

SEND Information Report September 2017

All Oldham Local Authority maintained schools have a similar approach to meeting the needs of children with Special Educational Needs and/or disabilities (SEND) and are supported by the Local Authority to ensure that all children, regardless of their specific needs, achieve their potential in school.

Under the Children and Families Bill, Local Authorities and schools are required to publish information about the services they expect to be available for children and young people with SEND aged 0-25. The Local Authority refers to this as the 'Local Offer' and information in relation to this will be available on the Oldham Council website.

The intention is to improve choice and transparency for families and provide important information and signage regarding the range of services and provision within the local area.

The changes in the Children and Families Bill affected the way children with special educational needs (SEN) are supported in schools. There was a new approach in September 2014 which places pupils at the centre of planning.

The key areas of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHC) have replaced statements of special educational needs. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
3. School Action and School Action Plus were replaced by a single school-based category for children who need extra specialist support.
4. There are 4 areas of SEND need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health difficulties
 4. Sensory and/or physical

For more information about our school - please see the frequently asked questions and answers below

My name is Rebecca Jenkinson, I am the designated SENCO (Special Educational Needs Co-ordinator) here at St Anne's CE Lydgate. I have day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

Here at St Anne's we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise achievement by removing barriers to learning and increasing physical and curricular access for all. All children with SEND are valued, respected and equal members of the school.

For more information, please contact-

SENCO- Miss Rebecca Jenkinson- info@stannescelydgate.oldhm.sch.uk

Head Teacher- Mrs Jane Fraser

info@stannescelydgate.oldhm.sch.uk

Oldham LEA LOCAL OFFER:

https://www.oldham.gov.uk/info/200368/children_with_disabilities

How do you identify individual special educational learning needs?

When pupils have identified SEND before they start our school, we work with the people who already know them and use the information available to identify what their SEN will be in our school setting and how we can best accommodate them.

If you tell us you think your child has SEN we will discuss this with you and investigate (see next paragraph). We will share what we discover with you and agree what we need to do next and what you can do to help your child.

If our staff think that your child has SEN this may be because they are not making the same progress as other pupils. The teacher will monitor the pupil's progress in school, sharing concerns with all staff that work with the pupil. If

concerns continue then the class teacher will discuss such concerns with the pupil's parents/ carers to review their teaching strategies, ensuring that it is inclusive and addresses all learning differences. This may involve the class teacher setting up some different or extra approaches to address the child's difficulty e.g. extra reading sessions, targeted work for completion at home or school, individual reward charts, extra visual cues etc. This will be monitored over at least a six week period and if the child still continues to make inadequate progress then it may be agreed by school and parents/carers that the pupil should go onto SEN Support. This is when the Special Educational Needs Coordinator (SENCO) will become involved with the child.

The SENCO may observe the pupil to assess their understanding of what is being covered in school and if possible/appropriate, use relevant assessments to identify what is causing the difficulty (ie. What is happening and why?). We may assess the pupil using the PIVATS tool (performance indicators for value added target setting), which helps identify the small steps of progress the child needs to develop before better progress can be made.

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

We are child and family centred so you will be involved in all decision making about your child's support. When we assess SEN we discuss if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress. We hold regular person centred reviews and SEN Support meetings with pupils and parents/carers to discuss what is working well and what we can improve further. We also set targets in the form of an action plan for the future. We use homework to repeat and practice activities that are new and present an achievable challenge for the individual pupil.

How do you match the curriculum to the child's needs?

All teachers deliver high quality teaching and have high expectations for all pupils in the class. The class teacher plans lessons according to the specific needs of all groups of children. All teaching is based upon building on what your child already knows and understands. Different ways of teaching are in place so that your child is fully involved in learning in class.

What equipment/ resources do you use to give extra support?

- Specific resources may include:
- A work station to limit distractions
- Pencil grips
- Move and sit cushion to help posture
- Visual timetables or prompts to remind children of learning
- Prompt cards such as I need help or a timeout card
- Individual behaviour chart
- Countdown timers
- Sensory toys
- Home/school communication book

What kind of training have the staff supporting children with SEND or are having?

The head teacher/SENCO attends relevant training in order to keep our knowledge of SEND and the strategies and interventions up to date along with current developments with SEND. During recent years the staff at St Anne`s have received training in:

- Autism Level 1
- Social stories
- Numicon - a resource used in maths
- Development of social and emotional skills
- Inference Training
- Phonics Training
- BLAST
- Emotional Literacy
- Working Memory
- Lego therapy

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

Sometimes staff use PIVATS to assess progress that tracks 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 half term to make sure all pupils make good progress. For pupils with identified SEN, teachers discuss progress with parents three times per year, in accordance with the Code of Practice. The SENCO will be present for at least one meeting per academic year. Person centred approaches are used in these review meetings.

What extra support do you buy in to help you meet SEN (Specialist services, external expertise) and how do you work together collaboratively?

External support services play an important part in helping school identify, assess and provide appropriate provision for pupils with SEN. We have access to the following services.

- Educational Psychologists
- Specialist teachers from the QEST service (quality and effectiveness support).
- Speech and Language Therapists (SALT)
- Occupational Therapists
- School Nurse
- Physiotherapists
- Parental support advisors
- Jigsaw (behaviour management)
- Visual impairment team
- BIRD
- Child and Adolescent Mental Health Services (CAMHS)

Multi-agency liaison and planning meetings are held as appropriate to ensure effective collaboration in identifying and planning to provide appropriate support for vulnerable pupils.

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

As an inclusive school, every child has the opportunity to access all areas of the curriculum. Therefore provision for trips and activities will be adapted to meet individual needs; this includes any residential. Any specific needs will be discussed between school and home before any visit or activity.

How will you prepare and support my child to join the school, transfer to a new setting or prepare them for the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any move is as smooth as possible by liaising with all parties and ensuring support, communication and preparation.

Any child joining our school or moving to another school

We will contact the SENCO and ensure we get all the relevant information for the child starting with us or will pass on all records and information to the new school so any special arrangements and support can be put in place.

Moving classes within school

We create a transition plan for any child who may need support. Extra visits are scheduled and time is allowed to meet the new staff. If appropriate the teaching assistant may move with the child.

In Year 6

We make sure all relevant information is discussed and sent to the SENCO of the secondary school. We invite them to a review meeting to meet parents and discuss needs. As part of the Saddleworth and Lees SENCO group, we organise extra visits to the local secondary school for children with SEND so they can become familiar with the layout and routines. They go with a member of our staff, have lunch, meet key members of staff and make friends. This has been very successful.

How does additional funding work?

Schools receive funding for all pupils including those with Special Educational Needs and Disabilities from the Government and they meet pupil's need from this (including equipment). The local authority may contribute if the cost of meeting an individual pupil's needs is more than £10,000 per year. If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

Where can parents/carers get extra support?

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 & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, the education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

How do I contact school regarding SEND?

Your child's class teacher should be the first person you approach if you are concerned about your child's progress or change in needs. If required, your child's class teacher will liaise with the SENCO and arrange a parent's consultation

What should I do if you I am not satisfied with a decision or what is happening? (for parents)

Your first point of contact is always the person responsible - this may be the class teacher; the SENCO or the Head teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Head teacher then ask for the school Governor`s representative. If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Complaints and Representations Officer

Freepost - RRGY-TJSR-GHGZ

PO Box 40

Level 8, Civic Centre

West Street

Oldham, OL1 1XJ

Tel: 0161 770 1129

cypf.complaints@oldham.gov.uk

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.

