

# Stanley Road Community Primary School

## Parent Information

### Special Educational Needs and Disabilities Information Report 2018

#### Introduction

All Oldham Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

#### What is the Local Offer?

##### The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available

for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

## What is the Special Education Needs Information Report?

### The Special Education Needs Information Report

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

How will the school know if a child needs extra help and what should you do if you think your child may have special educational needs?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or  
(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distracts them from learning. At Stanley Road Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND. If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher, who will then liaise with our Inclusion Coordinator (SENCO) where appropriate.

How will our school staff support your child?

### The class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENCo/Inclusion Manager) know as necessary.
- setting targets (both academic and personal) and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for your child as identified on school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### The SENCo / Inclusion Manager - Miss R McGladdery

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you (parents and carers) are
  - i) involved in supporting your child's learning
  - ii) kept informed about the support your child is getting
  - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning

e.g. Speech and Language Therapy, Educational Psychology etc.

- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

### The Headteacher – Mrs R Howarth

#### **Responsible for:**

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCo/Inclusion Manager and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

### The SEND Governor – Mrs Emma Hulmes

#### **Responsible for:**

- Making sure that the necessary support is given for any child who attends the school, who has SEND. School contact telephone number – 0161 770 8383

## How will the curriculum be adapted to meet my child's needs?

All our staff are trained to make learning easier or more challenging so that every child is able to learn at their own pace and in their own way.

We may use additional interventions so that we can deliver learning at the right level for pupils who have gaps in their learning, are struggling with a specific aspect of their learning or have SEN. We use Inference Training, Better Reading Partners and Project X Code for reading;; 1<sup>st</sup> Class @ Number, Plus 1; for Maths, Time to Talk, Socially Speaking and BLAST for language and communication; Forest School, Continuous Provision, Nurture groups and 1:1 mentoring for personal, social and health education, including raising children's self-esteem and increasing confidence.

How will school and families know how your child is doing and how will school help families to support children's learning?

We believe in working closely with parents/carers in sharing ideas and information to encourage children to aspire to achieve of their best in their learning and their self-esteem.

If a child needs a more bespoke programme of support, targets may be recorded on an Individual Pupil Passport. These targets may be related to an area of the academic curriculum or to develop social or emotional skills. Their progress at meeting these targets will be shared regularly with parents/carers and the child, where appropriate.

In addition to formal parent/carer consultation evenings (Autumn & Spring Terms), information can be shared via telephone, home/school liaison book or face to face, where an appointment may be necessary.

All parents/carers will receive an end of year written report detailing their child's progress across the curriculum.

- We use P levels and PIVATS to assess progress that is in smaller steps and at a slower pace than the usual national curriculum
- We regularly use staff meetings to get all teachers to assess an anonymous piece of work to check our judgements are correct (moderating)
- We check how well a pupil understands and makes progress in each lesson
- Our senior leadership team check the progress of pupils every term and we discuss what we are doing to make sure all pupils make good progress. For pupils with SEN teachers discuss progress with parents every term or more often if we believe this will help. This is through a 'Structured Conversation' which is similar to a parent's evening appointment but is held during school time

and lasts for 30 minutes. These conversations allow parents to talk about their aspirations for their child and how they and school can work together in partnership to help their child achieve them.

What support will there be for children's well being?

We recognise that pupils with SEND may well have Emotional and Social Development needs, that will require support in school.

- The Emotional Health and Well being of all our pupils is very important to us.
- We have a robust Child Protection Policy in place; we follow National & LA Guidelines.
- We have a robust Behaviour and Ethos and Ethics Policy in place.
- The Head teacher, Assistant Head teachers and all staff continually monitor the Emotional Health and Well being of all our pupils.
- We are an Anti bullying school.
- We have a nurture group for pupils who require extra support.
- We have several members of staff who work with pupil on an individual basis to support their Emotional Health and Well-being, as appropriate.

What specialist services and expertise are available or can be accessed by school?

We have support from specialist teachers / support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism)

- We are able to get support from local authority services and from the Jigsaw team (SEBD) and Kingfisher Schools (MLD/SLD) as required.
- We get support from speech and language therapy (S&LT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy.
- We get support from moving and handling and assistive technology to help those children with physical difficulties.
- We get support from occupational therapy (OT) for pupils who need assessment for their fine and gross motor skills and for physical disabilities.
- We get support from physiotherapy for pupils who need it including specific exercise programmes.
- We receive support from the School Health Advisor to provide support to both pupils and their families.
- Together with the pupil and the parent we review the pupil's progress; agree what everyone will do to make teaching more effective and to support learning; agree targets for the pupil's achievement; agree how we will work together and what we will each do; agree a date to review how well the pupil is doing and whether we are making a difference, and what we need to do next. This information is recorded to ensure accountability.

We use provision maps and in some cases Individual assessment plans to provide a holistic approach to children's learning focusing short term, medium and long term needs.

What training do staff who work with children with SEND have?

All our staff are trained so that we are able to adapt to a range of SEN; Specific Learning Difficulties (including dyslexia) (SpLD); autistic spectrum disorder (ASD); Speech, Language and Communication Needs (SLCN); Behavioural, Emotional and Social Difficulties (BESD) and Hearing Impairment (HI).

Many of our Learning Support Assistants are specially trained to work with pupils with SEN and to deliver our extensive list of interventions (see above). Many staff are trained in using British Sign Language (BSL) and the whole school uses this to support not only our HI children but as a way of supporting language development for all.

How will your child be included in activities outside the classroom including school trips?

At Stanley Road, children have a wide range of extra-curricular activities to enjoy. Some clubs are run by school staff, some by external professionals, all with appropriate qualifications and CRB clearance. All children, regardless of their level of ability, are encouraged to take advantage of these activities. Every effort will be made to reduce barriers to participation.

## How accessible is school?

- The school is fully compliant with DDA requirements.
- The school teaching areas are on one level with easy access and double doors.
- There is a disabled toilet.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND.

## How will school prepare and support children to join school or transfer to a new school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible. When moving classes in school:
  - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. Passports will be shared with the new teacher.
  - If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

How are schools resources allocated and matched to children with special educational needs?

The school budget, received from Oldham LA, includes money for supporting children with SEND.

- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the Inclusion coordinator/ SENCo discuss all the information they have about SEND in the school, including:
  - The children getting extra support already
  - The children needing extra support
  - The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
  - The child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development.
- Schools identify the needs of their pupils on a school provision map which for SEND pupils

identifies all resources/training and support are reviewed regularly and changes made as needed.

How is the decision made about what type and how much support your child will receive?

At Stanley Road, we strive to provide a stimulating and inclusive education alongside quality first teaching. Sometimes, pupils need support which is different or additional to that of their peers. Any adjustments or interventions put in place for a child will be clearly discussed and shared with relevant staff, parents/carers and the pupils, as necessary. Every effort will be made to continue to foster independent learning.

How are parents involved with school? How can you be involved?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- The Inclusion coordinator/ SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets/IAP's will be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. There are a number of parent support groups. Click on the links below to access parental support groups.

<https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/oldham-sendiaass/>

SENDIASS helps parents and carers of children who have special educational needs. This service offers: Personal and confidential help, one-to-one advice and support, independent information about Special Needs Education, details about how Special Education is organised, advice about working with those involved with your child's education. <http://www.oldham.gov.uk/pps/>

#### Who can you contact for further information?

Your first point of contact is always the person responsible – this may be the class teacher or the Inclusion Leader (SENCo). Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Headteacher then ask for the school Governors representative.

- If you do not feel the issues have been resolved, we will provide you with the contact details of the chair of Governors.
- If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

**Complaints and Representations Officer Freepost - PO Box 40 Level 8, Civic Centre, West Street, Oldham**