

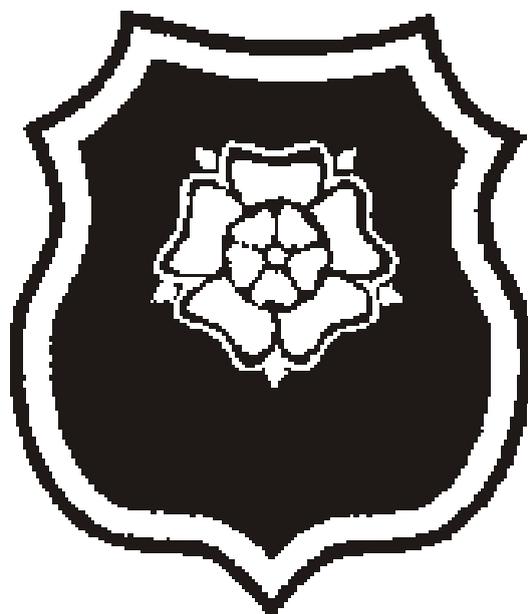
# **St Agnes C of E Primary School SEND Information Report 2022**

**Headteacher & SENCo:**

**Miss S Butterworth**

**SEND Governor:**

**Mrs Sue Gittins**



### Roles and responsibilities of the Special Needs Co-ordinator (SENCO)

Each of our Schools has a member of the teaching staff who is the SENCO. Our SENCOs are responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEND in their own school.

They work with staff to monitor the pupil's progress and plan further interventions, or steps to provide additional support, where progress is slower than expected.

**There are many SEN terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most frequently used SEN terms.**

AAP	Attendance advisory practitioner
AD	Attachment disorder
ADD	Attention deficit disorder
ADHD	Attention deficit and hyperactivity disorder
ASD	Autistic spectrum disorder
BESD	Behavioural emotional and social difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
LAC	Looked After Child
COP	Code of Practice
CP	Child protection
DCD	Developmental co-ordination disorder
EAL	English as an additional language
EHCP	Educational Health Care Plan
EP	Educational psychologist
FSM	Free school meals
HI	Hearing Impairment
IEP	Individual Education Plan
KS	Key Stage
LEA	Local Education Authority
MLD	Moderate learning difficulty
NC	National curriculum
ODD	Oppositional defiance disorder
OT	Occupational therapist
PSP	Pastoral support programme
SaLT	Speech and language therapy
SBP	School Based Plan
SEN	Special educational needs
SEND	Special educational needs & disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific learning difficulty
VI	Visual impairment

## Current SEN updates

### Children and Families Bill 2013

All Oldham Local Authority maintained schools have a similar approach to meeting the needs of children with Special Educational Needs and/or disabilities (SEND) and are supported by the Local Authority to ensure that all children, regardless of their specific needs, achieve their potential in school.

The Government is changing the system for children and young people with special education needs (SEN), including those who are disabled. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents / carer's greater involvement in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- Replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan.
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.
- Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
- School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support.
- There are 4 areas of SEND need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, emotional and mental health difficulties
  4. Sensory and/or physical

We are well placed to adopt these changes and looks forward to working with pupils and parents/carers to ensure fully inclusive access to our learning by meeting the needs of children with SEN in a mainstream setting, wherever possible.

### What is the Local Offer?

- ❖ The Local Offer was first introduced in the Green Paper (March 2011) to detail what local services are available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

### What will it do?

- The Local Offer to provide parents / carers with information about how to access services in their area, and what they can expect from those services. It will let parents / carers and young people know how school will support them, and what they can expect across local schools.

Here is the link to the SEND Local offer from Oldham council

[http://www.oldham.gov.uk/info/200368/children\\_with\\_disabilities](http://www.oldham.gov.uk/info/200368/children_with_disabilities)

## **St Agnes' Local Offer**

### **1. How do we know if children need extra help?**

We know when pupils need help if:

- ❖ Concerns are raised by parents / carers, teachers or the child
- ❖ Limited progress is being made
- ❖ there is a change in the pupil's behaviour or progress.
- ❖ teachers have concerns that the pupils are having difficulty accessing the curriculum

### **2. What should I do if I think my child may have special educational needs?**

- ❖ The class teacher is the initial point of contact for responding to parental concerns.
- ❖ If you have further concerns then contact Miss Butterworth the school SENCO.

### **3. How will St Agnes support my child?**

❖ Each pupil's education programme will be planned by the class teacher. It will be tailored to suit the pupil's individual needs. This may include additional general support by the teacher or learning support assistant in class.

❖ If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills, etc. then the pupil may be placed in a small focus group. This will be run by the teacher or learning support assistant. The length of time of the intervention will vary according to need. The interventions, which are steps taken to provide additional support, will be regularly reviewed by all involved to ascertain their effectiveness and to inform future planning. These interventions will be recorded. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO.

❖ Pupil Progress meetings are held three times a year. This is a meeting where the class teacher meets with the senior leadership team to discuss the progress of the pupils their class. This shared discussion may highlight any potential problems in order for further support to be planned. Your child maybe put on the SEND register if they have specific difficulties or Achievement for all register if your child is not making the required progress. This will be in discussion with parents and made clear in a longer structured conversation meeting.

❖ Occasionally a pupil may need more expert support from an outside service such as the Educational psychology, speech and language, etc. A referral will be made, with your consent and forwarded to the most appropriate service. After a series of assessments, a programme of support is usually provided to the school and parents / carers.

❖ The SEND Governor will monitor the SEND provision and use of funding in our school. In addition to this they are also responsible for monitoring the administration of the Disclosure and Barring service procedures and the school's 'Single Central record' (this is the school's record of all staff and volunteers' DBS checks.) In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the Department for Education.

#### **4. How will the curriculum be matched to my child's needs?**

- ❖ All work within the classroom is tailored to individual child's needs by the class teacher to best enable children to access the curriculum.
- ❖ Learning support assistants (LSAs) may be allocated to work with the pupil in a 1-to-1 or small focus group to target more specific needs.
- ❖ If a child has been identified as having a special need, they will be entitled to a structured conversation half termly which will ensure parents and teachers have a detailed discussion about your child and set achievable targets for them. Targets will be set according to their area of need. These will be monitored by the class teacher and the SENCO half termly. Structured conversations will be discussed with parents / carers and a copy given to them.
- ❖ If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen / pencil grips or easy-to-use scissors.

#### **5. How will I know how my child is doing?**

- ❖ You will be able to discuss your child's progress at Pupil Centred Reviews (PCR), for children with SEND these are 15-20 minute meetings. These meetings will happen 3 times per year.
- ❖ Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.

#### **6. How will you help me to support my child's learning?**

- ❖ The class teacher may suggest ways of how you can support your child.
- ❖ The SENCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour / emotional needs.
- ❖ If outside agencies or the educational psychologist have been involved, suggestions and programmes of study are normally provided and should be used at home.
- ❖ This home-school partnership is essential.

#### **7. What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties:

- ❖ Members of staff such as the class teacher and SENCO are readily available for pupils who wish to discuss issues and concerns.
- ❖ A buddy system is available for those who find lunchtimes a challenge.
- ❖ Our school has safe spaces for children who need emotional support.
- ❖ Pupils with medical needs:
  - ❖ If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents / carers. These are discussed with all staff who are involved with the pupil.
  - ❖ Staff receive EpiPen / diabetic / epilepsy training delivered by the school nurse as required.
  - ❖ Where necessary and in agreement with parents / carers medicines are

administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

- ❖ All staff have basic first aid training. Identified staff have paediatric training and / or extended training.

- ❖ If needed school is able to provide counselling from a trained counsellor.

- ❖ Mrs Pilling our Pastoral Support works with children who need additional pastoral care and mentoring.

**8. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside services to receive their more specialised expertise.

The services used by the school include:

- QEST (Additional and complex needs service)
- Child protection advisors
- Educational psychologist
- HYM (Health Young Minds)
- Children's Social Care
- Speech & Language / Occupational Therapy)
- Local hospitals (paediatricians)
- School nurse
- Jigsaw (behaviour support)

**9. What training have the staff supporting children and young people with SEN had (or are having)?**

Different members of staff have received training related to SEND. This has included sessions

on:

- ❖ cognition and learning (e.g. autistic spectrum)
- ❖ communication and interaction (e.g. speech and language difficulties)
- ❖ physical and sensory needs (e.g. co-ordination needs)
- ❖ social, mental, emotional and behavioural difficulties

Our SENCO has gained the qualification 'National Award for Special Educational Needs Co-Ordination'.

**10. How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all.

- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ❖ If it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

**11. How will the schools prepare and support my child when joining St Agnes primary school or transferring to a new school?**

- ❖ All pupils and parents can arrange to visit the school prior to starting.
- ❖ Discussions between the previous or receiving schools prior to the pupil joining / leaving.
- ❖ All pupils attend a transition session where they spend some time with their new class teacher.
- ❖ Additional visits are also arranged for pupils who need extra time in their new school.
- ❖ School staff are always willing to meet parents / carers prior to their child joining the school.
- ❖ Secondary school staff visit pupils prior to them joining their new school.
- ❖ Class teachers and SENCOs liaise with the SENCOs from the secondary schools to pass on information regarding SEND pupils.
- ❖ Where a pupil may have more specialised needs, a separate meeting may be arranged with relevant staff from both schools, the parents / carers and, where appropriate, the pupil.

**12. How are the school's resources allocated and matched to children's special educational needs?**

- ❖ The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- ❖ The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- ❖ Resources may include using extra staff depending on individual circumstances.
- ❖ Schools have to provide the first £10,000 of SEND funding per child. If a child's needs are not met by this cost then the Local Authority may contribute additional costs after a formal assessment of the child's needs has been submitted.

**13. How is the decision made about how much support my child will receive?**

- ❖ These decisions are made in consultation with the class teacher and senior leadership team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside services.
- ❖ During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions may be arranged.

**14. How will I be involved in discussions about and planning for my child's education?**

- ❖ All parents / carers have a responsibility to support their child's education.
- ❖ Parents / carers support home learning and IEP targets.
- ❖ Discussions with the class teacher / SENCO / other professionals.
- ❖ Attendance at Parents' Evenings.

**15. How accessible is the school environment?**

- ❖ Our school was built over 130 years ago and the playground is on a slope. The main building is accessible by wheel chair and adaptation could be made to other buildings if deemed necessary.

## 16. Who can I contact for further information?

❖ If you wish to discuss your child's educational needs, or other issues regarding your child's schooling, please contact the school office to arrange a meeting with the relevant staff member.

## 17. Where parents/carers can get extra support?

❖ There are a number of parent support groups. Click on the links below to access parental support groups.

[http://www.oldham.gov.uk/directory\\_record/15523/point\\_for\\_additional\\_and\\_complex\\_needs](http://www.oldham.gov.uk/directory_record/15523/point_for_additional_and_complex_needs)

<http://www.netmums.com/oldham-tameside/local/index/support-groups/special-needs-other-needs>

<http://mahdloyz.org/> - Mahdlo in Oldham offers a variety of activities for all children

❖ The Oldham Parent Partnership Service helps parents and carers of children who have special educational needs. This service offers: Personal and confidential help, one-to-one advice and support, independent information about Special Needs Education, details about how Special Education is organised, advice about working with those involved with your child's education.

<http://www.oldham.gov.uk/pps/>

❖ 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> <http://www.oldham-chronicle.co.uk/sites/oldhamsca>  
(Oldham Support Group for Carers in Autism)

## 18. 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; SENCo, Headteacher or SEND Governor.

❖ 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

[http://www.oldham.gov.uk/pps/info/12/about\\_the\\_service](http://www.oldham.gov.uk/pps/info/12/about_the_service) for more information.

