



### **What are Special Educational Needs?**

*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’ (SEN Code of Practice 2015).*

The inclusive nature of our school means that we seek to provide the best opportunities of learning whatever a child’s background, ability or family circumstances. We welcome all children with any form of SEND across the 4 areas of need as laid out in the SEND code of practice 2015: communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs.

Many children and young people will have special educational needs of some kind during their education. School can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

So special educational needs could mean that a child or young person has:

- learning difficulties - in acquiring basic skills in school
- social, emotional or mental health difficulties - making friends or relating to adults or behaving properly in school
- specific learning difficulty - with reading, writing, number work or understanding information
- sensory or physical needs - such as hearing impairment, visual impairment or physical difficulties which might affect them in school
- communication problems - in expressing themselves or understanding what others are saying
- medical or health conditions - which may slow down a child’s progress and/or involves treatment that affects his or her education.

Often, a child’s needs are varied, and it is important to remember that he/she does not need to ‘fit’ into a single category. All children make progress at different rates and have different ways and strategies in which they learn best. Teachers therefore take account of this in the way they organise their lessons and teach. Children and young people making slower progress or having particular difficulties in one area may be given extra help in a variety of ways in order to support them and help them succeed.

You should not assume, just because your child is making slower progress than you expected or the teachers are providing different support, help or activities in class, that your child has special educational needs.

### **How we identify individual special educational learning needs...**

- When pupils join our school who already have identified Special Educational Needs and Disabilities (SEND), we work with the people who already know them and use the information readily available to identify what their special educational need (SEN) will be in our school setting and how best to meet that need.
- If your child does not have an identified special educational need, but you have concerns that they may have, then you need to discuss this with your child’s class teacher in the first instance. This will then be referred to the Special Educational Needs Co-ordinator (SENCo) who will investigate and discuss this further and agree a course of action with the class teacher and yourselves. The SENCo will share with you what they have found out and agree with you what they will do next and also what you can do as the parents to help your child in school and at home.

- We use thorough and individualised assessments of children including; observations, class-based assessments and tailored diagnostic assessments. We also access specialised support from agencies who work specifically to support children with special needs, i.e. Rochdale Additional Needs Service (RANS), the School's Educational Psychologist, SEN Assessment Team, Fair Access Team, Occupational Therapy (OT), Speech and Language (SALT), Healthy Young Minds, #Thrive, Children's Acute and Ongoing Needs Service (CAONS) and the School Nurse.
- We ensure that we communicate and consult effectively with all concerned parties including parents, external support agencies, teaching and support staff and previous schools/settings. This consultation can happen in Pupil Progress Meetings, Parents' meetings, target setting meetings with children, Early Years Foundation Stage home visits and in meetings where the involvement of outside agencies has been requested.
- We review progress through formal/informal observations, marking and scrutinising the work of children, the assessment of any interventions once completed, through differentiated class-based activities and pupil progress meetings. We also value feedback from parents and children as to how effective they feel an intervention has been.
- Pupil progress meetings are held throughout the year across school. These meetings enable us to track and identify children who are not making progress. Interventions/support programmes are then put in place and monitored to ensure that every child is given every opportunity to fulfil his/her potential.

#### **How we involve pupils and their parents/carers in identifying SEN and planning to meet them...**

- When we have identified that your child may have a SEN, we will then invite you into school to discuss this with you. It may be that some of the issues we have identified in school are issues that you have also noticed at home. This conversation will allow us to meet the needs of your child in a joined-up and supportive way.
- We will then draw up a support plan aimed at addressing the needs of your child. This plan is known as a Pupil Passport.
- We will then follow the agreed plan in school. This will be shared with parents who will receive a copy that they then need to sign.
- This plan will be actioned and reviewed with the child and parent at least termly.

#### **How we adapt the curriculum so that we meet SEN...**

- Each teacher plans high quality lessons that enable all children to access and engage with the work at their level of ability.
- Support accessed outside the classroom will also aim to address the learning needs of your child.
- Curriculum provision, targets and outcomes are discussed termly and recorded on the child's support plan, which is reviewed and updated/amended on an on-going basis. Parents are involved in this process.

#### **How we modify teaching approaches...**

Our staff have the highest possible expectations for all pupils including those with SEND. All teaching is based on building on what children already know, can do and understand, and moving this on to the next stage.

##### **We modify teaching approaches through:**

- High quality differentiated teaching which takes account of the abilities of all the children in a class is the first response to supporting children with Special Educational Needs.
- All teaching assistants are well-trained and support the class teacher effectively in meeting the needs of children with SEN and improving their learning outcomes.
- Teachers and teaching assistants receive regular training to help update and refresh their knowledge.
- We have a range of intervention strategies running throughout school led by both staff and teaching assistants.
- Teachers have access to range of resources that can be used to as a tool for differentiation to support children.

### **How we assess and review progress...**

- We currently use DfE guidance to track pupils' performance; children are identified as either working towards the expected standard, at the expected standard or working at a greater depth standard for their age group. Formative and summative assessment is used to support the National Curriculum Objectives in Maths, Reading and SPAG (Spelling, Punctuation & Grammar). Writing is assessed against Year Group assessment sheets. Interim assessment sheets are also used in Years 2 & 6 to measure individual pupil performance against National Curriculum objectives. PIVATS (Personal Indicators for Value Added Target Setting) are also used to provide smaller steps that individual progress can be measured against. We use Optional SATs provided by Test Base for Years 3, 4 & 5 as a summative assessment tool also. There are National Curriculum tests that children in Years 1, 2, 4 and 6 are required to participate in. These tests provide information about how children are progressing compared to other children of the same age nationally. Modified versions of the tests are available to support children who are visually impaired, and additional time can be requested for children who have an EHC plan, if they are working at the level of the test. This is an additional 15 minutes of time in order to complete the test. A scribe, transcript, word processor or electronic or technical aid may also be used if it is felt appropriate to support the child and is part of the normal classroom routine. Some children may be disapplied from taking the test, if it is felt that they are not performing at the level that the test requires. This is organised in line with DfE guidance for each National Curriculum test.
- Lesson observations and work scrutiny are carried out regularly by the Senior Leadership Team. (See 'Teaching & Learning Monitoring Cycle') The information provided by these processes is cross-referenced against individual pupil assessment information to ensure that the impact of teaching and learning is being evaluated consistently across the school and that pupils are making the progress they are required to make, and where possible extending it.
- The SENCo also observes lessons, reviews pupils' work, carries out pupil voice and evaluates pupil outcomes with a particular focus on SEN children in her role as SENCo, to ensure that children with SEN are not disadvantaged in any way.
- Pupil progress meetings are held to ensure that we monitor progress and identify any child who may not be making progress or who is capable of making greater progress. They may be held more frequently if required.
- Parents of SEN support pupils meet with teachers each term to review personalised targets and to set new ones.

### **What equipment or resources we use to give extra support...**

- SEN support is focused on individual needs and the outcomes we wish to achieve for each child. We use school-adapted resources and where appropriate those recommended by specialist support agencies, to achieve those outcomes. These may include individual workstations, visual timetables, personalised displays, table-top reminders, as well as other practical resources.
- The learning environment is supportive of children with SEN and is reflective of an inclusive environment.
- Class-based teaching assistants work alongside the class teacher to support children with SEN individually and in small groups.

### **What other activities are available for pupils with SEN in addition to the curriculum...**

- All visits are accessible to all.
- There are a range of extra-curricular sessions that pupils can choose to attend.
- We offer targeted activities, such as emotional functioning sessions in the 'Sunshine Room', to help social development and behaviour skills and Soft Play sessions for children with physical and or sensory needs.
- Throughout the year children have the opportunity to take part in Forest School sessions.

### **How we support pupils in their transition into our school and when they leave us...**

- We meet with teachers and SENCos from other schools to pass on information prior to transfer.
- We carry out home visits with parents and children of Nursery and Reception age, before the children

start at our school. We also visit previous settings so that important information regarding individual children is passed on and taken account of.

- We invite new families into school to meet us and look around before they begin at Parish.
- All children have a transition day where they meet their new teacher in the Summer term and additional sessions are arranged on an individual basis.
- We carry out transition activities prior to the children moving to high school.
- Our pastoral team help to ease the transition of vulnerable pupils to high school, by accompanying them on pre-Year 7 visits to ensure that they will feel comfortable and secure in their new environment.

#### **Where parents/carers can get extra support...**

- Our SENCO is available to discuss your concerns and will be happy to talk to you over the phone, by email or face to face, whichever is the more convenient for you. Please do not hesitate to contact her.
- Where appropriate the SENCo or other members of staff may direct parents to groups that are available for support.

#### **What to do if you are not satisfied with the provision put in place...**

- Your first point of contact is always the class teacher; make an appointment to explain your concerns. If you are still not satisfied, you can arrange an appointment with the SENCo or Head teacher.
- SEND (Parent Partnership Service) provide independent information and advice for parents of children with special educational needs. They can be contacted on 01706 515741.
- If you feel that you still have concerns that have not been resolved, then the next step would be to follow the complaints procedure.

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**SENDCo:** Victoria Duncan