



Greenbank Primary School Parents' Information

SEN Information Report

Introduction

All Rochdale Local Authority Maintained Schools have a similar approach to meeting the needs of pupils with Special Educational Needs.

All schools are supported to be as inclusive as possible with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

What is the Local Authority Local Offer?

The Children and Families Act 2014 states that Local Authorities and Schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Education Needs. The aim of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

The Rochdale Local Offer can be found using the following link:

<http://www.rochdale.gov.uk/schools-and-education/special-educational-needs/Pages/send---the-local-offer.aspx>

The School SEN Information Report

This provides information about the support which children with Special Educational Needs and Disabilities (SEND), and their parents or carers, will receive from Greenbank Primary School.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with Special Educational Needs.

Through the answers to the questions below, we hope that you will find the information that you require regarding how we support children and young people with SEND Greenbank Primary.

How do we identify individual Special Educational Needs at Greenbank?

- When children join our school with previously identified SEND, we work with the people who already know them and use the information they provide to help us to identify their needs making their transition into our school easier. Sometimes a transition plan will be put in place.
- If you have any concerns about your child we will discuss them with you and will investigate further – sometimes with the help of other agencies. We will share any findings with you and discuss the next steps to be taken in school and at home. We will work together to meet your child's needs.
- If our staff think that your child may have a special educational need because they are not making progress, socially or academically, they will discuss their concerns with the SEN Team who will observe them and discuss possible actions with you. We will monitor progress made from discussion with yourselves and, if appropriate, put your child on the school's SEN register.

How do we involve pupils and their parents or carers in identifying SEND and planning to meet their needs?

- 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 whether your child's understanding and behaviour are the same at school and at home. We will work with you so that we are all supporting your child in the same way and helping them make progress.

- Where appropriate, Class Teachers will write and review targets through our Going for Green system.
- Where appropriate, additional resources will be shared with you to use at home to help your child.

How do we adapt the curriculum so that we address SEND?

- All our staff are trained to make sure your child is working at the right level.
- We work in four ability groups in English and Maths. Each group is supported by an adult.
- Intervention sessions take place to close the gap in certain areas of the curriculum.

How do we modify teaching approaches to ensure progress for all children?

- Our staff are trained in a variety of approaches to learning. They are able to adapt their teaching to a range of SEND, for example specific learning difficulties; Autistic Spectrum Disorder; speech; language and communication needs and behavioural, social and emotional difficulties.
- We are a dyslexia friendly school
- We use a range of resources to meet your child's needs.
- We use a number of approaches to teaching:
 - We teach thematically in order to ensure all learners progress.
 - We aim to provide personalised learning which focuses on individual children's needs.
 - We use different teaching strategies to appeal to all children.

How do we assess pupil progress and how do we review this progress to make sure our children stay on track?

- We use P scales and PIVATS to assess children's progress. P scales and PIVATS break down progress into small and manageable steps.
- Staff meet regularly to assess pieces of work to make sure their judgements are correct.
- We work closely with our local Special School who support us in our assessment procedures.
- We check children's understanding and progress during every lesson.
- Our SEND team meet with teachers every term to review the progress of children with SEND.
- Our Senior Leadership Team check the progress of pupils every term.
- We hold parents evenings every term and are available to discuss progress more often with parents if we believe this will help.

What equipment or resources do we use to give extra support?

- We use workstations; picture timetables; support for communication; timers; tools for learning in maths and english and sensory resources.
- We use a loop system microphone so that hearing impaired children can clearly hear the teacher.

- Children with communication difficulties have access to a laptop if appropriate.
- We use a range of software such as Clicker 6, BLAST and Speech and Language Link.
- Our children access the school learning platform where they can find help to engage with subjects they find difficult, practise basic skills and become independent learners.

What extra support can we bring in to help us with SEND?

- Support from specialist teachers and support staff to ensure children can access the curriculum – specialists in speech, language and communication, hearing impairment, visual impairment, behaviour related needs, severe learning difficulties and autism specialists.
- Support from local authority services and Springside Special School.
- Support from speech and language therapy (SaLT) with staff training, advice and assessment.
- Support from occupational therapists and physiotherapists.
- Support from our Educational Psychologist – working with children and feeding back to teachers and parents or carers.
- With all our support team, we review children's progress, look at what is working and plan the next steps with the children and their parents or carers.

What other activities are available to our children with SEND?

- A Therapeutic Inclusion Room (the Rainbow Room) to support children's social and emotional development.
- Outdoor Learning Activities delivered by outdoor specialists: Forest school; climbing; cycling; archery; kayaking; swimming; bushcraft; orienteering and more.
- Before and After school clubs and activities.
- Regular educational visits and residential activities which are accessible to all children including those with SEND.

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

- We meet with appropriate staff at your child's new school to discuss their needs and share information which will help your child to settle and progress.
- Children go on additional visits to their new school with a supporting adult to become familiar with their new surroundings and to address any worries.
- We share all historical records with their new school and if a CAF is in place we work with other professionals and the new school to ease transition.

How does additional funding work?

- Schools receive funding for all children with SEND and they provide what the children need from this funding.
- Sometimes the Local Authority contributes to expensive items which may be required.
- If a child's statement or EHC Plan identifies something that is significantly different to what is usually available, there will be additional funding allocated.

Parents will have a say in how additional funding is used.

Where can children get extra support?

Children's views are important and we will always strive to listen to them and act supportively.

- Children are encouraged to talk to their Class Teacher.
- They can also talk to our Pastoral Manager, a Mentor or a member of the SEND team.

Where can parents or carers can get extra support?

- There are a number of support groups offering advice and help:
www.autism.org.uk
www.Afasic.org.uk
www.bdadyslexia.org.uk
- Extra support can also be found at:
www.rochdale.fsd.org.uk and
- Rochdale SENDIASS can provide independent information, advice and support on all matters related to SEND, they can be contacted at:
Telephone 01706 515 741
Email sendiass.rochdale@family-action.org.uk
Website <http://www.family-action.org.uk>
Address Unique Mill Enterprise Centre, Belfield Road, Rochdale, OL16 2UP

What can you do if you are not satisfied with a decision or what is happening?

- Always discuss your concerns first with the class teacher or the SEN co-ordinator.
- If you are not satisfied that your concerns have been addressed speak to the Head Teacher and then ask to speak to the school governors representative.
- If your concern is with the local authority, further information can be found using the following link:
http://www.rochdale.gov.uk/the_council/contact_us/corporate_complaints_and_compl/school_-_complaints_procedure.aspx

We hope that you have found this information useful. If you have any further questions about what we offer at Greenbank Primary School please feel free to contact us:

SEND Team

Greenbank Primary School

Greenbank Road

Rochdale

OL12 0HZ

Tel:01706 647923

E mail: office@greenbank.rochdale.sch.uk