



South Failsworth Primary School

'Inspiring and Creating Lifelong Learners'

Special Educational Needs and Disabilities Information Report

South Failsworth Primary School– SEND Information Report

My name is Emma Gorton and I am the school SENDCO, 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 and have a class teaching responsibility on a Friday.

This report explains what we can offer to support your child if they have special needs or a disability, all children are different and their educational needs will vary. The report aims to give parent and carers an overview about how we support children and what we are able to offer you and your child.

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

- A child has SEND if he or she has significantly greater difficulty in learning than the majority of children of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.
- When pupils have been identified with 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.
- 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.
- If our staff think that your child has a Special Educational Need, this may be because they are not making the same progress as other pupils. We will also consider progress in areas other than academic attainment for example –social needs. We will use a graduated response to identify if a child has a Special Educational Need. This involves speaking to parents, completing a cause for concern form and implementing a suitable intervention to monitor progress over a short period of time. We will also discuss their progress in termly pupil progress meetings with the teachers and the Special Educational Needs and Disabilities co-ordinator (SENDCO). We track their progress using provision maps. We will talk to the pupil's parents, monitor any changes in behaviour and work with other agencies that may be involved with the child.
- Slow progress and low attainment does not automatically mean a child is recorded as having SEND.
- Children will only be added to the school SEND list after discussion with and permission from parents/ carers.



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What type of SEN do we provide for?

- Our school currently provides additional and / or different provision for a range of needs including:
 - **Communication and interaction**, for example, Autistic Spectrum Disorder (ASD), speech and language difficulties.
 - **Cognition and Learning**, for example dyslexia, dyspraxia, moderate learning difficulties, specific learning difficulties.
 - **Sensory and / or physical needs**, for example visual impairments, hearing impairments, sensory processing difficulties, epilepsy.
 - **Social, Emotional and Mental Health difficulties**, for example, Attention Deficit Hyperactivity Disorder (ADHD) or Attachment disorder.

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.
- Children with an EHCP will have an annual review which will follow Oldham's guidelines, an EHCP officer maybe invited to these reviews.
- We write and review individual provision maps / support plans termly and these are discussed at meetings.
- When we assess your child's needs we discuss if your child's understanding and behaviour are the same at home and school, we take this into account and work with you so that we are all helping your child make progress.
- An annual written report is provided for all parents in the summer term.

What is our approach to teaching pupils with SEND?

- Teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching is our first step in responding to all children with SEND.
- We have a SENDCO who is a Specialist leader in Education for SEND.
- School has a number of Teaching Assistants with additional qualifications including ASD, reading and Dyslexia, social emotional mental health.
- School has 1 member of staff with EEBP (Enhanced Evidence Based Practice) mental health qualifications.
- At South Failsworth we aim to inspire all our pupils to become life- long learners.
- All children benefit from quality first teaching and all staff have high expectations of behaviour and academic and social progress.
- Where children are identified as having SEND, the children may receive some additional group or individual support that is additional to or different from the other children.



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- SEND children will have specific targets linked to their need which are reviewed at least termly following a 'plan, do, review' cycle.
- All staff take account and are sensitive to the child's specific needs when planning and assessing.
- Where appropriate we work with external agencies to ensure that children have every opportunity to achieve their best.
- School have staff trained in Lego Therapy, Team Teach, bereavement therapy, BLAST, Clicker 7, Autism Progression Framework, Precision Teaching, Elklan, Wellcomm and Epilepsy. Many staff have received Diabetes, Asthma and anaphylaxis training.

What resources or equipment do we have to offer additional support?

- Our teachers ensure that work is scaffolded and sufficiently challenging to meet the needs of all children.
- Our curriculum can be tailored to engage the child and learning can be scaffolded to offer support.
- 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.
- School has members of staff trained to deliver the STEP (which works on balance, coordination and eye tracking).
- We 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.



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- 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.



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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.

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

- School has a Pastoral Lead trained to 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.



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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 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.



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- 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.



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Where can you find 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