

Ashfield Valley Primary School



Together Everyone Achieves More



Healthy Schools



How we identify individual special educational learning needs

- ❖ When pupils have an identified special educational need or disability (SEND) before they start at our 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 special educational need (SEN) we will discuss this with you and then observe and assess your child. We will share our findings with you and together we will agree on what we will do next and what you can do to help your child.
- ❖ If our staff think that your child has a special educational need (SEN) this may be due to a number of reasons including: your child is not making the same progress as other pupils; you child may not be able to follow instructions or answer questions. We will observe your child, assess his/her understanding of what we are doing in school and use tests to pinpoint what is causing difficulty. We will identify what is happening and why.

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

- ❖ We are child and family centred so you can expect “no decision about me without me” We will always include the child and their family in any actions taken.
- ❖ When we assess SEN we will discuss with you whether 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 and helping them make progress.
- ❖ Where appropriate we will write and review individual provision maps (IPMs) with pupils and parents/carers.
- ❖ We may use homework to repeat and practice activities that are new and presenting a challenge to a pupil.

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How we adapt the curriculum so that we meet SEN

- ❖ All our staff are trained to make materials and learning accessible so that every child is able to learn at their level.
- ❖ We use additional schemes/materials so that we have something at the right level for pupils with SEN. We use Letters and Sounds to teach phonics, Power of One and Two to address gaps in mathematical foundations and we have several interventions and activities to develop personal, social and health skills e.g. Lego Therapy.

How we modify teaching approaches

- ❖ All our staff are trained in a variety of approaches which means we are able to adapt to a range of SEN:- specific learning difficulties (including dyslexia); Autistic Spectrum Condition; speech, language and communication needs; and behavioural, social and emotional difficulties.
- ❖ We are a dyslexia friendly school.
- ❖ We use a variety of teaching methods to adapt to children's needs.

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 scales and PIVATS where appropriate to assess progress that is in smaller steps and at a slower pace than the usual expectations.
- ❖ We regularly use staff meetings to judge (moderate) pieces of work to ensure all teachers judgements are correct.
- ❖ We use nationally agreed guidelines on progress to check that this is good enough.
- ❖ We check how well a pupil understands and makes progress in each lesson.
- ❖ Our senior leadership team check the progress of pupils every term (more often if progress is slow) and we discuss what we are doing to make sure pupils make good progress and receive all the help they need to progress well.
- ❖ For pupils with SEN teachers discuss progress with parents every term or more often if we believe this will help.

What equipment or resources we use to give extra support

- ❖ We use workstations; Visual timetables; support for communication; countdown timers for pupils who need it and a range of other resources to aid learning.
- ❖ When needed we use a loop system microphone so that everyone can hear the teacher speaking clearly over classroom noise.
- ❖ We use a range of software, for example Clicker, Purple Mash and Times Tables Rock Stars to help pupils engage with subjects they find difficult; practice basic skills; become independent learners.
- ❖ We use a range of assistive technology for pupils who have physical or sensory needs e.g. laptops

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What extra support we bring in to help us meet SEN:- services; expertise How we work together collaboratively

- ❖ We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs such as: speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism.
- ❖ We get support from local authority services.
- ❖ We get support from speech and language therapy (SALT) to train our staff and with the permission of parents, we refer pupils for assessment if we believe they need a period of therapy.
- ❖ We get support from occupational therapy for pupils who need assessment for special seating.
- ❖ We get support from physiotherapy for pupils who need it.
- ❖ Together we review the pupil's progress. We agree what everyone will do to make teaching more effective. We review how well the pupil is doing on a regular basis and identify whether we are making a difference. We discuss what to do next. We include the pupil and the parent in these discussions.

What other activities are available for pupils with SEN in addition to the curriculum

- ❖ Prior to the Covid-19 pandemic, we had a number of before and after school activities. Pupils with SEN were and will always be included when these clubs and available again. We provide any equipment necessary or support for their equal access.
- ❖ We have regular educational visits. Pupils with SEND are always included in these. We provide extra staff or equipment to support their full involvement. We choose visits that are accessible to all e.g. wheelchair accessible, ASC, HI and VI friendly.

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

- ❖ We will visit the children in their usual surrounding (either home or educational setting).
- ❖ We will talk to their carers and discuss their needs and what we will provide in school.
- ❖ When the children are leaving, we work closely with the future establishment to arrange visits (where possible) and to let staff discuss the needs of the children going to them.

How additional funding works

- ❖ Schools receive funding for all SEN pupils and they provide what pupils need from this (including equipment). The local authority may contribute to very expensive items.
- ❖ If a pupil's EHCP 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.

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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 school, Mrs Begum is our designated pupil advocate. She will follow up your concern and make sure something happens that you agree with.
- ❖ The Youth Service provide support for young people with SEND so that their voice is heard_
<http://www.rochdale.gov.uk/default.aspx?page=12364>

Where parents/carers can get extra support

- ☒ There are a number of parent support groups and we also support parents in school. You can talk to any member of staff or arrange to see Mrs Begum.
- ☒ The Parent/carer forum is called Family Voice. This is an umbrella organisation for all organisations in Rochdale. They can provide information, training and support. They are involved in policy and decision making at the level where we are working on all things at 'Rochdale' level.
<http://www.theparentforum.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 or the SENDCo – Mrs Begum. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the head teacher and then ask for the school governors representative.
- ❖ If you do not feel the issues have been resolved, we will arrange a meeting with the people involved and support the family in the best way we can.
- ❖ If your concern is with the local authority, follow a similar path. There will be a dedicated person who will log and track your complaint.
- ❖ The local authority has a panel of senior managers who consider unresolved issues – we call this the Escalation and Resolution Panel. They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with.
- ❖ SENDIASS offers independent information and advice <https://barnardosendiass.org.uk/rochdale-sendiass/>