

South Failsworth Primary School

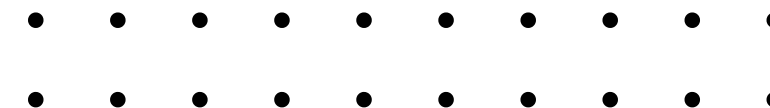
SEND Information Report

This report should be read alongside our SEND Policy (available on our website or from the school office upon request).

2023/2024



MEET OUR SENDCO



EMMA GORTON

My name is Emma Gorton and I am the school SENDCO. I am a Specialist Leader of Education for SEND and have been a SENDCO for over 20 years.

I can be contacted at school on 681 6351 or at:
emma.gorton@southfailsworth.oldham.sch.uk

If I'm not available when you ring school, I will endeavour to respond to you as soon as possible. Please be aware that I do not work Mondays.

Our SEND governor is Jessica Reed who is a parent governor and also a qualified SENDCO.





How do we identify individual special educational learning needs and disabilities?

“It is vitally important that children with SEND are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.” (DfE and DoH, 2015, 2.14)

To ensure that children are fully supported at South Failsworth Primary School we provide an inclusive environment for all and are committed to offering all students a broad and balanced curriculum alongside their peers. Through our approach we also supplement high quality teaching with clearly defined processes to ensure accountability and responsibility for progress and development from all staff working with the children.

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. We adopt a quality first teaching approach which focuses on high quality and inclusive teaching for every child in the classroom. Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from TAs. If difficulties are then identified despite this then class teachers are encouraged to discuss any initial concerns with the SENDCo, this begins an informal process where a holistic discussion takes place in order to identify where there are identified needs and the most appropriate way to support.

As a school we use informal processes such as discussions, observations and monitoring as well as formal processes such as pupil progress meetings and assessments to identify need. Once initial discussions have taken place between class teacher and SENDCo, then the provision and support discussed is put into place. We will use a graduated response of assess, plan, do and review. if further action is then deemed necessary, the class teacher will inform parents. In the majority of cases, pupils are only identified as SEND if they do not make adequate progress in any of the four areas of need once they have accessed high quality first teaching, adaptations and intervention. The most common reasons for referral to SENDCo relate to:

- Little or no progress made when teaching approaches/learning styles are targeted to improve child's identified area of need
- Child continues to work significantly below their cognitive age, and below the expected level of their peers in certain areas of the curriculum
- Communication or Interaction difficulties which impact a child's ability to successfully maintain relationships or access their learning
- Social, Emotional or Mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school
- Sensory or physical problems which fail to improve despite providing provision of personal aids or specialist equipment
- Slow progress and low attainment does not automatically mean a child is recorded as having SEND.

Once there has been an identification of need which requires further support or investigation then the child will be placed on our school's SEND register so that the provision 'additional to and different from' can be monitored. Parents will be contacted to inform them of this process. Parents will also be contacted if there is a requirement to seek advice and support from external agencies such as CAMHS, SALT, Educational Psychology etc.

If you tell us you think your child has a Special Educational Need or Disability, we will discuss this with you and assess them. We will share what we discover with you and agree with you what we will do next and what you can do to help your child. We will take into account the wishes and views of the child.

All children on the SEND register have a pupil passport and may need an individual provision map. These are reviewed termly, including obtaining the child's voice to support their journey.





How do we identify individual special educational learning needs and disabilities?

When pupils joining South Failsworth have been identified as having a Special Educational Need or Disability (SEND), we work with the children, parents, and professionals before pupils start at South Failsworth. We use the information already available to identify what support their Special Educational Need or Disability (SEND) will need in our school setting.

Please note that school will accept privately sought professionals reports and any required teaching adaptations will be considered; however, please note that the recommendations will be treated as such and cannot dictate any in school provision. As a school, we reserve the right to provide our own adaptations and support in line with our SEND processes.



The graduated response - a cycle of assess, plan, do and review.

Assess

Teaching staff should work with the special educational needs co-ordinator (SENCo) in the school to assess the child or young person's needs, so that they give the right support.

It should draw on the views and experience of parents and the pupil's own views. Sometimes schools will seek advice from a specialist teacher or health professional. They should talk to parents and carers about this first.

Review

The school should review the child or young person's progress, and the difference that the help the pupil has been given has made, on the date agreed in the plan. Parents and the pupil should be involved in the review and in planning the next step.

Plan

If the school decides that the child or young person needs SEN support it will discuss this with parents. The school should agree in consultation with parents, carers and the pupil the outcomes that will be set, what help will be provided and a date for progress to be reviewed.

Do

The child or young person's class or subject teacher is usually responsible for the work that is done with the pupil, and should work closely with any teaching assistants or specialist staff involved.




What type of SEN do we cater for?


We cater for the four broad areas of SEN. These include:

Communication and Interaction (CI)	Cognition and Learning (CL)	Social, Emotional and Mental Health Needs (SEMH)	Sensory and/or Physical (SP)
Speech, Language and Communication Need (SLCN) Autism Spectrum Disorder / Condition (ASD / ASC)	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD)	Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder (AD)	Hearing Impairment (HI) Multi-sensory Impairment (MSI) Visual Impairment (VI) Physically Disabled (PD)
	SpLD – dyslexia, dyspraxia and dyscalculia		

How do we involve pupils and parents?

- 
- We conduct person centred 4+1 SEND reviews at least 3 times per year. Parents are invited to a meeting at a mutually convenient time.
 - Parents also have the opportunity to attend parent's evenings where the SENDCO is available.
 - Children's views are sought before the meeting and whenever possible and appropriate children are invited to meetings.
 - Pupil profiles are produced with the children to record their views and allow them to contribute to the planning of provision.

- We conduct person centred 4+1 SEND reviews at least 3 times per year. Parents are invited to a meeting at a mutually convenient time. Parents also have the opportunity to attend parent's evenings where the SENDCO is available. Children's views are sought before the meeting and whenever possible and appropriate children are invited to meetings. Pupil profiles are produced with the children to record their views and allow them to contribute to the planning of provision.

- Parents and pupils are asked to complete SEND surveys where their views are shared with Governors and are acted upon to improve our SEND practice.
 - Pupils attend talking tea parties with the SENDCO to gather information about SEND support.
 - Termly SEND coffee mornings or evenings are held to support parents.
- 

How do we adapt the curriculum and learning environment for pupils with SEND?

All teachers at South Failsworth deliver high quality teaching, and have high expectations for all pupils in the class. The class teachers carefully plan lessons according to the specific needs of all groups of children. All teaching builds on what your child already knows and understands and when needed, teachers identify and remove barriers to learning and participation.

This inclusive approach allows us to provide an education that is appropriate to all pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.

Your child's class teacher will have carefully assessed your child's progress informally and formally and will know where there are gaps in understanding or learning. They will decide, with the advice of the SENDCO when additional support is needed.

Teachers will use a repertoire of teaching strategies for pupils with SEND in response to their needs. These strategies are used flexibly and include: cognitive and metacognitive strategies; explicit instruction; use of technology; flexible groupings and scaffolding.

Some children may need further interventions and the intensity of intervention (from universal to targeted to specialist) will increase with need. Interventions at South Failsworth are targeted according to need and carefully timetabled to ensure that each child has access to a broad and balanced curriculum. Pupils may need the support of teaching assistants (TAs) in small groups or on a 1:1 basis. TAs supplement, not replace, teaching from the classroom teacher. Adaptations may also be made to the learning environment to support all pupils including:

- Visual timetables are routinely used in every classroom.
- Children can be offered support in a small group, individually or at times with a more confident peer.
- Support may be offered by pre and post tutoring.
- Targeted interventions may be put in place for short periods including WellComm, Time to Talk, BLAST, Third Space, Catch Up Phonics, Nessy Learning, Clicker 7, social communication groups and individual SALT programmes.
- Comprehensive transition programmes are utilised.
- Recommended aids are used, for example – coloured filters, wobble stools/ cushions, laptops, workstations, fiddle toys, first/next, writing slopes, behaviour management resources.
- 1:1 social and emotional mental health support.
- Easy grip scissors.
- Enlarged resources.
- Radio aids and auditory friendly classrooms.
- Low sensory areas around school.
- Enlarged text and screen mirroring on iPads.

We use Oldham LA's graduated response toolkit and inclusion framework, along with guidance from the EEF and whole school SEND, to ensure our SEND support is in line with current research and follows best practice. We also work with QEST, Educational Psychology, Speech and language Therapy, the Sensory support team, the school nurse and CAHMS amongst others.



How do we assess and review pupil's progress towards outcomes?


- We will follow an assess, plan, do review cycle as part of a graduated response.
- The teacher working with the SENDCO will review the individual's development in comparison to their peers.
- The views and experience of parents and the pupil's own views will be sought.
- The school will follow external advice and support from relevant external services.
- The SLT discuss and check all pupil's progress with teachers every term.
- Fisher Family Trust is used to track progress over the academic year.
- We will use PIVATs to assess small steps of progress where necessary.
- Staff meeting time is used to moderate work and check judgements are accurate.
- Interventions are matched to the child's needs and checked for impact.

What is our expertise and what training do we provide for our staff?

- A number of staff meetings, inset days or training courses are allocated each year for training in SEND – this enables all teachers to further their understanding of areas of SEND.
- Our SENDCO has 18 years of experience.
- We have 1 trained EEBP staff member.
- Our ASD TA has a Masters Degree in Autism she also has been trained in Clicker 7 and various SALT therapies.
- Our SEMH TA is EEBP trained, has bereavement therapy training, Kalm Kidz and other valuable resilience and mental health training.
- Our reading and Dyslexia TA has training in sensory processing, reading and SALT therapies, she is also the STEP lead.
- These TAs work closely with the SENDCO to advise and support other TAs and teachers to best support children with SEND.
- We have 2 staff that are trained in ELKLAN.
- The SENCO attends termly training provided by Oldham LA, Manchester School's Alliance.
- The SENCO is a Specialist Leader in Education and has experience supporting other SENDCOs in Oldham and Tameside.
- All staff have access to Oldham Connect which provides training and resources to support teaching.
- School is a member of NASEN.

How do we evaluate the effectiveness of our SEND provision?

- We review children's progress towards their goals every term.
- We regularly review the impact of interventions.
- Monitoring by the SLT including the SENCO, which includes lesson observations, pupil interviews, learning walks and book scrutinies.
- We use whole class and individual provision maps which are updated termly.
- We hold annual reviews for children with EHCPs.
- Parental questionnaires are completed annually.




How do we ensure that pupils with SEND engage in extra curricular activities?

- All children are invited to a range of after school activities and clubs, if additional support is required for children with SEND then following discussion with the SENDCO this will be arranged.
- We feel that by offering a wide range of activities we allow children to find their own strengths through opportunities and experiences.
- Our before and after school club is accessible to all children.
- School advise parents about activities aimed at children with additional needs provided via the LA local offer.
- All children are encouraged to go on our Y6 residential to Robinwood.
- All pupils are sensitively encouraged to take part in sports day/ workshops/ school plays etc.
- No pupil is ever excluded from taking part in an activity because of their SEN or disability.
- The school's accessibility plan can be found on the school website.
- Specialist sporting events are arranged for pupils with SEND.
- Attendance at extra-curricular clubs is monitored by the SENDCO.

What external agencies / specialist support do we use to support us?

- We work with QEST (Quality and Effectiveness Team), Educational Psychology, CAHMS, Visual & Hearing Impairment Service, Social and Emotional Mental Health Team and Speech and Language Therapy.
- We refer to Occupational Therapy and the Child Development Service.
- School work closely with School Health.
- The Pastoral Lead can complete Early Help referrals and assessments.
- School will direct parents to access support from POINT when appropriate.

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

- School are happy to speak to new parents who wish to discuss their child's additional needs prior to applying for a place.
 - The SENDCO and Early Years Leader visit children in their current provision and will attend PCRs during the spring and summer term.
 - Children will invited to make additional visits to the setting, this can be arranged with their pre - school key worker.
 - A phased entry can be arranged to suit the needs of the child.
 - School, with permission, will speak to and meet with our school health visitor to share information.
 - Where necessary children receive transition booklets with photographs of their new teacher, classroom and routines every year. Extra visits will be made to new classrooms.
 - Transition to secondary school is supported by close liaison between the Year 6 teacher and our secondary colleagues.
 - Transition documents are completed by the class teacher and SENDCO which are passed on to the high school.
 - We ensure all SEND information is passed on to high school when children start.
 - Additional visits are made to local high schools for children with SEND and other children that may be vulnerable.
 - The SENCO works closely on transition with the local high schools.
- 



How do we support children with SEND to improve their social and emotional development?

- All staff have had training on 'Behaviour as Communication' from the Local Authority Mental Health Lead.
- School has a Pastoral Lead who is ELSA trained (Emotional Literacy Support Assistant) and can deliver 1:1 mental health interventions for difficulties with anxiety, phobias and low mood.
- We have a TA trained in bereavement counselling.
- Staff have received training on Zippy and Apple, a universal mental health programme.
- Our Pastoral Lead has attended engagement training.
- Pupils with SEND are supported to be part of the school council, sports leaders etc.
- The school has a good working relationship with CAHMS.
- School access MIND services.
- Children have mindfulness sessions within school and follow the SCARF scheme.
- Talk about interventions are used to support children to develop self-esteem, social skills and making and maintaining friendships.
- School have a universal offer for mental health and wellbeing.



Jacelyn Tapper
Pastoral Lead

How do we support children with SEND to improve their social and emotional development?



Personal Development



Mental Health and Wellbeing

Comprehensive PSHE and RSHE curriculum (Coram Life Education – SCARF), taught through science and ICT also
Mental Health Day (whole school)

Specialist TA trained in mental health providing individual and group emotional and wellbeing support

Dino School in Reception

Whole school ethos of beautiful mistakes promoting perseverance and resilience

SMSC – Spiritual, Moral, Social and Cultural

Woven through the curriculum, in particular RE and PSHE

A range of religious and cultural events are marked and celebrated each school year

Weekly Picture News assemblies used to discuss current news affairs

Pupil Leadership

School Council

Walk to School Ambassadors

Sports Leaders

Digital Leaders

Reading Champions

School Community

Strong sense of belonging and togetherness

PTA events – summer fair, winter fair, school discos, renovation of the Learning Lounge, Forest School and school grounds improvement, careers workshops, visitors, Failsworth Carnival

British Values

Woven through the curriculum

School Core Values CREATE: Courage, Respect, Enjoyment, Acceptance, Trust, Equality

3 Bees

School Council

A range of religious and cultural events are marked and celebrated each school year

Focus days – World Book Day, antibullying, online safety

Linking project with a local school

Weekly Picture News assemblies

Citizenship and the Wider Community

Link with Doves Nest Nursing Home – choir performances

Volunteering in the local community carrying out jobs such as litter picking

Parent Workshops/Open Mornings

KS1 reading open mornings

KS2 writing sharing open mornings

EYFS family events – half termly

Information sharing evenings such as Y6 SATs, Y2 SATs, Y1 Phonics Screening Check, online safety, RSE curriculum



Personal Development



Enrichment Trips and Visits

Carefully planned out to provide a wide range of enrichment across a child’s school journey

Full day, half day, residential

Visits from members of the local community or specialists to enhance learning and enrich the children’s school experience and development – police visit, theatre shows (panto), performances (mental health - Altru), workshops (mental health, anti bullying), living history days

Forest School – regular visits for Nursery and Reception, half termly visits for Y1-Y6

Extra Curricular Clubs

A wide range of clubs are offered across each school year

Accessed by many

Record kept – monitoring to ensure that SEND and PPG are prioritised

On site breakfast, after school club and holiday club

Sporting Opportunities

Whole school sports day

Inter school competitions

Competitions within the local authority/county

Opportunities for ALL children to participate

City in the Community – weekly PE lessons (Y1-Y6)

Specialist dance teacher delivering PE to Y1-Y6 for a half term

Bikeability (Reception and Y5)

The Arts

Front Row guitar and ukulele lessons and termly performances

Choir (various performances throughout the year—Christmas Fair, Themed Assemblies, Care Home, Oldham Schools’ Music Festival)


Weekly Big Sing assemblies (KS1 and KS2)

Termly performances (EYFS and KS1 – Christmas, Y3/4 – Easter, Y5/6 – Summer)

Annual school talent show (South Failsworth’s Got Talent)


Visiting theatre performances (Pantomime—Whole School, Altru—Sophie’s Circus EYFS and KS1)

Half termly dance performances as a result of specialist dance teaching (Y1—Y6)



How accessible is the school both indoors and outdoors?

- We endeavour to enable children with SEND and their families to access all our facilities.
- We have a disabled parking bay.
- The school is fully wheelchair accessible.
- A caterpillar device would be made available, if the need should arise in Year 3 and Year 4 to enable access and exit from the classrooms.
- Key stage 1 and 2 have a fully equipped disabled toilet facilities, including an adjustable height bed, hoist, adjustable height sink, disabled toilet, sluice facilities, clothes washing and drying facilities.
- Foundation Unit, Years 1 to 4 have complete sets of blinds to control light for children with photosensitivity and visual difficulties.
- School seek advice from the Additional Complex Needs Service on disabled accessibility and act upon recommendations.
- School endeavor to purchase specialized equipment, technology, etc. in order to facilitate equal opportunities for all children to access the curriculum. Where necessary, resources are shared with home. This is funded from the school's budget for Special Educational Needs.



Who can children and parents contact if they have any concerns?



If you think that your child may have special educational needs, or if you have concerns about any aspect of their provision and/or progress, please talk to us.

In the first instance, talk to your child's teacher.

You may also contact our SENDCO – Mrs Emma Gorton who can be contacted via the main office, by ringing the school office on 0161 681 6351

or by email – emma.gorton@southfailsworth.oldham.sch.uk.

Mrs Gorton will work alongside the class teacher to deal with any concerns or give details of other services.





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

- Your first point of contact is always the person responsible – this maybe the class teacher, SENDCO, Deputy Headteacher or Headteacher. Explain your concerns to them first, if you are not satisfied that your concern has been addressed speak to the Headteacher, if you feel your concern has not been addressed then ask to speak to a representative on the Governing body.
- If you do not feel the issue has been resolved, the school complaints procedure can be accessed via the school website.
- The parents of children with disabilities have the right to make disability discrimination claims to a first tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding : exclusions, provision of education and associated services and making reasonable adjustments.



Further information

More information on what is available to children in Oldham can be found on their Local offer:
https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

Useful information about the graduated response can also be found at:
https://www.oldham.gov.uk/homepage/1181/what_is_the_graduated_response