

All Saints' Church of England Primary Local Offer for children with Special Educational Learning needs or disabilities.

How we identify individual special educational learning needs

- ❖ When pupils have identified SEND(Special Educational Needs or Disabilities) before they start here, we work with the people who already know them and use the information already available to identify what their SEN(Special Educational Need) 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.

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

- ❖ 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
- ❖ We will write and review IEPs with pupils and parents/carers
- ❖ We inform parents/carers of any appointments from other agencies and feedback any findings.

How we adapt the curriculum so that we meet SEN

- ❖ All our staff use materials to help '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 code X for reading; Toe by toe for spelling; Read Write Inc. for writing; Folen's and Heinemann for maths; Social Use of Language groups for language and communication for personal, social and health

How we modify teaching approaches

- Staff attend relevant courses to be instructed about a variety of approaches which allows us to be able to try and 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 –
One to one, small group, positive behaviour strategies, Social use of language groups, precision monitoring for literacy and numeracy, clicker computer programme

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(Performance Indicators for Value Added Target Setting) to assess progress that is in smaller steps and at a

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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 use nationally agreed guidelines on progress to check that this is good enough
- ❖ We check how well a pupil understands and makes progress in each lesson
- ❖ Our senior leadership team check the progress of pupils every term (more often if progress is slow) and we discuss what we are doing to make sure pupils make good progress (is there anything else we can do?)
- ❖ For pupils with SEN, teachers discuss progress with parents every term or more often if we believe this will help

What equipment or resources we use to give extra support

- ❖ We use workstations; picture timetables; support for communication; countdown timers for pupils who need it
- ❖ We use iPad Apps for pupils with communication difficulties
- ❖ We use a range of software links on our school learning website to help pupils engage with subjects they find difficult; practice basic skills; become independent learners. (maths/literacy zone; Fun/School brain; teaching tables/time; BBC schools; Primary games; KS1/2 Bitesize; Maths Playground; Ghost blasters; Dance Mat typing)
- ❖ We use a range of switches for pupils who have physical or sensory needs
- ❖ Clicker 6 IT programme
- ❖ Posture right writing boards

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; physical needs; behaviour related needs; severe learning difficulties; autism)
- ❖ We get support from local authority services.
- ❖ We work together with CAMHS(children and adolescents & mental health service)
- ❖ We 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
- ❖ We get support from occupational therapy for pupils who need assessment for special seating
- ❖ We get support from physiotherapy for pupils who need it
- ❖ 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 number of before and after school activities which pupils with SEN are included; if required we provide teaching assistants to

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support their equal access

- ❖ We have regular educational visits and a Year 6 residential. Pupils with SEND are always included in these. We provide teaching assistants to support their full involvement and ensure the programme is tailored to their needs. We choose visits that are accessible to all.

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

- ❖ We visit children in their home to allow the child and family to meet us in their familiar surroundings.
- ❖ We invite staff from the future school to meetings and to meet the child. We tailor a transition package dependent on the different children's needs.
- ❖ If required a member of staff will accompany the child on pre-visits to their future school and will accompany parents to view the different schools.

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
- ❖ If a pupil's statement identifies something that is significantly different to what is usually available, there will be additional funding allocated which will be discussed with the parents/carers.

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.
- ❖ In school, Mrs Barton is our designated pupil advocate. She will follow up your concern and make sure something happens that you agree with
- ❖ The Youth Service provide support for young people with SEND so that their voice is heard (youthservice@rochdale.gov.uk)

Where parents/carers can get extra support

- ❖ There are a number of parent support groups (family.info@rochdale.gov.uk)
- ❖ 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. [mailto:\(www.theparentforum.co.uk \)](mailto: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 or the headteacher. 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 arrange future meetings. If still not satisfied we will ask a member of the local authority to mediate.

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- ❖ If your concern is with the local authority, follow a similar path.
- ❖ 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 Parent partnership Service provide independent information and advice (ann.mcbride@family-action.org.uk)