

Holy Trinity C. of E. Dobcross School and Nursery

SEND Information Report –September

2022

At Holy Trinity CE School we embrace the fact that every child is special and unique with their own strengths and needs. Additional support is individualised by the staff involved when needed, working alongside the child, the child's family and, where necessary, outside agencies (e.g. Speech and Language Therapist).

The SENCO at our school is Miss Catherine Scowcroft.

The School Governor with responsibility for SEND is Beverley Johnson

Scroll down below to see details relating to:

1. How we identify individual additional learning needs.
2. How we involve pupils and their parents/carers in identifying Additional Educational Needs (AEN) and planning to meet them.
3. How we adapt the curriculum so that we meet additional educational needs.
4. How we modify teaching approaches.
5. How we assess pupil progress towards the outcomes we have agreed. How we review this progress, involving pupils and parents/carers.
6. Equipment or resources we use to provide extra support.
7. What extra support we bring in to help us meet additional needs: Specialist services, external expertise and how we work together collaboratively.
8. How accessible is the school environment?
9. Extra-curricular activities available to pupils with additional needs.
10. How we support pupils in their transition into our school and when they leave us.
11. How additional funding works.
12. Where parents/carers can get extra support.

13. What to do if you are not satisfied with a decision or what is happening.

1. How we identify individual additional learning needs.

- ❖ 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 needs will be in our school setting.
- ❖ If you tell us that your child has an additional educational need we will discuss this with you and investigate. 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.
- ❖ An ongoing system of monitoring and assessment exists in school. If our staff feel that your child is making less than expected progress given their age and individual circumstances we will gather as much information as possible through observing them, talking to them, looking at work produced and using any information from tests. Again 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. For some children carefully differentiated provision made by the class teacher is all that is needed to help to close the attainment gap between the child and their peers. However, if the child's needs persist despite quality first teaching differentiated accordingly for an agreed period of time, then provision which is different from or additional to that normally available to pupils of the same age may be required. The child would then be considered to have a special educational need.

2. How we involve pupils and their parents/carers in identifying Additional Educational Needs (AEN) and planning to meet them

- ❖ There are termly opportunities for all parents to review their child's progress at Parents Consultation Evenings or Afternoons.
- ❖ For pupils with additional needs the class teacher or SENCO will arrange an additional appointment to have a 'structured conversation' to share information, review progress and discuss new targets and or actions to be taken. For some children a more detailed Individual Provision Plan may be used. If further support is required parents will be invited to a Person Centred Review meeting where the provision in place will be discussed and adapted where necessary.
- ❖ Pupils views will be sought in a sensitive manner appropriate to their age and brought to the meeting.

3. How we adapt the curriculum so that we meet additional educational needs.

- ❖ Work is differentiated by the class teacher to make it easier or more challenging to suit children's levels of ability.
- ❖ Lessons are planned with an emphasis on talk and discussion
- ❖ We use additional schemes/materials/strategies to support pupils with additional educational needs. Some examples of these are:

RAPID Write, RAPID Maths, Numicon Maths, Lego Therapy, Time to Talk, Social Stories.

Additional support may be given by Teaching Assistant's working either inside or outside the classroom with individual children or small groups of children.

4. How we modify teaching approaches and train staff.

- ❖ Ongoing training is provided for staff to help them to understand and provide for children who may have a particular area of need e.g. dyslexia, autistic spectrum disorder, speech, language and communication need, emotional, social and mental health need. Through ongoing research and training we seek to develop whole class approaches which benefit all, but are particularly suited to those with additional educational needs e.g. the use of multisensory methods, text mapping, Building Learning Power etc.
- ❖ Continued professional development with all members of staff focusing on the 4 broad areas of need (Cognition and Learning, Social, Emotional, Mental health, Communication and Interaction and Sensory and/ or Physical)
- ❖ Staff also attend training relevant to children they work with directly e.g. Down's Syndrome Training, Signalong, Speech and Language courses

5. How we assess pupil progress towards the outcomes we have agreed. How we review this progress, involving pupils and parents/carers.

- ❖ Class teachers check how well a pupil understands and makes progress in each lesson.
- ❖ All staff give regular feedback throughout the lessons on progress
- ❖ We use staff meetings to get all teachers to assess an anonymous piece of work to check our judgements are correct (moderating)
- ❖ We use PIVATS to assess progress that is in smaller steps and at a slower pace than the usual national curriculum.
- ❖ Termly assessments are in place throughout school. Our senior leadership team check the progress of pupils every term using our school tracking system. We discuss what we are doing to make sure all pupils make good progress and identify anyone not making expected progress. The SENDCO checks progress of children on the SEND register and discusses with class teachers any reasons where no progress is being made.
- ❖ We can assess children's social and emotional needs through using an assessment tool such as the Boxall profile.
- ❖ For pupils with additional needs teachers discuss progress with parents every term or more often if we believe this will help.
- ❖ Pupils will be involved in reviewing their progress towards targets set. They will be provided with feedback about their progress.

6. Equipment or resources we use to provide extra support.

- ❖ Additional needs can range from support needed with literacy and numeracy skills to support for emotional, social and mental health needs.
- ❖ We use things such as visual timetables, pencil grips, different computer software (e.g. Mastering Memory), IPAD apps, reward charts, time out area, personalised work station etc. to support children.
- ❖ Support from TA's to meet and greet in the mornings, to work on emotional understanding, developing social skills etc, can also be made available if agreed to be needed.
- ❖ Additional equipment may be recommended by outside agencies and we would support children in using these.
- ❖ Within school resources are allocated on a needs led basis within the confines of our available budget. For some children additional individual funding may be required. (See Section 11)

7. What extra support we bring in to help us meet additional needs: Specialist services, external expertise and how we work together collaboratively.

- ❖ We buy into a package of support provided by the Local Authority specialist teachers (QEST) to help children to access the curriculum and to provide training and advice for staff on SEND related needs (e.g. Autism, Hearing Impairment, Visual Impairment, Behavioural Related Needs)
- ❖ We receive advice about children from Speech and Language Therapists, Occupational Therapists, Physiotherapists. These specialists are welcome to observe children in school and invited to attend review meetings when relevant.
- ❖ We also buy into support from the Local Authority School Educational Psychology Service.
- ❖ Together with the pupil and the parent we review the pupil's progress using a four-part cycle. We begin by making **assessments**, **plan** what everyone will do to make teaching more effective and to support learning; agree targets for the pupil's achievement; agree how we will work together and what we will each **do**; agree a date to **review** how well the pupil is doing and whether we are making a difference, and what we need to do next. This information is recorded and shared with all involved. This is called the assess, plan, do, review cycle (ADPR).
- ❖ The support provided and the involvement of other agencies is done through a graduated process, being increased along with the level of need and reduced as needed. It should be remembered that whilst some children will have long term needs, for others their needs may be short term.
- ❖ We currently have a Clinician from MIND working one day a week in school supporting children identified as having Social Emotional Mental Health needs.

8. How accessible is the school environment?

- ❖ The school site is wheelchair accessible with a disabled toilet.

- ❖ We have a motorized bed in a separate first aid room to accommodate the changing of children who need it.

9. Extra-curricular activities available to pupils with additional needs.

- ❖ All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support needed.
- ❖ A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

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

- ❖ We liaise closely with staff from previous settings and with staff from receiving settings to ensure that all relevant information and paperwork about the needs of the child and successful strategies etc. are shared. An Individual Learning Plan is developed whilst children are with us, detailing what does/doesn't work for each child and this will be shared. Parents are asked to contribute to this.
- ❖ Additional visits are arranged both to our setting and to receiving Secondary schools. The TA from our school who has been supporting a child may accompany them on any additional visits. Transition booklets are made when appropriate.
- ❖ We take part in a very detailed transition programme with Saddleworth School for children who we consider to be vulnerable at transition. This includes additional visits to Saddleworth School and us working closely with their SENDCO.

11. How additional funding works.

- ❖ Schools receive funding for all pupils including those with SEND and they meet pupil's needs from this.
- ❖ If the cost of meeting an individual pupil's needs is more than ten thousand pounds per year, the Local Authority may contribute to the cost. This will have to be assessed through the Local Authority moderating panel.
- ❖ If additional funding is allocated parents will be involved in deciding how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

12. Where parents/carers can get extra support.

- ❖ There are a number of parent support groups. Information can be found at the following link:
http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities
- ❖ Oldham's parent/carer forum is called POINT(Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children and

young people with special educational needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. (<http://www.pointoldham.co.uk>)

- ❖ The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs. Visit <http://www.oldham.gov.uk/pps/info/12/abouttheservice> for more information.

13. What to do if you are not satisfied with a decision or what is happening.

- ❖ Your first point of contact is always the person responsible – this may be the class teacher, the SENCo or the Head Teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Head Teacher. The next step would be to contact the SEND Governor. Formal complaints should be made to the Chair of Governors using the procedures outlined in the School Complaint Policy.

Testimonial from a past parent:

“I’m a parent of an autistic boy who attended Dobcross Primary school during years 5&6. During that time I was very impressed with the support provided and the enthusiasm of all the staff who worked with my son. The curriculum was sensitively differentiated for my son and I was particularly impressed with the ability of key staff to work in partnership with both our speech therapist and myself. My son’s transition to High School was also dealt with in a sensitive and caring manner. My experience at Dobcross was that it’s SEND policy was truly centred on my son’s needs and during his time at Dobcross he made outstanding progress. “

The Local Offer

This SEND Information Report forms part of the Local Authorities Local Offer

As part of the Code of Practice, local authorities must publish a Local Offer setting out in one place information about provision they expect to be available across education, health and social care for children and young people who have Sen or are disabled.

Follow the link to see the Oldham Council Local Offer.

www.oldham.gov.uk/info/200368/children_with_disabilities

POINT (Parents of Oldham in Touch)

POINT is Oldham's established Parent Forum for parents and carers of children and young people aged 0-25 with additional needs, who live in or access services in Oldham. Their website is packed with information to support children or young people.

www.pointoldham.co.uk