

# Buckstones C P School's SEND Information Report (Local Offer)

Our **Headteacher** is: Sarah Healey      Our **SENCO** is: Melanie Platt

## 1. How we identify individual special educational learning needs

- When pupils have been identified as having SEND before they start in the Reception class at Buckstones, we work with the people who already know them. We visit the pre-school / nursery to meet with staff, parents and if necessary, professionals from outside agencies so that we can gather relevant information. We can then use this information to inform the support / provision that we will need to implement in our school setting.
- For pupils who are transferring from another school, we liaise with the child's current school so that we can gather all the necessary information about the child's needs, in order for us to implement the necessary support / provision.
- If you tell us you think your child has SEND we will discuss this with you and investigate. We will then share our findings with you and agree with you what we will do next and what you can do to help your child (see below). This may or may not result in your child being included on our SEND register.
- If our staff think that your child has SEND this may be because they are not making the same progress as other pupils. We will carry out observations and assessments if necessary and will also look at continuous data to determine levels of progress. We will then share our findings with you and will discuss appropriate ways forward.
- Our SENCO is Miss Platt.

## 2. How we involve pupils and their parents/carers in identifying SEND and planning to meet them

- We discuss any initial concerns about a child with their parent / carer.
- We believe in strong home-school links so you will be involved in all decision making about your child's support.
- When we assess SEND, 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 help them to make progress.
- We involve pupils in the target-setting process. All children have a child-friendly IEP (Individual Education Plan) so that they know what their targets are. These targets are reviewed termly and are discussed with parents/carers at pupils' review meetings.
- When requested, we offer support and advice how parents / carers can best support their child at home.
- We use home learning to repeat and practise activities that are new and present an achievable challenge for the individual pupil.

### 3. How we adapt the curriculum so that we meet SEND

- All our staff are trained to make materials and 'work' more accessible so that every child can access their learning at an appropriate level.
- Classroom activities are modified so that children are able to learn at their own level.
- Pupils have access to adapted resources if needed. (see below)
- We use additional programmes and interventions in order to support our pupils with SEND. These are used to teach children on a small group or individual basis.

### 4. How we modify teaching approaches

- All our staff are trained so that we are able to adapt to a range of SEND, such as Specific Learning Difficulties, including Dyslexia (SpLD), Autistic Spectrum Disorder (ASD) and Speech, Language & Communication Difficulties (SLCN)
- We use a number of approaches to teaching which incorporate children's different learning styles.
- We are a dyslexia-friendly school.
- We have an experienced SENCo who has a postgraduate degree in Specific Learning Difficulties. The SENCO works with all stakeholders and will co-ordinate your child's support and facilitate next steps in their learning.
- Each class has at least one trained teaching assistant who works alongside the teacher.
- Staff (including teaching assistants) attend training so that they can keep up to date with developments in SEND.
- We work closely with a variety of outside agencies (including the Educational Psychology Service, Occupational Therapy and Speech Therapy) and ensure that recommendations made by them are fed into children's individual education plans.
- Interventions and extra support take place in or near the classroom where possible, either on an individual or small group basis. Where appropriate, some interventions take place in a quiet area, away from the classroom.

### 5. 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 that is in smaller steps ie. progress that is at a slower pace than the national age-related standards.
- Children's work is monitored in standardising sessions.
- We check how well pupils understand and make progress in each lesson.
- Pupils with SEND have individual targets on their child-friendly IEPs. These are reviewed termly.

- Class teachers and the Head teacher meet termly to discuss pupil progress. We discuss what we are doing to make sure all pupils make good progress (*Is there anything else we can do?*).
- For pupils with SEND, teachers discuss progress with parents at regular review meetings. These meetings are led by the SENCO. Outside agencies are invited to attend if appropriate.

#### **6. What equipment or resources we use to give extra support**

- We use visual timetables and visual cues for as support for communication for those children who need it.
- We use a range of technology, including iPads, to aid children's learning. A range of software is used to help pupils engage with subjects they find difficult, to practise their basic skills or to become independent learners.
- We also have a range of more specialist resources for those children who need it. Examples include: writing frames / scaffolds, timers, pencil grips, sloping writing boards, coloured overlays for reading, adapted scissors, move 'n' sit cushions etc.

#### **7. What extra support we bring in to help us meet SEN: Specialist services, external expertise and how we work together collaboratively**

- When required, we have support from specialist teachers / support staff for accessing the curriculum and extra work on SEND related needs eg. speech, language & communication, autistic spectrum disorder, specific learning difficulties, hearing impairment, visual impairment, behaviour related needs.
- We get support from local authority services (Educational Psychology Service).
- We also seek advice from other services if we believe a pupil needs a period of specialist therapy. These services include the Speech & Language Therapy Service (SALT), Hearing Impairment (HI) Service, Visual & Physical Impairment Teams (ViPI) Service, and Healthy Young Minds Oldham (formerly CAMHS), as well as Oldham's Community Paediatric Service.
- We may also suggest a referral to Occupational Therapy (OT) or Physiotherapy; we cannot refer to these two services directly and therefore parents are given the choice of doing so themselves via their GP or us doing so via the school nurse.
- We then use the advice offered by these services to implement strategies and programmes to support each pupil's needs, agree targets, review progress and plan next steps. We also use some of these services to help train our staff.
- Together with the parents and pupils (dependent on their age and ability) we review the pupil's progress. We agree what everyone will do to support the pupil's learning: setting clear targets for the pupil's achievement, agreeing how we will work together and what we will each do, agreeing a date to review how well the pupil is doing and whether we are making a difference, and what the next steps will be.

## 8. Extra-curricular activities available for pupils with SEND

- We have a number of before and after school activities, which many pupils - including those with SEND - choose to take part in.
- We have a wide variety of regular educational visits, as well as Year 5 residential; pupils with SEND are included in these. We provide additional and trained staff to support their inclusion and make adaptations for pupils with SEND if needed. Where necessary, we work in partnership with parents to ensure the inclusion of children with SEND.
- The visits we choose are accessible to all.

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

Transferring **to** our school:

- We meet with parents and children before they start at Buckstones. Families are encouraged to look around the school and sometimes, additional visits are needed so that children can familiarise themselves with their new surroundings. Where appropriate, transition books are used for vulnerable children that includes photos and key information about their new school.
- The SENCo liaises with the child's current setting - so that we can gather all the necessary information about the child's needs. This information is then shared with the child's new class teacher so that measures for a smooth transition can be put in place.

Transferring **from** our school:

- Secondary schools offer information evenings and transition days prior to children moving to secondary school.
- We organise additional visits, if necessary, to help vulnerable pupils to become more familiar with the new school surroundings.
- A representative from each secondary school is invited to each pupil with SEND's summer review meeting, which parents also attend.
- The SENCo forwards relevant SEND information and records for each pupil to the receiving secondary school.

## 10. How additional funding works

- Schools receive funding for all pupils, including those with Special Educational Needs and Disabilities. They provide what pupils need from this, including any equipment. A targeted approach is developed to support those children identified as having SEND. The local authority may contribute if the cost of meeting an individual pupil's needs is more than £6,000 per year.
- If the assessment of a pupil's needs with an EHC Plan identifies something that is significantly different to what is usually available, there may be additional funding allocated. This may mean that you are eligible for a personal budget. This must be used to fund the agreed plan.

### 11. Where pupils can get extra support

- Staff are highly skilled in making sure that children's well-being is a priority.
- Your views are important and it is important that people listen to them and that you are satisfied with what happens.
- In school, all staff are here to support you. They will follow up any concerns and with the SENCo, will ensure that your views are taken into account and that any concerns are acted upon.

### 12. Where parents/carers can get extra support

- Here at Buckstones we have an 'open door' policy. Parents can contact school to arrange to meet with members of staff to discuss any issues.
- We actively encourage home-school links. In addition to welcome meetings, information evenings, parents' evenings, review meetings and annual reports, parents can also communicate more informally eg. via phone calls or sending a note into school.
- Parents are also encouraged to speak to specialist advisors to help receive the support they need.
- In Oldham we have a parent/carer forum, which 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. [www.pointoldham.co.uk](http://www.pointoldham.co.uk)

### 13. 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 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](mailto:cypf.complaints@oldham.gov.uk)

- The **Parent Partnership Service** provides independent, individual information and advice for parents of children with special educational needs. Visit [www.pointoldham.co.uk](http://www.pointoldham.co.uk) for more information.