

ROCHDALE – OUR LOCAL FOR CHILDREN AND YOUNG PEOPLE WITH SEND – Holy Family RC Primary School

He took a little child and had him stand among them. Taking him in his arms, he said to them, “Whoever welcomes one of these little children in my name welcomes me; and whoever welcomes me does not welcome me but the one who sent me.” Mark 9:36-37

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 we can do to support them.
- ❖ 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 together agree 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). Sometimes we may seek advice from other professionals.

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 Assessment Plan Do Review (APDR) targets with pupils and parents/carers
- ❖ We sometimes use homework to repeat and practise activities that are new and presenting a challenge to a pupil

How we adapt the curriculum so that we meet SEN

- ❖ All our staff are trained to make lessons and learning 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 Read, Write Inc phonics to teach early reading and follow the National Curriculum.

How we modify teaching approaches

- All our staff are trained where appropriate to cater for a range of SEN:
- COGNITION AND LEARNING Examples: SpLD: Dyscalculia, Dyslexia, Dyspraxia, short-term memory.
- SENSORY, MEDICAL AND PHYSICAL Examples: Diabetes, Asthma, Epilepsy, Hearing Impaired, Visually impaired, Physical.
- COMMUNICATION AND INTERACTION Examples: ASD, Speech and Language.
- SOCIAL, EMOTIONAL AND MENTAL HEALTH Examples: behavioural difficulties, socialisation difficulties.
- ❖ We are a communication friendly school
- ❖ We use a number of approaches to support all children and their learning needs.

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

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progress. (including how we involve pupils and their parents/carers)

- ❖ We use SMART targets to measure progress alongside our school assessment tracker
- ❖ Teachers work together to assess children's work to ensure our judgements about attainment and progress is accurate
- ❖ We check how well a pupil understands and makes progress in each lesson, by observing, questioning, marking and formal assessment
- ❖ 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

- ❖ Classrooms are equipped with a range of resources to support all children's learning needs
- ❖ A speech, language and communication program (WELLCOMM) is used to screen all children to identify any needs which are addressed in house with support from our school-based speech and language therapist
- ❖ Help for children needing social, emotional and mental health support is provided through our school-based counsellor, social worker and play therapist
- ❖ We use adapted resources where needed to remove barriers to learning
- ❖ A range of software and IT equipment is deployed where appropriate to help pupils engage with the whole curriculum

What extra support we bring in to help us meet SEN:- services; expertise

How we work together collaboratively

- ❖ School draws on support from Rochdale Additional Needs Service (RANs) who provide specialist help for a variety of needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism)
- ❖ We get support from:
 - local authority services including the Educational Psychology team
 - speech and language therapy (SALT)
 - Occupational therapy
 - Physiotherapy
- ❖ Together we review the pupil's progress; agree what everyone will do to make teaching more effective, learning easier and agree targets. At an agreed date will review how well the pupil is doing 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

- ❖ Pupils with SEND are fully included in the many curriculum enrichment opportunities on offer
- ❖ We have regular educational visits and visitors inclusive of all pupils
- ❖ School will provide additional resources or staff to support fully inclusive access to the wider curriculum

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

- ❖ We welcome regular visits from our link high school for pupils during year 5/6.
- ❖ High school SENCOs from the receiving schools for EHCP pupils in years 5 and 6 are invited to attend annual reviews
- ❖ We invite all High School transition co-ordinators into school to meet with any children with SEND

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- ❖ We arrange for extra transition visits to the high school where needed
- ❖ School staff ensure important information is handed over to receiving schools in a timely manner

How additional funding works

- ❖ Schools receive funding for all SEND pupils
- ❖ If a pupil's EHC Plan identifies something that is significantly different to what is usually available, there may be additional funding allocated. Parents will be consulted on 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, parents/carers can get extra support

- ❖ There are a number of parent support groups. These can be accessed via Our Rochdale website (ourrochdale.org.uk)
- ❖ The Parent/carers forum is called SENDIASS. This is an umbrella organisation for all agencies and support groups 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.
- ❖ Parents and pupils' views are valued and it is important that people listen to them.
- ❖ In school, Mrs Walker is our designated pupil advocate. She will follow up your concerns

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 or the SENCO. 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 representative.
- ❖ If you do not feel the issues have been resolved, we will liaise with advisors from the Local Authority Special Needs Team.
- ❖ The school complaints policy is available at www.holyfamilyrochdale.stoccat.org.uk
- ❖ If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is: Jessica Frain
- ❖ 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.
- ❖ The Parent partnership Service (SENDIASS) provide independent information and advice which can be sought following link: rochdale.sendiass@barnardos.org.uk