



## SEN Information Report

### What kinds of special educational needs are provided for at Buckton Vale?

At Buckton Vale Primary school we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a broad, balanced and relevant curriculum, made accessible through differentiated activities. The needs of a significant minority of the children require consideration beyond that given to other pupils (a Special Educational Need). Government Legislation dictates the framework within which the school operates (the Special Educational Needs and Disability Code of Practice 2014, the SEN and Disability Act 2001), and further guidance is provided by both the Government and Local Authority. We aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve his or her full potential. Admission of children with SEN is considered in line with our admissions policy, which relates equally to all children. We work with parents/carers and specialists to facilitate the appropriate placement of children with SEN. SEN and provision can be considered as falling under four broad areas: 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health 4. Sensory and/or physical. We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEN) in cooperation with our local Authority (Tameside).

### How does the school know if children need additional help?

At Buckton Vale, great care is taken to identify and support children who have a significantly greater difficulty in learning than the majority of others the same age, or who have a disability which prevents them from making use of education facilities. Each pupil's current skills and levels of attainment are assessed on entry and all necessary liaisons with their previous school or other educational establishment is completed. Thorough and regular assessments of progress are made across the school and where pupils are falling behind or the gap does not diminish, they are given targeted support in class. Where the gap does not diminish, despite high quality first teaching targeted at their areas of weakness, the teacher and SENCO work together, with parents/carers to assess whether the child has some or significant learning difficulties. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

Where this is the case, agreement is reached about the SEN support that is required. Identification includes the use of high quality assessment and, where necessary, may include more specialised assessment from external agencies and professionals such as the school's Educational Psychologist. Parents/carers know their children best, and we listen and understand when they express concerns about their child's development. We also listen to and address any concerns raised by children themselves. Where a pupil is not making adequate progress, teachers, the SENCO and parents/carers collaborate on planning and teaching strategies via the pupil passports, provision maps and Pupil Centred Planning meetings.

### What should I do if I think my child may have special educational needs? How will I raise concerns, if I need to?

If you think that your child may have special educational needs, or if you have concerns about any aspect of their provision and/or progress, please talk to us. In the first instance, talk to your child's teacher.

You may also contact the SENDCO either by phone or via email on [SEND@bucktonvale.tameside.sch.uk](mailto:SEND@bucktonvale.tameside.sch.uk).

Please note however that Mrs Quinn is a full time class teacher and may have to make arrangements to ring your back if she is not available at the time you ring.

### Where can I see the school's policies relating to SEN?

All statutory policies can be viewed on the school website: <https://bucktonvale.org.uk/>

### How will both you and I know how my child is doing and how will you help me to support my child's learning?

You are welcome at any time to make an appointment with either your child's class teacher or the SENDCO to discuss your child's provision and progress and to get advice on how you can support your child at home. Parents/carers will always be informed if we begin to make SEN provision and will be invited to a meeting with the SENDCO and/or class teacher to agree some targets. Consultations are held once a term with the SENDCO, class teacher and Learning Support Assistant. During these meetings, the targets are initially agreed and then reviewed a term later. In some circumstances this may be more frequently. You will get an up to date copy of the targets. Your child may also have an Education, Health Care Plan (EHCP) which will be formally reviewed at least annually in addition to the arrangements above.

### How will the school staff support my child?

Support is planned and reviewed by the SENDCO and the class teacher, in collaboration with parents/carers and the pupil themselves at the target setting meeting at the end of each term. Additional provision may take the form of additional support from within school, for example from a designated Teaching Assistant. It may also require the involvement of specialist staff or support services such as Speech and Language Therapists or the CLASS team.

### How will the curriculum be matched to my child's needs?

All members of staff at Buckton Vale set high expectations for each pupil and aim to teach the full curriculum. Teachers use appropriate assessment to set ambitious targets. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every child achieving. Potential areas of difficulty are identified and addressed at the outset of work.

### How is the decision made about the type and how much support my child will receive?

It is our aim to meet the needs of all children through high quality, differentiated teaching ('wave 1' support). However, we recognise that there are times when children may need additional support and/or interventions. The aim of these interventions is to support children with a view to them making accelerated progress in the area being targeted.

#### 'Wave 2' support

If it has been identified that a child needs additional support, the first step is usually for a 'wave 2' intervention to be put in to place. The majority of these interventions are done in class by either the class teacher or teaching assistant. These interventions will usually be done in small groups and will be additional to the whole class teaching ('wave 1' support). 'Wave 2' support may also come in the form of access to resources to meet the child's needs.

Examples of the resources that may be made available are (but not limited to):

- Reading overlays
- Access to ICT
- Sticker charts
- Pencil grips
- Phonics resources.

#### 'Wave 3' support

If it is felt that a child needs additional support that cannot be met through 'wave 2' support then a 'wave 3' intervention may be put in to place. The majority of these interventions are done out of class by one of our learning support assistants. These interventions will be in small groups or through 1:1 support and will be additional to the whole class teaching ('wave 1' support). There are times where we may feel it is necessary to get outside agencies involved to best meet the children's needs. Many of these are provided through Tameside Pupil Services or the NHS after a referral by the class teacher or SENDCO. Any involvement with outside agencies will be done with full consultation of the child's parents.

### What support will there be for my child's overall wellbeing?

We try to support the emotional and social development of all our pupils, including those with SEND. Our staff are caring and have the wellbeing of all children as their top priority. Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional educations through circle time and PHSE. Mrs Quinn is the Mental Health and Wellbeing Lead and can be contacted on the following email address: [SEND@bucktonvale.tameside.sch.uk](mailto:SEND@bucktonvale.tameside.sch.uk)

### *How do we know if any changes/interventions have had an impact?*

The effectiveness of the support and the impact on your child's progress are reviewed at least termly. This information along with the views of parents/carers and children, forms the basis for the revision of the support. Where the SEN provision does not enable a child to make adequate progress, we work with parents/carers to request an assessment for an Educational, Health and Care Plan.

### *How will my child be included in activities outside the school classroom including school trips?*

We endeavour to enable children with SEND to have access to all extra-curricular activities and school trips that are available to our pupils. This may require additional adult support and enhanced risk assessment, to ensure that everyone's health and safety is not compromised.

### *What support is there for behaviour, reducing the risk of exclusion and increasing attendance?*

Buckton Vale has a comprehensive behaviour and anti-bullying policy. Where a child is perceived to be at risk of exclusion, we endeavour to work closely with parents/carers and any appropriate external agencies to introduce strategies to reduce the risk. This may include a behaviour plan. Attendance is closely monitored. Where a child's attendance is below 95% without clear medical reason, parents/carers are invited in to discuss ways to improve the attendance with the school's attendance officer Mrs Cherry. The aim of this is to avoid the need for referral to the Welfare team at Tameside who may issue fixed penalty notices in some cases.

### *How does the school manage the administration of medicines?*

Buckton Vale has a strict policy regarding the administration of medicines on the school site. If your child needs medication during the school day, please take the medication to the school office. You will be required to complete and sign a form, authorising school staff to administer the medication. Where this medication is a specialist medicine, such as EpiPen's and rescue medicines for epilepsy, school will ensure that all staff receive regular training from the school nursing team.

### *How are the governors involved and what are their responsibilities?*

The SENDCO reports to the governors on all matters relating to SEND at Buckton Vale via the SEND Link governor who is Mrs Webb Evans. She then reports back to the full governors following meetings she has with the SENDCO. The governors agree priorities for spending within the SEND budget and their overall aim is to ensure that all children receive the support they need in order to make good progress.

### *What training do staff supporting SEN have?*

All staff receive regular updates from the SENDCO. She in turn attends network meetings and SEND conferences as well as any SEND training that has pertinence to children at Buckton Vale. The SENDCO then cascades the information through to staff. She also attends the network meeting across the Mossley and Carrbrook Schools' Partnership to ensure that the provision and interventions are consistent across the town. Staff may also undertake specific training to meet the needs of certain pupils.

### *What specialist services and expertise are available at or accessed by the school?*

Collaboration between education, health and social care services is vital to us at Buckton Vale. These include, but are not limited to, the school nurse, educational psychologist, speech and language therapy, other therapies such as physiotherapy and occupational therapy, services relating to physical and mental health, specialist teachers such as hearing and vision impairment.

### *How accessible is the school both indoors and outdoors?*

We endeavour to enable children with SEND and their families to access all our facilities. To this end all of the school is wheelchair accessible. The ramp also has a hand rail to assist those who need it. There is a disabled toilet large enough to accommodate changing. The playground is also wheelchair accessible. We write a plan for any individual who attends Buckton Vale regularly to ensure they can access the main parts of our building necessary for them.

### How are parents/carers involved in the school?

The involvement of parents and carers in their children's education is very important to us at Buckton Vale. We encourage parents/carers to contribute their views at their child's SEND meetings. We also welcome parents/carers who wish to help in school and have a small group of parents who come in regularly to support in academic aspects such as listening to readers and supporting small group work in class. If you would like more information about how to get involved, please speak to your child's teacher or ask at the school office.

### What steps should I take if I have a concern about the school's SEN provision?

In the first instance speak to Mrs Quinn, SENDCO.

If you are still concerned, you should speak to the Headteacher, Mrs Brown.

You may also contact the governors through the school office email [admin@bucktonvale.tameside.sch.uk](mailto:admin@bucktonvale.tameside.sch.uk)

or

Buckton Vale Primary school

Swallow Lane

Carrbrook

Stalybridge

SK15 3NU

### How will school prepare and support my child to join the school and transfer to the next stage of education?

We always do our best to support pupils moving in from another school and on to High school as well as any pupils who join or leave us in between. Before joining Buckton Vale we encourage all families to visit for a tour of the school. We receive all the information from the admissions section of the Local Authority which includes the details of the current school. Following receipt of this, we contact the school to ask for further academic and SEND details so the child's needs can be catered for from the moment they arrive in school. Transition to secondary school is supported by close liaison between the Year 6 teacher and our secondary colleagues. Forms are completed by the class teacher and SENDCO which are passed on to the high school and then additional transition visits are arranged as needed.

### Where can I get further information?

More information on what is available to children in Tameside can be found on their website: <http://www.tameside.gov.uk/localoffer> and <http://www.tameside.gov.uk/localoffer/families> or

Special Educational Needs Inclusion Team

Shirley House

Oldham Street

Hyde

Tameside

SK14 1LJ