



# Flowery Field Primary School and Nursery

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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).

## An overview of the school

Flowery Field School is a 3 form entry primary school of an increasing population of over 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 from the Behaviour Learning Support Service (BLISS), Healthy Young Minds (HYM), Communication Language and Autism Spectrum Support (CLASS) and medical professionals to ensure that all children receive the support they need to do well at school.

## Dedicated contacts at the school

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

- SENDCO - Janet Vo
- Assistant SENDCO - Sue Smith
- Parent Support Advisor/Learning Mentor - Lesley Jeffers
- Safeguarding lead - Claire Silk

## Identifying children's additional needs

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 then start our cycles of a 'graduated approach' to assess need, plan and implement strategies and review effectiveness. The process is described below:

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.

Website: [www.floweryfield.tameside.sch.uk](http://www.floweryfield.tameside.sch.uk)

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.

2. 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'.
3. 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.
4. 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.
5. 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.

### **Involving pupils and parents/carers in planning support**

**How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?**

- Cycle 1, 2 or 3 support plan and review (as described above)
- Regular contact between home and school, e.g. home/school book, email or text
- Individual pupil/ teacher conversations and with the SENCo (upon request)
- Assertive Mentoring each term
- Annual end of year report

### **Range of support available to my child**

**What approaches are used to teach pupils with SEND?**

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.

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 Tameside's Pupil Support Services if they feel they need to make more adaptations for children with SEND. We liaise with our Speech and Language Therapist, Counsellor and Speech and Language Therapist who give us advice 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 such as Blacksheep Narrative Therapy, Nessy, Reading Recovery and Fisher Family Trust
- 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
- 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 do we evaluate the effectiveness of the provisions made for children with SEND?**

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.

### **Measuring children's progress**

#### **How will the school know how well my child is doing and how will they inform me about this?**

The class teacher monitors each child's progress and will discuss this with the SENCo during termly pupil progress meetings.

Individual and specific targets will be generated if a child is involved in any of the cycles of SEND support. The class teacher considers each child's targets 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**

### **Have any staff received specialist training in SEND?**

Our SENCo organises SEND training, calling on the services of the specialist providers, such as our Educational Psychologist, Speech Therapist and Outreach teachers as necessary. We access specialist training from the Pupil Support Service and other providers. Our SENCo received the National Award for Special Educational Needs Co-ordination in September 2015.

## **Accessibility of the school**

### **How is the school accessible to children with SEND?**

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

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.

## **Inclusion**

### **How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?**

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.

### **How will the school support emotional and social development in my child?**

All pupils in the school are encouraged to reflect upon and use a variety of 'learning behaviours' to incorporate emotional and social development into lessons.

Pastoral support arrangements for listening to the views of all pupils are in place. We have a School Council and Mrs Smith and Mrs Jeffers are available to all pupils to talk to if they are worried about anything. Our Anti-Bullying policy and use of learning behaviours are used to prevent and deal with bullying.

### **Starting or changing schools (Transitions)**

**How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?**

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.

### **Support and training for parents/carers**

**What support and training within the school is available to parents and carers?**

The school operates an open door policy where parents are free to come and engage in their child's education. Regular CAF 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
- Telephone consultations with CLASS at Pupil Support Services (where appropriate)
- Details of parenting courses such as the ADHD Parenting course (where appropriate)

The PTFA is also active and regularly organises after school events such as Quiz Nights, discos and Bingo Nights for the whole family to enjoy.

### **Further information for families and practitioners**

For more information please visit the website(s) via the links below.

<http://www.tameside.gov.uk/sen/parentpartnership>

Last reviewed by J.Vo May 2019

Next review date: May 2020