

Special Educational Needs and Disability (SEND) Information Report.

What types of SEND do we provide for?

There are many types of SEND for which we are able to adapt our provision to meet the child's needs. Please see the different types below:

Cognition and Learning		Sensory and/or physical needs	
SPLD	Specific learning difficulty	VI	Visual impairment
MLD	Moderate learning difficulty	MSI	Multi-sensory impairment
SLD	Severe learning difficulty	PD	Physical disability
Social, emotional, mental health SEMH		HI	Hearing impairment
Communication and Interaction		OTH	Other difficulty/ disability
SLCN	Speech, language and communication needs	NSA	SEN support, but no specialist assessment of type of need.
ASD	Autistic Spectrum Disorder		

How do we identify and assess children with SEND?

- All children within school are assessed on a regular basis and pupil progress meetings are held to discuss the children's progress.
- If a child fails to make progress over time, whilst accessing high quality differentiated teaching, the school will provide interventions to support the child and monitor the impact of the intervention.
- If the child continues to make inadequate progress, the school may ask an outside agency for a more detailed assessment of the child's needs.
- The child's progress is then assessed on a half termly basis through teacher assessment and appropriate assessment tasks.
- The class teacher discusses any concerns with the SENCO.
- Children with SEND are assessed using PIVATS – an assessment system that tracks very small steps in progress.

Who is our special educational needs co-ordinator (SENCo) and how can she be contacted?

- Mrs Garvey is the SENCo.
- She can be contacted through the class teacher, by ringing the office (0161 770 5870) or by calling in to see her in the mornings and evenings when you come to bring or collect your child from school.

What is our approach to teaching children with SEND?

- We are a very inclusive school and as far as possible, we make adjustments to the curriculum/ learning that allow the child to be taught alongside their peers.
- The school is very good at supporting children's well-being by having a very child-centred ethos and an extremely positive approach to behaviour management.
- Children may also access interventions through small group /1:1 work with a member of the teaching team.
- Specialist equipment may be provided if necessary.
- Support from the learning mentors for issues regarding social, emotional needs can be accessed, where appropriate.
- Class teachers differentiate lessons to support children in overcoming any special needs or barriers to learning that they may have.

How do we adapt the curriculum and learning environment?

- We consider each child's needs individually and adapt the curriculum and/or environment to meet such needs.
- For example - A child who has a need linked to reading may access some precision teaching on a 1:1 basis daily or a small group guided reading intervention.
- If a child may need to walk at times with a frame, the classroom would be adapted to give them the space to do this.
- If a child has a speech and language need, they may access a programme devised by the Speech and Language Therapy service, etc.

How do we enable children with SEND to engage in activities with other children who do not have SEND?

- We actively encourage our children with SEND to participate in every aspect of school life and wider opportunities by giving them the support they need to enable them to access all activities.
- If an activity is ever deemed to be unsuitable for a child with a specific need, we would endeavour to offer an alternative activity, but as far as possible, this would also be alongside their peers.
- As a school that embraces diversity, children with SEND have very positive, inclusive opportunities.

How do we consult parents of children with SEND and involve them in their child's learning?

- Parents are welcome to come into school each morning and be actively involved in their child's learning for the first part of the day.
- They are also welcome to discuss their child's learning with the teaching team at an appropriate time throughout the term.
- On a termly basis, parents will be invited to attend a parents' evening or a person centred review concerning their child's learning and progress.
- Outcomes for the children and strategies to achieve the outcomes are discussed with children and families.

How do we consult children with SEND and involve them in their education?

- Children receive constant verbal and written feedback about their learning within the classroom/ the learning environment.
- The children are invited to the meetings/reviews that their parents attend on a termly basis.
- The child's views are always taken into account when developing their one page profile which sets out what they find tricky, what is important to them, etc.

<ul style="list-style-type: none"> • If this is inappropriate due to the age or stage of the child, we adapt our approach to meet the needs of the particular child, e.g a teaching assistant may have a chat with the child on a 1:1 basis before the review takes place or pictures may be used to support the child's communication. • 'Assessment for learning' strategies are used throughout school, to enable children to share their level of understanding throughout their learning.
How do we assess and review children's progress towards their outcomes?
<ul style="list-style-type: none"> • Children's progress is constantly being reviewed and assessed within the classroom in many ways – through observation, questioning, feedback from members of the teaching team, marking, etc. • Within the person centred review, children's outcomes will be evaluated to assess the progress made towards achieving such outcomes. • Feedback will be considered from all people involved – parents, the teaching team, the child, any outside agencies that may be involved with the child.
How do we support children moving between different phases of their education?
<ul style="list-style-type: none"> • Before entering Nursery, if we are made aware that a child has a special need, the SENCO liaises with the health visitor, the nursery teacher, the parents and any other professionals involved with the child, before they enter Nursery. • A transition plan is put in place to enable the child's needs to be met as soon as possible on entering Nursery and to minimise any anxiety/distress they or their family may experience. • Within school, when the child moves from class to class, the transition is planned to minimise the stress that change may cause. Children may visit their new class well in advance and on a regular basis, before moving, etc. • The present teacher and the future teacher liaise well to discuss any strategies for supporting the child and overcoming barriers. • When leaving our school, the SENCO liaises with the secondary school and if necessary arranges an extended transition plan for the child.
How do we support children with SEND to improve their emotional and social development?
<ul style="list-style-type: none"> • Within school, we have interventions that address such needs, eg Lego Therapy. • There are two learning mentors who work with children and families to support social/ emotional development. • Where appropriate, we refer children to outside agencies for more specialised help with these needs. • At times, we have outside agencies that come into school to deliver interventions to meet children's emotional/ social needs, eg MIND.
What expertise and training do our members of staff have to support children with SEND?
<ul style="list-style-type: none"> • The teaching team have built their knowledge over the years regarding supporting children with SEND by attending training, both in school and externally. • Some training has been whole school bespoke training around specific areas of need, eg dyslexia, autism. • Some training has been specific to a particular child's or group of children's needs. • The SENCO has been a part of many of the Local Authority's work-streams regarding SEND reforms and the SEND hub, which shares up to date information and allows the school to network with other local schools. • We have a very reflective teaching team who research information if they are met with a specific need which may be new to the school.
How do we access specialist expertise?
<ul style="list-style-type: none"> • If the school feel the need for external support to identify, assess or give advice concerning a child's needs, the SENCO contacts the relevant external agency with the consent of the parent. • The SENCO liaises with: <ul style="list-style-type: none"> ○ QEST team – a team of specialist teachers ○ Educational Psychologists ○ Child Development Service ○ Healthy Young Minds ○ Health Visitors ○ Pre-school AEN Service ○ Paediatricians, consultants and GPs ○ Hearing Impairment and Visual Impairment/Physical Disability Team ○ Physiotherapy ○ Speech and Language Therapy ○ Any other service that may be involved with a child with needs
How will we secure equipment and facilities to support children with SEND?
<ul style="list-style-type: none"> • Where a need arises for specialist equipment or facilities, the SENCO liaises with the Local Authority services to secure appropriate equipment. • An assessment of need is carried out and equipment is made available.
How do we involve other organisations in meeting the needs of children with SEND and supporting their families?
<ul style="list-style-type: none"> • Health and social care services may be involved in meeting the needs of children with SEND, by the sharing of reports, informal contact with the SENCO or through attending multi agency meetings where the needs of a child are discussed alongside the family. • Families may be referred to Early Help to enable them to be signposted to a specific type of support. • POINT (Parents of Oldham in Touch) offer support to families of children with SEND in Oldham – contact details are available in school. • If a child has complex, long term needs, the Local Authority may be asked by the school to carry out a statutory assessment of the child's needs, following which, the child may be given an Education, Health and Care plan. The plan provides a framework to meet all of the child's needs.
How do we evaluate the effectiveness of our SEND provision?
<ul style="list-style-type: none"> • As part of the whole school evaluation process, we evaluate the effectiveness of our SEND provision by considering many aspects: <ul style="list-style-type: none"> ○ Learning opportunities for children ○ Social/ emotional development ○ Progress towards the children's outcomes ○ Narrowing any gaps between them and their peers ○ The extent of their inclusion within school
How do we handle complaints from parents of children with SEND about provision made at the school?
<ul style="list-style-type: none"> • We have strong relationships with our parents and really value their involvement, so hopefully, they would feel confident to raise any

concerns they may have with the school. These would be dealt with in a considered and sensitive manner.

- If, however, a complaint is necessary, the school's complaints procedures would be followed. Details to be given by the office staff.

Who can parents contact if they have concerns?

- Parents can contact either the class teacher, the SENCo or the Head-teacher to raise any concerns.
- We welcome communication between our families and school which enables concerns to be kept to a minimum.

Where can the LA's local offer be found and how have we contributed to it?

- The LA's Local Offer can be found on the Oldham Council website.
- The Local Offer gives families lots of information about services which are available to them throughout the Oldham borough.
- The school have entered their details on the website.

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