



Special Educational Needs and Disability Information Report

December 2018

Review date: December 2019

SEND Information Report 2018-2019

At Lowerplace Primary School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

Definition of Special Educational Needs

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

What SEN support can we provide your child?

At Lowerplace Primary we provide SEN support under the four areas of need as stated in the Code of Practice. These include:

Communication and interaction - these children have a 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. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties - children 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 may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

What should parents/carers do if they think their child may have Special Educational Needs?

The first point of contact is your child's class teacher if think that your child has additional needs. Following this, the class teacher will closely monitor your child and liaise with the Special Educational Needs Coordinator (SENDCO) for further advice and guidance. We will then arrange a meeting to discuss how we can work together to plan the next steps to support your child. The outcomes may include additional intervention group work, close monitoring of your child, observations, further assessments or involvement of external agencies to offer support and guidance to aid in supporting your child.

If our staff are concerned that your child is not making the expected progress as other pupils and/or believe that they require additional support falling under the four areas of need, then we will contact you to discuss our findings.

For children who have been identified as SEND before they enrol at Lowerplace, we work with the family and agencies who already know the child to use the information available to identify the support we can offer in our school setting.

How will Lowerplace staff support your child?

At Lowerplace we are able to offer additional provision in the form of in-class support, additional out-of-class support, small group support, access to specific resources and additional support from outside agencies. The SENDCO oversees the support and interventions which the class teacher plans for.

The class teacher is responsible for:

- The progress and development of all pupils including those with SEND
- Ensuring the plan is implemented in the classroom
- Regular liaison with parents and the SENDCO
- Effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENDCO in the writing and reviewing of targets for pupils with SEND
- Implementing the SEND Policy in their classroom

Teaching Assistants are responsible for:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes, and advice from specialists.
- Record keeping
- Resources
- Maintaining specialist equipment
- Regular communication with class teacher and SENDCO

The SENDCO is responsible for:

- The SEND policy and its implementation
- Co-ordinating support for children with SEND
- Updating the SEN register and maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Attending network meetings and updating staff
- Referrals to and liaison with outside agencies
- Line managing TAs with responsibility for SEND
- Liaising with and advising staff
- Maintaining regular liaison with parents/carers
- Co-ordinating annual reviews
- Supporting staff in identifying pupils with SEN
- Mapping provision throughout the school
- Maintaining links and information sharing with receiving schools
- Overseeing the managements of all aspects of the school, including the support for SEND children
- Monitoring the staff to ensure that SEND children's needs are met
- Update the Governing Body with issues relating to SEND

The SEND Governor is responsible for:

- Overseeing the support is given to all children with SEND
- Reviewing the SEND policy
- Liaising with the SENDCO

What happened if your child needs to be placed on the SEN Register?

When your child is placed on the Special Educational Needs register, you will be invited into school to assist in setting targets based on the individual needs of your child. These often include targets linking to learning, mainly in English and Maths. For some children, their targets maybe written to focus on their social interaction, communication, emotional and physical needs. Their targets will be set after the consultation with parents or careers and the provisions to help deliver these targets will be discussed. It is the class teacher's responsibility to monitor that this support is implemented and carry out an assessment of your child's progress. The SENDCO will oversee this is taking place and monitor the effectiveness of the provisions. To enable every child to succeed we strongly believe that both school and families need to work together.

What support can school offer your child?

The professional development of all our staff is an ongoing process. Members of staff across the school are trained in the following areas:

- ASD support
- Speech and Language
- Dyslexia
- Precision Teaching
- Phonics
- Direct Phonics
- LEGO Therapy
- Clicker
- Speech and Language
- Sulp
- Working Memory
- Attachment and Behaviour
- First Class at Number
- First Aid
- SENDCO attends SENDCO network meetings

What additional support can Rochdale Local Authority provide my child?

Rochdale Local Authority provides support in school through:

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

What additional support will there be for your child from health care services?

Health assists school in meeting the needs of the children by:

- School Nurse
- Health Visitors
- Community Nursing Team
- Occupational Therapy (OT)
- Healthy Minds (formerly CAMHs)
- Paediatricians (Community Child Health)
- Dieticians
- Audiology
- Physiotherapists

How do we support your child's overall well-being?

At Lowerplace we recognise that your child's social and emotional skills need to be developed and nurtured to allow your child to feel confident in all areas of school life. Class teachers and teaching assistants will work closely with you to address needs including communication needs, anxieties and behaviour. Our RE and PSHCE work focuses on the well-being of all children and addresses issues which are important to your child.

If your child has a medical need then a detailed Health Care Plan will be completed. Many of our teaching assistants are trained first aiders and in agreement with our policy can administer medicines for formal diagnoses. A medical consent form will need to be completed to cover the safety of both pupils and staff.

How are our resources allocated or matched your child's educational needs?

Most of the resources used to meet your child's needs will be available within the classroom setting. Further additional resources, staff training, specialist support from outside agencies and time allocated to the SENDCO to manage and monitor the support we offer will be allocated from the school's budget. The deployment of resources for SEND is reviewed in a consultation between the SENDCO and SEND Governor.

How is the decision made about how much support your child will receive?

The class teacher is responsible for determining the level of support and allocating time for your child to meet their targets. This is overseen by the SENDCO. After the additional support has been monitored and all parties involved feel that higher levels of support or funding maybe beneficial then an Education, Health and Care Plan (EHC Plan) will be initiated with the child, parents and all other professionals involved.

In Rochdale the EHC Plan is known as 'My Plan'. Following the application the Local Authority Service conduct a statutory assessment or Education, Health and Care assessment of your child's individual needs, with the information submitted to them from the professionals currently supporting your child. The 'Panel of Professionals' will assess your child's needs are complex enough to indicate a statutory assessment. If the panel deem that your child does not meet the criteria, then school will continue to provide the level of support to aid your child.

If successful and statutory assessment tasks place, then reports will be written from all the professionals involved including parents and a decision is made as to whether your child's needs are severe, complex and lifelong. Following this an Education Health Care plan will be written outlining the long and short term goals for your child, the amount of funding the school will receive from the LA, also strategies that must be put in place in the educational setting. The EHCP is a legal document and all agencies are held accountable to meeting the needs of your child. Annually your child's EHC Plan will be reviewed with the family and all professionals involved to discuss the progress made, set new targets and review the support in place.

How will the school prepare and support your child when joining Lowerplace?

If your child has already been identified as SEND school will liaise with your family and professionals who are currently supporting your child. We welcome parents and children to look around Lowerplace at any time to see the provision that we offer and to decide whether we can meet the needs of your child. If your child is anxious, we can offer transitional visits and are happy to visit your child in their home setting and at their current school. We can provide a transition book for your child, so they can become familiar with their new school setting and the members of staff that will be support them.

How will the school prepare and support your child when transferring to a new school?

If your child is transferring to secondary school, both the SENDCO and Year 6 teacher are fully involved in ensuring the transition period runs smoothly. The SENDCO contacts the secondary school SENDCO, Transition Lead teacher and liaises with Year 7 Head of Year and Learning Mentors to arrange a meeting prior to the transition to share information about your child, this will be both educational and pastoral information. Secondary schools are encouraged to send a representative to come into school to meet and talk to their potential new pupils. At Lowerplace we can also offer additional visits for small groups of children to visit their prospective new school with a member of staff from Lowerplace. This is very beneficial for children with SEND, as it enables them to ask important questions, become familiar with the school setting and meet members of staff which will help to relieve their anxieties. We encourage parents to also visit the new school setting to asses if it meets the needs of their child.

If your child is moving to another educational setting, we will pass on your child's record to the new school and inform them of additional information which will aid with their transition. We are happy to hold telephone consultations with members of staff from your child's new school.

Who do I contact if I have any issues or concerns?

We encourage you to meet with your child's class teacher if you have any concerns regarding your child's learning and educational needs. We advise that you do not wait until a Parents Evening, we would like to be proactive in addressing these needs. If you perceive the issue to be unresolved, then you can book an appointment with the SENDCO depending on the nature of the concern. If you feel that your matter has not been addressed then you can follow the procedures outlined in our complaints policy, which is on our school website on the parent's webpage.

SENDCO: Mrs A Bi

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