

Ashfield Valley Primary School

Special Educational Needs Information Report

Ashfield Valley Primary is a fully inclusive mainstream nursery and primary school. We believe that every child is unique and deserves an education which ensures that they reach their full potential socially, emotionally and academically. This report gives you information about the ways in which we support all of our pupils with Special Educational Needs and Disabilities (SEND) so that they enjoy and achieve.

The kinds of special educational needs that are catered for by the school

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (SEN Code of Practice 2014)

We support a wide range of children with SEND in our school who have difficulties with social communication and interaction; cognition and learning; social, emotional and behavioural issues, sensory or physical difficulties. Currently this includes children who are on the autistic spectrum, who have developmental difficulties, who have specific language difficulties, who are hearing impaired, and who have social communication difficulties.

Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEN

Our special educational needs co-ordinator (SENCO), is Mrs Asia Begum. You can contact Mrs Begum by phoning the school on 01706 522758, or by email office@ashfieldvalley.rochdale.sch.uk

When pupils have identified SEND before they start here, 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 parents tell us they think their child has SEN, we will discuss this with them and find out their concerns.

The headteacher reviews all children's progress and attainment in 'Pupil Progress' meetings with classteachers each term. Any child causing concern is discussed and a plan is put in place to address these concerns. This includes assessment, observation, and referral to outside agencies as needed. Diagnostic assessment may be carried out by the classteacher or SENCO to pinpoint areas for development and to inform target setting.

If a pupil has received specific SEN support, including IEPs, and there are continuing concerns about progress and development, we may request an Education, Health and Care needs assessment. (replacement for Statements of Educational Need).

Our approach to meeting Special Educational Needs is set out in our

- SEN policy
- Teaching and learning policy

- Inclusion policy

These policies are available on the website or from the school office.

Arrangements for consulting parents of children with SEN and involving them in their child's education

Parents evenings are held twice a year. In addition to this, we have an open door policy for parents, so teachers or the headteacher are available to talk to parents who have concerns. We meet with parents when we identify that a child is not progressing as well as their peers. We may open a CAF if we feel we need wider information about the child, or multi-agency support.

Where appropriate, we will write and review IEPs with pupils and parents/carers. We explain to parents how we are supporting their children in school. Where teaching assistant support is allocated through a statement or an EHC plan, we introduce the TA to the parents. Parents are involved in any visits by specialist staff, such as speech therapists or educational psychologists.

Each pupil with a statement or an Education, Health Care Plan has an annual review. This is a formal meeting for parents/carers, school staff and other agencies involved in a pupils' education, health and/or care to review and discuss progress and to decide upon appropriate targets for the next year.

Arrangements for consulting young people with SEN and involving them in their education

Teachers and teaching assistants share targets and progress with the children. Children are asked to talk about their progress for annual reviews, for example. Older children are consulted in the CAF process. Children with SEN are encouraged to take pride in their achievements and regularly take their work to the headteacher.

Arrangements for assessing and reviewing children's progress towards outcomes, including opportunities available to work with parents and young people.

Teachers and teaching assistants check how well a pupil understands and makes progress in each lesson, evaluating the effectiveness of differentiation for children with SEN. Each term, classteachers review IEPs with the SENCO. They discuss the progress of pupils with SEN and plan next steps, provision and targets.

We assess children against the objectives for lower year groups, if necessary, so that we get a good picture of progress. We use P scales to assess progress that is in smaller steps and at a slower pace than the usual expectations.

Arrangements for supporting children in moving between phases of education

When children join our nursery or Reception, we visit them at home, and in their educational setting as well, if needed. We talk to their parents or carers and discuss their needs and what we can provide in school. If children already have identified special needs, we ensure that we obtain information from all the agencies that have been involved with the child already.

Both the Year 6 teacher and the SENCO have transition meetings with the secondary schools. Secondary school staff are always invited in to meet the children. Additional transition activities are arranged for children who may find the move to secondary school particularly challenging.

School staff have transition meetings each summer term to pass on important information about all pupils, but with a particular focus on the needs of children with SEND. This is to ensure that strategies and resources that have proven to be successful for those pupils are ready to be implemented in September.

Pupils on the autistic spectrum have a transition booklet made with them in the summer term to help them get ready for the change in class in September. A copy is also sent home for parents/carers to look through with their child over the summer break.

Reception children visit the Year 1 class in the summer term, to get ready for the move up from the Foundation Stage. The new Reception class have a staggered start in the autumn, so the Reception teaching assistant spends time in Year 1 in the afternoons in the autumn, to help the new classroom staff get to know the children.

The approach to teaching children and young people with SEN

Where a pupil is identified as having SEN we aim to remove barriers to learning and put effective provision in place. This is known as the graduated approach:

Assess → Plan → Do → Review

Each class in school has a teaching assistant level 3. In addition, the school deploys a team of teaching assistant level 1s to provide targeted support for children with SEN. All work is differentiated for children with SEN, and they are allowed to work at their own pace and level, receiving support from the classteacher or one of the teaching assistants. This may involve using practical materials or adapting resources so that they can access the curriculum. The focus is on securing skills and progress, and not on simply helping them to complete tasks. Children with SEN have extra opportunities to practise skills and consolidate learning, including intensive support with reading and phonics.

Children identified at SEN support on the Code of Practice have an IEP that is written by the classteacher, in conjunction with the SENCO.

We use a variety of teaching methods to adapt to children's needs. We follow a creative curriculum that encourages practical activities and first hand experiences wherever possible. All staff have high expectations of children with SEN, and celebrate their achievements. Children with SEN regularly come to the headteacher to show their work.

How adaptations are made to the curriculum and the learning environment of children with SEN

For children with behavioural or sensory needs, we use individual workstations, visual timetables, countdown timers, and a sensory room in the Foundation Stage. For children on the autistic spectrum, we use "wobble cushions" and "chewelry". For hearing impaired children, we have used a loop system microphone so that everyone can hear the teacher speaking clearly over classroom noise.

We use a range of software, for example, Education City, to help pupils engage with subjects they find difficult; practice basic skills; become independent learners. We use programmes such as "Plus Two" maths to provide extra support for learning.

We have accessible ramps to all doors, access around the full building with wheel chair lifts, and a disabled toilet. An Accessibility Plan is in place and available from our school website which details our statutory duties in line with the Equality Act 2010.

The expertise and training of staff to support children with SEN, including how specialist expertise will be secured.

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. Recent whole school training includes a presentation by the educational psychologist on children with ASD, and approaches to differentiation, led by the headteacher.

Level 1 teaching assistants are trained specifically to meet the needs of the children they are supporting. The school has a highly trained and experienced teaching assistant who has specialised in approaches to ASD. She supports a named child, but also works with groups across the school, modelling approaches for other staff. The SENCO is currently completing SENCO training with Manchester Metropolitan University. SEN training is prioritised for newly qualified teachers.

Evaluating the effectiveness of the provision made for children with SEN

We evaluate the outcomes of children's IEPs each term. We consider whether the provision and support has been effective, and make decisions for the next term's targets and support. Children's progress is also reviewed in pupil progress meetings each term, and the effectiveness of support and provision is evaluated. New plans are made as needed.

The SENCO evaluates SEN provision as a whole at the end of each school year. The SENCO plans with the head how the school should plan to meet SEN needs in the new school year. Skills in teaching and supporting children with SEN are included in school staff training and in individual staff's appraisal plans.

The headteacher reports on SEND provision in the headteacher's report to the governors.

How children with SEN are enabled to engage in activities available with children who do not have SEN

We are a fully inclusive school and thus everything we offer can be accessed by *all* pupils including those with SEND. Pupils with SEND participate in the full school curriculum, including PE and class assemblies.

They are included in all educational visits, with additional staff to support them if needed. We choose visits that are accessible to all, and we provide special support with transport if needed. All staff in school are insured to use their cars to transport children.

We have after school clubs for children in Key Stage 2. Pupils with SEN are always included. We provide any equipment necessary or support for their equal access.

Pupils with SEND are supported at the start and end of school and at break and lunch times if necessary. This includes teaching assistants meeting disabled pupils at entry points in the morning and assisting these pupils to meet parents at home time. Some pupils, particularly those on the autistic spectrum, can find a noisy playground difficult to cope with and so midday supervisors are trained to support these children. Teaching assistants are available to liaise with midday supervisors.

Support for improving emotional and social development, including extra pastoral support for listening to the views of children with SEN, and measures to prevent bullying

The school has a strong anti-bullying policy and a strong PSHE curriculum. The whole school works on a common PSHE theme each half term, which is reflected in assembly as well, and culminates in each class presenting their work in a whole school assembly. All staff are involved in supporting children who have social or emotional needs, and pastoral support is a strength of the school.

Children with specific social, emotional or behavioural needs are referred to our Inclusion Lead, Mrs Patterson. She leads social inclusion groups, and also works with children individually. She acts as lead professional for CAFs, and supports parents. The school also makes bilingual staff available to support parents who are not confident in speaking English.

We also refer children to other support services such as the Educational Psychology Service, Child & Adolescent Mental Health Service (CAMHS) and school health practitioners.

How the school involves other bodies, including health and social care bodies, local authority support services and the voluntary sector in meeting the needs of children with SEN and supporting their families

We use a range of specialist services to support children with special needs. These include speech therapists, occupational therapists, physiotherapists. We use a range of specialist teachers from Rochdale Additional Needs Service (RANS) to give us guidance and training on meeting children's individual needs. These include specialist teachers for hearing impaired children, visually impaired children, children on the autistic spectrum and children with emotional or behavioural needs. The educational psychologist visits school each half term to assess and observe children with special needs.

Specialist staff who visit school meet with the classteachers and teaching assistants to advise on provision for the children. Specialist staff also meet with parents wherever possible. Teaching assistants in school carry out exercises and activities as advised by the specialist agencies.

Multi agency meetings are held as needed, often linked to a CAF.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Your first step should be to talk with your child's class teacher.

If you continue to have concerns you should contact Mrs Begum, our SENCo.

If this still doesn't resolve your concerns you should make an appointment to see the headteacher.

If the matter is not resolved you should put your concern in writing to the Chair of Governors, care of the school office.