

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

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

Our SEND governor is: Pauline Whitehead

The kind of SEND that are provided for at Buckstones

At Buckstones, we recognise that each child is unique and respect and accept the differing needs and strengths of all individuals. We provide an education which enables every child to fulfil their potential; personally, socially, emotionally and academically. Usually, a child or young person with SEND will not need all of the support described. However, everyone is an individual, so the support will vary and could include different strategies, interventions and resources mentioned in this document. Our school provides additional and/or different provision for a range of needs:

- * Communication & Interaction (inc. social communication & interaction) e.g. speech and language difficulties, autistic spectrum disorder
- * Cognition & Learning (inc. specific learning difficulties) e.g. dyslexia, dyspraxia, dyscalculia, general learning difficulties
- * Social, Emotional and Mental Health These needs can appear in a number of different ways, including children who are withdrawn or isolated, as well as those who display challenging, disruptive or concerning behaviour.
- * Sensory & /or Physical Needs (inc. medical needs) e.g. vision, hearing, physical difficulties

1. How we identify individual special educational learning needs

- Each child with SEND has a different starting point and the goals for each child will be different.
- 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. If necessary, we may carry out observations and assessments and will also look at continuous data to determine levels of progress. We will then share our findings with you and discuss appropriate ways forward.

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

- The involvement of parents in their child's education is vital so we work in partnership with parents to ensure children with SEND make the best possible progress.
- We believe in strong home-school links and you being involved in your child's learning journey. 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. Whilst these will be discussed with there and then, but may require further appointments (including review meetings) to discuss your child's 'case' in more depth.
- We discuss any initial concerns about a child with their parent / carer.
- 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.
- Children with SEND have a child-friendly IEP (Individual Education Plan); these targets are shared with pupils, are reviewed termly and are discussed with parents/carers at pupils' review meetings.
- We offer a range of home learning opportunities so pupils can repeat and practise the skills they have been working on in school; these should present an achievable challenge for each individual pupil.
- When requested, we offer support and advice on how parents / carers can best support their child at home.

3. How we adapt the curriculum so that we meet the needs of children with SEND

- Teaching staff are trained to differentiate the curriculum so all children have access to Quality First Teaching.
- Where necessary, tasks are adapted to make them more accessible so that children can access their learning at a level that is appropriate for them.
- Pupils may have access to adapted resources if needed (see some examples below).
- Where needed, we use additional programmes and interventions in order to support our pupils with SEND; these are used to teach children in a small group and/or on an individual basis.
- For children who have significant and complex needs, it may be that they follow a personalised curriculum (this will obviously depend upon each individual child and what outcomes are stated in their EHC Plans).

4. How we modify teaching approaches

- 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 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 access to a teaching assistant who works alongside the class teacher.
- Staff (including teaching assistants) attend training as necessary so that they can support the children with whom they work.
- We work closely with a variety of outside agencies (see below) 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. a) How we assess pupil progress towards the outcomes we have targeted for pupils, and b) 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).

a) Assessing pupil progress

- Pupils in school are assessed both summatively and formatively; for some of our children with SEND, there is more of an emphasis on summative assessment in order to inform next steps for learning.
- Pupils' progress is assessed in lessons as part of our Quality First Teaching; this information is then used to inform subsequent learning and teaching. Additional support (such as in-class support, interventions, pre-tutoring) is put in place as required.
- Children in EYFS are assessed using the Early Years Framework 2025.
- Pupils' progress is tracked across the curriculum using our in-school tracking systems.
- Additionally, for pupils working below age-related expectations, we may need to use pre-key stage standards as a summative assessment tool at the end of each key stage to capture progress in English and maths.
- For any pupils working *well below* age-related expectations, we would use the Engagement Model.

b) Reviewing pupil progress

- Staff review pupils' progress both summatively and formatively as part of their Quality First Teaching; findings are fed into subsequent steps of learning.
- 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 and what we can put in place for those children who are not 'on track'. (*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.
- Parents are also invited to biannual parents' evenings.

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 may find difficult, to practise their basic skills or to become more independent learners. Examples of everyday additional resources include: writing frames / scaffolds, timers, phoneme mats, word banks, practical maths apparatus such as Numicon and Dienes.
- We also have a range of more specialist resources for those children who need it. Examples include: 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 SEND: Specialist services, external expertise and how we work together collaboratively

- We believe that the key is working together in partnership - parents / pupil, school and outside agencies.
- When required, we have access to support from specialist teachers and support staff regarding SEND-related needs e.g. speech, language & communication, autistic spectrum disorder, specific learning difficulties, hearing impairment, visual impairment, behaviour related needs.
- For our children with EHC Plans, we work with the Oldham SEND Assessment and Review Team.
- We receive SEND support from the LA through the Educational Psychology (EP) Service and QEST (SEN Advisory Teachers), but we also work with other local authority services such as the SAPSS Team (Sensory & Physical Support Service) where required.
- There are also times when we seek advice from other services if we believe a pupil needs a specialist referral. These services include the Speech & Language Therapy Service (SALT), Occupational Therapy (OT) and CAMHS, as well as Oldham's Community Paediatric Service (CPS, Werneth).
- For some referrals we can refer ourselves directly, but for others, we may need to refer via a third party e.g. the school nurse or Early Help.

- 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 each pupil's progress. We agree what everyone will do to support each pupil's learning: discussing the pupil's strengths, what works well and what does(n't) work for, so that challenging but achievable targets can be set. We discuss how we will work together and what we will each do, before setting a timeframe for us to meet again so we can review how well the pupil is doing, whether progress is being made and what their next steps will be.

8. Extra-curricular activities available for pupils with SEND

- We have a number of after-school activities, which many pupils - including those with SEND - choose to take part in.
- Examples of clubs include: Art Club / French Club (Year 1), Reading / Drawing Club (Year 2), Gardening Club (Year 3), Choir (Years 4/5/6), as well as a variety of sports clubs. We also have a Wellbeing Club for our KS2 children, which runs on a half-termly rota basis.
- We have a wide variety of educational visits (as well as Year 5 residential); we work hard to ensure the visits we choose are accessible to all, making adaptations for pupils with SEND and providing additional staff to support inclusion on trips if needed.
- Again, we work in partnership with parents to ensure the inclusion of children with SEND.

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

When a child starts our school in Reception, we:

- work closely with the current early years setting to ensure a smooth transition for both the child and the family
- attend any review meetings and organise extra visits if appropriate
- offer children and parents the opportunity to visit school in the summer term (story and play afternoons)
- liaise with any external agencies at this time, if necessary.

For new pupils transferring to our school:

- We meet with parents and children before they start at Buckstones in order to ensure a smooth transition.
- 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.
- When children with SEND are admitted into school, or transfer from another school, every effort is made to ensure the relevant information is received as quickly as possible.
- 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 teacher so measures for a smooth transition can be put in place.
- Sometimes children join us who were not on the SEND Register at their previous setting. In these cases, we monitor their progress closely once they have joined us, before inviting their parents in to school to discuss next steps.

For children moving on to a new school:

- Individual SEND information will be passed on to the receiving school.

For pupils transferring from our school at the end of Year 6:

- We liaise closely with local secondary schools to ensure that any transition is as smooth as possible.
- Secondary schools offer information evenings and transition days prior to children moving to secondary school.
- A representative from each secondary school is invited to each pupil with SEND's Year 6 summer review meeting, which parents are also invited to attend. Actions to support a smooth transition are agreed. *It is also an opportunity for parents to share any additional information or ask any questions.* This may involve additional visits, if necessary, to help vulnerable pupils to become more familiar with the new school surroundings.
- Relevant SEND information and records for each pupil are transferred to the receiving secondary school.

- NB. For pupils with an EHC Plan this transition meeting is arranged for the Spring Term of Year 5 (Annual Review, where the child's EHCP officer will be invited to attend).

10. How additional funding works

- Schools receive funding for all pupils, including those with Special Educational Needs and Disabilities. An amount of funding is identified within the school's overall budget: the notional SEN budget. It is the responsibility of the school to provide appropriate support. 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.
- In some cases, where a child has significant complex and / or long-term needs, 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 analysing the Plan ~ Do ~ Assess ~ Review process, and in consultation with parents and outside agencies. The decision to undergo the Statutory Assessment Process is usually requested by school but can also be requested by a parent.
- If the assessment of a pupil's needs with an existing EHC Plan identifies something that is significantly different to what is usually available, additional funding may be allocated. Where necessary, top up funding is applied for through statutory assessment and forms part of the EHC Plan. This may mean that you are eligible for a personal budget; this must be used to fund the agreed plan.
- Resources may be allocated to provide materials, equipment or classroom support as available but it is worth noting that this would then impact upon the amount of 'hours' of support the child would receive.

11. Where pupils can get extra support

- Staff are 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.
- Again, we work in partnership with parents to ensure the wellbeing of all of our pupils, as well as the inclusion of our children with SEND.
- In school, as well as support from staff, children have access to a variety of peer support e.g. buddies for our EYFS starters, wellbeing champions, sports leaders, house captains, school councillors etc.

12. Where parents/carers can get extra support



- Our 'open door' policy means that 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 e.g. via phone calls or sending a note into school.
- Advice from school can be sought if parents wish to speak to specialist advisors regarding the support they need e.g. Early Help.



www.pointoldham.co.uk

- 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.

Oldham's Local Offer is an online resource for children and young people with special educational needs and disabilities (SEND) aged 0–25 and their families



- Oldham Council also have their own Local Offer:
- <https://oldhamsendlocaloffer.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 Tel: 0161 770 1129
PO Box 40 cypf.complaints@oldham.gov.uk
Level 8, Civic Centre,
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.pointoldham.co.uk for more information.