

Norden Community Primary School

SEN INFORMATION REPORT 2015-2016

Norden is an inclusive School. We welcome members of the wider community of all ages and abilities. Everyone is equally valued and encourage to reach their potential

1. The kinds of special educational needs (SEN) for which provision is made at our school

The 2014 Code of Practice defines Special Educational Needs as follows:

A child or young person has SEN 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

At Norden, we support a wide range of pupils with SEN who have difficulties with communication and interaction, cognition and learning, social, emotional, mental health, sensory or physical difficulties. Some of our children have needs which encompass several areas concurrently.

2. Information about our school's policies for the identification and assessment of pupils with SEN

Norden Community Primary School will undertake a Graduated Response to the identification and assessment of Special Educational Needs. In line with the SEN Code of Practice 2014, pupils will be identified as having S.E.N. if it is deemed that long term additional or different actions should be taken to support a particular pupil.

All teaching staff is responsible for identifying children with S.E.N. The SENCO will work with staff to ensure that those pupils who may need additional long term support are identified early. Class teachers will identify when a pupil is not making adequate progress. Evidence will be

collected via summative and formative assessments and monitoring arrangements.

If the evidence suggests that the pupil is not making adequate progress, then the class teacher will consult with the SENCO in order to decide whether additional small group intervention is necessary. At this point the class teacher, in collaboration with parents and other relevant outside agencies, may compile an I.E.P. These will be reviewed termly and judgements made with regards to progress towards set targets.

If after further consultations between parents, class teachers, SENCO and outside agencies it is agreed that intervention is not succeeding, then the child may be identified as 'SEN Support'. At this stage, more specific one-to-one adult provision will be implemented. (Extra material and human resources may be given depending on circumstances).

If after a further period of time and significant evidence has been collected from all concerned parties and the child is demonstrating significant cause for concern, then a request for an 'Education Health Care Plan' (EHC plan) will be made.

3. Information about school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including:

a. How the school evaluates the effectiveness of its provision for children with SEN

The school's mission statement, its aims and values, underpins all that we offer to children at Norden Community Primary School and fully includes all children with S.E.N's. In addition we aim to identify children with S.E.N. as early as possible and ensure that their needs are met through a graduated response, involving the 'plan, do, respond' cycle.

We aim to ensure that all children have full access to a broad and balanced curriculum and to join in all the activities of the school. We also aim to encourage all children as learners to develop confidence and recognise value in their own contributions to their learning and thus establish high self-esteem.

Children are continuously monitored and assessed. However every term teachers formally review children's progress and attainment in 'Pupil Progress' meetings with the Deputy Headteacher and SENCO. Any child causing concern is discussed, and a plan is put in place to address these concerns. The impact of intervention is closely monitored and evaluated to ensure that the child is making age appropriate progress. The impact of additional intervention is recorded on Classroom Monitor and on class intervention trackers. Teachers meet with parents/carers to discuss concerns and to review progress at regular intervals. Parents/carers receive a formal written report three times a year. The school's SEN Governor regularly monitors and evaluates the effectiveness of our SEN provision.

The success of the schools S.E.N. provision is judged against the aims set within the SEN policy. These are reviewed annually and the Governing Body's Annual report will report on the implementation of the policy.

b. The school's arrangements for assessing and reviewing the progress of pupils with SEN

We believe that parents are the first educators of their children and we aim to work together so that children reach their full potential. As part of this, there is at least a termly meeting with parents of SEN pupils so that progress and provision can be discussed and reviewed.

c. The schools approach to teaching pupils with SEN

Our staff has the highest possible expectations for all pupils including those with SEN. All teaching is based on building on what children already know, can do and understand, and moving this on to the next stage.

At Norden, we use a number of approaches to teaching that support all children and their learning styles. These may involve using practical materials or adapting resources so that they can access the curriculum. If children require additional support, specific interventions will be put in place and progress monitored closely. These interventions will be delivered by teachers or skilled teaching assistants. Staff engage in regular professional development to ensure they are fully skilled to support children with SEN effectively.

d. How the school adapts the curriculum and learning environment

At Norden, we are able to offer a highly individualised curriculum for pupils with 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. These include Precision Teaching (a daily targeted programme to support with spelling and reading), Direct Phonics (a daily reading and spelling programme for dyslexic pupils), 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). We also run a number of bespoke intervention programmes across school focussing on Maths, Reading, Spelling and Writing.

We have made significant adaptations to both the internal and external environment of the school in recent years in order to make it more conducive to learning for a child with S.E.N. For example:

- Lift systems have been added to ensure that all parts of the building are open to all building users
- Disabled parking areas have been added to ensure access to the school building
- Ramps have been incorporated to allow access to entrances and areas of continuous provision
- Toilets have been adapted in each area of the building in order to meet the needs of those with restricted mobility
- Carpets have been upgraded to reduce residual noise in order to help those with hearing impairment; these also benefit building users with mobility needs.
- Blinds have been added to all classrooms to cut down on glare; this benefits those with visual impairments
- Interactive whiteboards are used in all classrooms to remove use of chalk
- ICT software such as 'Clicker 6' is used to scaffold learning

An Accessibility Plan is in place and available from our school website which details our statutory duties.

e. Additional support that is available for pupils with SEN

We have a range of skilled staff to support pupils and address any additional needs they have. We support children in the classroom through quality first teaching and also implement a wide range of personalised interventions delivered by highly trained teachers and teaching assistants. The school SENCo coordinates and monitors the effectiveness of this provision.

f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum

Norden is a fully inclusive school and thus everything we offer can be accessed by all pupils including those with SEN. We offer a wide range of extra-curricular activities. We also offer regular school trips to enrich our curriculum and these trips are fully accessible for pupils with SEN. Details of these are sent home throughout the year. Pupils that have a disability are supported effectively during transition times immediately before and after school, and at break/lunch times if necessary. This can include teachers and/or teaching assistants meeting disabled pupils at entry points in the morning and assisting these pupils to meet parents at home time.

g. Support that is available for improving the emotional and social development of pupils with SEN

We aim to meet the holistic needs of our pupils which includes their social and emotional development so they are able to reach their full potential. All children participate in Personal, Social, Health Education (PSHE) lessons in their classes. We also engage, if necessary, with a wide range of other support services including the Educational Psychology Service, Child & Adolescent Mental Health Service (CAMHS) and Rochdale Additional Needs Services (RANS) to help support children with their mental health and wellbeing.

<p>4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO</p>
<p>The SENCO is David Britner; please contact the school office if you have any questions or concerns regarding your child.</p>
<p>5. Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured</p>
<p>Our school provides high quality teaching and learning for all children, including those with SEN. Training needs are continually being identified and addressed. This may include whole school training on SEN issues or to support identified groups of learners, such as pupils with autism, dyslexia, etc. Teachers and support staff regularly attend training courses run by experienced school staff including the SENCO as well as Rochdale REAL Trust and other outside agencies that are relevant to the needs of specific children. Staff work closely with these specialists who provide advice or direct support as appropriate.</p> <p>Training with regards to S.E.N. is decided upon on a ‘needs led’ basis and is reviewed annually. Resources are allocated through Standards Fund and are used to meet identified training needs. These are identified within the S.I.P. and reviewed annually. Additional support is given to N.Q.T’s and other new members of staff. We have teachers and support staff with training related to specific learning and or medical issues including ‘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.</p>
<p>6. Information about how equipment and facilities to support CYP with SEN will be secured</p>
<p>All day to day teaching areas are fully accessible to all learners including those with SEN. School may provide SEN equipment where appropriate in consultation with specialist agency advice. The Local Authority/Health Services provide specialist equipment such as wheelchairs /standing frames / laptops etc when recommended by a relevant specialist. When necessary, the School Health Team supports us in writing Health Care Plans for pupils with additional needs. Parents/carers are fully involved in this process by attending these meetings and providing vital information. We also have an Intimate Care policy which supports any day to day care of this nature (e.g. changing and toileting)and forms a partnership and shared understanding between school and parents/carers.</p>
<p>7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child</p>
<p>We actively encourage parents to be fully engaged and involved in their child’s education and meet to discuss any concerns that arise as early as possible. We hold routine parents’ evenings twice a year, offer ‘meet the teacher’ meetings and have an ‘open door policy’ whereby parents/carers can speak briefly to the classroom staff each morning when they drop off at school. There will be at least a termly meeting with parents of SEN pupils to discuss targets and review progress. A school report is sent home every term and we encourage and appreciate any</p>

feedback from parents. For those pupils that have a Statement or an Education, Health Care Plan an annual review will be held. This is a formal meeting for parents/carers, school staff and other agencies involved in a pupils' education, health and/or care to review and discuss progress and to decide upon appropriate targets for the next year. We encourage any parent/carer who has any concerns about their child to speak to school staff as early as possible. For any further information about any of the above, please contact school.

8. The arrangements for consulting young people with SEN about, and involving them in, their education

Children are actively encouraged to have their say about the education they receive. Part of this is their involvement in self- assessment. Children are encouraged to reflect on their own learning and identify next steps and personal targets. We regularly collect and reflect upon pupil views and use this to support the children in their learning.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

Sometimes parents can become anxious about events in school. If this should happen, please arrange to see the class teacher, if appropriate, as soon as possible so that the concern can be dealt with rapidly. If the problem is not resolved to parents' satisfaction a meeting with the SENCO should be arranged. If you need to see the Head Teacher, please contact the Secretary, so that she can arrange an appropriate appointment. Any complaints parents may have concerning S.E.N. assessment or provision should be made to the Headteacher or Deputy Headteacher who will investigate matters and advise accordingly.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children

The school will establish links with appropriate support agencies, depending upon identified needs. These include the local authority, educational psychology, clinical psychology, Rochdale Additional Needs Services, the Fair Access Team, Speech and Language Therapy, Occupational Therapy and physiotherapy, Social Services and Health Visitors

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

Family Action SENDiass (Parent Partnership)

Teresa Ruzza
Unique Mill Enterprise Centre
Belfield Road

Rochdale
OL16 2UP
01706 515 741

Statutory Assessment Teasm

Floor 4, Number One Riverside,
Rochdale,
OL16 1XU
01706925173

Speech and language

First Floor Callaghan House,
Cross Street,
Heywood,
OL102DY
01706837197

Rochdale Additional Needs Services (RANS)

Floor 4, Number One Riverside,
Smith Street,
Rochdale,
OL16 1XU
01706926400

Educational Psychology Services

Floor 4, Number One Riverside,
Smith Street,
Rochdale,
OL16 1XU
01706926400

Child and Adolescent Mental Health Services (CAHMS)

Birch Hill Hospital
Union Road
Rochdale
OL129BQ
01706754349

12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living

Sometimes you will want to plan a longer, more structured transition into the next phase of education for a child with SEN.

Transition from setting to school - EY Team, EPS, SEN Team

Area SENCO Team

Tel: 01706 927862/927863 or 927864
Early Years,
4th Floor, Number One Riverside,
Smith Street,
Rochdale
OL16 1XU

Rochdale Educational Psychology Service

Tel: 01706 926400
4th Floor, Number One Riverside,
Smith Street,
Rochdale OL16 1XU
educational.psychologyservice@rochdale.gov.uk

RANS Leadership Team

Tel: 01706 - 926400
4th Floor, Number One Riverside,
Smith Street,
Rochdale OL16 1XU
rands@rochdale.gov.uk

Transition from Key Stage 1 to Key Stage 2

Rochdale Educational Psychology Service

Tel: 01706 926400
4th Floor, Number One Riverside,
Smith Street,
Rochdale OL16 1XU
educational.psychologyservice@rochdale.gov.uk

RANS Leadership Team

Tel: 01706 - 926400
4th Floor, Number One Riverside,
Smith Street,
Rochdale OL16 1XU
rans@rochdale.gov.uk

Transition from Key Stage 2 to Key Stage 3

Rochdale Educational Psychology Service

Tel: 01706 926400
4th Floor, Number One Riverside,
Smith Street,
Rochdale
OL16 1XU
educational.psychologyservice@rochdale.gov.uk

RANS Leadership Team

Tel: 01706 - 926400
4th Floor, Number One Riverside,
Smith Street,
Rochdale OL16 1XU
rans@rochdale.gov.uk

13. Information on where the local authority's local offer is published

The Local Offer in Rochdale can be found at:

www.rochdale.gov.uk/localoffer