership between home and school and we work closely with parents as equal partners to ensure that the children's time at Sharples is both enjoyable and successful. A copy of the SEND policy is available on our website.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2015) into the following four headings:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

All the additional provisions and strategies will be named on a child's Learning Plan, and/or Positive Behaviour Plan.

For some exceptional needs the school will apply to the local authority for a funded provision to allow further support within the classroom for the identified child. Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil's need from this (including aids and adaptations). If the cost of meeting an individual pupil's needs is significantly different to what is usually available, an application can be made to the local authority for an Education Health Care Plan (EHCP) asking for support in meeting the costs.

Further information about an EHCP can be found on the Bolton Local Offer website.

We are able to offer support for children with:

- SPLD specific learning difficulties
- MLD moderate learning difficulties
- SLD severe learning difficulties
- SEMH social, emotional and mental health
- SLCN speech, language and communication needs
- PD physical difficulties
- ASD autistic spectrum disorder
- HI hearing impairment
- VI Visual impairment
- Dyslexia
- Dyscalculia
- Dyspraxia

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision. We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need, for example:

- their attendance and punctuality
- their health and welfare
- having English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Looked After Child (LAC)
- being a child of a serviceman/woman

4. How does our school know if your child needs extra help? (Regulation 2)

At Sharples Primary School we know if your child needs extra help...

- When pupils have identified SEND before they start school, we work with the child's family and professionals involved with the child and use the information already available to identify how their SEND provision and support will look within our school setting.
- If you tell us you think your child has a SEND we will arrange a SEN support meeting, we will then discuss this with you and put together some actions moving forward. We review the actions within an agreed timeframe with you and will agree next steps from there.
- Close and careful monitoring of all children across the curriculum is carried out through summative and formative assessment.
- If our staff think that your child has a SEND this may be because they are not making the same progress as other pupils; for example, they may not be able to follow instructions or answer questions. We will observe them; we will assess their understanding of what we are doing in school and use quality first teaching strategies and implement interventions to support areas of difficulty.
- Any class teacher who has cause for concern will share their concerns with the child's parents and SENDCo.

The SENDCo will give strategies and support to the class teacher to support the child's area of needs. Our graduated approach allows for strategies and recommendations to be implemented and evaluated to allow us to assess the impact accordingly.

Children and their parents are at the heart of our graduated approach and we work in partnership with them to ensure the best possible outcome. More information on how we support children with SEND can be found in our SEND Policy.

5. Who can you speak to at our school if you think your child may have special educational needs? (Regulation 4)

The Class Teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need through well differentiated lessons, staffing support and resources.
- Writing Learning Plans and Positive Behaviour Plans, and sharing and reviewing these with parents each term and planning for the next term (sooner if needed).
- Quality First Teaching
- Ensuring that the school's SEN Policy is followed in their classroom.
- Ensuring that children receive targeted learning and intervention if and when needed.

The SENDCo: Mr Slater is responsible for:

- Developing and reviewing the school's SEN policy

- Co-ordinating the support for children with special educational needs or disabilities (SEND) Ensuring that you are;
- Involved in supporting your child's learning
- Kept informed about the support your child is getting and involved in reviewing how they are doing.
- Holding SEN support meetings
- Liaising with all the other agencies that may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology. All information shared is treated confidentially and this will only be shared with the parent's permission.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support, strategies and recommendations (this could be external training) 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.

The Headteacher: Mrs Partington is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND
- The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND

The SEN Governor: Mr A Babariya is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

6. How do we know what progress your child is making and how will we keep you informed? (Regulations 3a, 3b, 7 and 8)

To keep parents informed we:

- Produce Learning Plans and Positive Behaviour Plans which are discussed between the class teacher, child, parent and if necessary, external professionals
- Assess your children regularly through informal and formal assessments. e.g. observations and written assessments
- Discuss and review your child's progress at Parents Evenings and termly SEN support meetings
- Give children and parents access to an online platform in which messages can be exchanged between adults working with your child in school and yourself. The class teacher may suggest ways of supporting your child's learning.
- Send out reports detailing your child's progress in Reading, Writing and Maths as well as their overall attitude to learning.

Our feedback to you will be about the progress your child has made but will also include an overview of where they are compared to national expectations.

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 and SEN support meeting 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.

Parents who have children on the SEND register, will receive a copy of their child's Learning Plan and/or Positive Behaviour Plan. This will detail specific targets for your child and what support is being put in place. New targets are set termly (sooner if needed). Learning Plans and Positive Behaviour Plan are reviewed and evaluated termly by the class teacher and/or SENDCo. They are informed by the weekly monitoring; this may involve the repetition of a specialist assessment, as above.

A copy of a child's Learning Plan and Positive Behaviour Plan will be sent home. This is so you can support your child with their learning.

For children with 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 year 5 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 or SEND support meeting 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 arranged and the high school SENDCo will be invited.

7. How will our school support your child and how will the teaching be adapted to meet their needs? (Regulation 3d)

- The SENDCo will add your child's name to the Special Educational Need Disability register
- We offer wide curriculum opportunities that are well differentiated by the class teacher to support the specific needs of your child.
- The class teacher will provide quality first teaching daily, targeted at each child's needs within the classroom.
- Provision for all children with identified special educational needs in our school is coordinated by the SENDCo, who works in close consultation with the class teachers to devise and monitor support for children.
- We have Teaching Assistants who work with identified children, either individually or as part of a group, in order to support them achieve their full potential.

- The class teacher will meet with parents (this could be as part of Parent's evening or SEN Support meeting) to discuss your child's needs, support and progress. We have an open door policy where parents are most welcome to discuss concerns regarding their child, should they feel the need.
- The SENDCo is available to parents so that they are able to share their thoughts and views in an informal meeting.
- Your child may have a Learning Plan and/or Positive Behaviour Plan. This will outline the support your child will receive in school. For further information, the SENDCo is available to discuss support in more detail.
- As an inclusive school we take reasonable action to ensure that your child can access all learning opportunities both in and out of school, such as school trips and local walks.

8. How are decisions made about the type and how much support my child will receive? (Regulation 6)

At Sharples Primary School we provide a 'Graduated Approach' to identifying and meeting Special Educational Needs.

Wave One: The effective inclusion of all children in a high - quality teaching ('quality first teaching'). Children may be at any point on the 'graduated response' – that is, the usual differentiated curriculum or SEN Support.

Wave Two: Small group intervention – e.g. Phonics, maths, ELS, intervention programmes and Booster classes. Wave Two interventions are not primarily SEN interventions there is no requirement that the children involved should be placed on the Special Educational Needs register.

Wave Three: Specific targeted intervention for pupils identified as requiring SEN support.

These can include Phonics, Pre-teach Vocabulary, Speech Therapy, Nessy etc. Pupils at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to their learning. Provision at Wave Three is often likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles, and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two.

If an external agency is involved in the assessment, planning and review cycle the children will be identified as SEND. Teaching for children with an EHCP or resourced allocation will have the type and amount of support written into their plan according to need and EHCP recommendation. The EHCP allocation of money will be implemented in full.

9. How will our school help you to support your child's learning? (Regulation 7)

Sharples Primary School operates an open door policy where parents are welcome to arrange meetings with their child's class teacher to discuss their concerns.

When we assess children with SEND;

- We identify if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress.
- We write and review Learning Plans and Positive Behaviour Plans, pupils and parents/carers are involved in the process.
- Learning Plans and Positive Behaviour Plans are annotated and updated regularly throughout the year, following feedback from staff, parents and children.
- We will provide advice on further activities and resources that can be used to support your child at home, as well as home learning to repeat and practice activities, or suggest websites which would be useful to them.
- Parents are signposted to any courses or events which are relevant to them and their child.
- School operates a website where parents can keep up to date on what's happening in school.
- School can offer help and advice in filling in forms or can refer your child to a relevant service e.g. Speech Therapy.
- School can liaise with your child's GP or medical services.
- Virtual and in person Workshops are held for parents.
- Annual Parent Questionnaires are sent home.

From the analysis, as a school we work on areas that parents feel we could improve on.

10. What specialist services and expertise are available or accessible through school? (Regulation 3e and 11)

We work closely with and have access to the following agencies to support your child's needs. We use these agencies to provide children with more specialised support:

- Educational Psychology
- Community Speech and Language Therapist (SALT)
- School Nurse
- Occupational Therapy
- Community Paediatrician
- Social Services
- Child and Adolescent Mental Health services.
- MHST
- Physiotherapists
- SEND Support Service, including advisory teachers for ASD (autistic spectrum disorder), speech and language, SEMH (social, emotional and mental health), P&SD (physical and sensory difficulties), Early Years team.
- Transforming Lives
- Parent Partnership
- SENDIASS

11. How are the staff in school supported to work with children with special educational needs and what training do they have? (Regulation 5)

At Sharples Primary School the SENDCo is responsible for;

- Reporting to Governors and for co-ordinating SEND provision across the school, from Nursery to Year 6.
- Attending SEND network meetings on a regular basis.

The SENDCo will undertake the National Award for SENDCo or NPQ Special Needs within three years of accepting the post.

Additionally:

- School has wide experience of Autistic Spectrum disorder (ASD).
- Aspire Behaviour Management Training Course
- Team Teach
- Speech and Language training is provided for all staff.
- TA's are trained to meet specific needs of children with SEND.

At Sharples Primary we monitor our SEND provision so that we can ensure that we are meeting the needs of our SEND pupils in the most effective way possible using the resources available.

When considering how successful our SEND provision is, we will consider:

1. Movement of pupils on/off the SEND register.
 2. The identification and assessment of SEND i.e. early identification – Baseline results.
 3. Pupil success in the National Curriculum, Pre-Key Stage Documents, SATs and achieving targets.
 4. Comparative data from annual standardised tests in KS2.
 5. Resource allocation.
 6. Parental views and opinions expressed at Parents' Evenings, SEN Support Meetings reviews and informal discussions.
 7. SENDCo monitors groups and SEND provision from TAs.
12. How will our school ensure your child is included in activities outside the classroom including physical activities and school trips? (Regulation 3f)

Activities and school trips are available to all children in our school. A risk assessment will be carried out and procedures put in place to ensure that your child can participate. We are always looking for volunteers to accompany our children on trips and visits, so please contact your class teacher if you would like to get involved. Support assistants are employed in our school to help if your child requires support during break times and for individual support on school trips.

13. How will our school support your child's overall wellbeing?

The well-being of your child is central to the ethos of our school, our open-door policy and proactive approach to dealing with any concerns or issues that your child is facing enables Sharples Primary to provide a happy safe and caring environment.

The emotional wellbeing of your child is extremely important to us so feel free to contact school if you have any concerns. All children are taught about bullying, friendships and staying safe, through a combination of age appropriate PSHE, (personal, social and health education) lessons, circle time and daily worship.

We also have play leaders and an active school council.

The school has Designated Safeguard Leads to deal with issues of child protection and safeguarding.

Groups are run in school to develop children's social skills and self-esteem. If your child has a medical need then a care plan will be prepared in consultation with you and the appropriate medical practitioners.

The majority of our staff are trained in first aid, Asthma, Epilepsy and EpiPen administration.

School has sign posted parents and children to specialist services for social, emotional and behavioural development. All children are encouraged to tell someone if they feel there are any issues, not just impacting on them but on their peers.

The school's anti-bullying and behaviour policies are available on the website. Parents are encouraged to report any incidents of bullying to school so that they can be dealt with in the correct way. The views of children with SEND are important and are always included within annual review and SEND support meetings.

14. How accessible is our school both indoors and outdoors for children with special educational needs? (Requirements of the SEND Code of Practice)

Our school building is fully accessible. Internally we have disabled toilet facilities within the building. For more information, you can view our accessibility plan on the school website.

15. How will our school prepare and support your child when joining our school and when transferring to a new school? (Regulation 12)

Before joining Sharples Primary School in our Nursery and Reception class, each child will be visited in their placement settings and/or will receive a home visit from a support staff and/or class teacher. For children with SEND we will liaise with the Pre-School/Nursery setting and attend any transition reviews. We can also arrange visits to school in addition to the visits attended by all new Nursery and Reception pupils. Parents are always welcome to contact school if they have any queries which have not been met by the pre-school meetings we have in school for all children.

For children moving between year groups and key stages, the school holds an annual 'moving up' morning in the summer term. Where appropriate, further bespoke transition programmes are provided for individual children. Social stories will be developed to support children with this transition. For SEND children moving to high school,

Sharples Primary School will, when needed, arrange additional transition visits.

In the year before transition to high school we will hold a review meeting during the summer term when staff from the chosen high school will be invited to the meeting which will also include both parents and pupils. From this we will put a transition plan into place.

16. Who can you contact for further information? (Regulation 9 and 13)

Our Special Educational Needs Co-ordinator (SENDCo) – Mr M Slater
Headteacher – Mrs G Partington
Deputy Headteacher – Mr A Lloyd

Parents can find information about how the Local Authority seek to support families via the school website.

Parents can find more information about SEND at Sharples Primary School from the SEND Policy on our website.

If you have concerns relating to the school provision, please speak to the Headteacher or SENDCo.

The formal complaints procedure can be accessed on our website. Complaints under this report fall under the school's General Complaints Procedure, which as a general rule promotes informal resolution of difficulties before more formal procedures are required.

Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply. Advice for parents can be sought from the LA or from the Parent Partnership Service.

Our Governing Body has a designated SEN Governor, Mr A Babariya, responsible for reviewing practice and supporting the SENDCo.

Bolton's local offer sets out a range of support and services available to you and your child. This can be accessed via the school website or Bolton.gov.uk