



HEAP BRIDGE VILLAGE PRIMARY SCHOOL

"Working together, learning together"

SEND

Information Report

Headteacher
Mr. M. Cockcroft

September 2022

BE POSITIVE

BE PROACTIVE

BE PROUD



SEND Information Report (School's contribution to local offer)

Name of School	Heap Bridge Village Primary School
Address	Heap Brow, Bury BL9 7JP
Telephone	0161 7645686
Email	office@heapbridge.rochdale.sch.uk
Headteacher	Mr Marcus Cockcroft
Special Educational Needs Coordinator (SENCo)	Mrs Katharine Collingwood kcollingwood@heapbridge.rochdale.sch.uk
Age Range	Reception – Year 6 (4 – 11 years)
Last Ofsted Inspection	January 2018
Outcome of Inspection	Good
Number of pupils on roll	171
Number of pupils with Special Educational Needs	22
Number of children receiving additional support	Total on the SEND register: 22 pupils – 12.8% National Average – 12.6% High Needs Funding (EHCP) 4 pupils – 2.3% National Average – 4%

1. The kinds of special educational needs for which provision is made at the school.

FAQ - "How does the setting know if children/young people need extra help and what should I do if I think my child may have special educational needs?"

We are a mainstream school with a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At Heap Bridge, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. We regularly track pupils' progress and where there is evidence that a pupil is not making age-related progress in one or more areas of the curriculum, we would provide additional support in class or use

specific interventions to target areas in which they are struggling. Along with pupil tracking, any of the following can trigger a concern:

- Parent/carer;
- Child;
- Class teacher;
- Widening gap between self and majority of peers;
- Feedback from service providers or other professionals;
- Records transferred from another school / nursery;
- Baseline and on-going assessments;
- EYFS/KS1 results;
- School testing and assessment.

If a concern is raised, then class teachers would talk to you about your child's progress and suggest ways in which you could help at home. If difficulties persist, the SENCo may become involved. At this point, there may be a need for more specific assessments in school. The SENCo will discuss the next steps with you and your child.

Equally, if you have concerns about your child you are welcome to arrange to an appointment to see your child's class teacher and/or the SENCo at any time.

2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

FAQ - "How do you identify children with special educational needs?"

We use a range of school assessments in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils in school. Children with special educational needs are identified when, despite receiving differentiated learning opportunities, they:

- Make little or no progress when teaching approaches are targeted particularly in a child's area of identified weakness;
- Show signs of difficulty in developing skills which result in poor attainment in some curriculum areas;
- Present persistent emotional or social difficulties which are not modified by the positive behaviour management techniques usually employed in the school;
- Have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Have a communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The class teacher and SENCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. Staff are trained to identify pupils who may have more specific needs (e.g. Autistic Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD)). If required, after consultation with parents, school will seek to involve, and work in partnership with, other outside agencies (e.g. Speech and Language Therapy, Educational Psychology, Rochdale Additional Needs Service (RANS), Child and Adolescent Mental Health Services (CAMHS)).

3a. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans.

FAQs - "How will you support my child?" "How does the school know how effective its arrangements and provision for children with special educational needs are?"

If your child is identified as having SEND, in addition to in class support, we will provide additional support in areas such as reading, writing, spelling, maths, speech and language, socialising, emotional regulation. If your child has an EHCP (Education Health Care Plan), we will put provision in place as outlined in the plan. Class teachers, working with the SENCo, monitor pupils' progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEND. School Governors and Subject Leaders are also involved in this monitoring process.

We track the progress of all groups very closely. Teachers provide teacher assessment data each term and they analyse the results of assessments and adapt provision to meet the needs of all groups.

Children identified as requiring support, which is greater than the majority of the class, will have an SEND Support Plan. This will be used to communicate targets and progress between teachers, pupils and parents. The SENCo monitors the impact of the support put in place and regularly reviews the school's 'SEND Provision Map' which identifies how group interventions and individual support will be timetabled. The SEND Support Plan will also outline day-to-day strategies needed to support the child.

3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

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

We meet with parents and pupils at least once a term to review targets, discuss next steps and amend provision if necessary. Some pupils may require an SEND Support Plan, a copy of which will be sent home. These targets will also be reviewed on a termly basis. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENCo if they have any concerns. It may be desirable for a home/school communication book to be initiated so that parents and teachers can make regular contact. We also hold workshops for all parents on a range of curriculum areas, including phonics, reading and maths strategies.

3c. The school's approach to teaching pupils with special educational needs;

FAQ - "What is your approach to individual learning?"

Class teachers are trained to adapt their teaching to meet a range of pupils' needs. We differentiate the curriculum accordingly and take into account ability and different ways in which pupils learn. The SENCo has a role in supporting class teachers to do this as effectively as they can. Teachers, Subject Leaders and the SENCo

monitor pupils' work and learning to see how effective these strategies are. We take into account recommendations from outside agencies when adapting teaching to meet specific needs. Where attainment for any child is a concern, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

3d. How the school adapts the curriculum and learning environment for pupils with special educational needs;

FAQ - "How will the curriculum be matched to my child's/young person's needs?"

The Accessibility Plan and Equality Policy are regularly reviewed. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEND pupils (e.g. enlarged texts, reading books, maths equipment, technology, writing aids).

3e. Additional support for learning that is available to pupils with special educational needs;

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

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher, teaching assistants, learning mentor and/or the SENCo; this may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough support to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting.

3f. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

FAQ - "How will my child be included in activities outside the classroom including trips?"

We provide a range of extra-curricular activities (clubs, trips and residential) which are made available to all pupils. If a pupil has additional needs, we plan carefully with parents in order to meet specific needs. For example, if your child has ASC, it is possible that he/she may be more anxious about a trip out of school. In that situation, we would make every effort to familiarise them beforehand and provide any additional one to one support required.

3g. Support that is available for improving the emotional and social development of pupils with special educational needs.

FAQ - "What support will there be for my child's overall well-being?"

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and the school leadership team monitors happiness and well-being. Where pupils are

found to have needs around emotional and social development, provision is put in place to support (e.g. social communication groups, anger management, nurture groups) and progress monitored. Some pupils may have needs related to behaviour and we work closely with parents to support such pupils in school.

4. In relation to mainstream settings and maintained nursery schools, the name and contact details of the SEND co-ordinator.

FAQ - "How will I be able to raise any concerns I may have?"

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENCo or head teacher. The SENCo at Heap Bridge is Mrs Katharine Collingwood.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

FAQ - "What specialist services and expertise are available at or accessed by the setting? What training have staff supporting SEND had or what training are they having?"

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. We have had recent training in ASC, phonics, reading (Better Reading Support Partners), supporting pupils with mathematics, Zones of Regulation. Part of the role of the SENCo is to identify what training is needed and to ensure that any specific requirements will be met. We work with a range of outside agencies to secure specialist expertise. These include:

- Speech and Language Therapy;
- Educational Psychology Service;
- Rochdale Additional Needs Service;
- Occupational Therapy;
- CAMHS;
- Mental Health Support Team;
- Community Paediatrician;
- Health Visitor / School Nurse; □ Family Support Worker.

5b. The Staff at Heap Bridge and how they're used to support children with SEND:

At Heap Bridge, after termly assessments, the class teachers provide a provision map and a support timetable which shows any focused interventions that will take place. Currently, our support staff are working within their own classes to deliver these interventions to the targeted SEND children. This enables them to work closely on a day-to-day basis with these children to maximise the impact of the support. Regular feedback sessions take place between the support staff, the class teachers and the SENCo to ensure that the impact of the interventions

being delivered is as high as possible and to ensure the children are working towards making expected progress. The support staff structure is as follows:

- Miss Sofia Monetti – Learning Support Assistant (Foundation Stage)
- Miss Beth Jones – Learning Support Assistant (KS1)
- Miss Beth Thomson – Learning Support Assistant (KS1)
- Mr Harrison Jacques - Learning Support Assistant (KS1)
- Mrs Cherie Phythian - Learning Support Assistant (LKS2)
- Mr Daniel Parker – Learning Support Assistant (LKS2)
- Mr Chris Coop - Learning Support Assistant (UKS2)
- Mrs Kim Clarke – Learning Mentor / Pastoral Lead (All year groups)

Any SEND support delivered by members of staff is delivered within the specific classrooms throughout the day.

5c. Specific SEND training staff have received in the last two years:

The staff have received the following training in the last two years:

- Transitions to Primary School for Children with ASC – Miss Myatt
- How to use sensory stories to involve pupils with ASC in the curriculum – Miss Thomson
- ELKLAN Accreditation – Miss Morris □ ELKLAN (5 – 11 years) – Mrs Grugel
- The use of 'Now and Next' to support pupils with ASC – Miss Thomson
- Better Reading Support Partners – Mrs Butcher and Miss Jones
- Comic Strip Conversations to support pupils with ASC – Mr Coop
- EYFS and Year 1 Vocabulary Development – Miss Thomson, Miss Forbes, Miss Jones
- Stages of Play – Miss Thomson and Miss Myatt
- BLANKS Levels of Questioning - Miss Thomson, Miss Forbes, Miss Jones, Miss Myatt
- Autism for Beginners – Mr Coop, Mr Parker, Mr Jacques, Mrs Butcher, Miss Thomson
- Autism and Emotional Regulation – Mr Coop and Mrs Collingwood
- Zones of Regulation – Mrs Collingwood
- Autism and Anxiety – Miss Morris and Mrs Collingwood
- ELKLAN (3-5 years) – Mrs Leith
- Autism Awareness – Miss Monetti
- Youth Mental Health First Aid (2-day) – Mrs Collingwood
- Thera-Build with LEGO – Mrs Clarke
- Emotionally Based Non-attendance – Mrs Collingwood and Mrs Clarke
- How and why children 'mask' their social communication needs (RANS) – Mrs Collingwood

The SENCo regularly attends LA SENCo Network Meetings to keep up to date with local and national developments and to share best practice. Heap Bridge also works with other local practitioners through the Arch Alliance Collaborative Group. SENCOs from the collaborative group attend termly consultation meetings with the Educational Psychology Service.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

FAQ - "How accessible is the setting both indoors and outdoors?"

Accessibility of the school is reviewed regularly as part of our Accessibility Plan. On site, we have a disabled toilet in the Hub and ramps from the playgrounds into school.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

FAQs - "How are parents involved in the setting? How can I get involved? Who can I contact for further information?"

We believe that it is of paramount importance to involve all parents in their child's education. We hold parents' evenings in the autumn, and spring terms and provide a detailed written report in the summer term. Additionally, we hold SEND review meetings termly for those pupils with additional or significant educational needs. These can be held with the class teacher, SENCo or both. We adopt a number of other strategies to communicate with parents depending on your availability; informal meetings with staff at the end of the school day, home-school communication books, phone call discussions and emails.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

FAQ - "How will my child's views be listened to?"

We encourage pupils to contribute their views about their needs and comment on the support they receive. We do this by pupil interviews and/or questionnaires. Pupils are encouraged to put themselves forward for pupil leadership roles, so they have the opportunity to be involved in making whole school decisions. We want pupils, from all year groups, to be involved in the decision making process on a personal and whole school level. Pupils are involved in the setting of their targets and encouraged to reflect on these. Where children have a SEND support plan or EHCP, these are reviewed in a pupil-centred review meeting. The SENCo regularly meets with SEND pupils to capture their views and update pupil passports.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting. *FAQ - "What should I do if I have a complaint?"*

We would encourage parents in the first instance to discuss their concerns with their child's class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENCo, Headteacher or other member of the Senior Leadership Team. The Chair of Governors is also available to listen

to complaints and mediate with school to resolve any issues, as is the SEND Governor. There is a complaints policy in school, in which such procedures are outlined (see school website).

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

FAQ - "Who else has a role in my child's education?"

Governors are aware that in addition to teachers and classroom assistants, a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEND. These include access to health and social care professionals, voluntary organisations and local authority support services as detailed in section 5.

11. The contact details of support services for the parents and carers of pupils with special educational needs.

FAQ - "What other support services are there who might help me and provide me with information and advice?"

If you need support in finding an organisation or support service for your child, please contact Mrs Katharine Collingwood, who will be happy to help you navigate through the local offer. You may also find Rochdale's Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) useful <https://www.barnardos.org.uk/what-we-do/services/rochdale-sendiass>.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

FAQ - "How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?"

At Heap Bridge, we hold 'Welcome Meetings' at the beginning of the autumn term to which parents are invited, enabling them to meet their child's new teacher, hear about the year's curriculum, assessment arrangements, pupil wellbeing and discuss any concerns regarding the year ahead.

We liaise with pre-school settings and high school to ensure smooth and effective transition between settings. There are comprehensive transition arrangements in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEND staff who will be supporting children at their new setting.

13. Information on where the local authority's local offer is published.

FAQ - "Where can I find the local authority's Local Offer?"

We work closely with the local authority to ensure that our school offer of SEND complies with the new Code of Practice. The local authority's local offer can be found on their website <https://www.rochdale.gov.uk/specifiededucational-needs/local-offer>. There is also a link on the Special Educational Needs and Disabilities page on our school website.

14. Pupil Progress

FAQ - "How much progress do children make if they are identified as having SEND at Heap Bridge?"

We track pupils' progress every day through marking and feedback of pupils' work. This, in turn leads us to professional judgements about how well pupils perform compared with age-related expectations. We use our data tracking to identify underperforming pupils and to plan to alter our provision accordingly. Historically, SEND children have not made as much progress as expected so we have been working to focus our interventions and support through tighter 'SEND Support Plans and Intervention/Provision maps' which are reviewed regularly. Children at Heap Bridge are expected to make excellent progress, whether or not they are identified as having SEND.

We use standardised tests to help us to assess gaps and next steps for children in reading, maths and EGPS.

For children working significantly below their peers (typically 2+ years below) we use PIVATS, Performance Indicators for Value Added Target Setting, to track and monitor smaller steps of progress.

15. Medical and Mental Health

FAQ - "How will my child be supported if they have a medical and/or mental health issue at Heap Bridge?"

The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have special educational needs (SEN) and may have an EHC plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (January 2015) is followed. Equally, children's mental health should be appropriately supported so that they can have full access to education. Children with an SEND may also have mental health issues that require support from school as part of, or in addition to mainstream class provision.

We have a medical safety policy and if your child has additional medical needs, we have protocols in school to manage such requirements. Your child's safety is of paramount importance to all staff in school. We have a safeguarding policy and all staff are regularly trained in looking for signs which indicate a concern.