



PARKFIELD PRIMARY SCHOOL

Our core offer for children with SEND

How we identify individual special educational 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 SEN will be in our school setting.
- ❖ If you tell us you think your child has a SEN we will discuss this with you and check it out– 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 a SEN this may be because they are not making the same progress as other pupils; they may not be able to follow instructions or answer questions for example. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty. (what is happening and why)

How we involve pupil and their parents/carers in identifying SEN and planning to meet them

- ❖ We are child and family centred so you can expect “no decision about me without me”.
- ❖ When we assess SEN we will discuss with you if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- ❖ Where appropriate we will write and review IEPs with pupils and parents/carers.
- ❖ We have a designated member of the senior leadership team who is responsible for inclusion.
- ❖ We use learning logs to repeat and practice activities that are new and presenting a challenge to a pupil.

How we adapt the curriculum so that we meet SEN

- ❖ All our staff are trained to make materials and ‘work’ easier or more challenging so that every child is able to learn at their level.
- ❖ We use additional materials so that we have something at the right level for pupils with SEN. We use ‘Toe by Toe’, precision teaching & additional phonics teaching for reading and writing; ‘Social use of language’ programme for language and communication help; Sensory diets and therapy for personal, social and health concerns and we also can provide an ‘alternative curriculum’ for those children who require this.

How we modify teaching approaches

- ❖ All our staff are trained in the a variety of approaches which means that we are able to adapt to a range of SEN:- specific learning difficulties (including dyslexia); Autistic Spectrum Condition; speech, language and communication needs; and behavioural, social and emotional difficulties and attachment disorders.
- ❖ We are a dyslexia friendly school and an attachment friendly school.
- ❖ We use a number of approaches to teaching that support all children and their learning styles. This is evident in teachers planning and the delivery of lessons and may take the form of group or individual teaching.
- ❖ We have teachers and support staff with training related to specific learning and or medical issues eg 'Dyslexia', 'autism' 'selective mutism' 'ADHD' 'hearing impediments' and speech and language difficulties.
- ❖ We have a dedicated SEND team to support children with SEND.
- ❖ We employ a speech and language therapist.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers)

- ❖ We use P scales and PIVATS to assess progress that is in smaller steps and at a slower pace than the usual national curriculum.
- ❖ We regularly use staff meetings to get all teachers to assess an anonymous piece of work to check our judgements are correct (moderating).
- ❖ We use nationally agreed guidelines on progress to check that this is good enough.
- ❖ We check how well a pupil understands and makes progress in each lesson.
- ❖ Our senior leadership team check the progress of pupils every term (more often if progress is slow) and we discuss what we are doing to make sure pupils make good progress (is there anything else we can do?).
- ❖ For pupils with SEN teachers discuss progress with parents every term or more often if we believe this will help.

What equipment or resources we use to give extra support

- ❖ We use workstations; picture timetables; support for communication; countdown timers for pupils who need it.
- ❖ We use iPad Apps for pupils with communication difficulties.
- ❖ We use a range of software on our school website to help pupils engage with subjects they find difficult; practice basic skills; become independent learners.

What extra support we bring in to help us meet SEN:- services; expertise

How we work together collaboratively

- ❖ We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism).
- ❖ We get support from local authority services eg Rochdale Additional Needs Department (RANS), National Health Services including epilepsy nurses.
- ❖ We get support from speech and language therapy (SaLT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy.
- ❖ We can get support from occupational therapy for pupils who need assessment.
- ❖ Together we review the pupil's progress; agree what everyone will do to make teaching more effective learning easier and our target for the pupil's achievement; how we will work together; what we will each do; at an agreed date will review how well the pupil is doing and if we are making difference, and what we need to do next. We include the pupil and the parent in these discussions.
- ❖ We have a dedicated SEN team to support children with SEND.
- ❖ We employ a speech and language therapist.
- ❖ We have a dedicated educational psychologist.
- ❖ The Headteacher has over twenty years experience working in the field of SEN and is a member of the local authority statutory assessment panel.

What other activities are available for pupils with SEN in addition to the curriculum

- ❖ We have a number of before and after school activities all children with SEN are included; we provide additional support staff for their equal access.
- ❖ We have regular educational visits and residentials and pupils with SEND are always included in these. We choose visits that are accessible to all.
- ❖ We hold a parents forum specifically for families with SEND children.
- ❖ We have a Fabulous Friday Club for our SEND children to develop life skills.

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

- ❖ We fully support parents in making decisions about the high schools they choose and have a good knowledge of all our local schools.
- ❖ We have very strong links with ALL our schools and invite transition coordinators into school to meet any child with SEND.
- ❖ During the summer term in Y6 SEN children have additional transition days organised by the SENCO.

How additional funding works

- ❖ Schools receive funding for all SEN pupils and they provide what pupils need from this (including equipment). The local authority may contribute to very expensive items.
- ❖ If a pupil's statement or EHCP identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in 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.

Where pupils can get extra support

- ❖ Your views are important and it is important that people listen to them and that you are satisfied with what happens.
- ❖ In school, the Assistant Head is our designated pupil advocate. They will follow up your concern and make sure something happens that you agree with.

Where parents/carers can get extra support

- ❖ There are a number of parent support groups eg parent partnership www.parentpartnership.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 the level where we are working on all things at 'Rochdale' level.
www.theparentforum.co.uk

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 or the SENCO. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Headteacher then ask for the school governors representative.
- ❖ 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 Local Offer gives information and advice on what help is available for children and young people with SEN and/or a disability and their families.

<http://www.rochdale.gov.uk/schools-and-education/special-educational-needs/Pages/send---the-local-offer.aspx>

Our SENDCo is Mrs Whalen and she can be contacted by emailing office@parkfield.rochdale.sch.uk.