ROCHDALE – OUR LOCAL FOR CHILDREN AND YOUNG PEOPLE WITH SEND – Hamer Community Primary School

How we identify individual special educational learning needs
• When pupils have identified Special Educational Needs or Disabilities (SEND) before they start at Hamer, we work with the people who already know them and use the information already available to identify what their Special Educational Need (SEN) will be in our school setting. • If you believe your child has a Special Educational Need we will have a meeting with yourself to discuss this and also spend some time with your child in school and assessing their level of need in the school environment. We will share with you our conclusions and set in place an action plan for what we can do next to support your child in our school to ensure they thrive and progress to the best of their potential. • If our staff think that your child has a Special Educational Need, this may be because they are not making the same progress as other pupils; they may struggle 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 specific strategies and assessments to pinpoint what is causing difficulty. (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 to be consulted and informed regularly. • When we assess SEN we will discuss with you if your child's understanding and behaviour are the same at school and at 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 and reach their potential. • Where appropriate we will write and review support plans with pupils and parents/carers. • We use homework to repeat, reinforce and practice activities that are new and presenting a challenge to a pupil.
How we adapt the curriculum so that we meet SEN
• At Hamer we actively promote an inclusive learning environment in all areas of school and use quality first teaching to adapt our teaching/learning styles to meet the need of each individual child. • All our staff are trained to adapt materials and specific tasks to suit the level and need of your child. • We use additional resources to meet the needs of all learners. • The school Special Educational Needs Co-ordinator and external agencies can recommend specific adjustments and learning tools to assist children with their own learning style.
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 such as: specific learning difficulties; Autistic Spectrum Condition; speech, language and communication needs and Social Emotional and Mental Health difficulties.
- We use a number of approaches to teaching – we accommodate different learning styles; follow a creative curriculum that encourages exciting and practical activities wherever possible and have a large number of teaching assistants that enable small group or 1 to 1 work to take place.
- Recently we have received training in Speech and Language Therapy, Well Being, Specific Language Impairment, Autism Spectrum Condition/Disorder, Precision Monitoring, Hearing Impairment and specific medical conditions.

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 adapted PIVATs alongside our school assessment system to assess progress that is in smaller steps and at a slower pace than the usual national curriculum.
- We regularly use staff meetings to get all teachers to assess anonymous pieces of work to check our judgements are correct (moderating) - We also meet with staff from other schools to do this.
- 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.
- All staff meet at half termly Pupil Progress Meetings to discuss all children and specifically those who have Special Educational Needs and Disabilities. From these the school SENDCo can plan input or further support if needed.
- For pupils with SEN teachers discuss progress with parents every term or more often if needed.

What equipment or resources we use to give extra support

- We use quiet spaces, visual cues, wobble cushions, fidget cubes, sand timers, mindfulness, emotional registers, picture timetables, support for communication, differentiated resources, and specialist equipment for those who need it.
- Where needed we use a loop system microphone so that everyone can hear the teacher speaking clearly over classroom noise.
- Where needed we use communication books or iPad Apps for pupils with communication difficulties.
- All classrooms are fitted with interactive whiteboards
- We use our school sensory room ‘The Rainbow Room’ for children with specific sensory processing needs or for a calm space.

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

- We have a range of external services available to us to assist us in supporting children's specific needs. Some of these are:
- **Specialist Teachers/Area SENDCos** – these can come in to help with assessments and advice for specific children and our classroom environments.
- **Speech and Language Therapy** – We have an in school Speech and Language Therapist but also we can refer children out to the Speech and Language Therapy Service to assist us in working with children to help understand their speech, language or communication needs and how to help them progress.
- **Rochdale Additional Needs Service** – Visual Impairment Team, Hearing Impairment Team, Physical Disabilities Team, Social Communication Difficulties Team, Developmental Language Disorder Team.
- **Educational Psychologist** – our school Educational Psychologist is Heidi McDermott, she meets with the school SENDCo and parents initially then will spend some time assessing and observing children in class. She uses this information to produce a report of guidelines and recommendations for school to assist us in meeting a child's specific needs.
- **Children's Acute and Ongoing Needs Service** - Occupational Therapy, Community Nursing Team, Children's Physiotherapy, Community Paediatrics (and many more)
- Support from specialist teachers or support staff to assist us in adapting our curriculum for children specific learning needs (e.g. language and communication; visual impairment; behaviour related needs; severe learning difficulties; autism).
- We get support from local authority services and our IPLCN cluster schools.
- Together we review the pupil's progress, agree what everyone will do to make teaching more effective, learning easier and our targets for the pupil's achievement. We also discuss how we will work together and what our specific roles are in meeting a child's needs. At an agreed date we will review how well the pupil is doing and if we are making a difference, and what we need to do next. We include the pupil and the parent at the heart of these discussions.
- We have an onsite pastoral manager to provide advice, and signpost training and support for parents.

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

- We have a number of before and after school activities each term. All pupils with SEND are invited to attend.
- We have regular educational visits, and residential for Year 6 pupils. Pupils with SEND are always included in these. Our staff ensure and support their full involvement. We choose visits that are accessible to all.

How we support pupils in their transition into our school and when they leave us
• The pupil and their family are invited to visit the school before the child is due to start and in Nursery or Reception we organise a visit to meet the child at home. • We offer additional settling in sessions and a photobook for those pupils who may find this process more challenging. • The staff involved with these pupils will meet both the pupil and their family beforehand. • Advice will be taken from those who already know the child. This may include professionals working with the child, and their current nursery or school. • We liaise with secondary schools to provide transition sessions for children who may find the move to secondary school difficult. • We meet with the teachers of secondary schools to share our knowledge of each child to help support their move to secondary school.
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 Education, Health and Care Plan 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.
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, the Head Teacher, Deputy Head Teacher, Pastoral Manager, or Special Needs Coordinator [SENDCo] are always available to discuss any concerns you or your child may have. • The Youth Service provide support for young people with SEND so that their voice is heard: http://www.rochdale.gov.uk/youthservice
Where parents/carers can get extra support
• The Pastoral Manager can support parents and signpost them to places where additional help, advice or support can be found. • A termly SEND parent group is held at Hamer. • The Parent/carer forum is called Rochdale Parent Carers 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.rochdaleparentcarersvoice.co.uk/locations/the-parent-forum/ • The school website can signpost you to specific websites which have local area events and advice services.

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; the SENDCo or the Pastoral Manager. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the head teacher, then ask for the school governor's representative. • If you do not feel the issues have been resolved, we will provide you with the details of the person in the local authority who will be able to advise and help you further. • If your concern is with the local authority, follow a similar path. • 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 will provide independent information and advice email contact sendiass.rochdale@family-action.org.uk