

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 been identified as having SEND, before they attend St. Mary's, the SENCO and Reception class teacher visit the Pre-School/Nursery to meet with staff and professionals from external agencies in order to gather relevant information, which informs the support and provision which we will implement 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 feel your child needs additional support, we will discuss this with you and investigate their needs. We will discuss the findings with you and agree with you 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. 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 tests. If a Special Educational Need is suspected, we will meet with you and discuss any concerns.

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 at Parent Consultation meetings.
- ❖ For pupils with additional needs the SENCO will arrange an additional appointment to have a 'structured conversation' about their individual Support Plan. We review Individual Support Plans with parents/carers and pupils, 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?

- ❖ Learning tasks are modified and/or differentiated 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.
- ❖ Intervention programmes are used to teach children, on a 1:1 basis or in a

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small group, in order to support their learning or wellbeing.

How do the staff support the pupils?

- ❖ The Inclusion Manager is highly experienced in SEND, having been in the role for 20 years.
- ❖ We have two Senior Teaching Assistants; one is experienced and skilled in Speech Language and Communication Needs and Autism and the other is Social, Mental and Emotional Health. As part of their role, they support children in learning and pastoral intervention sessions.
- ❖ All other Teaching Assistants support children within the classroom, with one working specifically on a 1:1 basis as part of her role.
- ❖ All our 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), Speech, Language and Communication Needs (SLCN), and Social, Mental and Emotional (SMEH).
- ❖ The Inclusion Manager and a Senior Teaching Assistant are qualified in APT Level 3 Speech and Language Support.
- ❖ A Senior Teaching Assistant is qualified in CENTRA Level 1 Counselling.

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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 check how well a pupil understands and makes progress in each lesson.
- ❖ We regularly moderate children's work in standardisation sessions.
- ❖ The Senior Leadership Team monitor the progress of pupils termly and teaching staff devise plans to support children's learning.
- ❖ Pupils with SEND have an Individual Support Plan with targets which are reviewed and modified termly at Person Centred Reviews.

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

- ❖ We use a variety of programmes of intervention, resources and strategies to support pupils:
- ❖ Spelling- Word Wasp
- ❖ Reading- Toe by Toe, Beat Dyslexia, Read Write Inc, Phonological Awareness Training, 5 Minute, Barrington Stoke, coloured overlays
- ❖ 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, wobble cushions, adapted scissors
- ❖ Mathematics- Plus 1, Power of 2, Number Box, Numicon, Stern
- ❖ SLCN- Lego Therapy, Elklan, barrier games
- ❖ SMEH- 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:
- ❖ QUEST
- ❖ 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)
- ❖ Counselling service
- ❖ 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 Support Plan

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

- ❖ 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 in all parts of the school curriculum and we aim for all children to be included on school educational visits. We will work with parents/carers and pupils to provide the necessary support needed.
- ❖ 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, GR8 Brainz Dyslexia Club and Social Skills Groups.

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

- ❖ 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, etc. 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

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, (including equipment). 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 (EHC Plan) being awarded to the pupil.

Where can pupils can 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

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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?

- ❖ 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.