

St. Mary's C.E. (A) School, Greenfield School Information Report

How do we identify individual special educational learning needs?

- ❖ We recognise that each child is an individual and will require provision that meets their needs.
- ❖ If pupils have an identified SEND need prior to attending St. Mary's, the SENCO and Reception class teacher visit the Pre-School/Nursery to meet with parents/carers, staff and professionals from external agencies in order to gather relevant information, which informs the support and provision to be implemented in school.
- ❖ If the pupil is transferring from a different primary school, we liaise with the school and gather information about the child's needs and make a plan for their provision.
- ❖ If you as a parent/carer feel your child needs additional support, we will discuss this with you and investigate their needs. We will meet with you to discuss what we will do next and what you can do to help your child.
- ❖ An ongoing system of monitoring and assessment exists in school.
- ❖ If your child is not making the necessary progress, the class teacher will adapt tasks and approaches to learning. This is called differentiation. If there is no or little improvement, the class teacher will seek advice from the SENCO. The SENCO will support the class teacher in identifying any barriers to learning. We will gather as much information as possible through observing your child, talking to them, looking at work produced and using any information from appropriate tests that may be carried out. If a Special Educational Need is suspected, we will meet with you and discuss any concerns and plan to support your child..

How do we involve pupils and their parents/carers in identifying SEN and planning to meet them?

- ❖ We believe in developing a strong partnership with parents and carers.
- ❖ Parents contribute to positive outcomes for their child by having good communication with the class teacher.
- ❖ There are termly opportunities for all parents to review their child's progress as part of the Assess, Plan, Do, Review process. We review SEND Support Plans with parents/carers, on a termly basis at Person Centred Review meetings, and set new targets based on a joint discussion.

How do we adapt the curriculum so that we meet SEND?

- ❖ Where possible, children with SEND follow the same curriculum as their peers
- ❖ Staff implement HQT (High Quality Teaching strategies) in the classroom.
- ❖ Learning tasks are modified and/or differentiated (adapted to suit the need of the child) in the classroom to enable all pupils to access their learning at the appropriate level, e.g. writing frames, visual cues, visual timetables, task cards, etc.
- ❖ Pupils access adapted resources to meet their needs as necessary, e.g. coloured overlays, sloping boards, etc.

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- ❖ Intervention programmes for those children who are identified as SEND support with specific cognitive needs are used to teach children, on a 1:1 basis, pairs or in a small group, in order to support their learning or mental and emotional wellbeing.
- ❖ Where outlined in their Education Health Care plan or SEND support plan, pupils receive 1:1 support from a dedicated TA for part of the school day/week to enable them to fully access the curriculum at a level appropriate to them.

How do the staff support the pupils?

- ❖ The Inclusion Manager (SENCO and Pastoral Lead), holds the NASENCO post graduate qualification. She is highly experienced in provision for pupils with SEND (having been in the role for 23 years). She advises and supports staff in relation to SEND issues.
- ❖ A Senior Teaching Assistant is experienced in Speech Language and Communication Needs and Autism. As part of her role she supports children in learning and pastoral intervention sessions.
- ❖ All other Teaching Assistants support children within the classroom.
- ❖ All staff are trained so that we are able to adapt to a range of SEND teaching: Specific Learning Difficulties, including Dyslexia, Dyscalculia and Dyspraxia (SpLD), Autistic Spectrum Disorder (ASD), Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) Speech, Language and Communication Needs (SLCN), and Social, Emotional and Mental Health (SEMH).
- ❖ The Inclusion Manager and Senior Teaching Assistant are qualified in APT Level 3 Speech and Language Support.
- ❖ A number of teaching staff are trained in using Elklan.
- ❖ A number of teaching and support staff hold the Mental Health First Aid NCFE Level 2 qualification.

How do we assess progress towards the outcomes we have targeted for pupils? How do we review this progress so that pupils stay on track to make at least good progress (including how we involve pupils and their parents/carers)?

- ❖ Class teachers are responsible for ensuring that the needs of the pupils in their class are met.
- ❖ Pupils with SEND have a SEND Support Plan with targets which are reviewed and modified termly at Person Centred Reviews.
- ❖ The Senior Leadership Team monitor the progress of pupils termly and teaching staff devise plans to support children's learning.
- ❖ Class teachers are trained in the use of PIVATS and for children with very specific learning needs use these materials to measure small-steps progress and to highlight gaps in pupils' knowledge.

What equipment or resources do we use to give extra support?

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- ❖ We use a variety of programmes of intervention, resources and strategies to support pupils:
- ❖ Spelling- Word Wasp, multi-sensory spelling strategies
- ❖ Reading- Toe by Toe, Beat Dyslexia, Read Write Inc., Phonological Awareness Training, 5 Minute Box, Barrington Stoke books, coloured overlays, reading windows
- ❖ Comprehension- Inference Training, Black Sheep Press
- ❖ Writing- Narrative Therapy, writing frames
- ❖ Motor Skills- Write from the Start, Jungle Journey, Dough Disco, Pencil grips, sloping boards, move 'n' sit cushions, disc 'o' sit cushions, adapted scissors
- ❖ Mathematics- Plus 1, Power of 2, Number Box, Numicon, Stern
- ❖ SLCN- Lego Therapy, Elkan, barrier games
- ❖ SEMH- Socially Speaking, Time to Talk, SULP, Cognitive Behaviour Therapy, Comic Strip Conversations, Boxall Profile, Social Stories, P4C, Mindfulness

What extra support do we bring in to help us meet SEND?

- ❖ We access support from external agencies including:
- ❖ QEST
- ❖ Educational Psychology Service
- ❖ Speech and Language Therapy Service (SALT)
- ❖ Occupational Therapy (OT)
- ❖ Physiotherapy
- ❖ Hearing Impairment and Visual Impairment teams
- ❖ Child and Adolescent Mental Health Service (CAMHS)
- ❖ Community Paediatric Service (CPS)
- ❖ TOG Mind, Young Minds
- ❖ We take advice from the services and implement strategies and programmes to support the pupil's needs, agree targets for the pupil's achievement, review the pupil's progress and plan the next steps. This information is recorded in a SEND Support Plan

What extra-curricular activities are available for pupils with SEND?

- ❖ All children with SEND are able to attend extra-curricular clubs.
- ❖ We have regular educational visits and a Year 6 residential where pupils with SEND are included. We provide additional and trained staff to support their full inclusion.
- ❖ All children are included on school educational visits.
- ❖ A risk assessment is carried out prior to any off-site activity, to ensure everyone's health and safety will not be compromised. In the event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school.
- ❖ We have the capacity and specialism to run a Lego Therapy club and Social Skills Groups.

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How do we support pupils in their transition into our school and when they leave us?

- ❖ Our regular termly PCR meetings ensure that pupils, parents/carers and staff are well supported in the transition between key stages (EYFS to Year 1, Key Stage 1 to Key Stage 2 and Key Stage 2 to Key Stage 3).
- ❖ We liaise closely with staff from previous settings and with staff from receiving settings to ensure that all relevant information and documents about the needs of the child and successful strategies are shared.
- ❖ The Inclusion Manager forwards on relevant information and records about each pupil to the receiving secondary school.
- ❖ Extra transition visits are arranged for pupils who we feel would benefit from them.
- ❖ Pupils in Year 5 with an EHCP are offered additional advice and support around planning to make the transition to year 7 as successful as possible.

How does additional funding work?

- ❖ School receives funding for all pupils attending school. A targeted approach is developed to support those children identified as having SEND and met from this funding. The local authority may contribute, if the cost of meeting an individual pupil's needs is more than £10,000 per year. This will have to be assessed through the Local Authority moderating panel.
- ❖ If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, it may be considered that a statutory assessment application is made. A successful statutory assessment application would result in an Education Health Care Plan (EHCP) being awarded to the pupil.

Where can pupils get extra support?

- ❖ Your views are important and it is important that people listen to them and that you are satisfied with what happens.
- ❖ The Youth Service provide support for young people with SEND so that their voice is heard.

Where parents/carers can get extra support?

- ❖ There are a number of parent support groups.
- ❖ Oldham's parent/carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children and young people with Special Educational Needs and Disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

What do you do if you are not satisfied with a decision or what is happening?

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- ❖ Your first point of contact is always the person responsible; this is the class teacher in the first instance. He/she may ask for advice from the Inclusion Manager (SENCO). The Key Stage Leader will be informed also. If you are not satisfied that your concern has been addressed, you could speak to the Head Teacher then ask for the school Governors' representative.
- ❖ Formal complaints should be made using the procedures outlined in the School Complaints Policy.
- ❖ The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs

Visit http://www.oldham.gov.uk/pps/info/12/about_the_service_for_more_information.