



East Crompton St James Primary school
Dove-Shell Federation

Summary of provision for children with Special Educational Needs or Disabilities

We are a fully inclusive school. We aim to ensure that all pupils achieve their potential regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs.

If a child has an Education, Health and Care Plan, then we provide the support detailed in the plan.

What do I do if I think my child has Special Educational Needs/ Disability ?

Your child's class teacher is recommended as the first point of contact if you have any concerns. Speak to the teacher at the end of the school day to arrange an appointment or telephone the school.

The class teacher is responsible for:

- Ensuring that all children have access to good/outstanding teaching and the curriculum is adapted to meet your child's needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need e.g. adapting resources, targeted work.
- Writing individual Educational Plans and sharing and reviewing these with parents at least once each term.
- Ensuring that all members of staff working with your child are aware of your child's needs and what adjustments need to be made.
- Ensure all staff are supported with the delivery of planned work and interventions.
- Ensure the schools Inclusion Policy is accessible and followed in their classroom and for all the pupils they teach.

Who are the Inclusion staff?

The Assistant Head for Inclusion is Mrs A Laskey. The school SENCo is Mrs L Fox.

The Inclusion team are responsible for co-ordinating all the support for children with special educational needs and or disabilities, and developing the schools SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. They will liaise with outside agencies to help support your child's learning and provide specialist support for all staff. They will support the class teacher when planning the next targets for your child.

The SEND Governor is Mr John Mainwaring. He is responsible for making sure the school has an up to date SEND Policy that we have made appropriate provision and adaptations and provided adequate support for children with additional needs. He will monitor SEND provision across the Federation.

How do we identify children with learning needs at East Crompton St James?

If you think your child has a Special Educational Need we will discuss this with you and investigate your concern. We will explain the next steps and what support may be needed. Staff will identify children who are showing additional needs and these children will be observed and assessed within school, in full consultation with parents.

If outside agencies are requested or needed, parents will be asked for their permission. All finding will be shared. Children who arrive at school with identified needs will be supported at transition time and previous information shared with

relevant staff. A chart outlining provision in each year group can be shared with parent.

What are the different types of support available for SEND children in the school?

1. Cause for Concern – The teacher will teach in different ways so your child is involved in learning. This may involve more practical learning and additional resources.
2. Children are identified as needing some extra support within school. This is when a gap in learning has been identified/or progress is a concern. Your child may access small group work, or recommended interventions matched to their next targets.
3. Children have been identified by the class teacher/SENCo/Assistant Head for Inclusion as needing some specialist support e.g. Speech and Language Service (SALT) The specialist professional will work with your child and provide advice and support.
4. Education, Health and Care Plan (EHCP) This means your child will have been identified as having a high level of individual and group teaching (more than 15 hours) which cannot be provided from the resources already delegated to the school.

What if my child requires an EHCP?

The school will request that the Local Authority carry out a statutory assessment of your child's needs. The school will provide information about the child and the Authority will decide if the child's needs are long term and complex and require an EHCP. The EHC plan will be drawn up and outline how many hours of individual and small group support your child will receive, and how the support should be used.

What extra support do we bring in to help us?

We can access support from the Local Authority Special Needs Service – QEST. Schools' are allocated specialist teachers to help with assessment provision and training. We get support from speech and language therapy which includes staff training, and advice on strategies and programmes. We can access support from moving and handling staff and staff have regular training. We can access support from physiotherapy for pupils who need it and occupational therapy. Children can be supported by the local Mental Health Team and Disability Team following a referral from school. When required the school have an allocated Educational Psychologist to help assess and identify specific Needs. We have worked in partnership with local special schools – Kingfisher, Springbrook, and Hollinwood Academy. QEST provides training for staff that covers a variety of needs.

What interventions/support are available at East Crompton St James?

<p style="text-align: center;">Social, emotional and mental health difficulties</p> <p>Learning Mentor Support Advice/Support from QEST Lego Therapy Forest School Socially Speaking Counselling provided by Lorraine Johnson Healthy Young Minds (Previously known as CAMHS) Hannah Hinchliffe – support children’s wellbeing Colour away your worries Mind Sessions Time to Talk Visual timetables Now and next boards</p>	<p style="text-align: center;">Sensory and/or physical needs.</p> <p>Specialist equipment – Dragon Speak Sloping boards Support from HI/VI services. Motor Skills United Jungle Journey Access to Occupational Therapy advice/support. Weighted lap weights Move and Sit cushions Therapy Putty Dough Disco Disabled toilet Work stations Ipads Pencil grips Visual timetables Now and next boards</p>
<p style="text-align: center;">Cognition and Learning</p> <p>5 Minute Box Specific Learning Needs Toe by Toe Spelling Catch Up Numeracy Boosting Reading Potential (BRP) Numicon – Breaking barriers Project X Code Ipads Coloured overlays</p>	<p style="text-align: center;">Communication and Interaction</p> <p>TA’s attend specific training in order to deliver individual speech therapy targets. Time to Talk intervention BLAST 1/2 Speech and Language Programme Black Sheep for language and communication. Access to Speech and Language Therapy advice/support Wellcomm & Elklan Visual timetables Now and next boards</p>

How do we assess pupil's progress?

At East Crompton St James we have regular pupil progress meetings where we will discuss what we are doing to make sure pupils make good progress. We have formal pupil progress meetings termly. We regularly assess and moderate pieces of work to ensure our judgements are correct. Pivots are used to level children who are working at a lower level or at a slower pace. Person Centred planning and review meetings with parents take place each term or half-termly where required. These allow parents to talk about their aspirations for their child and how they and school can work together in partnership to help their child achieve them.

How do we support pupils at transition time?

When pupils have identified SEND before starting school we work with people who already know them and gather information. The SENCo or Assistant Head for Inclusion visits the children in their previous setting whenever possible. Transition is carefully planned and support put in place. The child may accompany parents on pre-visits. When pupils leave in Year 6 or throughout their time at East Crompton St James, a transition plan will be drawn up and extra visits to the next school planned and supported. Information is shared and the pupil will have opportunity to discuss his own worries and concerns. They will make a transition booklet that includes photos of staff/timetables/likes and dislikes etc. Some local Secondary schools offer summer schools for vulnerable pupils.

How does additional funding work?

We receive funding for all pupils including those with Special Educational Needs and Disabilities and this is used to meet the needs of the pupils. The local authority may contribute if the cost of meeting a pupil's needs is more than £10,000 per year. If the assessment of pupils needs identifies something that is significantly different to what is usually available, there may be additional funding available. This may involve allocation of a personal budget that will be used to fund the agreed plan in consultation with parents.

What can you do if you are unhappy about a decision?

The first point of contact should be the SENCo, Assistant Head for Inclusion or class teacher. Explain your concerns and if necessary you will have a meeting with the Executive Headteacher. You can also request representation from the school Governor.

Where can I get further support?

Oldham POINT – Forum for Parents/Carers of children with Additional Needs- 07514 141628

pointoldham@hotmail.co.uk

<https://www.oldham.gov.uk/localoffer>



If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

o **Complaints and Representations Officer**

o **Freepost - RRGY-TJSR-GHGZ**

PO Box 40

Level 8, Civic Centre

West Street

Oldham, OL1 1XJ

o **Tel: 0161 770 1129**

o **cypf.complaints@oldham.gov.uk**