

BUCKSTONES PRIMARY SCHOOL

POLICY FOR S.E.N.D.

(Special Educational Needs and Disabilities)

February 2018

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice to schools DfE (Feb. 2013)
- SEND Code of Practice (June 2014)
- School SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Teachers Standards 2012

See also our

- our Safeguarding Policy
- our Single Equality Policy (including Accessibility Plan)
- our SEND Information Report (Local Offer)
- Oldham LA's Local Offer

Introduction

Our mission statement is 'A love of life and learning'.

This policy was created by the school's SENCO in liaison with the Head teacher, staff and our SEN Governor. The SENCO is Melanie Platt.

At Buckstones Primary School we seek to develop all children to their fullest potential: spiritually, morally, personally, emotionally, socially, intellectually, creatively and physically. As outlined in the SEND Code of Practice, 2014

All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best*
- *become confident individuals living fulfilling lives.*

Our policy for Special Educational Needs and Disabilities (S.E.N.D.) is based on the principles underpinning the Code of Practice (2014):

- a) The views, wishes and feelings of a child, or young person, and their parents
- b) The importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions
- c) The need to support the child or young person and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The principles are designed to support:

- a) The involvement of children, young people and parents in decision making
- b) The identification of children and young peoples' needs
- c) Collaboration between education, health and social care services to provide support
- d) High quality provision to meet the needs of children and young people with SEN
- e) Greater choice for young people over their support
- f) Successful preparation for adulthood, including independent living and employment

Aims

- To provide for the development of the whole child - spiritually, intellectually, socially, morally and culturally
- To raise the self-esteem of individuals in order to promote a readiness for learning and to ensure that they are confident and valued members of society
- To ensure that all children have the opportunity to reach their full potential and are valued for the individual contributions they make
- To provide a happy, caring, safe and supportive environment which meets the needs of all children and is inclusive of additional educational needs
- To foster a close partnership between home and school

Objectives

- To ensure early identification, assessment and support for children with additional educational needs
- To provide a broad, balanced and differentiated curriculum for all children according to their individual needs, in order for them to fulfil their potential
- To encourage a co-operative and positive attitude to learning through a challenging and exciting curriculum

- To meet the statutory requirements of the Early Learning Goals and National Curriculum, ensuring access for all children in our school
- To use provision maps for pupils with SEND, ensuring that children are included in the target-setting process
- To encourage parental involvement in the assessment and decision-making processes
- To provide support for staff working with children with additional educational needs, in order to enhance their knowledge and expertise
- To achieve continuity and progression for each child with additional needs through regular review of procedures and practice
- To ensure use is made of expertise and facilities from outside the school, where necessary

Admission Arrangements

At Buckstones, we welcome children with S.E.N.D. as outlined in our school prospectus. All reasonable steps are taken to ensure that children with a disability are not placed at a substantial disadvantage to those who are not. Our SEND Information Report (Local Offer) has been published on our school website and is also included in Oldham's Local Offer Directory. *See also Single Equality Plan.*

Definition of S.E.N.D.

A pupil has Special Educational Needs where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age (Code of Practice 6.15). These needs fall within the four broad areas of need:

1. communication and interaction
2. cognition and learning
3. social, emotional and mental health
4. sensory and or physical need

Children will have needs and requirements which fall into at least one of these four areas, frequently more than one. The impact of combinations of need, where these exist, on the child's ability to access the curriculum, should be considered.

1. Communication and interaction

Pupils with communication and interaction difficulties may:

- have a speech and language delay or disorder
- struggle to communicate with others
- experience problems taking part in conversations
- hear or see a word which they don't understand the meaning of, leading to words being used incorrectly or out of context
- have difficulty understanding the world in the way others do
- struggle with social interaction and imagination

2. Cognition and learning

Pupils with cognition and learning needs may:

- learn at a slower pace than their peers
- have difficulty acquiring basic English and/or Maths skills
- struggle to understand basic concepts
- have difficulty retaining information
- have low levels of concentration
- have under-developed social skills
- avoid reading or writing tasks
- show a discrepancy between their general cognitive ability and achievement

3. Social, mental and emotional health

Pupils with social, mental and emotional health may:

- have immature social skills
- find it difficult to make and sustain healthy relationships
- become withdrawn or isolated
- have low self-esteem
- demonstrate challenging, disruptive or disturbing behaviour

4. Sensory and / or physical development

Pupils with sensory and/or physical needs may:

- have a visual impairment
- have a hearing impairment
- have a multi-sensory impairment
- have a physical disability
- be distracted by certain stimuli
- struggle with co-ordination and fine-motor functions

Identification of Pupils with S.E.N.D.

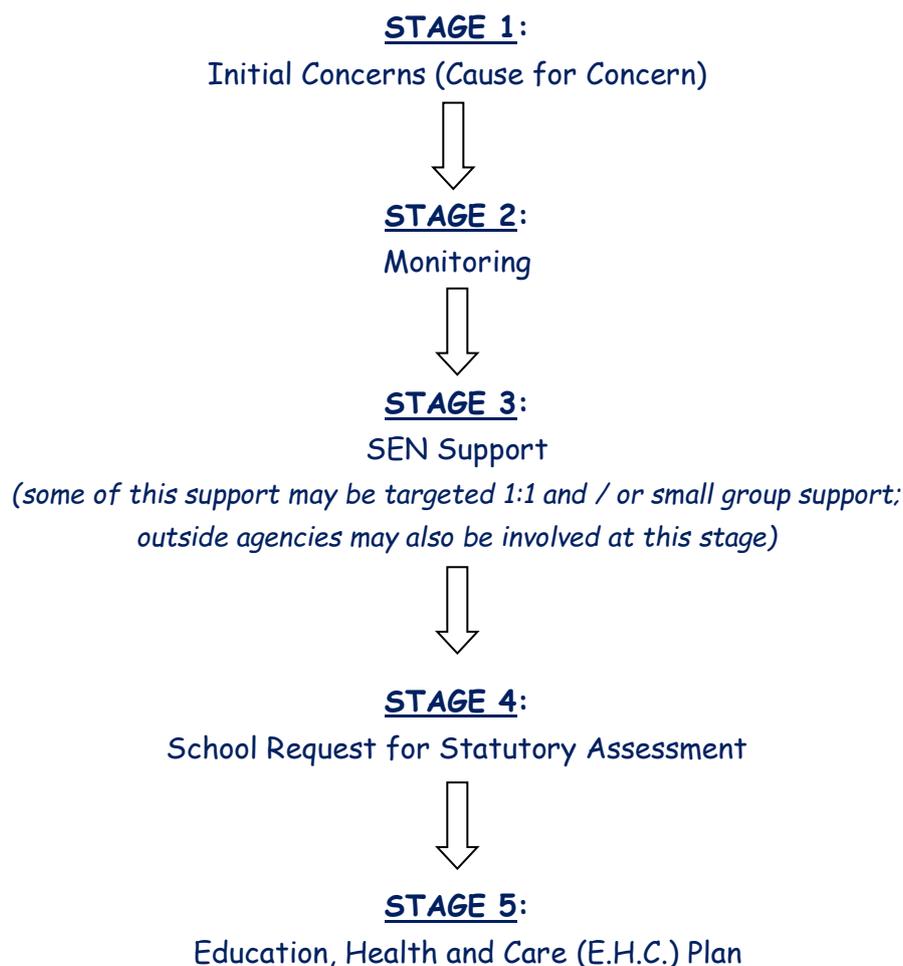
Children with S.E.N.D. are identified in a number of ways:

- Class teachers' assessments, in consultation with the SENCO
- Discussion with the child's parents
- Information from external sources eg. pre-school S.E.N.D. Services or previous school

An **EHC (Education, Health and Care) Plan** is the document which has replaced Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs.

School Action (SA) and School Action Plus (SA+) have now been replaced by the term **SEN Support**.

The process is laid out as follows:



Arrangements for Co-ordinating Provision

In order to ensure that appropriate and effective identification, assessment and provision is made for children with additional needs (S.E.N.D.) the school incorporates the three inclusion principles from the National Curriculum by

- setting suitable learning challenges,
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

At Buckstones we promote a person-centred graduated approach, whilst promoting quality first teaching and additional interventions.



Assess: Assessment is ongoing in every session, every day. Assessments are carried out formally (standardised tests) and informally (teacher assessments) to find out where the child is at and also to find out what difficulties they may have. This process will determine the next steps in each child's learning journey.

Plan: Following assessments, class teachers and SENCO agree what support / interventions need to be put into place. Planning involves consultation between those involved with the child - school staff and parents plus outside agencies if necessary.

Do: The class teacher is responsible for planning to meet the child's needs on a day-to-day basis. Some of the interventions and support that class teachers plan for is delivered by a teaching assistant, who feed back to class teachers in order to inform next steps for learning. Support and advice is provided by the SENCO.

Review: The effectiveness and those involved with the child work together to plan and assess the impact of any interventions and support. The progress of all children - including those with S.E.N.D. - will be discussed at termly pupil progress meetings with the Head teacher. Termly reviews for pupils with S.E.N.D. are used to discuss progress being made and evaluate the impact of support and interventions. New targets will be set following each S.E.N.D. review, in order to support the child's future learning.

Day-to-Day Arrangements

Each class teacher has a class S.E.N.D. file, which contains for each child with S.E.N.D. the most relevant up-to-date information for each individual child. The transfer of S.E.N.D. information, when pupils are moving from one class to the next, takes place at the end of the summer term. This means that receiving class teachers then have the summer holidays to become familiar with each pupil's way of learning so that they can plan to meet each pupil's needs from the start of the Autumn term.

Pupils' Action Plans (Child-friendly IEPs)

Termly child-friendly IEPs are used for children on the S.E.N.D. register. Children are included in the target-setting process and are aware of the targets they are working on for each term.

Inclusion

Children with S.E.N.D. are encouraged to participate and the necessary provision will be made to accommodate all children, irrespective of need; needs are identified and provision will be planned and support provided as required. This includes extra-curricular activities, school trips, lunchtimes and playtimes. *Please note that there may be times when we - in conjunction with parents - take the decision to 'disapply' children with severe S.E.N.D. from formal assessments such as SATs.*

Involvement of Outside Agencies

Here at Buckstones we have a number of agencies involved in giving advice regarding provision for our children with S.E.N.D. A child's needs will be discussed with parents first and parental permission is obtained before we make any referral. The agencies involved with pupils from our school include:

- Educational Psychology Service
- QEST (SEN Advisory Teachers)
- Speech and Language Therapy Service
- Community Paediatric Service
- Hearing Impairment/Visual Impairment Services
- Occupational Therapy
- Physiotherapy
- Healthy Young Minds
- School Nurse
- Early Help

For some agencies, we have to refer via a third party eg. referral to Occupational Therapy would be done via the school nurse and referrals to Healthy Young Minds would be done via Early Help.

Referral for an Education, Health and Care Plan (E.H.C.P.)

In some cases, where a child has significant or lifelong difficulties, a decision may be made to apply for Statutory Assessment (an E.H.C. Plan). The decision to make a referral for an E.H.C. Plan is taken at a review meeting and will be done after analyzing the Plan ~ Do ~ Assess ~ Review process, and in consultation with parents and outside agencies. The decision to undergo Statutory Assessment Process is usually requested by school but can also be requested by a parent.

The school is required to submit evidence to the LA'S Statutory Assessment Moderating Panel (SAMP), who meet monthly. The Panel makes a judgement about whether the child's needs can be met through a combination of the resources available to school and also extra funding. **This judgement is made using the LA's criteria; school has no part in the decision.** If the decision is 'no', parents have a right to appeal against a decision not to initiate a statutory assessment leading to an E.H.C. Plan.

If the decision is 'yes', and the Panel agrees that an E.H.C. Plan is necessary, both the school and the child's parents will be involved in the process of developing and producing the plan. It is then formally reviewed on an annual basis at the child's Annual Review, to enable provision for the child to be evaluated and any changes to be agreed (such as reducing or increasing levels of support).

Monitoring

The Head teacher will monitor the S.E.N.D. process through:

- tracking individual pupils' progress and monitoring against targets set
- regular meetings with the SENCO
- providing the Head teacher's report to the Governing Body

Resources

- The Head teacher assigns funding in relation to the level of need. The use of S.E.N.D. funding is shown in the Budget and will be managed and monitored by the Head teacher.

The SENCO will monitor the progress of children with S.E.N.D. through:

- discussion of progress at meetings
- analysis and evaluation of the S.E.N.D. register in order to prioritise targeted support for the children who need it most.

The SENCO meets with the S.E.N.D. governor annually in order to discuss the provision of children with S.E.N.D. as well as to discuss any local or national changes in S.E.N.D. and the implications these have upon the children with S.E.N.D. in our care. The SENCO also has time out of class each week to carry out her S.E.N.D. duties.

Roles and Responsibilities

Provision for children with S.E.N.D. is a matter for the school as a whole. *Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working.*

The **HEADTEACHER (Sarah Healey)** is responsible for:

- Overseeing the S.E.N.D. policy and provision

The **SENCO (Melanie Platt)** is responsible for:

- Working with the Head teacher to monitor S.E.N.D. within school
- Analysing data for children with S.E.N.D.
- Co-ordinating the day-to-day operation of the school's S.E.N.D. provision, including supporting TAs
- Liaising with and advising fellow teachers
- Overseeing the records of all children with additional educational needs
- Ensuring that children's progress is reviewed with staff on a termly basis (informally or formally)

- Organising and attending S.E.N.D. Review meetings / Annual Review meetings, ensuring that the relevant paperwork is completed and distributed
- Preparing SAMP and contingency submissions, in consultation with outside agencies and other members of staff
- Liaising with parents and outside agencies
- Contributing to / organising / delivering in-service training of staff (as and when necessary)
- Attending relevant meetings and courses to further develop the role of SENCO
- On request, observing individuals who are giving cause for concern
- Updating the S.E.N.D. policy on an annual basis
- Presenting an update of provision for children with S.E.N.D. to governors annually

The **Class Teacher** is responsible for:

- Ensuring Quality First Teaching
- Identifying children with S.E.N.D. in their care and bringing them to the attention of the SENCO
- Differentiating the curriculum to meet the needs of individuals and groups of children
- Reviewing targets, assessing and recording achievements, setting new targets
- Updating and reviewing child-friendly IEPs (including timetables) termly, including ensuring that children are included in the target-setting process
- Planning work for the TAs working with a child(ren) in their class, including liaising with TAs to prepare next steps for learning
- Preparing notes ready for review meetings
- Being involved in the preparation of reports eg. for SAMP submissions, referrals to School Medical Officer, SALT etc.
- Informing the SENCO of progress, any growing concerns and requests for further intervention by outside agencies
- Keeping a log of visits by outside agencies (eg. observations) and appointments attended by individual children
- Liaising with parents
- Meeting with the SENCO on a termly basis to discuss children's progress
- Ensuring that their class S.E.N.D. file is kept updated

Teaching assistants play an important role in supporting the class teacher in the delivery of a differentiated curriculum that allows accessibility for all. They work with children who require additional provision, supporting them through a variety of activities, interventions and programmes of work. They feed back to the class teacher regarding pupils' progress, in order to inform 'next steps'.

There is a named governor for S.E.N.D. (**Pauline Whitehead**). The **Governing Body** will:

- ensure that necessary provision is made for any pupil who has S.E.N.D.
- ensure that teachers in school are aware of the importance of identifying and providing for those children with S.E.N.D.
- ensure that pupils with S.E.N.D. have the opportunity to participate in school activities, together with those pupils who do not, as far as is reasonably practical and compatible with the needs of all the children
- have regard to the Code of Practice when carrying out duties towards all pupils with S.E.N.D.
- meet with the SENCO on a yearly basis (S.E.N.D. governor)
- consult the LA and governing bodies of other schools where it seems necessary or desirable in the interests of S.E.N.D. provision in the area as a whole

Parental Involvement

The involvement of parents in their child's education is vital so we work in partnership with parents to ensure children with S.E.N.D. make the best possible progress. We value the role of parents in assessing their child's learning and behaviour and sharing this information with school.

Since we seek to maintain an active and equal partnership, we have an open door policy where parents are able to come and discuss any queries or concerns. These will be dealt with there and then, but may require further appointments (including review meetings) being set to discuss issues in more depth.

Transition Arrangements:

Children transferring to Buckstones:

- When children with S.E.N.D. are admitted into school, or transfer from another school, every effort is made to ensure the relevant information is received as quickly as possible.
- Sometimes children join us who were not on the S.E.N.D. Register at their previous school. In these cases we monitor their progress closely before inviting their parents in to school to discuss next steps.

Children joining us in Reception:

- Children entering our Reception class will have the opportunity to visit school in the summer term (story and play afternoons).
- The SENCO and / or Reception class teacher attend pre-school review meetings in the summer term before children join our Reception class so that necessary measures can be put in place. If necessary, we also liaise with relevant outside agencies before they start eg. Early Years Team.

Children transferring to another school:

- For children moving on to a new school, individual S.E.N.D. info will be passed on to the receiving school.

Transition to secondary school:

- When Year 6 children transfer to secondary school, a review meeting will be set up in the summer term to discuss transition arrangements.
- The child's parents, class teacher, secondary school SENCO and if necessary, relevant outside agencies are invited.
- For children with an EHC Plan this transition meeting is arranged for the Spring Term of Year 5 (Annual Review, where a member of the LA's Access Services will be invited).

Staff Development

SENCO

The SENCO will attend relevant S.E.N.D. training, including SENCO forums and SENCO courses.

Whole Staff

Whole staff training will take place when appropriate. If necessary, outside agencies will be contacted and asked to contribute to staff training. There are also times when the SENCO delivers necessary training in school.

Individual Staff

The SENCO will liaise with staff about their particular training needs and then make them aware of any relevant courses seen in the S.E.N.D. training brochure. Budget-and timetable-permitting, staff will then attend courses as appropriate.

Complaints Procedure

If parents wish to make a formal complaint, they may do so in writing to the Head teacher or Chair of Governors. The complaint, how it is dealt with, and its resolution, will be reported to the Governing Body. Parents who are still concerned have the right to complain to the Director of Education. The process is as follows:

1. Arrange a meeting with the Head teacher
2. The Head teacher will then arrange a meeting with the SENCO, class teacher and relevant professionals
3. If necessary, the complaint will be referred to the Governing Body, through the Chair of Governors and the designated S.E.N.D. governor
4. If further action is required, the LA will be involved. The LA will enable parents to appeal to an independent body, if reconciliation is unable to be achieved.

Data Protection

Pupils' SEN records will be held until the pupil reaches age 25.

Electronic and paper copies of their records are kept whilst the pupil is on school. Once the pupil moves onto secondary school:

- A paper copy of their records are transferred to the secondary school
- A paper copy is archived in school.
- Electronic copies are deleted as the pupil leaves.

The Head teacher, class teachers and SENCO have access to the data. Pupils' SEND data is backed up electronically and copies are kept by the SENCO in a master file, as well as individual class teachers.

The SEND policy has been updated. An electronic version and one paper copy only is kept in school.

Review

This S.E.N.D. policy will be reviewed to take into account any changes or developments that might take place. The next date for review will be February 2019. It is available to all parents and can be discussed formally, or informally, with staff or the Head teacher. This policy is also available on the school website, in conjunction with our Equality policy (including our Accessibility Plan), our Local Offer and our Equality statement.

Appendices:

Appendix 1:

Our Local Offer

Appendix 2:

Sample Person- Centred Review template

Appendix 3:

SEN Support Review Grid

Appendix 4:

Sample One Page Profile

Appendix 1: Buckstones C P School's SEND Information Report (Local Offer)

September 2017

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).

- 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 £10,000 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

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	Tel: 0161 770 1129
Level 8, Civic Centre	cypf.complaints@oldham.gov.uk
West Street	
Oldham, OL1 1XJ	
- The **Parent Partnership Service** provides independent, individual information and advice for parents of children with special educational needs. Visit www.oldham.gov.uk/pps/info/12/about_the_service for more information.

Appendix 2: Sample Person- Centred Review template

- + What people like and admire about the child
- + What is important TO the child (now / future)
- + What is important FOR the child (now / future)
 - + What works (how best to support me)
 - + What doesn't work
 - + Action Plan / next steps

Appendix 3

Sample SEN Support Review Grid

Date / Term X

SEN Support Progress Review for Child X (Year X)

Like and Admire (Strengths)	What's working well? 😊	What's not working? ☹️
*	*	*
Progress to Date (review of targets)	Next steps (new targets set)	
*	*	
Any other relevant information		

Did parents attend last Parents' Evening (Date)? Yes / No

Actions: Keep at SEN Support? Yes / No Involve outside agencies? Yes / No

Appendix 4: Sample One Page Profile



Child's name **One Page Profile**

What people like about me

* I always say 'hi' to people.



* I am happy and I smile a lot.



* I am very friendly.



Photo

What makes me happy

* playing on the iPad



* sharing stories



How I want to be supported



keep me safe



let me explore



help me with
personal care