

SEN Information Report 2025

Middleton Parish Church School



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 for 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 present with special educational needs of some kind during their education. School can help most children overcome their barriers and difficulties through high-quality teaching however there are some children who will need extra help and a more personalised approach for some or all of their time in school.

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

- learning difficulties - acquiring basic skills in their education
- 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 e.g. dyslexia
- sensory and/or physical needs - such as hearing impairment, visual impairment or physical difficulties which might affect them in school
- communication problems - 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, teach and the provision that they use to support their pupils. 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 less 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 to ensure a smooth transition takes place 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. We will speak to previous nurseries, schools and childminders to help us gain a full picture of the support that is needed. For very young children, we often visit them in their current setting or home.
- 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 and Disabilities Co-ordinator (SENDCo) who will investigate and discuss this further and agree a course of action with the class teacher and yourselves. The class teacher or SENDCo will share with you what they have found out and agree with you what the next steps will be. They will also share with you any ways in which you, as the parents/carers can 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 to help us identify your child's main area of need. 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. You may need to help us by completing forms about your child's needs but any help that these services can provide will be fully explained to you.
- 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, Individual Educational Plan (IEP) meetings, 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 adapted 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 between the class teacher and the Senior Leadership Team 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 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 SEN, we will then arrange a meeting to discuss this further 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 an IEP aimed at addressing the needs of your child and detailing any support we can offer.
- We will then follow the agreed plan in school. This will be shared with parents who will receive a copy.
- Your child will be placed on the SEND Register so that all teachers are aware of their needs. This document also informs Rochdale Council of the needs we have at Middleton Parish and how they can support us. Children go on and come off the SEND Register regularly. It is not something that they will be on throughout all of their schooling, only when they need extra help.

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 IEP, which is reviewed and updated/amended on an on-going basis. Parents are fully involved in this process.

How we adapt 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 adapt teaching approaches through:

- Teachers plan to include the 5 types of adaptive teaching within their lessons to meet the individual needs of the child. This includes scaffolding, explicit instruction, cognitive and meta-cognitive strategies, flexible grouping and use of technology.
- All teaching assistants are well-trained and support the class teacher effectively in meeting the needs of children with SEND and improving their learning outcomes.
- Teachers and teaching assistants receive regular training to help update and refresh their knowledge.

- Teachers have access to range of resources that can be used to as a tool to support children. Adaptions such as coloured overlays, large print or different writing materials will be provided as needed.

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 for their age group.
- Formative (teacher assessment in the classroom) and summative (test papers/questions) 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. We use NTS Reading papers to assess Reading skills and comprehension in Years 1, 3, 4 and 5 and NTS Maths assessments are used to determine the children's progress in Maths.
- There are National Curriculum tests that children in Years 1, 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. Reception children are required to complete the Early Years Baseline when they start school and the Early Years Profile at the end of Reception.
- 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, laptop 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 dis-applied from taking the test, if it is felt that they are not working at the level that the test requires. We do not wish to involve a child in a test that will find so difficult that it might make them loose confidence in themselves. 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. 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 SENDCo also observes lessons, reviews pupils' work, carries out pupil voice and evaluates pupil outcomes with a particular focus on SEN children

in her role, to ensure that children with SEN are not disadvantaged in any way. She also advises teachers and teaching assistants of strategies that can be used to support. • Pupil progress meetings are held termly to ensure that we monitor and identify any child who may not be making progress or who is capable of making greater progress. • Parents of pupils who are receiving 'SEN Support' speak 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, 'Now and Next' boards, as well as other practical resources. • The learning environment is supportive of children with SEN and is reflective of an inclusive setting. Classrooms are designed to be 'sensory friendly' and reflect the current guidelines. • 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. Risk assessments will be carried out to ensure everyone is supported properly. • There are a range of extra-curricular sessions that pupils can choose to attend. • 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 SENDCos 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 identified, some children who are transitioning into Year 7 may be given extra support in the form of some group sessions run by the Rochdale Additional Needs Service.

Where parents/carers can get extra support...

- Our SENDCo 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.
- Coffee Mornings are held for parents that are supported by Rochdale Parent/Carers Voice (SEND Charity) and Autism Awareness in Schools (Rochdale RANS Team)
- Where appropriate the SENDCo or other members of staff may direct parents to groups that are available for support e.g. Home Start.

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 SENDCo.
- Special Educational Needs Disability Information Advice Support Service (SENDiass) Rochdale provides free confidential and impartial information, advice and support. They help disabled children and young people aged 0 to 25 and those who have or may have special educational needs and their parents. The service also ensures that parents, carers and young people have access to information and advice about issues relating to the child or young person's health and social care.
- If you feel that you still have concerns that have not been resolved, then the next step would be to follow the schools 'Complaints Procedure' which can be found on the website.