

What kinds of Special Educational Need are provided for?

There are 4 broad areas of need:

Communication and interaction

- ✚ Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- ✚ Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- ✚ Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- ✚ Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- ✚ Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

Sensory and/or physical needs

- ✚ Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

- ✚ Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)?

Class/subject teacher

Responsible for:

- ✚ Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.
- ✚ Writing Individual Learning Plans (ILP), and sharing and reviewing these with parents/guardians and pupils at least once each term and planning for the next term.
- ✚ Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- ✚ Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCo (Peter Mooney contact on 01706 341560)

Responsible for:

- ✚ Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- ✚ Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- ✚ Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- ✚ Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- ✚ Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Head Teacher (Miss Donna Malcolm) - contact on 01706 341560

Responsible for:

- ✚ The day to day management of all aspects of the school, this includes the support for children with SEND.
- ✚ They may delegate responsibility to the SENCo and class teachers but are still responsible for ensuring that your child's needs are met.
- ✚ They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- ✚ They allocate financial resources, including administering the SEND budget

SEND Governor (Mrs M Walczak contact via 01706 341560)

Responsible for:

- ✚ Making sure that the necessary support is made available for any child who attends the school who has SEND.
- ✚ Ensuring best practice in SEND.

What are the different types of support available for children with SEND in Alice Ingham?

WAVE 1 - Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- ✚ That the teacher has the highest possible expectations for your child and all pupils in their class.
- ✚ That all teaching is based on building on what your child already knows, can do and can understand.
- ✚ Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- ✚ Specific strategies (which may be suggested by the Subject Leader, SENCo or outside staff) are in place to support your child to learn.
- ✚ Your child's teacher will have carefully checked on your child's progress and will have decided if your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school will receive this as a part of excellent classroom practice.

WAVE 2 - Specific group work in a smaller group of children.

This group, often called Intervention groups or booster groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher or, most often, a Teaching Assistant who has had training to run these groups.

Pupils are offered additional help to accelerate learning.

WAVE 3 - Intensive Targeted Support (called SEN Support).

A) SEN Support 1 - Individual support, linked to specific personal targets. Pupils at this level of need will have an Individual Learning Plan (ILP) which is reviewed termly by the class teacher, with parents/guardians and pupils, in order to decide on future targets.

B) SEN Support 2 – Some pupils will be identified by the class teacher/Inclusion Manager as needing some additional, specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as Rochdale Additional Needs Service (RANS)
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

- ✚ Your child will have been identified by the class teacher/ SENCo (or you will have raised your worries) as needing more specialist input instead of, or in addition to, quality first teaching and intervention groups.

- ✚ You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- ✚ You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- ✚ The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - Support to set more specific targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g a social skills group
 - A group or individual work with the outside professional

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups, and whose needs have not been addressed through a series of evaluated ILP's

C) Education, Health and Social Care (EHC) Plan - This means your child will have been identified by the class teacher/SENCo/ Head as needing a particularly high level of individual or small group teaching (usually more than 15 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the RANS
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- ✚ The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- ✚ After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the authority will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.
- ✚ After the reports have all been sent in, the Local Authority will decide if your child's needs are severe and complex and that they need more than 15 hours of support in school to make good progress. If this is the case they will write an EHC Plan (called a My Plan in Rochdale). If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- ✚ The EHC Plan will outline the level of support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's **class teacher initially**.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to:

- ✚ the Deputy Head – **Mr Dave Marshall**
- ✚ SENCo (**Mr Peter Mooney**) or
- ✚ Head Teacher (**Miss D Malcolm**)
- ✚ If you are still not happy you may speak to the school SEND Governor (**Mrs M Walczak**)

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- ✚ listen to any concerns you may have too
- ✚ plan any additional support your child may receive
- ✚ discuss with you any referrals to outside professionals to support your child's learning
- ✚ set a review date

How is extra support allocated to children and how do they move between the different levels?

- ✚ The school budget, received from Rochdale LA, includes money for supporting children with SEND.
- ✚ The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- ✚ The Head Teacher, SENCo and the Senior Leadership Team discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed.

- ✚ All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with a Special Educational Need in this school?

Directly funded by the school:

- ✚ Family Support Worker (Lindsey Cryer)
- ✚ Pupil Pastoral Officer (Claire Smallwood)
- ✚ Trained Rainbow Councillors – dealing with support for those suffering bereavement, loss, anxiety, etc
- ✚ Educational Psychology Service Rochdale Additional Needs Service (RANS)
- ✚ Community Language Services (when translation is required)

Provided and paid for by the Health Service but sometimes delivered in school:

- ✚ School Nurse Practitioner
- ✚ Children's Occupational Therapy
- ✚ Children's Physiotherapy
- ✚ Children's Speech and Language Therapy
- ✚ Child and Adolescent Mental Health Service (CAMHS) – now known as Healthy Young Minds (HYM)

Extracurricular activities

- ✚ Rochdale Music Service
- ✚ Rochdale Borough Sports Partnership (RBSP)

How are the adults in school helped to work with children with a Special Educational Need and what training do they have?

- ✚ The SENCo's job is to support the class teacher in planning for children with SEND.
- ✚ All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- ✚ The school's SENCO regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND. This is fed back to staff via the Senior Leadership Team meeting and to Governors via a termly SEND Report.
- ✚ The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASC and Speech and language difficulties.
- ✚ Individual teachers and support staff attend training courses run by the Rochdale Education and Learning (REAL) Trust and other outside agencies that are relevant to the needs of specific children in their class.
- ✚ School also makes use of on-line training such as the Inclusion Development Programme (IDP)

How will the teaching be adapted for my child with SEND?

- ✚ Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. This includes experiencing aspects of visual, auditory and kinaesthetic learning.
- ✚ Trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- ✚ Specific resources and strategies will be used to support your child individually and in groups. This may involve adaptive ICT (such as Clicker sentence building software) or practical aids to enhance physical experiences (e.g. writing scaffolds or visual timetables).
- ✚ Planning for teaching and learning is adapted on a daily basis, if needed, to meet your child's learning needs.

How will we measure the progress of your child in school?

- ✚ Your child's progress is continually monitored by his/her class teacher, the SENCo, Assessment Lead and Head Teacher.
- ✚ His/her progress is reviewed formally every half-term and assessed against year group expectations
- ✚ Pupil progress towards targets for all children (including those with SEND) are discussed with the Head Teacher at termly Learning and Achievement Conversations. These provide an opportunity to decide if any, or further, changes and interventions are required.
- ✚ If your child is in Year 1 and above, but is not yet working at National Curriculum year group expectation, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called 'P levels'.
- ✚ At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally. Pupils in other year groups are also tested and marked termly.
- ✚ Children at SEN Support level of SEND have an ILP which will be reviewed with your involvement, every term and the plan for the next term made.
- ✚ The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- ✚ Interim reviews may also be held for pupils at EHC Plan level when they transfer between key stages (i.e. Early Years – KS1, KS1 – KS2) if necessary.
- ✚ The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent/guardian of a child with a SEND?

- ✚ The class teacher is regularly available to discuss your child's progress or any other concerns you may have and to share information about what is working well at home and school so that similar strategies can be used.
- ✚ Teacher's see pupils out at the end of the school day and are available for a quick chat. If more detailed discussion is required, you are invited to make an appointment through the school office (01706 341560)
- ✚ Three, formal parent consultation opportunities are available throughout the year.
- ✚ The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- ✚ All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.
- ✚ ILPs will be reviewed, with your involvement, each term.
- ✚ Homework will be adjusted as needed to your child's individual needs.
- ✚ A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- ✚ The school Family Support Worker (Lindsey Cryer) provides support to individual parents but also facilitates parenting groups. These range from peer discussion sessions to advice on access to social service facilities. There is also the opportunity to gain basic numeracy and literacy qualifications.
- ✚ Support is also offered with applying to preferred high schools as part of the transition process (including on-line applications)
- ✚ The SENCo can also provide contact information about how to access the Family Action Parent Partnership Service, who can support you with any anxieties regarding your child's progress at school, assist at meetings/annual reviews with the school or Local Authority and help with putting your views across in writing for an Education, Health Care Plan.

How is Alice Ingham accessible to children with SEND?

The school has the following facilities which assist access to the school and its curriculum;

- Split level layout – lift from hall to lower floor
- 2 toilets for disabled for children
- Ramps from playground to classrooms
- Widened doorways
- Carpeted classrooms (to aid acoustics for hearing impaired pupils)
- Whiteboards in each classroom (to aid asthma sufferers)
- Blinds on all classroom windows and windows in the hall (to prevent glare and aid visual quality)
- Quality First teaching - embracing visual, auditory and kinaesthetic strategies and a differentiated curriculum
- ICT software (including Clicker)
- Raised beds for inclusion in gardening – eco curriculum and mental health provision
- Sensory space for children

How will we support your child when they are leaving this school? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- **If your child is moving to another school:**
 - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.

- **When moving classes in school:**
 - Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher. All ILPs will be shared with the new teacher.
 - If your child would be helped by a visual book to support them understand moving on then it will be created for them.

- **In Year 6:**
 - All pupils will participate in a transition programme, from Y4 onwards, with St Cuthbert's High School
 - If pupils have an Education Healthcare Plan, the SENCo from their preferred high school will be invited to the Y5 annual review.
 - If necessary, a high school transition plan will be created in conjunction with parents, the high school and the Local Authority (this may involve additional pre-visits).
 - The Inclusion Manager will meet with the transition coordinator from relevant high schools to discuss pupil's needs and transfer pupil SEND files