

# St Hilda's C of E Primary School

## SEN Information Report 2016-17



### Introduction

Changes made to the Children and Families Act during 2014 mean that Local Authorities and Schools are required to publish information about the services they expect to be available for children and young people aged between 0 and 25 years old who have Special Educational Needs (SEN) or a disability. This is known as the 'Local Offer'. Information about Oldham Council's Local Offer can be found on their website. The intention of the Local Offer is to improve choice and transparency for families and to provide important information about the range of services and provision offered in the local area.

There are also changes in the way that pupils with SEN are supported in schools. The key changes include:

- Focusing upon the needs of the child/young person and their family and involving them in discussions as much as possible. The desired outcomes for the child/young person should be at the centre of these discussions.
- School Action and School Action Plus will be replaced by a single category of SEN Support. This is for pupils who may need extra specialist support
- Education, Health and Care Plans (EHC Plans) will replace Statements of Special Educational Need. Any assessments undertaken from September 2014 will follow the new EHC guidelines. The transition process from Statements to EHC Plans is expected to take until 2018.

The four broad areas of Special Educational Need are:

- Communication and Interaction □ Cognition and Learning
- Social, Emotional and Mental Health Difficulties (formerly Behavioural, Emotional and Social Difficulties)
- Sensory and/or physical needs

### **How we identify pupils with special educational needs**

◆ Pupils may enter school with a Special Educational Need already identified or this may become apparent at any time during their school years. The SEN Code of Practice defines SEND (Special Educational Needs or Disabilities) 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 pupil is identified as having SEND we will provide provision that is ‘additional to and different from’ the usual differentiated curriculum. This is intended to overcome the barrier to their learning.

Pupils can fall behind in school for many different reasons. They may have had prolonged or repeated absences from school or may have attended many different schools. Pupils may be new in the country and/or have a limited understanding of English. Pupils may need emotional support, sometimes due to circumstances outside of school, or have other difficulties that mean that they are not able to focus fully on their learning. At St Hilda’s we are committed to ensuring that all our pupils have access to learning opportunities, and for those who are at risk of not learning for whatever reason, we will work with the child and their family to provide appropriate support. This does not always mean that a child has SEND; only those pupils with a difficulty that requires special educational provision will be identified as having SEND.

- ◆ If agencies are already working with you and your child before they start school we will work with them to decide how best to support your child in school.
- ◆ If you think your child may have a special educational need you can discuss it with us. We will look into this, talk to you about what we find out and what we think should happen next. This may include ideas for how you can help your child at home, what we will do in school and whether we need to ask for advice from other agencies.
- ◆ If school staff think that your child may have a special educational need we will discuss this with you. We will then observe and work with your child to try and find out what is causing the difficulty. We may ask for your permission to contact agencies to help us find out more information.

### **How we work with you and your child to identify your child’s special educational need and plan how best to meet them**

- ◆ We will talk to you about what we are doing to support your child in school and work with you to make sure you understand what this means. You will be involved as much as possible.
- ◆ We will help you to understand any written reports or letters that you receive about your child if you would like us to.
- ◆ We will have bilingual support available for discussions and meetings if you would like this.
- ◆ We will ask you about any difficulties that your child is having at home and work with you so that we are all trying to help your child in the same way.

- ◆ We may feel that setting individual targets for your child to work towards will help them. We will share these with you if we do.
- ◆ We will help you to understand the process of how we get extra support for your child if they have a specific need or disability.
- ◆ The person responsible for managing the provision for pupils with SEND in school is Miss Cooke. She will meet with you to discuss your child's needs and progress when necessary and will share any targets or specialist assessment with you. You will be able to discuss the help that your child is having in school and be involved in reviewing how they are doing. Miss Cooke will also discuss the involvement of any other professionals with you. We will ask your permission to contact professionals who do not work in school if we feel that they could offer advice or help to school about how best to meet your child's needs.
- ◆ You can discuss any concerns with your child's class teacher or ask to make an appointment to see Miss Cooke.

#### **How we adapt the curriculum and our teaching to meet the needs of individual pupils and monitor their progress**

- ◆ All our staff are able to make lessons easier or more challenging so that every child is able to learn at their own pace and in their own way. We will make or provide any additional resources required. Staff make constant checks of how pupils are learning throughout the lesson. Pupils are also supported to reflect upon and comment on their own learning and that of their peers when appropriate.
- ◆ All pupils are set targets early in the autumn term. These are reviewed and amended on a termly basis. The progress of all pupils in school is monitored each term, with teaching staff meeting to discuss pupils' progress, to identify which children are at risk of falling behind and to discuss what support these pupils may need. We use the RM Integris system to store and analysis our pupil assessment data. ◆ Some pupils in school may have their progress tracked using P-Scales, which break down assessment statements into smaller steps
- ◆ We meet with all parents in school during the autumn and summer terms and produce a written report for each child towards the end of the summer term
- ◆ Adults in our school receive training and information about special educational needs and know where to go to ask for extra help.
- ◆ Information about the needs of individual children are shared with their new teacher every year.
- ◆ We have adults in school who are able to offer extra support to children. This can be through offering additional reading or mathematics support, extra help with handwriting or practising social skills such as talking and making friends. Occasionally extra support may be given to children in the classroom with an additional adult working directly with a child or small group of children.
- ◆ If your child has very specific needs or a disability the adults working with them will know how best to work with and support your child.

### **How you can work with us to help your child**

- ◆ Share any information about the difficulties your child is having at home honestly.
- ◆ Attend any meetings or appointments that you are invited to, whether these are in school or somewhere else. If you do not attend a medical or other appointment your child may be discharged from the service and it can take a long time to get them another appointment.
- ◆ Tell us if you have received a letter or report that you do not understand. Staff will be happy to help you with this.
- ◆ Be honest with doctors or any other professionals. They need to know exactly what the difficulties are so that they can suggest the best ways to help.
- ◆ Tell us if your child has a medical condition and keep us up to date if this changes.

### **Agencies that we work with**

There are lots of agencies that we may contact with your permission. This may be to help us find out more information about your child or to help us work out the best way of helping your child. The main agencies are listed below:

**School Health Advisor (often called the School Nurse)** The School Health Advisor team visit pupils in school to do Infant Health Assessments, basic sight tests, puberty talks with the older children and to offer training and advice to staff. They also organise parent workshops on subjects such as Asthma management and diet advice from time to time. We meet with the School Health Advisor to discuss any medical concerns that we have about children and they offer advice and support to school and to the child's family.

**Medical Advice** We may request a medical assessment if we think your child may have a medical condition which may be affecting their learning. You will receive a letter asking you to attend for an appointment with your child and they will then write a report which is sent to school. You will also receive a copy of the report, sent to your home address.

**Speech and Language Therapy (SALT)** If your child's speech is very unclear or they seem to have difficulties understanding what people are saying to them we may ask a Speech and Language Therapist to see your child. These are trained specialists who will either work with your child themselves or offer ideas for helping them at home and in school. You will usually be asked to go to an appointment at the Integrated Care Centre (ICC) in Oldham.

**Child Health Department** If we have concerns that your child may have a medical need or if we want to rule out any medical need as part of our assessment process, we may ask for your consent to complete a Medical Advice Form (MAF). You will then receive an appointment to see one of the Child Health doctors, usually at the ICC in Oldham.

**Educational Psychologist** If we need specialist advice about your child's learning needs we may ask for the involvement of the educational psychologist. They will come into school to see your child in class and may carry out some individual assessments. They can then advise us on the best ways to help your child.

**Specialist Advisory Team (QEST)** This is a team of specialists who can advise on many different types of special need and conditions. They will come into school to talk to the staff and may carry out some assessments with your child. They may also advise which other professionals we need to ask for advice.

**Child and Adolescent Mental Health Service (CAMHS)** If you or school are concerned about your child's emotional behaviour or wellbeing we can make a referral to CAMHS. Sometimes if a child has suffered a particularly traumatic event or has a type of learning need which is affecting their emotional health they can find it helpful to meet with a professional who is specially trained in the best ways to help them. This service is based at the Royal Oldham Hospital.

**Moving & Handling/Assistive Technology** If your child has a physical need we can ask for a specialist assessment and advice on any equipment or ICT provision which may be of benefit to them.

**Allocation of school resources and matching them to pupils with Special Educational Needs and/or Disabilities** The annual school budget includes money for supporting pupils with SEND.

The headteacher and the SENCo discuss all the information they have about SEND in the school, including:

\*Pupils who are having additional support

\*Pupils who we feel may need additional support

- \*Pupils who have been identified as not making as much progress as we would like, where we discuss what support may be appropriate for them
- \*We encourage pupils to be as involved in their learning as possible, so will have discussions with them about their learning and progress and what they feel may be of benefit to them
- \*The SEN register is reviewed regularly and regular progress reviews are held for all pupils to identify those who may be in need of support
- \*When we feel that, despite the additional support we are providing for your child in school, they are still not making the progress we would like, or where your child has had complex or more severe needs identified, we will discuss further options with you. We may put together an 'Integrated Assessment Plan', where we record details of your child's needs, the outcomes we would like to see and what we need to put in place to achieve these outcomes. This may involve school asking for advice from professionals such as doctors, the specialist advisory team or an educational psychologist.
- \*We may decide that requesting an assessment for an 'Education, Health & Care Plan' is necessary if your child has severe or complex needs. This is undertaken by the local authority. You will be kept fully involved and informed about this process and your views about your child will be taken into account.

#### **Qualifications and experience of staff in school**

The SENCo is Miss Josie Cooke and the Deputy SENCo is Mr Tommy Bunn. Both staff hold a Postgraduate Certificate known as the National Award for Special Educational Needs Coordination.

Staff in school have also attended training covering 'Every Child a Talker' (Derbyshire Language Scheme), Reading Recovery, ELKLAN (BLAST), Asthma and Epilepsy awareness. Paediatric First Aid Certificates are held by the majority of staff in school. Pupils with SEN are supported by teachers, teaching assistants and by members of our SEN support team: teaching assistants who support pupils with complex needs on an individual basis and who deliver interventions in school. Our staff are able to offer additional support with reading, phonics (the letters and sounds which make up words), handwriting and maths. We also have staff who are able to offer emotional support when needed. Staff in school have experience of working with pupils with a range of different special educational needs and know where to go to ask for further help and advice.

### **How school supports pupils with SEN in transferring between schools**

Transition Reviews are held for pupils with Statements during Year 5. Miss Cooke will liaise with the SENCo at your child's new secondary school to discuss your child's needs and to arrange any additional support that they may need to make their transition as straightforward and stress-free as possible.

Parents are supported to access information about schools in the local area to enable them to make an informed decision. Support with interpretation and translation is offered. School staff are available to work alongside parents in arranging meetings and visits.

Miss Cooke will contact the SENCo at your child's new school to discuss your child's needs and to make any necessary arrangements, such as organising transition visits or making them a book to help them to understand the move to their new school. Any records and written information will be passed to your child's new school as soon as possible.

### **How school includes pupils in educational visits and activities outside of the classroom**

We organise frequent educational visits and arrange for visitors to come in to school on a regular basis. We also offer a range of additional activities at lunchtimes and after school. We endeavour to make appropriate arrangements for all our pupils to participate in these

experiences and will make every effort to remove and/or reduce any barriers to participation.

### **School accessibility**

Level access in to school is available via the main entrance. A lift provides access to all floors of school, however, due to the nature and layout of the building, some areas of school are not accessible via the lift. A toilet suitable for disabled access is available on the ground floor, with further facilities available in the nursery.

Pupils with a physical or particularly complex need will have their egress from the school in an emergency assessed on an individual basis. A PEEP (Personal Emergency Evacuation Plan) will be produced for them. This will be clearly displayed on the Health & Safety board in their classroom. Emergency evacuation drills are held on a termly basis. These are reviewed by senior school staff and are then reported to the Governing Body.

### **Who you can contact for further information or support**

All staff in school are happy to discuss any queries or concerns you may have. Class teachers are available in the first instance, by appointment if necessary. Miss Cooke is also available by appointment. Appointments can be made by calling in to the school office or by phoning school on 624 3592.

Should you feel that a concern or issue has not been handled to your satisfaction, you can access the Complaints Policy on the school website, which explains the process of raising a concern or a complaint with the school.

POINT (Parents of Oldham in Touch) can be contacted on 0161 667 2054 or you can visit their website at [pointoldham.co.uk](http://pointoldham.co.uk)

**How we report on pupils with SEND in school**

- ◆An SEND report is shared with school Governors every term. Any issues are shared and discussed.

Reviewed by J.Cooke, April 2017