



Hesketh-with-Beconsall All Saints Church of England Primary School

*'What you are is God's gift to you,
what you become is your gift to God.'*

School Improvement Newsletter - Issue 12

Dear Parents & Carers,

I am delighted to be able to tell you that it has been confirmed this afternoon by the Department for Education that our academisation from being a Lancashire maintained school to being under the care and control of the Learning Together Trust will take place on the Thursday 1st February 2024. The Governors and I are thankful for your support and patience during this process. Our school's name will remain exactly as it is now:

Hesketh-with-Beconsall All Saints Church of England Primary School

Further information will follow regarding this positive step to the future, in the meantime if you could join with us in saying the **Learning Together Trust Prayer**:

Dear Lord,

*Thank you for our Trust family, Guide us to do our best in everything that we do,
Let us follow Jesus; to Love and Trust one another, Make us beacons of Hope in our
communities, For with you, we know that all things are possible.*

Amen

In Issue 12 of our School Improvement Newsletter, we have a 'Spotlight on SEND' which includes an overview of our 'Graduated Pathway' showing how we identify and support children with additional needs. We hope this information is useful for all parents and carers.

Thank you for your support.

Kind regards,

RS Ainsworth

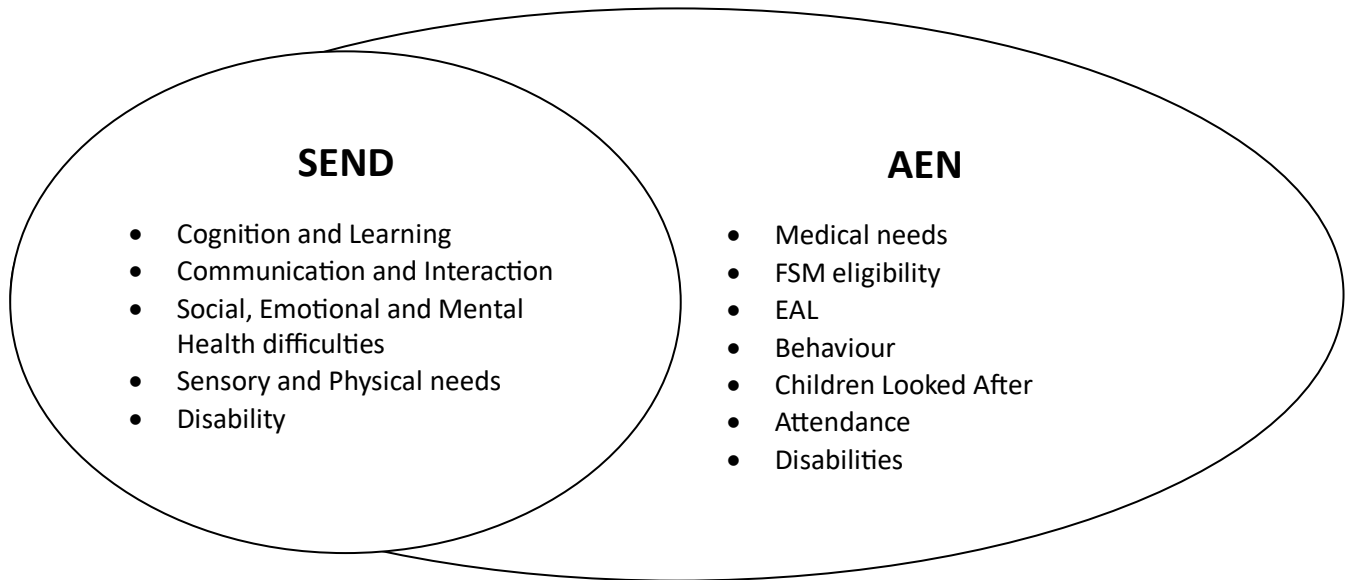
Associate Headteacher

'I am with you and will protect you wherever you go.' Genesis 28:15

Spotlight on SEND

SEND (Special Educational Needs & Disability)

SEND covers those children with SEN (Special Educational Needs), D (Disability) & AEN (Additional Educational Needs), examples of need are shown below:



Children with AEN may have SEND however a large number of children who have AEN do not have SEND e.g. a child with poor attendance requiring catch-up doesn't necessarily have SEN i.e. an inability to catch up. Likewise, a child with SEND e.g. dyslexia may not have any AEN.

SEND children are supported appropriately and their progress is tracked regularly in consultation with parents. There are three phases of support:

Wave One

Expected Quality First Teaching including:

- variety of teaching & learning styles (e.g. VAK)
- classroom layout
- working walls

Wave Two

Provision is adapted:

- Targeted intervention and/or enhanced classroom support through the use of different strategies or resources

- Teachers may consult fellow practitioners or the SENCo
- At this stage there may be a referral made to relevant medical practitioners, Speech and Language Therapy Service or Occupational Therapy Service

Parents will be informed and involved at this point.

This adapted provision will be reviewed after six weeks and then will continue if it is helping the child and narrowing any gaps in learning.

If further support is needed the provision may be adapted further for another six weeks and then reviewed.

At all of these stages information is recorded so that the SENCo and Senior Leaders are aware of how children are being supported.

Wave Three

This is when the SENCo officially becomes involved and requests involvement from the Specialist Teacher to support the school and staff to meet identified needs.

A 'Targeted Learning Plan' (TLP) is co-produced to identify what will be in place and what outcomes are desired – this is when targeted provision is 'additional to and different from' what support is already in place within the classroom.

At this point the SENCo adds the child to the SEND Register and informs the parents by letter.

This targeted provision stage consists of two review periods, each lasting up to 12 weeks.

Then if little or no progress is made the SENCo refers the case to the Educational Psychologist for further assessment and support. A further TLP is co-produced to reflect the new advice and is shared with/reviewed with parents. This targeted provision stage consists of two review periods, each lasting up to 12 weeks.

All TLPs are reviewed, revised and new targets set each term. An appointment is made with the SENCo and parents to do this, outside of the usual Parents Evening cycle.

Statutory Assessment

Following this graduated response, and all the help in place school can provide, it may be that a child with Exceptional Special Needs will require an EHCP (Education Health Care Plan). The SENCo and Class Teacher compile information in consultation with the parents to ensure that

the key points of their needs and aspirations are outlined. This paperwork is then sent to the Local Authority as a 'Request for Statutory Assessment'. The matter then sits with the LA SEND Case Worker. Meanwhile Quality First Teaching strategies and advice from specialist support continue. Should the request be successful an EHCP is awarded, and a child's needs are formally reviewed with parents annually or more often as required.

A simplified overview

Identification of and Provision for SEND - Information for Parents and Carers

Hesketh-with-Beconsall All Saints CE Primary School



GRADUATED RESPONSE

- **Quality First Teaching is key and in place with all pupils.**
- If the class teacher has a concern regarding your child, such as lack of progress, behaviour, communication difficulties, motor difficulties, or any other concerns, they will make an appointment to speak to you (parents or carers) to discuss this further. Equally if parents/carers have any concerns regarding their child's progress and development they should arrange a meeting with the class teacher to discuss this further.
- At this point, with your agreement, staff will continue to monitor the difficulties discussed and will note this in our school confidential records.
- After an agreed period of time, teachers may then meet with you again to review.

- Following the initial meetings with parents/carers, it may be deemed necessary to make some adaptations to your child's teaching and learning provision – this could be with different strategies or resources and staff may consult fellow practitioners or the school SENDCo.
- At this stage there may be a referral made to relevant medical practitioners, for example, Speech and Language Therapy Service or Occupational Therapy Service.
- These adaptations will be discussed with parents/carers and recorded in our confidential school records.
- Your child will be involved in this process, where appropriate.

- Following review (usually within 6-7 weeks/a half term), provision may need to be further adapted.
- This will be discussed again with parents/carers and record in our confidential school records.
- Your child will be involved in this process, where appropriate.

- If, following a further review, concerns continue or the expected progress has not been made, teachers will refer to the school SENDCo and a request for involvement from a specialist teacher will be submitted
- The SENDCo or relevant member of staff may make further referrals to external agencies, if appropriate.
- The SENDCo and class teacher will meet with parents/carers to discuss this which and record in our confidential school records.
- Your child will be involved in this process, where appropriate.

- A Targeted Learning Plan will be written to identify what will be in place and what outcomes are desired - which are 'additional to and different from' the teaching and learning that takes place within the classroom.
- At this point the pupil, with parent/carer agreement, will be placed on the SEND register.
- The SENDCo and class teacher will meet with parents/carers to discuss this and record in our confidential school records.
- Your child will be involved in this process, where appropriate.

- If further advice is deemed necessary, the SENDCo will make a referral to the Educational Psychologist.
- The Educational Psychologist will complete further assessment/support.
- Targeted provision will continue and will be reviewed in a timely manner.
- The SENDCo and class teacher will meet with parents/carers to discuss this and record in our confidential school records.
- Your child will be involved in this process, where appropriate.

- Targeted provision will continue and will be reviewed in a timely manner.

- If, following at least two review periods, your child has not made the progress outlined, the SENDCo will involve the local authority SEND case worker.
- Statutory Assessment (EHCP) is requested.
- Quality First Teaching strategies/advice from specialist support continue
- The SENDCo and class teacher will meet with parents/carers to discuss this and record in our confidential school records.
- Your child will be involved in this process, where appropriate.

How has school addressed Ofsted's Concerns around SEND?

Ofsted 2023 said:

The needs of pupils with SEND are not identified early or accurately enough. Furthermore, teachers lack the expertise to meet the needs of pupils with SEND. These pupils do not achieve as well as they should over time. Leaders must ensure that teachers are suitably trained to support the learning of pupils' with SEND so that these pupils achieve well.

School has:

- Completed a full SEND Audit (July 2023) with a specialist from the Local Authority
- Thoroughly and comprehensively reviewed its SEND Policy and Practice
- Created school bespoke 'Targeted Learning Plans'
- Created and shared its graduated pathway with staff and parents (September 2023)
- Trained Teaching and Support Staff on:
 - the early identification of additional needs
 - positive behaviour to support learning
 - metacognition and how children learn (sticky learning)
 - SEND resources and adaptive teaching
- Worked with professionals, including the Specialist Teacher, to ensure that children with SEND access the support they require
- Ensured that children with SEND prominently feature in termly Pupil Progress Meetings with Senior Leaders and the SENCo present for accountability

Mrs Grills, SENCo, Senior Leaders and all staff have worked tirelessly to ensure that all children, including those with SEND, have had their needs catered for and are grateful for the support received from parents and carers.

Tonight's School Improvement Newsletter clearly demonstrates that we have a clear understanding of what SEND is at Hesketh-with-Beconsall All Saints Church of England Primary School and what we do during the graduated response for those learners with additional needs.

How do I know how my child is getting on?

We welcome parents and carers to work in partnership with us and encourage you to speak with class teachers if you have any concerns, for the vast majority a quick chat is all that is needed.

We support parents and carers through weekly:

- Little Saints Nursery Updates
- Reception Class Newsletters
- Year 1 Phonics Home Learning

Teachers also share their email addresses on their communications and are happy to respond to queries and questions. Parents' Evening take place each Autumn and Spring and there is the Annual Report at the end of the School Year.

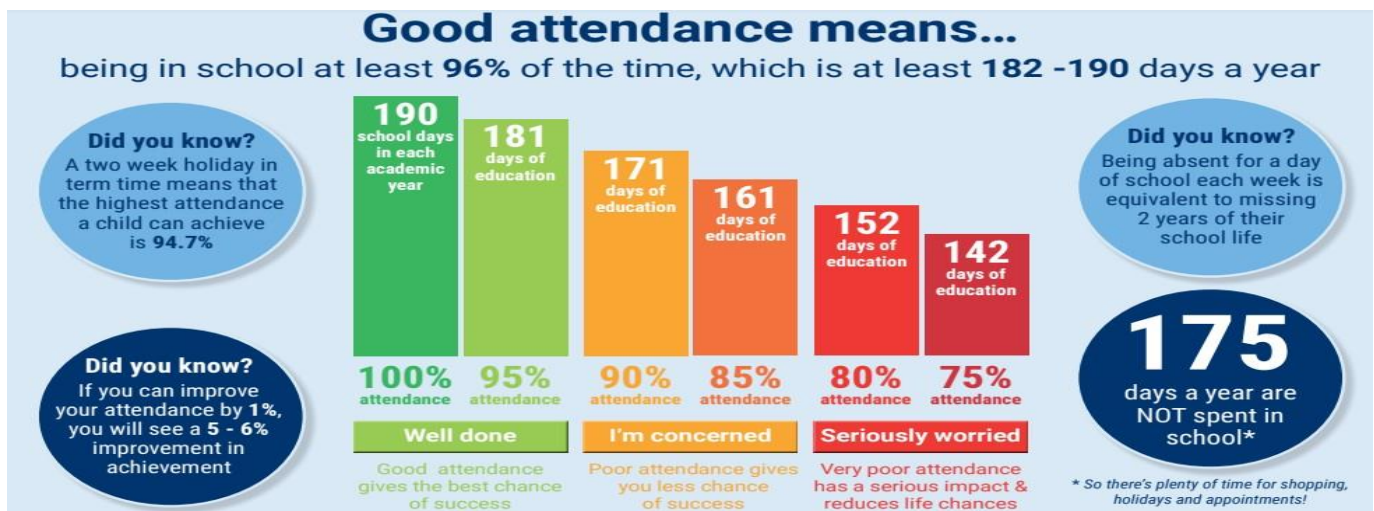
If you are in any doubt, please speak to us, we want to work with you.

How can you support your child?

Encourage them to

- read as often as possible
- practise simple number bonds or times tables as they get older
- be prepared for school and to look after their belongings
- complete home learning so that knowledge 'sticks'

Ensure that they attend regularly!



Coming in Issue 13... Friends of School: FOS