

SEND Information Report

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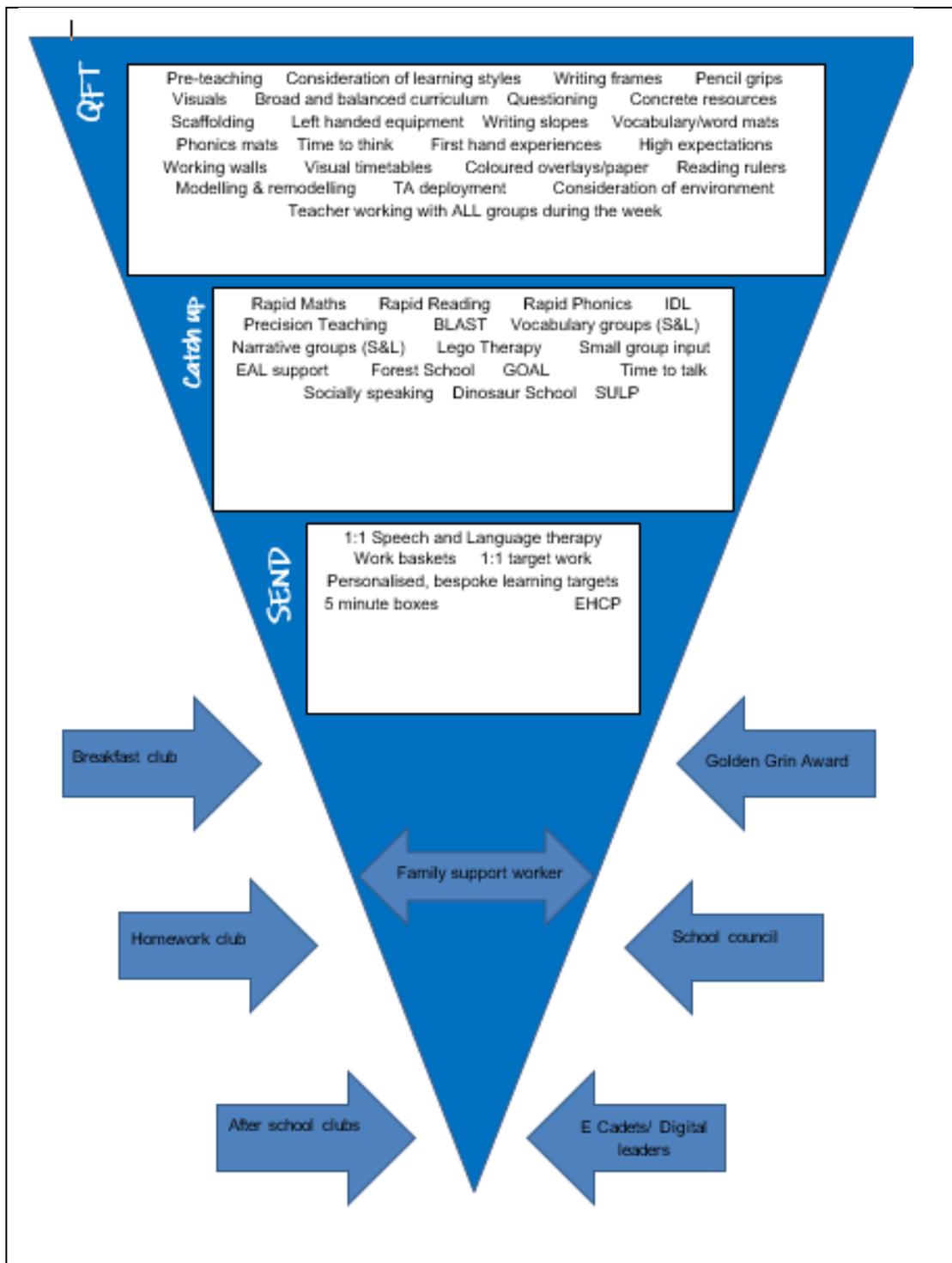
All teachers are responsible for every child in their care, including those with special educational needs. Every member of our staff in school supports children with SEND. The SENDCo supports and advises staff in doing this.

Through the answers to the questions below, we hope that you will find the information that you require regarding how we support children and young people with SEND at Brimrod. Should you have any further questions, or would like this information in an alternative format, please do not hesitate to contact the SENDCo via the details above.

Brimrod is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

How we identify individual Special Educational Needs

- When children join our school with previously identified SEND, we work with the people who already know them and use the information they provide to help us to identify their needs making their transition into our school easier. Sometimes a transition plan will be put in place.
- If you tell us you think your child has an additional learning need, the teacher and SENDCo will discuss this with you and investigate further. Throughout our investigation, we will share with you what we find and agree with you what we will do next and what you can do to help your child.
- If our staff think that your child has an additional learning need, this may be for a number of reasons. This could include: they are not making the same progress that is expected; they may struggle to follow instructions or answer questions or they have recognised additional need such as Dyslexia. Our first response would be to observe them and collect as much information about their difficulties; assess their understanding which may include tests to pinpoint what is causing difficulty (what is happening and why). From this information, the teacher would plan a personalised curriculum to meet the identified need.
- The personalised curriculum will include quality first teaching and elements of catch up from our whole school provision outline detailed below



How do we ensure equality of opportunities for disabled children?

- Our school ensures that we have prior knowledge of any conditions that may affect a child when in school.
- School has disabled access around the building.
- Hard to see areas are highlighted in yellow, particularly steps and protruding aspects of the building structure.
- We work closely with parents to put additional plans into place if appropriate.
- Adaptations to resources and environments within school are made to enable access.
- We work closely with other agencies to train staff around specific needs.
- We work closely with other agencies that supply a range of support equipment for children to use in school.

* In terms of admission of disabled pupils school work closely with parents, and other agencies if appropriate, to ensure that there is no delay in their child starting school.

How we involve pupils and their parents or carers in identifying SEND and planning to meet their needs

- Our school is child and family centred so you can expect to be consulted and informed regularly.
- As part of our information gathering, we will discuss with you whether your child's understanding and behaviour are the same at school and at home. We will work with you so that we are all supporting your child in the same way and helping them make progress.
- Where appropriate, Class Teachers will identify in their planning how they will remove barriers to learning and address any identified need.
- Where appropriate, additional resources will be shared with you to use at home to help your child.
- If appropriate we will involve your child in setting targets.

How is the curriculum adapted so that we address SEND?

- All our staff are trained to make sure your child is working at the appropriate stage to meet their needs.
- We use additional resources/ materials to support children.
- Intervention sessions take place to close the gap in certain areas of the curriculum.

How are teaching approaches modified to ensure progress for all?

- Staff use a variety of methods. These are listed in our whole school provision outline.
- Staff are provided with training in a variety of approaches which means we are able to adapt to a wide range of needs including Specific Learning Difficulties; Autistic Spectrum Condition; Speech, Language and Communication Needs; Social, Emotional & Mental Health Needs and Visual Impairment.
- Our school uses a number of approaches to teaching including different learning styles; follow a curriculum that encourages practical activities wherever possible; have a number of teaching assistants that enable small group or 1 to 1 work to take place.

How we assess pupil progress and how we review this progress to make sure our children stay on track

- Where appropriate, P scales and PIVATS to assess children's progress. P scales and PIVATS break down progress into small and manageable steps.
- Staff meet regularly to assess pieces of work to make sure their judgements are correct. We moderate with other schools within our cluster.
- Class teachers uses on going assessment of the children during each and every lesson.
- Our SEND team meet with teachers every term to review the progress of children with SEND.
- Our Senior Leadership Team check the progress of pupils every term.
- Parents of children who have SEND will have the opportunity to meet every term with their child's teacher to discuss progress and current plans.
- Parents are encouraged to contact staff with any concerns or worries they may have.

What equipment or resources do we use to provide additional support?

- workstations
- picture timetables
- support for communication (word/vocabulary mats)
- timers
- tools and concrete resources for learning in maths and literacy

- Indirect Dyslexia Learning program (IDL)
- all classrooms are fitted with interactive whiteboards, and all have access to a number of computers
- enlarged icons on computers
- magnifiers (small hand held and amigo)
- sensory resources, fidget toys
- laptops

Which outside agencies support school in meeting children's needs?

- RANS (Rochdale Additional Needs Service)
- Speech & Language Therapist (In school and NHS)
- Educational Psychologist
- Occupational Therapist
- Physiotherapist
- Visual Impairment Team
- Hearing Impairment Team
- #Thrive
- Healthy Young Minds.

Other activities which are available to our children with SEND

- After school activities
- Regular educational visits and residentials. Pupils with SEND are always included in these.
- Forest school
- Swimming

How are pupils supported when they join school and when they leave school?

- Home and school visits.
- Meet with appropriate staff at your child's school to discuss their needs and share information which will help your child to settle and progress.
- Invite you to visit our school and have settling in sessions.
- May plan a phased induction into school.
- The staff involved with these pupils will meet both the pupil and their family beforehand.
- Advice will be taken from those who already know the child. This may include professionals working with the child, and their current nursery or school.
- Children go on additional visits to their new school with a supporting adult to become familiar with their new surroundings and to address any worries.
- Share all historical records with their new school and if a TAF is in place we work with other professionals and the new school to ease transition.
- Liaise with secondary schools to provide transition sessions for children who may find the move to secondary school difficult.
- Meet with the teachers of secondary schools to share our knowledge of each child to help support their move to secondary school.

How additional funding works

- Schools receive funding for all children with SEND and they provide what the children need from this funding.
- Sometimes, the local authority contributes to expensive items which may be required.
- If a pupil's Educational, Health Care Plan (EHC) identifies something that is significantly different to what is usually available, there will be additional funding allocated.

- School and parents should work collaboratively to decide how the additional funding provided as part of the EHC plan is spent. Under the Code of Practice (2014), parents have a right to a voice on how this money is spent. School will support and advise parents during this.

Where pupils can get extra support

Your views are important and we will always strive to listen to them and act supportively.

- Pupils are encouraged to talk to their Class Teacher
- Pupils can talk to any adult in school that they feel comfortable with – visuals are displayed to support this.

The Youth Service provide support for young people with SEND

http://rochdale.fsd.org.uk/kb5/rochdale/fsd/organisation.page?id=XJ2tHT1yW_w

Where parents or carers can get extra support

- There are a number of support groups offering advice and help:

www.autism.org.uk

www.mincap.org.uk

www.BDADyslexia.org.uk

- Extra support can also be found at:

www.rochdale.fsd.org.uk

The parent/carer forum is called Family Voice. This is an umbrella organisation for all organisations in Rochdale. They can provide information, training and support. They are involved in policy and decision making at local 'Rochdale' level.

<http://rochdale.fsd.org.uk/kb5/rochdale/fsd/organisation.page?id=DrfVDcRPZvo>

What to do if you are not satisfied with a decision or what is happening (for parents)

- Your first point of contact is always the person responsible – this may be the class teacher; the SENCo or the Headteacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the head teacher, then ask for the school governor's representative
- If you do not feel the issues have been resolved, we will provide you with the details of the person in the local authority who will be able to advise and help you further
- If your concern is with the local authority, follow a similar path the local authority has a panel of senior managers who consider unresolved issues – we call this the Escalation and Resolution Panel. They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with
- The Parent partnership Service provide independent information and advice e mail contact parent.partnership@family-action.org.uk