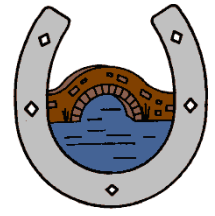


# Smithy Bridge Primary School

## SEND information Report 2014



### Introduction

All Rochdale Local Authority schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress and achieve their potential in school.

Smithy Bridge Primary School is as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. At Smithy Bridge Primary School we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress. Please refer to our [Inclusion and Equality Policy](#), which outlines the purpose, nature and management of special educational needs within our school.

### Definition of Special Educational Needs and Disability

The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

### What is the Local Authority Local Offer?

- The *Children and Families Bill*, enacted in 2014, legislates that Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Rochdale Local Offer can be accessed at:

<https://rochdale.fsd.org.uk/kb5/rochdale/fsd/localoffer.page?localofferchannel=0>

## **What is the SEND Information Report?**

This SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

## **What kinds of special educational needs might the children at Smithy Bridge Primary School have?**

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health. (Previously behavioural, social and emotional difficulties)
- Sensory and/or physical.

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

## **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **Who are the best people to talk to in this school about my child's difficulties with learning/special educational need or disability (SEND)?**

### **The Class Teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Writing Pupil Progress targets/Individual Education Plans (IEPs), based on the smaller steps outlined in PIVATS (Performance Indicators for Value Added Target Setting), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Overseeing support that teaching assistants (TAs) provide for your child.

- Ensuring that you are involved in supporting your child's learning.

**The Special Educational Needs Coordinator (SENCO) Mrs Deborah Taylor**

[office@sbs.rochdale.sch.uk](mailto:office@sbs.rochdale.sch.uk)

Responsible for

- Developing and reviewing the school's SEND policy. (link under construction)
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Ensuring that you are:
  - involved in supporting your child's learning.
  - kept informed about the support your child is getting.
  - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

**The Head Teacher: Mrs Jane George**

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

**The SEND Governor: Mrs Karen Gordon**

Responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.
- The review of the Inclusion and Equality policy.

**School contact telephone number: 01706 378083**

**School email address: [office@sbs.rochdale.sch.uk](mailto:office@sbs.rochdale.sch.uk)**

## **How are children with Special Educational Needs identified and assessed?**

At Smithy Bridge Primary School children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting.
- Tracking information - is the child performing below age expected levels?
- School based assessments carried out initially by the class teacher.
- Further school based assessments carried out by the SENCO where concerns are raised.
- Concerns raised by parents.
- Concern raised by school staff.
- Concern raised by pupil.
- Liaison with external agencies.
- Health diagnosis.

**What are the different types of support available for children with SEND in our school?**

**a) Class teacher input, through targeted classroom teaching (Quality First Teaching).**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- That all work is carefully differentiated in order to meet the needs of your child.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

## **Specific group work**

Intervention programmes which may be:

- Run in the classroom or a group room/ area.
- Run by a teacher, teaching assistant (TA) or special support assistant. (SSA)
- Run by our speech therapist.

## **b) Specialist groups run by outside agencies, e.g. Speech and Language therapy**

This means a pupil has been identified by the SENCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services, such as teachers or specialist TAs from the Specialist Teaching Team.
- Health services such as occupational therapists, speech and language therapists or physiotherapists.
- Sensory support services such hearing or visual impairment specialist teachers.
- Outside agencies such as the Education Psychology Service.

What could happen:

- School will make a professional judgement regarding the nature and severity of your child's needs and will recommend outside agency support. In some cases, due to availability of agency support, your child's name may be placed on an internal waiting list until support is available.
- Then you will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

## **c) Specified Support**

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a **Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP)**. In Rochdale this is called a 'My Plan.' This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment or Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies must be put in place. It will also have long and short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.
- There is a yearly review of your child's statement or HCP. Professionals associated with your child and parents are invited to share the progress and continued needs of your child.

#### **How can I let the school know that I am concerned about my child's progress in school?**

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the SENCO.
- The school SEND Governor can also be contacted for support.

#### **How will the school let me know if they have concerns about my child's progress in school?**

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

#### **How is extra support allocated to children, and how do they progress in their learning?**

The school budget, received from Rochdale LA, includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

**Who are the other people providing services to children with SEND in our school?**

#### **School provision**

- Teaching Assistants (TAs) and Special Support Assistants (SSA) working with small groups of children with similar needs. This may be across a year group or a Key Stage.
- Teaching Assistants (TAs) and Special Support Assistants (SSA) working with small groups of children following a programme of 'Life skills.'
- Volunteers and parent helpers work with small groups and individuals to support reading.
- Speech therapist working with children in small groups.

#### **Local Authority Provision delivered in school**

- Rochdale additional needs service. (RANS)
- Educational Psychology Service.
- Sensory support for children with visual or hearing needs
- Speech and Language Therapy. (SALT)
- Educational Support for Looked After Children. (ESLAC)
- Family Intervention Worker to support families.

#### **Health Provision delivered in school**

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse.
- Occupational Therapy.
- Physiotherapy.
- Child and Adolescent Mental Health. (CAMHs)
- Paediatricians (Community Child Health)

**How are teachers in the school helped to work with children with SEND, and what training do members of staff have?**

The SENCO's role is to support the class teacher in planning for children with SEND.



- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Rochdale additional needs service (RANs) or the Local Authority.
- TAs and SSAs receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with. Many members of staff have basic training in Autistic Spectrums Conditions or Specific Learning Difficulties, which is a common area of SEND in our school.
- Some staff members are trained specifically in de-escalation strategies and positive handling techniques where appropriate.

### **How will the teaching be adapted for my child with SEND?**

Class teachers plan lessons and differentiate their planning according to the specific needs of all groups of children in their class (including using P Scales for children working below National Curriculum Level 1) and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, further support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning (including that for P Scales and for specific intervention programmes) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

### **How will we measure the progress of your child in school?**

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with members of the senior leadership team every term in reading, writing and numeracy, through pupil progress meetings.
- If your child is in Year 1 or above and working below National Curriculum Level 1, a more sensitive assessment tool can be used called P Scales, which shows children's attainment in more detail - breaking learning down into smaller steps.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have an additional support plan (previously called an IEP) based on targets agreed by teachers, parents, the SENCO and/or external agencies which specific to their needs. Targets will be designed to accelerate learning

and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

- The progress of children with a statement of SEND/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **What support do we have for you as a parent of a child with SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Additional support plans (previously called an IEP) will be reviewed with your involvement every term.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- We have plans in place to create a parent support network at school, which would provide regular news and updates about issues relating to SEND. Please watch out for future developments.
- [Need links to parental support services here. Parent partnership etc. \(Link under construction\)](#)

### **How is Smithy Bridge Primary School accessible to children with SEND?**

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The front desk has a wheel-chair height section and is DDA compliant.
- There is one disabled toilets, a shower area and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Radio transmitters are worn by adults working with children who have hearing impairments to ensure that they are fully included in the curriculum.
- Adaptations have been made to enable children with visual impairment to access relevant areas of the school safely and securely.

- Quiet areas and calming zones are provided, within some classrooms, for children who need a space to support their emotional needs.

### **How will we support your child when they are joining the school? Leaving the school? Or moving to another class?**

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

#### **If your child is joining us from another school:**

- The Foundation Stage Leader and class teacher when appropriate and attend annual reviews for pre-school children.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our school and stay for a session or series of sessions.
- Parents will be invited to attend an information evening.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.

#### **If your child is moving to another school:**

- We will contact the school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made for them.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Additional support plans (previously called an IEP) will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

#### **In Year 6:**

- The SENCO and class teacher will discuss the specific needs of your child with the SENCO of the child's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENCO from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

### **How will we support your child's emotional and social development?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively.

- All classes follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:
- A Gardening club for children to learn how to co-operate with one another in a small group and be responsible for looking after a living environment.
- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. This includes the use of SEAL (Social and Emotional Aspects of Learning) and specific programmes such as Lego Therapy. All programmes are delivered by teaching assistants who are trained and experienced in delivering these programmes.
- A range of extra-curricular groups which all children are invited to join.
- Lunchtime and playtime support through planned activities and groups.
- lunchtime and playtime support for children to develop skills in play and social interaction

If your child still needs extra support, with your permission the SENCO or Deputy Head will access further support through the Common Assessment Framework (CAF) process.

### **Complaints Procedure**

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's

Complaints Procedure is available on request from the school. (LINK to schools' complaint procedure if already published on web site.)