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Crompton Primary School

Special Educational Needs

 and Disabilities (SEND)

 Information Report

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| **Approved by:** | L.Dowd | **Date:** September 2023 |
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website.

You can also ask a member of staff to send you the policy.

**Note:** If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

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# 1. What types of SEND does the school provide for?

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| --- | --- |
| **Area of need** | **Condition** |
| **Communication and interaction** | Autism spectrum disorder |
| Speech and language difficulties |
| **Cognition and learning** | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
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| Moderate learning difficulties  |
| Severe learning difficulties  |
| **Social, emotional and mental health** | Attention deficit hyperactive disorder (ADHD) |
| Attention deficit disorder (ADD) |
| **Sensory and/or physical** | Hearing impairments |
| Visual impairment |
| Multi-sensory impairment  |
| Physical impairment |

# 2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs S Kershaw.

Mrs Kershaw has over 25 years’ experience as a teacher, most of this time has been working in roles supporting children with additional needs. Mrs Kershaw holds the National Award for Special Educational Needs Coordination and regularly attends further training to support staff and children at Crompton Primary School.

The SENCO is allocated two days a week to manage SEND provision.

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of seven TAs, including one higher-level teaching assistant (HLTA) who are trained to deliver SEND provision.

Training is based upon the needs of individual staff and individual children. As a school, we make sure that any member of staff who is supporting a child with SEND has access to relevant training and support, so that they are better able to meet the personalised needs of the child.

External agencies and experts

Sometimes we need extra help to offer our children the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

* Speech and language therapists
* Educational psychologists
* QEST Advisory Teachers (SEND)
* Occupational therapists
* GPs or paediatricians
* School nurses
* Child and adolescent mental health services (CAMHS)
* Social services and other LA-provided support services
* Voluntary sector organisations

# 3. What should I do if I think my child has SEND?



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| If you think your child might have SEND, the first person you should tell is your child’s teacher.They will pass the message on to our SENCO, who will be in touch to discuss your concerns.You can also contact the SENCO directly via the school office. | We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.Together we will decide what outcomes to seek for your child and agree on next steps.We will make a note of what’s been discussed and add this to your child’s record. You will also be given a copy of this. | If we decide that your child needs SEND support, your child will be added to the school’s SEND register.  |

# 4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any children who aren’t making the expected level of progress in their schoolwork or socially.

If the teacher notices that a child is falling behind, they try to find out if the child has any gaps in their learning. If they can find a gap, they will give the child extra tuition to try to fill it. Children who don’t have SEND usually make progress quickly once the gap in their learning has been filled.

If the child is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND.

The SENCO will observe the child in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child’s teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEND support. If your child does need SEND support, their name will be added to the school’s SEND register, and the SENCO will work with you to create a SEND support plan for them.

# 5. How will the school measure my child’s progress?

We will follow the ‘graduated approach’ to meeting your child’s SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

**Review**

**We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of
your child’s needs to improve the support we offer.**

**Assess**

**If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has.** **We will ask for you and your child’s input, as well as getting help from external professionals where necessary.**

**Plan**

**In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.**

**Do**

**We will put our plan into practice.**

**The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.**

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

# 6. How will I be involved in decisions made about my child’s education?

Your child’s class teacher will meet you to review. This review will take place termly and will be an opportunity to:

* Set clear outcomes for your child’s progress
* Review progress towards those outcomes
* Discuss the support we will put in place to help your child make that progress
* Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you’re the expert when it comes to your child’s needs and aspirations. So we want to make sure you have a full understanding of how we’re trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child’s needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child’s class teacher.

# 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child’s age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child’s views by asking them to:

* Attend meetings to discuss their progress and outcomes
* Discuss their views with a member of staff who can act as a representative during the meeting
* Complete a survey

8. How will the school adapt its teaching for my child?

Your child’s teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child’s needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all’ approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

* Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
* Children may be given longer processing times, pre and post-teaching to consolidate learning. Adapting our resources and staffing.
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Teaching assistants will support children on a 1-to-1 basis when needed.
* Teaching assistants will support children in small groups when needed.
* Activities to support social communication and interaction.
* Targeted interventions following advice from outside agencies.

# 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

* Reviewing their progress towards their targets each term
* Reviewing the impact of interventions after a specific period of time
* Using pupil questionnaires
* Monitoring by the SENCO
* Using provision maps to measure progress
* Holding termly review meetings
* Holding an annual review (if they have an education, health and care (EHC) plan)

# 10. How will the school resources be secured for my child?

It may be that your child’s needs mean we need to secure:

* Extra equipment or facilities
* More teaching assistant hours
* Further training for our staff
* External specialist expertise

If that’s the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will try and seek it from our local authority through a submission for an Education Health Care Plan (EHCP).

# 11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?

All of our extra-curricular activities and school visits are available to all our children, including our before and after-school clubs.

All children are encouraged to go on our school trips, including our residential trip in year 6.

All Children are encouraged to take part in all our enriched curriculum activities.

No child is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to make sure that they can be included.

# 12. How does the school make sure the admissions process is fair for pupils with SEND?

Oldham Authority is responsible for the policy and procedures surrounding admissions to school. They have a designated team. Please visit [www.oldham.gov.uk/admissions](http://www.oldham.gov.uk/admissions)

# 13. How will the school support my child’s mental health and emotional and social development?

We provide support for children to progress in their emotional and social development in the following ways:

* Children with SEND are encouraged to be part of the school council
* Children with SEND are also encouraged to be part of club either in or out of school.
* We provide extra pastoral support for our children who need to work with our ELSA (Emotional Literacy Support Assistant). We also have a Trauma Informed Practitioner within school.

We have a ‘zero tolerance’ approach to bullying.

# 14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help children with SEND be prepared for a new school year we consider transition arrangements and discuss throughout the review meetings. We also will have a moving up day and additional visits to the next class. This familiarises the children with the staff and environment. In addition we send home additional information where appropriate in the summer term.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO team from the next school meets with our SENCO to discuss the needs of the children near the end of the summer term.

We arrange meetings with the parents/carers of incoming children to discuss how we can best welcome their child into our community.

# 15. What support is in place for looked-after and previously looked-after children with SEND?

Mrs Kershaw (Designated Teacher) and SENCO, will make sure that all teachers understand how a looked-after or previously looked-after child’s circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

# 16. What should I do if I have a complaint about my child’s SEND support?

Complaints about SEND provision in our school should be made to the class teacher or SENCO in the first instance. You will then be referred to the school’s complaints policy.

If you are not satisfied with the school’s response, you can escalate the complaint. In some circumstances, this right also applies to the child themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

* Admission
* Exclusion
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

# 17. What support is available for me and my family?

If you have questions about SEND, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Oldham’s local offer, it can be found on our website, under SEND.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations can be found at [www.iassoldham.co.uk](http://www.iassoldham.co.uk)

POINT – [www.point-send.co.uk](http://www.point-send.co.uk)

Family information service – [www.oldham.gov.uk/fis](http://www.oldham.gov.uk/fis)

# 18. Glossary

* **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
* **Annual review** –an annual meeting to review the provision in a pupil’s EHC plan
* **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
* **CAMHS** – child and adolescent mental health services
* **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
* **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
* **EHC plan** –an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
* **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
* **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
* **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
* **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
* **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
* **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
* **SENCO** – the special educational needs co-ordinator
* **SEND** – special educational needs and disabilities
* **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
* **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
* **SEN support** – special educational provision which meets the needs of pupils with SEN
* **Transition** – when a pupil moves between years, phases, schools or institutions or life stages