

**Carr Mill Primary School**

**SEND Information Report**

**2023-2024**

**Deputy Head for Pastoral and Inclusion: Mrs Katie Alexander**

**SENCo: Mrs Kate Barton**

**TEL: 01744 678223**

Mission Statement

**#teamcarrmill #strongertogether**

**We value each and every member of our school community and know that when we work together, we achieve great things.**

We aim to:-

* Provide a caring, safe environment in which pupils and staff can feel secure and happy.
* Provide a broad, balanced, challenging and relevant curriculum through a wide variety of learning experiences.
* Provide opportunities for everyone to succeed.
* Treat everyone equally and fairly and promote equal opportunities in all aspects of school life.
* Encourage good work habits and high standards
* Welcome parent/carers and other members of the community into school to play an active part in the education of the pupils.

**What is the SEND (Special educational needs/disabilities) Information Report?**

The SEND information report was introduced to explain to parents/carers and young people how schools will support them and what support can be expected. The needs of pupils with Special Education Needs and/or Disabilities can be met in a mainstream setting wherever possible and where families want this to happen.

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**1. How will the school know if my child needs extra help?**

At Carr Mill Primary classroom teachers continually assess the social, emotional and academic progress of children. If they have concerns regarding a child’s progress they will discuss these with the parents and may begin to implement a programme of class based intervention.

Following further discussion with the SENCo they may also choose to place a child upon an Individual Pupil Plan (IPP),focusing upon one or more of the four areas of need;

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| There are 4 different types of SEND: * **Communication and Interaction:** Children and young people with SEND may have difficulties in one or more of the areas of speech, language and communication. These children and young people will be supported to develop their linguistic competence in order to support their thinking, as well as their communication skills.
* **Cognition and Learning**: Children and young people with learning difficulties may learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, these children will be supported with appropriate differentiation and intervention.

- **Social, emotional and mental health:** For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. These children will be supported with age appropriate intervention and support from key adults. - **Sensory and/or physical needs:** There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.  |

Each term pupil progress meetings are held with practitioners from each year group, members of the Senior Leadership Team and a member of the Pastoral Team. Individual attainment and progress is scrutinised and decisions are made as to any further support needed by a child.

**2. Who is the best person to talk to about my child’s difficulties with learning/SEN?**

Following the guidance set out in the Carr Mill Primary School SEND Policy, parents are in the first instance encouraged to discuss any issues with the child’s class teacher.

Each term the child’s class teacher will arrange to meet with the parents to complete an IPP review, set new targets and discuss any other difficulties which have arisen in the last half term.

Parents can also arrange informal/formal discussions about their child with the SENCo (Mrs Barton)

**3. How will I know how the school will support my child?**

At Carr Mill Primary School we regularly communicate with parents via;

* IPP review meetings.
* Parents evenings.
* School reports.
* Annual provision review meetings.
* Informal/formal discussions with class teacher or SENCo
* Home/school information books (if required)
* Via See Saw
* Via telephone
* Using the School Spider app.

**4**. **How will the curriculum be matched to my child’s needs?**

All children at Carr Mill Primary School have access to an individualised curriculum tailored to their own specific level of need. Classroom teachers differentiate learning opportunities to ensure all children in their class can access and make progress.

Targeted support is available for those children identified as requiring additional help and is delivered via a range of intervention programmes. Children access intervention programmes on a need rather than age basis.

**5. How are the schools resources allocated and matched to the children’s special educational needs?**

At Carr Mill Primary School each classroom is supported by at least one learning assistant. This allows us to respond rapidly to children’s additional needs and provide the according support or intervention work.

We have a philosophy of ‘early intervention’ and endeavour to provide resources and expertise to support children as and when the need arises – without the child having to wait for a diagnosis or external professional involvement.

**6.** **What happens if my child has a high level of need?**

Before a child starts at Carr Mill Primary School we endeavour to meet with them and their families to ensure a smooth transition in our school. If a child has a high level of need we ensure to gather as much historical information as possible to further enhance this process.

Each term the school SEND meet to discuss any children that we feel need to be taken forward and discussed with multi-agency professionals via the St Helens TESSA Hub. This quality assures that high-quality educational provision that is provided for them.

In partnership with parents, we work alongside the local authority to gain the most appropriate provision for our pupils. This can include applications for additional funded support, an Education Health and Care Plan or further professional advice.

We are committed to provide our staff with training to enable them to support children with a high level of need, for example: advanced autism training, emergency paediatric first aid training and manual handling training.

**7. How is the decision made about how much support my child will receive?**

At Carr Mill Primary School staff teams meet once per term to identify children within their year groups that require additional learning support. This allows us to swiftly provide children with the support they need to make progress and to assess whether the support provided has had the required impact (please see attached document)

In partnership with parents and multi-agency professionals we discuss individual children for whom school-based support has not been successful and signpost them for additional support from outside agencies, for example; the Speech and Language Service and the Learning Support Service.

If following support from outside agencies, it is decided, in partnership between school staff, parents and other multi-agency professionals, that the further support has also not been successful, a recommendation may be made that an application is submitted to the local authority for further funded support or an EHCP. A panel of external professionals will decide if the application is deemed acceptable for additional provision.

**8. How will the school help me to support my child’s learning?**

Parents help to create a child’s new IPP targets at their termly review. Parents are encouraged to discuss with the child’s class teacher ways to support learning at home.

Parents are also signposted to specialist SEND events/courses that are facilitated by the local authority or other services to further develop their knowledge to support their child’s education at home.

**9. How will I be involved in decisions about and planning for my child’s education?**

At Carr Mill Primary School we encourage our parents to speak regularly to their child’s class teacher on an informal basis about their progress in school. We hold more formal parents evenings twice per year.

Individual Pupil Plan’s for children with SEND are reviewed alongside their parents every term. Parents are asked to contribute to the review and have an input upon what the next targets should be.

For children that have been awarded additional funding or have an Education Care and Health Plan, parents will also be invited to annual review to discuss progress and next steps for development.

**10. What specialist services and expertise are available at this school?**

Staff at Carr Mill hold qualifications and /or have had training in the following:

* National Award for SEN Coordination
* Speech and Language (Talk Boost, Elklan)
* Manual Handling
* Team Teach
* ASD Provision
* Trauma Informed Practice

We also employ the services of multi-agency professionals:

* Educational Psychologist
* Speech and Language Therapist
* TESSA Autism
* School Health
* Developmental Paediatrics
* Continence Service
* Barnardo’s
* Child and Adolescent Mental Health Service
* TESSA Behaviour
* English as an Additional Language Service
* PACE (behavioural short stay centre)
* Mental Health Support Team

**11. What support will be available for my child’s overall well-being?**

All staff at Carr Mill Primary School have a determination to look after and support the needs of our children and families. Each class teacher is supported by a Key Stage Manager who has responsibility for ensuring the happiness, safety and well-being of pupils within their area of school. We are also very lucky to have an additional adult in every class to further support pastoral work.

At Carr Mill Primary School we have a pastoral team who liaise with families to ensure our children are safe and happy. Our Pastoral staff also closely monitor levels of attendance and meet regularly with children to discuss their views. Our pastoral staff are experienced in supporting the emotional well-being of our pupils. For example they deliver 1:1 and small group support for children who are in needs of additional emotional support e.g. those who have experiences loss or bereavement, those that have faced challenging circumstances etc. Furthermore, 4 members of our staff team are trained mental health first aiders. Mrs Alexander is the trained Senior Mental Health Lead for our school.

We also, when appropriate, utilise the services of external providers such as Barnardo’s, CAMHS, a qualified play therapist and an Educational Psychologist.

We were delighted to have our work to support the mental health of our pupils highlighted by being awarded the Mental Health in Schools award in March 2021 and PATHS Model School Status in September 2023.

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

Before taking any children on a school trip we complete a detailed risk assessment which assesses the suitability of the trip for all children. This can include a prior visit to the venue. School trips are staffed appropriately to the required ratios.

**13. How accessible is the school environment?**

Carr Mill Primary School is fully wheelchair accessible, with lift access to all areas of school. We also have a disabled toilet, changing and showering facilities.

We have a strong relationship with the Children’s Disability Service who provide school with the necessary equipment and risk assessments for pupils with disabilities.

To support our pupils with English as an additional language we work closely with the EAL service. We also utilise a text messaging and interpretation service which allows us to communicate with parents of all nationalities.

**14. What if my child needs transport to and from school?**

Carr Mill Primary School works in partnership with the local authority to support our families to make the necessary requests for transport support.

**15.** **How will the school prepare and support my child when they are starting, leaving the school or moving to another year?**

Using the experiences of returning to school following lockdowns to our advantage, we feel that supporting our SEND children through transition back to school is a real strength of the provision offered at Carr Mill.

This year our SEND children were provided with welcome videos from their classroom staff, photos of their new provision, a classroom video tour, social stories and other individualised resources where appropriate. Gradual transitions were used to further support children on a case-by-case basis where levels of anxiety made returning to school a greater challenge.

As a result of the measures used, a positive transition was experienced by all our SEND pupils, who were able to settle quickly into the new term, their classrooms and new routines with little disruption. Furthermore, many of the strategies were also appreciated by our whole pupil cohort who also benefited from the resources to ready them for the new school term.

When joining Carr Mill Primary School our Early Year Staff staff carry out home visits in order to get to know new children and their families. The parents of new children are invited to attend an intake meeting and new pupils are invited to spend time within the setting prior to joining.

When children with SEND join Carr Mill Primary School, staff will arrange a transition meeting with their previous setting to ensure a smooth transition takes place.

When moving between year groups all pupils have the chance to meet their new teacher and visit their new classroom. Additional visits and further opportunities are provided where necessary for SEND children

When leaving Carr Mill we hold transition meetings with the local high schools and their SENCo’s to ensure that we pass all relevant academic and personal information on about a child. We facilitate opportunities for our SEND pupils to complete additional visit days to their new setting. We also utilise the transition support available through other agencies, for example; the behaviour improvement team and Language and Social Communication service (LASC).

**16. Who can I contact for further information?**

Parents are strongly encouraged in the first instance to speak with their child’s class teacher and/or Key Stage Manager.

 Further information can also be found by contacting:

* Headteacher – Mr Andrew Maley - 01744 678223
* SENCo – Mrs Kate Barton - 01744 678223
* Deputy Headteacher for Pastoral and Inclusion – Mrs Katie Alexander – 01744 678223

**Supporting Documents**

