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Special Educational Needs Information

*At MY Schools Together Federation, we strive to support **all** children to enable them to achieve.*

In order to do this many steps are taken to support them through their learning journey.

High quality teaching is vital; however, for some children, there are occasions when further additional support may be needed to help them achieve their targets.

In the MY Schools Together federation, our SENCOs are:

At Mather Street:

Mrs. C. Spence – SENCO & Deputy Headteacher
Contact telephone number: 0161 219 1051

At Yew Tree:

Miss. S. Morris – SENCO & Assistant Headteacher
Contact telephone number: 0161 284 5464

Roles & Responsibilities of the Special Needs Co-ordinator (SENCO).

Our SENCOs are responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEND. They liaise with staff to monitor pupils' progress and plan further interventions where progress is slower than expected. They also regularly have contact with a wide range of external agencies that are able to give more specialised advice.

There are many SEN terms that are abbreviated which can lead to confusion (even for us!). These are some of the most common:

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
CLA	Child who is Looked After
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
IR	Intervention Record
KS	Key Stage
LA	Local Authority
LM	Learning Mentor
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Current SEN Updates

Pupil Premium

What is Pupil Premium?

Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers.
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

The Local Offer

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN, as well as the options available to support families who need additional help to care for their child.

What will it do?

The Oldham framework will allow the Local Offer to provide parents/carers with information about how to access services in their area and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

- There are a series of questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Below MY Schools Together responses to these questions.

1. How does MY Schools Together know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress

What should I do if I think my child may have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns
- If you have concerns then contact the SENCO at the school

2. How will I know how MY Schools Together supports my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class or use of different resources/teaching strategies.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills, then they will be placed in a small focus group. The group will be run by either the class teacher or a teaching assistant. The length of time of the intervention will vary according to need, but will generally be for a term. The intervention will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded by the class teachers and monitored by the SENCo. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCo.

- Occasionally, a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The Governors of MYSchools Together are responsible for entrusting a named person, Mrs. Kathy Jones, to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. She is also the named SEND Governor. In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They

monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

3. How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special needs, their work will be differentiated by the class teacher, which will enable them to access the curriculum more easily.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group, in order to target more specific needs.
- If a child has been identified as having a special need, they will be given an Intervention Record and targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCo three times per year. IRs will be discussed with parents at Parents' Evenings and a copy given to them.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, 'Move 'n' Sit' cushions, pen/pencils grips or easy to use scissors.

4. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.

5. How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- The SENCo may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies, such as the Educational Psychologist, have been involved, suggestions and programmes of study are normally provided that can be used at home.

6. What support will there be for my child's overall well-being?

Both schools offer a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- A team of staff (Learning Mentors) who are able to support your child. The Learning Mentors work with individuals and groups of children.
- Members of staff, such as the class teacher and SENCo, are readily available for pupils who wish to discuss issues and concerns. Where appropriate, mediation sessions are carried out.
- Support is available for those who find lunchtimes a challenge.

7. How are pupils with specific medical needs supported?

- If a pupil has a medical need then a detailed Health Care Plan is compiled with support from medical professionals such as GPs, hospital consultants and the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive specialist training when required e.g. Epilepsy training from outside agencies.
- Where necessary and in agreement with parents/carers, medicines are administered in school, but only where a signed Medicine Consent form is in place to ensure the safety of both child and staff member.
- All staff have received basic first aid training.

8. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Autism Outreach Team
- Child Protection Advisors
- Educational Psychologist
- QEST (Quality & Effectiveness Support Team)
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- VI Service (Visual Impairment Service)
- HI Service (Hearing Impairment Service)
- Inclusion Team
- Social Services
- OT (Occupational Therapy)
- SALT (Speech & Language Therapy)
- ICC (Integrated Care Centre – Paediatricians)
- School Nurse

An Educational Psychologist is allocated to each school. S/he would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to interventions previously put in place for them. This involvement is generally planned at the Planning Meeting. These are meetings held three times a year between the SENCo, EP and the school's QEST advisory teacher. The aim of a planning is to gain an understanding of and try to resolve pupils' difficulties

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has

been completed. S/he will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

9. What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND.

These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social and emotional needs.
- How to support pupils with speech and language difficulties.
- How to support pupils with physical and co-ordination needs.

SENCOs at both schools have attended specialist training courses for SENCOs and regularly attend the SENCo Development Days and SENCo Forums run by the LA.

10. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

11. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ramps into school to make the building accessible to all.
- toilets adapted for disabled users.
- additional bars have been attached to several toilet cubicles throughout the school
- wide doors in some parts of the building.

12. How will the school prepare and support my child when joining MYSchools Together or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a transition session where they spend some time with their new class teacher.

- Additional visits are also arranged for pupils who need extra time in their new school.
- The SENCo is always willing to meet parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- The SENCo and the Year 6 teachers liaise with the SENCos from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENCo, the secondary school SENCo, the parents/carers and, where appropriate, the pupil.

13. How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during.
- Resources may include deployment of staff depending on individual circumstances.

14. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

15. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher
- during parents' evenings
- during discussions with the SENCo or other professionals
- suggesting comments on their child's Intervention Record

16. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the SENCo.

We hope this information answers any questions you may have but please contact school if you require any further information.

Thank You