



SEND information report

Introduction

As part of the [Children and Families Bill 2014](#), all schools are required to make available their SEND Information Report to families which details how they can support children and young people with a special educational need and/or disability (SEND).

Dedicated contacts at the school

Who should I contact if I have any questions or concerns about my child's SEND?

- Your child's class teacher
- Acting SENDCO – David Barton
- Assistant SENDCO – Sue Smith
- Parent Support Advisor/Learning Mentor – Lesley Jeffers and Rebecca Radford

An overview of the school

Flowery Field School is a 3 form entry primary school of an increasing population of around 700 pupils aged 3 –11. We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs.

We work with a range of other professionals such as educational psychologists, speech and language therapists, counsellors and medical professionals to ensure that all children receive the support they need to do well at school.

How we identify SEND

We may find that a child needs additional help if concerns are raised by a parent/carer, by the child's teacher or by the child. We would be alerted by a teacher or parent/carer if a child in any age group is making limited progress or if there is a change in their behaviour. Sometimes, other professionals, for example, in health care or an early years setting, may notify the school of any concerns. Parents can approach their child's class teacher at any time if they are worried about their child.

We identify SEND by following the Flowery Field graduated approach:

Cycle 1

When we are first made aware of concerns about a child's progress and / or attainment that may be indicative of a special educational need, the class teacher will begin 'Cycle 1' of the SEND assessment and identification cycle (also known as the 'graduated approach'). This will involve the class teacher assessing the child's particular needs. Parents and children will also

be consulted at this point to discuss how they think we can support the child better. From this, the class teacher will identify individual outcomes that we are aiming to achieve, based on the assessments taken place. We will also outline specific strategies as part of 'Quality First Teaching' that are different or additional to what the class teacher is doing already, which will be used to achieve the outcomes that have been identified.

During Cycle 1 discussions, a date will be set by the class teacher and parents to review the progress towards the outcomes that have been set. This will usually be in the next term, but this is dependent on severity of need. Some Cycle 1s may be reviewed within a half term. Assessments will be made against the individual outcomes at this review. If progress has been made, then it may be that the child has responded to the changes in 'Quality First Teaching' and the gap between themselves and their peers has closed. If this is the case, then success will be celebrated and the child will be taken off 'Cycle 1'. If progress has been made and the child is showing that they are responding to the changes outlined in 'Cycle 1', but class teacher and parents still have concerns about the gap between the child and their peers, they can remain on 'Cycle 1' to be monitored and reviewed again. If, however, the child is not responding to the changes in 'Quality First Teaching' and have not made enough progress towards their outcomes, they will then move to 'Cycle 2'.

Cycle 2

At this point, the SENCo, class teacher, parents and child are all involved. Similar to the 'Cycle 1' process, initial assessments will be made in order to outline actions and outcomes. However, a 'Cycle 2' will probably involve external professionals such as referrals to teams in Tameside's Pupil Support Services, Speech and Language Therapy, OT support, or Educational Psychology. This is because a child's need will be as such that we need support that is additional to or different from the usual 'Quality First Teaching'. Because of this, the child will be put on the school's SEND register. Assessment, actions and individual outcomes will be outlined in Cycle 2, in agreement with all involved. A review date will be set, either within a term or half a term, to assess progress against these outcomes.

There are a number of options available after reviewing a Cycle 2. The first one is that a child may have responded to actions and are showing progress towards the outcomes set. At this point we may decide to keep monitoring at Cycle 2 and keep professional involvement going. However, it may be that one 'round' of professional involvement was enough to make an impact and from this, we may decide to drop down to 'Cycle 1' for the class teacher to continue to monitor. However, if a child is not responding well enough to the actions and is not making enough progress towards meeting their outcomes, then we may move to Cycle 3.

Cycle 3

If a child is at Cycle 3 then it is likely that a child has significant special needs. They will continue to need significant professional advice and support as we continue the cycle of assessment, planning, providing actions and support and then reviewing. Some outcomes may be more long term, whereby we encourage reflections on how we can work to prepare a child for transition to a different phase of education, a different setting or greater participation in society. We may need to refer to Tameside Local Authority for an Educational Health Care Plan (EHCP) in order for us to meet need as effectively as we can. If a child comes to us with an EHCP already in place then they will automatically be on Cycle 3 of our review process.

Parents/carers are given copies of any specialist assessment reports and can discuss them with the SENCo during the review process or at another pre-arranged time.

How we involve pupils and their parents/carers

We are child and family centred, so you will be involved in all decision making about your child's support.

- Where a pupil is in looked after care, we will liaise closely with carers and the local authority, ensuring they are fully informed of the pupil's needs and current targets.
- Mrs Claire Silk (Designated Safeguarding Lead/Principal), Mrs Sue Smith (Deputy Designated Safeguarding Lead/Assistant SENDCo), Mrs Rebecca Radford (Deputy Designated Safeguarding Lead) and Mrs Lesley Jeffers (/Deputy Designated Safeguarding Lead) will also work closely with Mr David Barton (Acting SEND Lead) to ensure relevant information is shared. At Flowery Field, we believe it is hugely important to keep strong links between all parties, to achieve the best outcomes for the pupil.
- When we assess SEND, we discuss 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 to make progress
- We are well aware that parents and carers know their child best, so we listen carefully to and value all contributions.
- As part of our Graduated Approach, we find out the pupil's views and the parent/carer views and this is represented in their paperwork. The pupil voice sheet is tailored to their interests. If a pupil is pre-verbal or struggles to communicate, we gather their views in other ways e.g. by filming them taking part in an activity.
- When requested we will support, give advice and model to parents and carers to show them how they can best support their child with learning at home.

How we adapt the curriculum and modify teaching approaches

All staff are aware of the new SEND Code of Practice which came into practice in September 2014 and understand that they are responsible for adapting 'Quality First Teaching' in order to meet the needs of each learner in their class.

Quality First Teaching is at the heart of every teachers' practice at Flowery Field. We have high aspirations for all pupils, including pupils with SEND.

All our staff are trained so that we are able to adapt to a range of SEND. This includes:

- Communication and Interaction needs, such as speech, communication and language needs (SCLN) or Autistic spectrum condition (ASC)
- Cognition and learning needs, such as specific learning difficulties (SpLD) like dyslexia, dyspraxia and dyscalculia
- Social, emotional and mental health difficulties (SEMH), such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder (AD). SEMH also encompasses a variety of mental health issues such as anxiety and depression
- Sensory and/or Physical needs, such as visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or a physical disability (PD)

As soon as assessments have been made that make us aware that a child is struggling to access the age appropriate curriculum, a range of other approaches can be used. We will endeavour to keep the child within the mainstream classroom environment as we value inclusive learning environments where all children are exposed to high expectations. Within this learning environment, support may be increased by more frequent and intensive adult support within lessons, or differentiated work that has been set in response to ability and need. Extra resources may also be provided, in response to a child's need. However, in a minority of cases

where a child has a significant special need, it may be more appropriate for the child to access one to one or small group support in order to build upon the foundations that they need to be able to plug the gap between themselves and their peers. The approaches that are used to teach pupils with SEND will vary according to their needs, as assessed during our cycles of graduated approach, or as set out in their Education Health Care Plan.

We have a broad and balanced curriculum, details of which can be found at <https://floweryfieldschool.org.uk/curriculum>. Inclusive and quality first teaching will ensure that appropriate adaptations are made to the curriculum and learning environment of children with SEND. Teachers can also seek advice and support from external agencies on how to differentiate most effectively to create inclusive learning environments.

What different kinds of extra support are available to children with SEND?

- Intervention programmes aimed at closing the gap
- Differentiated assessment systems to monitor smaller steps of progress, e.g. P Levels (where appropriate)
- Specific individual or small group support
- Makaton, visual resources, assistive technologies to support for communication needs
- Dyslexia Screening Tool to identify symptoms of specific learning difficulties
- Referrals for support and advice from external agencies and expertise where necessary
- Speech and Language Therapy
- Counsellor
- Pastoral team who offer support in social and emotional development
- Care plans and risk assessments taken out for children with specific health or physical needs
- Person centred planning and reviews for children on Cycles 1, 2 and 3.
- A hoist and disabled shower room in EYFS
- Disabled toilets on each corridor
- A lift

How we assess and review pupil progress

Interventions and extra support run for a certain time period as agreed by the review date set out in the 'cycles' meeting, so that we are able to assess and measure the impact upon attainment. The class teacher will discuss the child's progress with the member of support staff running the intervention. This progress will also be discussed with the SENCo during termly meetings with the class teacher. Arrangements for extra support or next steps for the consolidation of progress will be made. The effectiveness and impact of these provisions will be discussed in the review meetings.

The class teacher monitors each child's progress and will discuss this with members of the school's senior leadership team during termly pupil progress meetings.

Individual desirable outcomes will be generated if a child is involved in any of the cycles of SEND support. The class teacher considers each child's outcomes as agreed with the parent / carer. Progress can be measured against these targets.

We can also adapt some assessment systems, such as using P-Levels and pre key stage assessments to measure small steps of progress for those children who are working at a level below the National Curriculum. For some children it may be more appropriate to measure progress on objectives from a different year group.

Support and training for school staff

Our SENDCo organises SEND training, calling on the services of the specialist providers, such as our Educational Psychologist, Speech Therapist and Outreach teachers as necessary. Our SENDCo (Janet Vo Mullin) received the National Award for Special Educational Needs Co-ordination in September 2015.

Accessibility of the school

Our new school building opened in Feb 2014 and is fully accessible, in compliance with the Disability Discrimination Act. Features include:

- A lift
- Disabled toilets on every corridor
- A hoist in the disabled toilet in EYFS
- Evacuation chairs in the stairwells.

As set out in our Equality Objectives and in our Equality Policy, we will work to ensure that the school environment is as accessible as possible to all pupils and staff by making reasonable adjustments to overcome potential barriers created by the physical features of the premises.

Specialist services

We have access to a wide range of specialist services. These include:

- CAMHS – Child and Adolescent Mental Health Service)
- Sensory Support Team (Visual and Hearing Impairment)
- Applied Psychologies (Educational Psychologist, Communication and interaction specialists and other services)
- Integrated Services for Children with Additional Needs (ISCAN) – Speech and Language therapists, Physiotherapists, Occupational therapists
- Paediatricians

We also have access to a range of specialist teachers who work throughout the Enquire Learning Trust.

Extra-curricular activities

All pupils are encouraged to participate in all school activities, including extra-curricular activities and residential. When required, due to a child's need, a higher ratio of adults to children will be put in place. Likewise, specialist transport and other forms of support are engaged if necessary.

Behaviour and anti-bullying

We have comprehensive behaviour and anti-bullying policies which can be found in the 'Policies' section of the school website.

- Pupils are given opportunities to reflect on their behaviour with an adult by following a 'restorative' approach and if needed a referral to the Pastoral Team is made.
- Where a pupil is at risk or exclusion, we endeavour to work closely with parents/carers and any appropriate external agencies to introduce strategies to reduce the risk.
- The Enquire Learning Trust have a dedicated SEND team, where SEND leads can seek further advice and support.

How we support pupils with transition

Careful consideration is given to preparing pupils with SEND for transition at all stages. Initial contact is made with the setting previously attended and with the parents, as soon as we are notified that a pupil is transferring into our school. When pupils are changing classes or moving to another school, teachers liaise together and with parents/carers, sharing information and preparing the pupil well in advance of the move.

In Year 5, the transfer options are explained to parents/carers and they have the opportunity

to visit secondary schools before making a decision and expressing a preference. Teachers and the SENCo will pay particular attention to preparing pupils with SEND for transfer to secondary school, addressing both the learning and the well-being concerns that may arise.

Where pupils can get extra support

Pupils have access to pastoral sessions in school with either a familiar member of staff or with a member of the Pastoral Team.

- Pupils have access to a school counsellor.
- Staff are highly skilled in making sure that a child's well-being is a high priority.
- Tameside's local offer can be found at [Tameside SEND Local Offer](#)

Where parents/carers can get extra support

A partnership between parents/carers and school is vital to the progression of every pupil's learning, particularly for pupils with SEND. There are numerous ways to achieve this at Flowery Field. In addition to parents' evenings, reports and review meetings, parents and school staff can communicate by:

- Requesting an appointment with the class teacher, SEND lead or parent (class teachers may be available for a brief chat before or after school, without appointment)
- Sending notes/letters to and from school including individual communication books.
- Phone calls (0161 368 1466)
- Parents have access to staff email addresses

Regular Early Help Assessment meetings are held for families requiring a higher level of support and families are signposted to appropriate support.

When needed, parents are also given the details of:

- OKE, a Tameside based charity which offers support, information and activities to families with children with SEND
- SENDIASS Tameside

What to do if you are not happy with the support your child is receiving at school

- Your first point of contact is always the relevant member of staff. This may be the class teacher, the SEND Lead or the Principal. Explain your concerns to them first.
- If you are not satisfied that your concern has been resolved then you must follow the advice set in the complaints policy from The Enquire Learning Trust. This is available in the 'Policies' section of the website.

Further information

School website

[SEND | Flowery Field Primary School \(floweryfieldschool.org.uk\)](http://floweryfieldschool.org.uk)

Tameside local offer

[Tameside SEND Local Offer](#)

Last reviewed by D Barton Jan 2023

Next review date: Sept 2023

