

Shawclough C.P. Mainstream School 'LOCAL OFFER' for children and young people with SEND. Updated 10th February 2025

How we identify individual special educational learning needs and accommodate disabilities:

When pupils have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting.

If you tell us you think your child has any SEND we will discuss this with you and check it out– we will share with you what we find and agree with you what we will do next and what you can do to help your child.

If our staff think that your child has any SEND this may be because they are not making the same progress as other pupils; they may not be able to follow instructions or answer questions for example. We may observe them; we will assess their understanding of what we are doing in school and use this information to pinpoint what is causing difficulty (what is happening and why).

How we involve pupil and their parents/carers in identifying SEND and how we support them:

We are child and family centred so you can expect a “no decision about me without me” approach.

When we assess SEND we will discuss with you if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.

Where appropriate we will write and review ‘monitoring’, ‘pupil profiles’ and/or ‘provision maps’.

We use homework to repeat and consolidate learning in school, specific to individuals where appropriate.

How we adapt the curriculum/adapt teaching approaches so that we meet SEND needs:

All our staff are able to use or make materials and ‘work’ easier or more challenging so that every child is able to learn at their level.

We use additional resources so that we have something at the right level for pupils with SEND. Examples are: coloured overlays, coloured wipe board and pens, coloured work books for children with dyslexia tendencies and a literacy difficulties screen check; sensory toys to aid concentration and ease anxiety in class; time out areas for children to self-regulate; reading, writing, spelling and maths interventions for learning; small group work, paired work and individual support where applicable; classroom TAs are shared between classes and some children receive 1-1 support depending on their individual needs.

All our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEND and specific learning difficulties: Literacy Difficulties, Autistic Spectrum Condition; ADHD, Speech, Language and Communication Needs; Social Emotional and Mental Health Needs; Sensory Needs; Physical Needs and other Cognitive Disabilities such as Downs Syndrome and Developmental Global Delay; Hearing Impairment.

We use a number of approaches to teaching including ability setting, small group work and 1:1 support where needed.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers):

We use 'Shawclough Scales' and 'Engagement Model' to assess progress that is in smaller steps and at a slower pace than the usual national curriculum. Rainbow use the 'Equals' curriculum for assessment.

We use nationally agreed guidelines on progress to check that this is good enough.

We check how well a pupil understands and makes progress in each lesson.

Our senior leadership team check the progress of pupils every term (more often if progress is slow) and we discuss what we are doing to make sure pupils make good progress (is there anything else we can do?).

For pupils with SEND, teachers discuss progress with parents/carers every term or more often if we believe this will help.

What equipment or resources we use to give extra support:

We use workstations, visuals, support for communication, countdown timers, sensory toys/resources, quiet areas in each phase, individual instructions for organisation.

How we work together collaboratively:

We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism).

We get support from local authority services. We use outside agencies to help us support our pupils with SEND. For example, Educational Psychology Service; Rochdale Additional needs Service; Fair Access Team; Single Point of Access (CAMHS).

We get support from speech and language therapy (SaLT) to advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy

We get support from occupational therapy for pupils who need assessment for special seating.

We get support from physiotherapy for pupils who need it.

Together we review the pupil's progress; agree what everyone will do to make teaching more effective, learning easier and our target for the pupil's achievement; how we will work together; what we will each do; at an agreed date will review how well the pupil is doing and if we are making a difference, and what we need to do next. We include the pupil (where possible) and the parent/carer in these discussions.

What other activities are available for pupils with SEND in addition to the curriculum:

We have a number of before, lunchtime and after school activities, pupils with SEND are included, if appropriate for them.

- We have regular educational visits and swimming lessons (usually year 3/4 curriculum). Pupils with SEND are included in these. We choose visits that are accessible to all.

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

Discussions and/or visits to school and to high schools.

Transition programmes 1:1 for those that need it.

Meetings with relevant professionals.

How additional funding works:

Schools receive some funding for SEND support. This is used for pupils with SEND. The local authority may contribute to very expensive items in addition to SEND funding.

If a pupil's Education Health Care Plan (EHCP) identifies something that is significantly different to what is usually available, there may be additional funding allocated. Parents will have a say in how this is used. You will be asked if you need some of these funds for a personal budget. This must be used to fund the agreed plan.

If the money from personal budget is needed for health or social care needs, a separate referral is required to these services.

We apply for Transition Funding (new February 2025) for pupils in year 6 and nursery if we feel they need extra support during the transition phases.

Your views are important:

Your views are important to us and it is important that people listen to you and your child.

Where parents/carers can get extra support:

The Parent/carer forum is called 'Family Voice'. This is an umbrella organisation for all organisations in Rochdale. They can provide information, training and support. They are involved in policy and decision making at the level where we are working on all things at 'Rochdale' level.

What to do if you are not satisfied with a decision or what is happening (for parents/carers):

Your first point of contact is always the class teacher. Explain your concerns to them first. The SENDco or Senior Leadership Team (SLT) may become involved. If you are not satisfied that your concern has been addressed speak to the head teacher then ask for the school governors representative.

If your concern is with the local authority, follow a similar path.

The local authority has a panel of senior managers who consider unresolved issues – we call this the 'Escalation and Resolution Panel'. They will offer you an independent mediator

if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with..

The Parent partnership Service provide independent information and advice.

See below the link to Rochdale LA Local Offer:

<https://www.ourrochdale.org.uk/localoffer>

SEND advice line for parents/carers:

https://www.ourrochdale.org.uk/kb5/rochdale/directory/service.page?id=yPYwsA_sYDE

See below the link to East Lancashire LA Local Offer (for those who live out of Rochdale but attend a Rochdale school):

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

See below the link for parent partnership:

<https://www.barnardos.org.uk/get-support/services/rochdale-sendiass>

Shawclough C.P. School is also home to the 'Rainbow' ASC Specialist Provision and more recently the new 'Rainforest' Specialist Provision. The Local Authority decide who has placements in these classes. For further information about specialist provision, please see Rochdale's Local Offer.

Updated by Johanna Chamberlain (SENDco mainstream) 10/02/2025.