

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 SEND offer will be in our school setting.
- ❖ If you tell us you think your child has a SEND we will discuss this with you and use the graduated response, 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 SEND, 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 seek advice from other professionals when appropriate to try to determine what is happening and why. We will look for behaviours and triggers. We will inform you and may add them to the SEND list.
- ❖ The SEN Code of Practice informs the types of action to be taken when a potential SEN is identified and we start a cycle of "assess, plan, do, review".

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

The code of practice explains that we **must** ensure that children, their parents, and young people are involved in discussions and decisions about their individual support.

- ❖ We are child and family centred so you can expect “no decision about me without me”.
- ❖ When we assess SEND 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 (Learning Adventures) with pupils and parents/carers, using advice provided by professionals and our own knowledge of your child.
- ❖ We use homework to repeat and practice 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 create a personalised curriculum depending on the SEND needs of the child so that they are able to learn at their own level.
- ❖ We ensure staff are trained in quality first teaching and ordinarily available provision.

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- ❖ We sometimes dip into additional learning materials and encourage kinaesthetic activities that can support children in their learning.
- ❖ We use ICT (assisted technology) to support particular needs and reinforce key concepts.
- ❖ We have designated areas in the school to support play based learning and sensory activities.
- ❖ Each classroom has a box of equipment (Sensory Toolkit) that can support pupils with learning, this includes sensory, fidget toys, coloured overlays, reading rulers and ear defenders.
- ❖ We recognise that at some times pupils may require a curriculum that is different to their peers, this may involve support from our Nurture Provision.

How we modify teaching approaches

- ❖ All our staff are trained in a variety of approaches which means we are able to adapt to a range of SEND needs, specific learning difficulties (including dyslexia); Autistic Spectrum Condition; speech, language and communication needs; and behavioural, social and emotional difficulties; ADHD and Emotion Coaching.
- ❖ We are a dyslexia friendly school
- ❖ We are an Autism Champion school, with a designated teacher lead.
- ❖ We have Teaching Assistants who have had specific training on Social, Emotional and Mental Health issues. This includes bereavement and domestic violence.
- ❖ We have Teaching Assistants who are trained in delivering interventions to support Social, Emotional and Mental Health. This includes Drawing and Talking, Lego Therapy, ELSA and Speech and Language programmes.
- ❖ We have two teachers who have completed the National SENCO training.
- ❖ We have a dedicated SALT teaching assistant, who is trained in delivering interventions to support speech and language.
- ❖ Our Foundation Stage staff are trained to deliver 'Wellcomm Assessment Tool' speech and language programme.
- ❖ We have a designated teacher for Mental Health.
- ❖ We work closely with other agencies, such as RANS to help support our pupils.
- ❖ All of our staff have attended training about positive handling, some staff have had in depth training,
- ❖ All of our SEN teaching assistants have received sensory training.
- ❖ We have staff who are trained in Team Teach.
- ❖ All of our staff receive annual SEBD training.

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)

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- ❖ We use our Learning Adventures and an online system called B Squared/Connecting Steps V5 to assess progress that is in smaller steps than the National Curriculum. Children can be assessed on the following frameworks: Communication and Interaction, Early Steps and Primary Steps. This provides us with termly progress measures and helps us to monitor and set individual targets.
- ❖ All children with an EHCP have personalised provision. This is tracked using provision maps and is shared at Annual Reviews.
- ❖ We regularly use staff meetings and collaborative 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 sufficient.
- ❖ 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.
- ❖ For pupils with SEND, teachers discuss progress with parents every term or more often if we believe this will help. We write at least termly targets, which are shared with parents and pupils.
- ❖ We use other forms of assessment if needed, such as the Development Journal and Engagement Model.

What equipment or resources we use to give extra support

- ❖ We use workstations; visual timetables; support for communication; countdown timers for pupils who need it, now and then strips, individual behaviour charts.
- ❖ We use a loop system microphone so that hearing-impaired pupils can hear the teacher speaking clearly over classroom noise.
- ❖ We use iPad Apps such as Clicker Communicator and Boardmaker for pupils with communication difficulties.
- ❖ Each child with a significant communication needs, has a touch screen laptop and uses Clicker 8 software.
- ❖ We use a range of software on our school learning platform/website to help pupils engage with subjects they find difficult; practise basic skills; become independent learners.
- ❖ We access advice from Educational Psychology, RANS, #THRIVE for pupils who need additional support.
- ❖ Every classroom has a sensory toolkit available. Individual pupils who require have their own sensory box with personalised equipment in it.
- ❖ Our Nurture Provision, which includes a sensory room and play therapy room, are available for all children, including at lunchtimes.

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

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- ❖ 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 and from Middleton Collaborative.
- ❖ 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 require sensory, physical or motor support.
- ❖ School SENDCo attends Middleton school collaborative meetings and regular training.
- ❖ We seek advice and support from RANS for pupils on the Autistic Spectrum and from children with hearing or visual impairments. RANS also deliver training to school staff.
- ❖ Together we review the pupil's progress, agree what everyone will do to make teaching more effective, learning easier and set targets. This will be done in consultation with the parent and pupil.
- ❖ There are termly drop in sessions for staff to attend to discuss individual pupils.
- ❖ There are weekly SEND supervision sessions for staff working with pupils with SEND.
- ❖ We hold termly well being checks with staff.
- ❖ We get support from the Educational Psychology service for staff and individual pupils.

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

- ❖ We have a number of before and after school activities and all pupils with SEN are included; we provide anything needed to support their equal access.
- ❖ We have regular educational visits and residential. Pupils with SEND are always included in these. We provide anything needed to support their full involvement. We choose visits that are accessible to all.
- ❖ All enrichment opportunities offered through the curriculum are available to all pupils.

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

- ❖ We meet with SENCOs from other schools to pass on information before transition.
- ❖ We meet parents and families before they start our school.
- ❖ We contact previous schools to find out any additional information.
- ❖ We give families opportunities to visit and look round the school prior to starting.

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- ❖ We carry out transition activities and meetings where needed.
- ❖ We liaise with pre-school settings and the Area SENDCo where needed, before pupils start in Reception/ Nursery.
- ❖ All children visit their new class and teacher before the start of the new academic year.
- ❖ We hold transition meetings where staff, parents and other professionals share information regarding SEND pupils with their new teacher.
- ❖ We make transition books for all pupils with an EHCP and those with significant needs.

How additional funding works

- ❖ Schools receive funding for all SEN pupils and they provide what pupils need from this. This includes equipment and adult support. The local authority may contribute to very expensive items.
- ❖ If a pupil's EHCP 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.
- ❖ School may apply for interim funding for some pupils who need a high level of support at access the curriculum.

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 Facchin and Mrs Windsor are our designated pupil advocates. They will follow up your concern and make sure something happens that you agree with.
- ❖ All classes have a Bully Buster and Worry Eater. All pupils can share any worries with the Worry Eater and this information is passed onto the Bully Buster lead.

Where parents/carers can get extra support

- ❖ There are a number of parent support groups, including a school SEND group.
- ❖ The Parent/carer forum for children with disabilities in Rochdale, Heywood and Middleton are called Family Voice. They can provide information, training and support. They are involved in policy and decision making. Follow this link for more information <http://theparentforum.co.uk/about/>
- ❖ School holds weekly SEND coffee afternoons for parents to attend. We also hold termly drop in sessions.

What to do if you are not satisfied with a decision or what is happening (for parents)

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- ❖ Your first point of contact is always the person responsible – this may be the class teacher; the SENDCo 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, you will need to follow the school's complaints policy. A copy can be found on the school website <http://www.boarshawprimary.co.uk> or from the school office. If your concern is with the local authority, contact the SEN Assessment Team, Number One Riverside, Smith street, Rochdale, OL16 1XU. Tel: 01706 925981. Email: SEN@rochdale.gov.uk
- ❖ 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 <http://parentpartnership.org.uk/find-your-pps/north-west/rochdale/>