‘If I am without love, I am nothing.’ 1 Corinthians 13:2
Our Lady and St. Paul R.C. Primary School
OUR LOCAL OFFER FOR CHILDREN AND YOUNG PEOPLE WITH SEND 2018 - 2019

### How we identify individual special educational learning needs

- 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 you tell us you think your child has a SEN we will discuss this with you and investigate – we will share with you what we find and agree with you what we will do next and what you can do to help your child
- If our staff think that your child has a SEN this may be because they are not making the same progress as other pupils; they may not be able to follow instructions or answer questions for example. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty (e.g. find out 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”
- When we assess SEN we will discuss with you 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 and helping them make progress
- Pupil Provision Maps are shared with parents regularly (3x per year)
- We use homework to repeat and practice activities that are new and presenting a challenge to a pupil

### How we adapt the curriculum so that we meet SEN

- All our staff are trained to make materials and ‘work’ easier or more challenging 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 Precision teaching small group and individual phonics, Chatta, Welcom and Elklan to develop communication skills and Code X to support reading. We offer social skills groups for personal, social and mental health needs including Lego therapy. We offer fine motor and gross motor skills groups.
- Children with specific needs also access adapted timetables with sensory breaks, communication activities built in to the day and calming sessions to prepare them for entering the classroom and accessing the curriculum correctly.
- We also offer break time club for children in KS2 with ASD and related needs away from the main playground.
- Before and after school club is used to further enhance and meet the needs of children with special educational needs e.g. turn taking / social communication and interaction skills when playing board games.
How we modify teaching approaches

- We use a number of approaches to teaching and learning – quality first teaching, differentiated tasks in all areas of the curriculum, self and peer assessment where appropriate, assessment for learning techniques.
- We focus on learning and learning needs and our main aim is to involve all of our children in their learning.
- We have support staff with training in precision teaching, direct phonics, RWI phonics, ElKlan, Welcom, Chatta, Talkabout, Fine Motor and gross motor skills.
- Two members of staff are also taking part in the Autism Champion Course from Rochdale LA and developing support and awareness across the school for this area of need.
- The Headteacher, school office and SENCO support children and families with attendance and with the Early Help process.

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 the guidelines of Standards for children working below age related expectations' to assess progress that is in smaller steps and at a slower pace than the usual national curriculum.
- We use staff meetings to moderate work. We also moderate with the local authority and within the federation of Catholic schools.
- We use nationally agreed guidelines on progress to ensure we are achieving maximum impact.
- We check how well a pupil understands and makes progress in each lesson and adjust our planning accordingly.
- Our class teachers seek advice and support on an informal basis throughout each school day from senior members of staff, including our SENCO, they then use this to improve their practice and improve outcomes for the children in their class.
- 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 (asking ourselves - is there anything else we can do?) This is formalised in pupil progress meetings.

What equipment or resources we use to give extra support

- We use workstations; Visual timetables; countdown timers for pupils who need it, weighted lap belts and neck rolls, fidget pencils, wobble boards, slanted writing support boards.
- We use iPad Apps with all pupils but more so with pupils with more specific needs.
- We use a range of software on our school ICT equipment to help pupils engage with subjects they find difficult; practice basic skills; become independent learners.
- We regularly locate and resource specific equipment that is recommended to us for our children.
- We are fully accessible for disabled access.
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<thead>
<tr>
<th>What extra support we bring in to help us meet SENd:- services; expertise</th>
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<tbody>
<tr>
<td>How we work together collaboratively</td>
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<tr>
<td>▶ We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism)</td>
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<tr>
<td>▶ We are supported by the local authority services and from RANS ( Rochdale Additional Needs Service)</td>
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<tr>
<td>▶ We are supported by speech and language therapy (SaLT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy</td>
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<tr>
<td>▶ We are supported by occupational therapy for our pupils who access the service and we make referrals to this service for children who we feel require it</td>
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<tr>
<td>▶ We are supported by Healthy Young Minds and #Thrive for children with mental health or social emotional and interaction difficulties</td>
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<tr>
<td>▶ Together with all relevant agencies we regularly review the pupil’s progress. We agree what everyone will do to make teaching more effective and learning easier and agree our target(s) for the pupil's achievement; we agree how we will work together; what we will each do; we set an agreed date to review how well the pupil is doing and if we are making difference, and what we need to do next. We include the pupil and the parent in these discussions.</td>
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<tr>
<th>What other activities are available for pupils with SENd in addition to the curriculum</th>
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<tr>
<td>▶ We have a number of before and after school activities for pupils to access and support for equal access is assessed on an as/when basis</td>
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<td>▶ We select children to participate in inter school competitions e.g. playground to Podium events eg. Boccia, gymnastics, swimming, football</td>
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<td>▶ We have regular educational visits. Pupils with SEND are always included in these. We provide one to one support to ensure their full involvement. We choose visits that are accessible to all</td>
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<td>▶ Year 6 residential trip where all reasonable adjustments which can be made are catered for facilitating access for all.</td>
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<th>How we support pupils in their transition into our school and when they leave us</th>
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<tr>
<td>▶ We meet with pre-schools and parents to discuss children with SEND and arrange appropriate support</td>
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<td>▶ We contact/meet with all agencies involved in providing support for each child and set out how we can work together in the future</td>
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<tr>
<td>▶ We welcome pupils in to school prior to their start date with their parents/carers so that they can meet their teacher, peers and see their classroom</td>
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<tr>
<td>▶ We meet with feeder high schools prior to children with SEND leaving us. We arrange pre- transition visits where appropriate.</td>
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<td>▶ We ensure pupils have appropriate support on transition days.</td>
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<tr>
<td>▶ We arrange additional visits to feeder high schools for pupils with SEND on a needs basis</td>
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- We ensure that all paperwork relating to that child and their needs is provided to their new setting and we seek this information from other settings when children transfer here.

**How additional funding works**

- Schools receive funding for all SENd pupils and we provide what pupils need from this. This includes equipment required as well as support in terms of one to one or small group learning. The local authority may contribute to very expensive items.
- If a pupil’s EHCP / statement identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will be given the opportunity to contribute to decisions on 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.
- We meet the majority of our children with SEN’s needs through our school budget. For some children, those with a Statement/Educational Health Care Plan we receive top-up funding. This funding is used to ensure that the child has everything required in terms of provision so that they can be given every opportunity to reach their potential.

**Where pupils can get extra support**

- Pupils’ views are important and it is important that people listen to them and that you are satisfied with what happens.
- Pupil’s thoughts and feelings are always sought prior to an annual review so that a pupil voice is ‘present’ in the meeting. Where possible the child will attend the whole or part of the meeting as appropriate.
- We involve all of our children in discussions about their learning and about their thoughts and feelings about activities and their progress.

**Where parents/carers can get extra support**

- There are a number of parent support groups. 01616534461 E MAIL: parent.partnership@fwa.org.uk
- 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. [https://www.ourrochdale.org.uk/kb5/rochdale/directory/home.page](https://www.ourrochdale.org.uk/kb5/rochdale/directory/home.page) [https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page?localofferchannel=0](https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page?localofferchannel=0)

**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 is the class teacher;
- If you do not feel the issues have been resolved or feel that they need additional advice, they will then refer your concerns to the SENCo and/or the head teacher.
- If you still then feel that the issues have been resolved or if you are not satisfied that your concern has been addressed speak to the head
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teacher and ask for the details of the school governors representative, in line with school’s complaints policy

- If your concern is with the local authority, follow a similar path by contacting: SEN Assessment Team, Number One Riverside, Smith Street, Rochdale OL16 1XU. Tel: 01706 925981. Email: SEN@rochdale.gov.uk
- 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
- The Parent Partnership Service provide independent information and advice -01616534461 http://www.parentpartnership.org.uk/find-your-pps/north-west/rochdale/