



Delph Primary School

'to be the best that we can be'

Delph Primary School's SEN Information Report

How we identify individual special educational learning needs

- ❖ When pupils have identified SEND before they start at Delph Primary School, 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 investigate (see next point). We will share what we discover with you and agree with you what we will do next and what you can do to help your child. This may or may not result in your child being included on our SEN list.
- ❖ If our staff think that your child has an SEN this may be because they are not making the same progress as other pupils. The teacher will monitor the pupil's progress in school, sharing concerns with all staff that work with the pupil. If concerns continue then the class teacher will discuss such concerns with the pupil's parents /carers and complete a Provision Map as a way to review their Good Quality Teaching (GQT), ensuring that it is inclusive and addresses all learning differences. This may involve the class teacher setting up some different or extra approaches to help to address the child's difficulty e.g. extra reading sessions, targeted work for completion at home or school, individual reward charts, extra visual cues etc... This will be monitored over at least a six week period and if the child still continues to make inadequate progress then it may be agreed by school and parents/carers that the pupil should go onto school's SEN list. This is when the Special Educational Needs Coordinator (SENCo) will become involved with the child. This is Mrs Kathy Mair at Delph Primary School. She was awarded the National Award for Special Educational Needs Coordination (NASENCo) in 2011.
- ❖ The SENCo may observe the pupil; assess their understanding of what is being covered in school and if possible/appropriate use relevant assessments to identify what is causing difficulty (i.e. *what is happening and why*). We may assess the pupil using the PIVATS tool (performance indicators for value added target setting), which helps to identify the small steps of progress the child needs to develop before better progress can be made.

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

- ❖ We are child and family centred so you will be involved in all decision making about your child's support.
- ❖ When we assess SEN we discuss 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 to make progress.
- ❖ We are well aware that parents and carers know their child best, and so we listen carefully to and value all contributions.
- ❖ We write and review Pupil Centred Plans with pupils (where appropriate) and parents/carers.
- ❖ We use home learning to repeat and practise activities that are new and present an achievable challenge for the individual pupil.
- ❖ We will support, advise and model when requested how parents and carers can best support their child with learning at home.

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 own pace and in their own way.
- ❖ We use additional schemes/materials so that we have something at the right level for pupils with SEN. For example we use the Read, Write Inc Phonics catch up scheme, Direct Phonics, PAT, Stile Comprehension intervention, The Five Minute Box and Precision Teaching for reading and writing; The Five Minute Maths Box, Sturn, The Charlotte Clock, Numbershark and Mathletics for maths; Talking Partners, Lego Therapy, Socially Speaking for language and communication and for personal, social and health education to name but a few.

How we modify teaching approaches

- ❖ All our staff are trained so that we are able to adapt to a range of SEN:- specific learning difficulties (including dyslexia) (SpLD); autistic spectrum disorder (ASD); speech, language and communication needs (SLCN); and social, mental, emotional and health (SMEH).
- ❖ We are a dyslexia friendly school.
- ❖ We use a number of approaches to teaching and work closely with outside agencies to set up individual programmes of work where necessary. For example we use the Get Physical intervention to accompany activities set by Occupational Therapists and Physiotherapists in our weekly Physical Skills Project Group, whereby children with fine and gross motor difficulties participate.
- ❖ Staff regularly attend training internally and externally so that they can further support the ever changing needs of specific children with SEN.
- ❖ Interventions/extra support takes place within the classroom where possible, either on a 1:1 or small group basis and where appropriate out of the classroom in a small, quiet room or sectioned off quiet area.

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 levels and PIVATS to assess progress in smaller steps and progress that is moving at a slower pace than the usual National Curriculum levels.
- ❖ We regularly use staff meetings to get all teachers to assess an anonymous piece of work to check our judgements are correct (moderating).
- ❖ We have a rigorous tracking system in place, that highlights children with SEN, so that staff, including the Assessment Coordinator and SENCo can monitor the progress of such children more closely and action more support/changes to support accelerated progress where needed.
- ❖ We check how well a pupil understands and makes progress in each lesson.
- ❖ Our senior leadership team check the progress of pupils every term and discuss what we are doing to make sure all pupils make good progress (*is there anything else we can do?*). Our senior leadership team look very closely at tracking data for all vulnerable groups, including the Monitored Pupil group (children with a Provision Map). These children are monitored closely by the SENCo (although they have no identified SEN), to ensure that the appropriate 'catch up' and 'booster' interventions/support are working.
- ❖ For pupils with identified SEN, teachers discuss progress with parents three times per year, in accordance with the Code of Practice. The SENCo will be present for at least one meeting per academic year. Person centred approaches are used in these review meetings.

What equipment or resources we use to give extra support

- ❖ We use workstations; picture timetables; wedges; easy grip pencils; wedge cushions for sitting; first and then boards; countdown timers for pupils who need it.
- ❖ We use a range of technology including iPad Apps for pupils with communication difficulties.
- ❖ We use a range of software (*Wordshark, Numbershark, Mathletics, Choose It Maker Games, Audacity, Clicker 5, Espresso*) to help pupils engage with subjects they find difficult; practise basic skills; become independent learners or record in alternative ways.
- ❖ We use a range of switches for pupils who have physical or sensory needs.
- ❖ We are a fully accessible school, with lifts to get from one level to the next and we have a facilities room, for any changing/toileting needs.

What extra support we bring in to help us meet SEN: Specialist services, external expertise and 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, including QEST's team of specialist advisory teachers.
- ❖ We get support from speech and language therapy (S<) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy.
- ❖ We get support from occupational therapy (OT) for pupils who need assessment. School are unable to refer to this service directly, but can do so through a paediatrician.

- ❖ We get support from physiotherapy for pupils who need it. School are unable to refer to this service directly, but can do so through a paediatrician.
- ❖ Together with the pupil where appropriate and the parent, we review the pupil's progress; agree what everyone will do to make teaching more effective and to support learning; agree targets for the pupil's achievement; agree how we will work together and what we will each do; agree a date to review how well the pupil is doing and whether we are making a difference, and what we need to do next. This information is recorded to ensure accountability. This will all take place during a Person Centred review meeting. In both the Autumn and the Spring term, the Person Centred review will replace the usual parents' evening meeting.

Extra-curricular activities available for pupils with SEN

- ❖ We have a number of before and after school activities, which are publicised in school and on our school website. Many pupils with SEN choose to be included.
- ❖ We have regular educational visits and residential. Pupils with SEND are included wherever possible in these. We endeavour to choose visits that are accessible to all.

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

- ❖ 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.
- ❖ We draw up a transition plan with timed actions and accountability.
- ❖ We arrange additional visits to our own school and other schools so that children can familiarise themselves with their new settings.
- ❖ Where appropriate, we set up transition books with the child that includes all information and photographs of their new setting.
- ❖ We work with neighbouring schools to arrange transition groups, enabling children with similar SEN attending different schools to establish relationships, before starting secondary school together.

How additional funding works

- ❖ Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil's need from this (including equipment). The local authority may contribute if the cost of meeting an individual pupil's needs is more than £10,000 per year.
- ❖ If the assessment of a pupil's needs 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 Delph Primary School, Mrs Kathy Mair is our designated pupil advocate. Together with the senior leadership team, she will follow up your concern and make sure your views are taken into account.
- ❖ Pupils have access to mentoring sessions in school with either a familiar member of staff (usually Mrs Finnigan) or with Mrs Weedon (learning and nurture mentor), who provides support for school one afternoon a week.
- ❖ Staff are highly skilled in making sure that a child's well-being is a high priority.

Where parents/carers can get extra support

- ❖ A partnership between parents/carers and school i.e. a regular consultation, sharing of information and progress, is vital to the progression of every child's learning, and particularly for children with SEN. There are numerous ways to achieve this at Delph Primary School. In addition to the yearly welcome evenings, parents' evenings, reports, Person Centred review meetings, parents and school staff can communicate by:
 - Commenting/asking questions via the home/school book
 - Sending notes/letters to and from school
 - Requesting an appointment with the class teacher, SENCo or parent (class teachers may be available for a brief chat before or after school, without appointment)
 - Phone calls
 - And for those parents/carers who would find it easier to communicate via email, all class teachers and the SENCo can be contacted via info@delph.oldham.sch.uk
- ❖ Oldham's parent/carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families (<http://pointoldham.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; the SENCo or the Head teacher. 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 Governors representative.
- ❖ If you do not feel the issues have been resolved, then please refer to school's complaints procedure policy, which can be found at www.delph.oldham.sch.uk

❖ If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Complaints and Representations Officer

Freepost - RRGY-TJSR-GHGZ

PO Box 40

Level 8, Civic Centre

West Street

Oldham, OL1 1XJ

Tel: 0161 770 1129

cypf.complaints@oldham.gov.uk

❖ The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs. Visit http://www.oldham.gov.uk/pps/info/12/about_the_service for more information.