

Norden Community Primary School

SEN Local Offer 2016- 2017

How we identify individual special educational learning needs

- When pupils have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting.
- If you tell us you think your child has a SEN we will discuss this with you and check it out– we will share with you what we find and agree with you what we will do next and what you can do to help your child
- If our staff think that your child has a SEN this may be because they are not making the same progress as other pupils; they may not be able to follow instructions or answer questions for example. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty. (what is happening and why)

How we involve pupil and their parents/carers in identifying SEN and planning to meet them

- We are child and family centred so you can expect “no decision about me without me”
- When we assess SEN we will discuss with you 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 and helping them make progress
- Where appropriate we will write and review IEPs with pupils and parents/carers
- We use homework to repeat and practice activities that are new and for presenting a challenge to a pupil

How we adapt the curriculum so that we meet SEN

- All our staff are trained to make materials and ‘work’ easier or more challenging so that every child is able to learn at their level
- We use additional schemes/materials so that we have something at the right level for pupils with SEN. We use Clicker 6 for writing, BLAST for language and communication and the Social Skills programme from Rochdale Additional Needs for social skills and interaction.

How we modify teaching approaches

- All our staff are trained in the a variety of approaches which means that we are able to adapt to a range of SEN:- specific learning difficulties (including dyslexia); Autistic Spectrum Condition; speech, language and communication needs; and behavioural, social and emotional difficulties
- We use a number of approaches to teaching that support all children and their learning styles. This is evident in the teachers’ planning and the delivery of lessons and may take the form of whole class, group or individual teaching.
- We use a number of approaches to teaching – Precision Teaching (a daily targeted programme to support with spelling and reading), BLAST (Speech and Communication programme for Nursery and Reception class children), Social Skills programmes (Lego Therapy), QUEST (Writing programme), Direct phonics (reading and spelling programme). In the 2015- 2016 academic year, we have introduced a range of new small group provisions in order to meet the needs of our pupils: we have set up a ‘Nurture Group’ and a ‘Forest Schools Group’ to develop emotional literacy skills; we have introduced ‘Peer Massage’ in class where appropriate and we have further developed our use of ‘Sensory Snacks’ for pupils who present with sensory processing needs. We also run a number of bespoke intervention programmes across school focussing on Maths, Reading, Spelling and Writing.
- We have teachers and support staff with training related to specific learning and or medical issues. E.g. ‘Dyslexia’, ‘autism’, ‘hearing impairments’, ‘visual

impairments', 'cerebral Palsy' and 'selective mutism'. Teachers and support staff have also received specific training in relation to the use of resources, programmes and strategies to support our children. E.g...

How we assess pupil progress towards the outcomes we have targeted for pupils. How 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)

- We use P scales and PIVATS to assess progress that is in smaller steps and at a slower pace than the usual national curriculum; PIVATS is a widely adopted approach to raising standards for pupils with SEN
- Teachers regularly assess pieces of work in pairs and groups to check our judgements are correct (moderating). We have also moderated work with other primary schools in our local area to check our judgements with other teachers
- We use nationally agreed guidelines on progress to check that this is good enough
- We check how well a child understands and makes progress in each lesson. This is done during lessons, through the school's marking system and ongoing assessments.
- Pupil progress meetings with teachers enable the SLT to check the progress of all children each term .These meetings help identify children who are not making expected progress and identify strategies and interventions to help.
- For pupils with SEN teachers discuss progress with parents every term or more often if parents or school feel this will help.

What equipment or resources we use to give extra support.

- We have made significant adaptations to our buildings in order to ensure that all areas of school are fully accessible to wheel chairs users
- We use workstations; picture timetables; support for communication; countdown timers for pupils who need it
- We use lap-tops, I-pads and other assistive technologies for pupils with mobility or communication difficulties
- We use a range of software (for example Clicker 7) to help pupils engage with subjects they find difficult; practice basic skills; become independent learners.
- We use equipment which supports seating and the process of writing: cushions, angled work boards and adapted pencils and pens

**What extra support we bring in to help us meet SEN:- services; expertise
How we work together collaboratively**

- 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 get support from local authority services such as Rochdale Additional Needs Service.
- We also get support from
 - Speech and language therapy (SALT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy
 - Occupational therapy for pupils who need assessment for special seating
 - Physiotherapy for pupils who need it
 - Educational Psychology Service for pupils who need specialist assessment
- Together we review the pupil's progress; agree what everyone will do to make teaching more effective learning easier and our target for the pupil's achievement; how we will work together; what we will each do; at an agreed date will review how well the pupil is doing and if we are making difference, and

what we need to do next. We include the pupil and the parent in these discussions

What other activities are available for pupils with SEN in addition to the curriculum

- We have a large number of before and after school activities. Currently, pupils with SEN are included in a range of clubs e.g. Choir, Athletics. The majority of clubs are run by school staff who have a full working awareness of the needs of the children in school and of those attending these clubs.
- We have regular educational visits throughout school, and residential visits in Years 5 and 6. Pupils with SEND are always included in these. We provide additional staff to support their full involvement and ensure that full risk assessments are completed. We choose visits that are accessible to all
- We liaise closely with the parents/carers of a child with SEND before the visit to ensure that all needs of their child are met when on a visit outside of school

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

- Staff prepare a transition book with a child with SEND when they move between classes where appropriate. This has photos of their new class staff, the classroom and other key areas e.g. the cloakroom. The child can share this with their families during the summer holiday before they move classes.
- Nursery and Reception staff liaise closely with the parents/carers or new children moving to our school and will, where possible, arrange to meet a child with SEND in their current setting e.g. playgroup or private nursery.
- Staff will support children with SEND as they move to High School- liaising closely with parents/ carers, helping to support additional pre-visits to their new school, making a transition book if needed, linking closely with key staff at the new school e.g. Special Needs co-ordinator, Head of Year 7 and will ensure that all SEN records are passed on to the next school
- We fully support parents in making decisions about the High Schools they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.
- We invite all High School transition co-ordinators into school to meet with any children with SEND.
- Visits to High school are encouraged and supported where necessary

How additional funding works

- Schools receive funding for all SEN pupils and they provide what pupils need from this (including equipment). The local authority may contribute to very expensive items. Eg. Lifts
- If a pupil's Education Health Care Plan 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 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.
- All pupils know that they can talk to their class teacher, other staff in school or the Deputy Head teacher and Head teacher if they have any worries
- The Youth Service provide support for young people with SEND so that their voice is heard (www.youthservice@rochdale.gov.uk)

Where parents/carers can get extra support

- There are a number of parent support groups: HYM (CAHMS) and Speech Therapy run support groups for children with Autism Spectrum conditions
- The Parent/carer forum is called Family Voice. This is an umbrella organisation for all organisations in Rochdale. They can provide information, training and support. They are involved in policy and decision making at the level where we are working on all things at 'Rochdale' level.

(<http://www.theparentforum.co.uk>)

What to do if you are 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 (David Britner) or the headteacher (Linda Cotton). 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 governors representative.
- If you do not feel the issues have been resolved, we will work together to ensure the best possible outcomes for your child
- If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is: David Britner or Linda Cotton
- The local authority has a panel of senior managers who consider unresolved issues – we call this the Escalation and Resolution Panel. They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with
- The SENDiass (Parent partnership) Service provide independent information and advice (<http://www.theparentforum.co.uk>)