



Hodge Clough Primary School SEN Information Report 2019/20

This is Hodge Clough's SEND Information Report . Since the introduction of the SEN Code of Practice in 2014 Local authorities and schools are required to publish information about the services they expect to be available for children and young people with SEND. This is referred to as their "Local Offer". Further information is available on the Oldham Council website.

Key areas of the legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHC) have replaced statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
3. School Action and School Action Plus have been replaced by SEND support, a single category for children who need extra specialist support.
4. There are 4 areas of SEND:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical

We look forward to working with pupils and parents/carers to ensure fully inclusive access to our learning by meeting the needs of children with SEND in a mainstream setting, wherever possible.

See below for more information –

How do we identify individual Special Educational Need (SEND)?

- A child has SEN, a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.
- Some children may join Hodge Clough with an already identified special educational need or disability. When this happens, we work closely
- with the child's family and the professionals who know them best to help them to make a settled and happy start to their life at Hodge Clough
- For other children, a special educational need or disability may arise at some point during their school life. When this happens, school will
- follow a 'graduated approach' to meeting their needs, which will be explained in the next section.
- Most identified SEN will fit into one of these 4 groups: **communication and interaction, cognition and learning, social, emotional and mental health difficulties** and **sensory and/or physical needs**.
- If a member of staff feels that a child may have SEN or a disability, they will follow the 'graduated approach' outlined below.
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What is the Graduated Approach?

- The graduated approach is a four part cycle, through which earlier decisions and actions are revisited, refined and revised. This ongoing cycle leads to a growing understanding of a pupil's needs and what supports him/her to make good progress. Appropriate SEND support arises from this four part cycle of Assess, Plan, Do and Review.
- The start of the graduated approach starts at whole school level, where teachers identify a possible need through their quality First Teaching and assessments.
- When a concern is raised further assessments are made to identify particular barriers and gaps in order to build a greater understanding of an individual child's needs.
- From these assessments a teacher is able to PLAN effective outcomes to address the individual's needs and to determine the appropriate provision. Adjustments may be made to teaching in order for children to make good progress.
- Teachers will plan to meet children's needs through High-Quality Class Teaching, where learning is differentiated and targeted for individual children. This is the first step in responding to a child's needs.
- The DO part of the cycle is where teachers gain a growing understanding of a child's needs and what support they need to make progress. This happens through working with the child on their individual outcomes (targets), assessing and reflecting.
- Pupil progress meetings are held half termly where children's progress is monitored and discussed with SLT (Senior Leadership Team) as a part of the whole school monitoring and reviewing.
- In addition to the Pupil Progress Meetings, teachers will hold regular meetings with parents / carers where a child's support and provision is REVIEWED. These meetings are person centred and the child's needs are at the core. What works for a child at home and school are brought together to inform on best possible support to ensure good outcomes for children.
- Through the REVIEW and REFLECT part of the cycle, new outcomes are set and decisions are made as to whether further assessments are requested from outside agencies and professionals.
- School uses these assessments alongside their own understandings of children's needs to decide on how to refine provision and support, depending on child's needs. Advice sought from other agencies and professionals is implemented as appropriate in school, in accordance with schools procedures and priorities.

- Further assessments and information inform the next PLANS for a child which will then continue in the four part cycle.
- At every stage of the cycle the SENCo is available for support and advice for teachers. She will be involved in any decision to request additional advice from other agencies and, in consultation, will be able to support and advise on next steps.
- Throughout the graduated approach parents are involved and their information and knowledge of their children is an important part of planning for the best possible outcomes.
- Pupil voice is important at all stages. Pupil's aspirations and feelings about their own learning will inform the meetings, support plan and One Page Profiles.
- If after three cycles of the Graduate Approach a child has not made expected progress then a decision will be made in regards an application for the authority to asses for an Education, Health Care Plan (EHCP).

What should I do if I think that my child has a Special Educational Need?

- If you think that your child may have SEN or a disability, please feel free to come and discuss your concerns with school.
- The best people to talk to first would be your child's class teacher. S/he is the person who knows your child best. If you continue to be concerned then you can contact the SENCo, Mrs Hallworth or the Head Teacher, Mr Cavanagh.
- We are a child and family centred school so you will be involved in all decision making about your child.
- We will ask you to work alongside us in identifying the next steps to support your child's learning.
- Parents will be involved in monitoring a child's progress through regular review meetings.

What interventions do school use?

At Hodge Clough we use a variety of interventions to support our children.

An intervention is a carefully planned process which is aimed at improving the achievement of a child. This may include modifications to teaching style or curriculum; additional teaching of specific skills in small groups or individual programmes of teaching following professional guidance.

Some interventions that we regularly use are:

- Communication and Interaction
BLAST, Lego Therapy, Wellcomme, Elklan.
- Cognition and Learning
X Code, Power of 2, Pre and Post teaching, small booster groups.
- Sensory and Physical
Motor Skills United, Fine Motor skills groups, Gross motor skills groups, Jungle Journey.
- Social, Emotional and Mental Health Difficulties
Nurture groups, Meet and Greet, Social Stories, Lego Therapy, Mindfulness.

How is the curriculum changed to meet the needs of SEND pupils?

- Hodge Clough is an inclusive school where we aim to meet the needs of all children to enable them to achieve their full potential.
- All teachers ensure that lessons are well planned to meet the needs of all children. This is often called differentiation. Lessons, tasks and activities can be altered in many ways to meet the learning needs of children with SEND. This could be through the task being different, more support from the teacher or TA or through the use of resources, such as a spelling bank or number line.
- All staff receive regular training and updates on SEND issues. Training programmes will include
 - Staff lead in-service training.
 - Specialist led in-service training.

- External training e.g Speech and Language and intervention specific training.
- All staff are currently trained to support children with Autism through the Autism Education Trust.
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How does school assess pupil progress?

- Teachers are constantly assessing pupils during lessons; checking that they understand what is being taught and using this information to adapt their teaching.
- Some methods of assessment which teachers regularly use include: asking questions, observing children working and marking work.
- Pupils find out about their own progress through verbal feedback and written comments in their book.
- Pupils are assessed each term and their progress is carefully tracked by school. Each class teacher meets with the Deputy Head Teacher and SENCo each term to review and discuss the progress of every child. Children not working on the age related curriculum are assessed using PIVATs which measures progress in small steps.
- For some of our SEN pupils, parents are invited to a review meeting each term, where their child's progress is discussed in more detail and targets are reviewed and updated.
- Any parent of a child with SEN can request a termly review meeting if they feel that this would be beneficial. If you would like to discuss this please feel free to contact the SENCo Mrs Hallworth.
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What extra equipment and resources do school use to support pupils?

- Some children benefit from the use of additional or specialist equipment and resources. This may include: a visual timetable, a separate workstation away from other distractions, the use of pictures and symbols to aid communication.
- In addition to this, school regularly use iPads and a range of computer based resources with children throughout school. Some of these activities, games and apps are specifically designed for children with SEN.

How does school support children in their transitions into Hodge Clough and when they leave?

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

- For children entering Hodge Clough Primary School, information will be gathered regarding any SEND and any necessary support put in place on their entry into school. Additional visits to school are encouraged for those children who may find the transition difficult between home and school. Meetings will be arranged for those children who are already known to Early Years SEND Services or those who have been identified and having SEND to make school aware of their needs and to ensure the correct support is in place.
- Transition within school is supported with extra visits to the new class for children with SEND. As we are based on a split site, many opportunities are taken throughout the school year for the younger children to visit and become familiar with the upper school site. These opportunities increase in Year 1 in anticipation of a smooth transition into Year 2. For some children, booklets are made with pictures of new staff and the classroom in order to prepare the child for the new academic year.
- When children leave Hodge Clough Primary School to go to secondary school, we make sure all relevant information is discussed and sent to the SENCo of the secondary school. We invite them to a review meeting to meet the child and the parents and discuss any additional needs the child may have to ensure a smooth transition. If additional visits to the secondary school are thought to be beneficial to the child, we will arrange this.

How will my child be included in activities outside the classroom?

- We have a number of after school activities, which are open to all children. Should any child need support to access these activities, school will make the necessary arrangements.
- As an inclusive school, every child has the opportunity to access all areas of the curriculum. Therefore provision for trips and activities will be adapted, wherever possible to meet individual needs. Any child needing specific help will have this discussed between school and home before any visit or activity.

How does school work with other services?

- School work closely with a variety of other agencies to support children with SEN.
- The Quality and Effectiveness Support Team (QUEST) and the Hearing Impaired and Visual Impairment Team work with school to provide training for staff and provide support for specific children.
- Where there are concerns about a child, a referral can be made to: the doctor (MAF), the speech and language therapy service (SALT), occupational therapy (OT), Early Help, Healthy Young Minds (child and adolescent mental health services), the educational psychologist (EP), the Jigsaw Team (social, emotional and mental health difficulties).
- Where staff feel that a referral to another agency should be made, parents will always be consulted first and asked to give their consent.
- Any advice sought by outside agencies is implemented as appropriate and in accordance to schools priorities. Strategies implemented are reviewed regularly at termly review meetings.

How does SEND funding work?

- Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil's need from this.
- If the cost of providing additional support for a child's needs exceeds the money in school's budget, then the child may be eligible for an Education Health and Care (EHC) Plan assessment.
- If, after assessment it is recommended that a child needs an EHC plan a budget is allocated in order for the outcomes on the plan to be delivered.
- Where a child does have an EHC Plan, parents will also be offered a 'personal budget', allowing them to control some of the money.

Where can parents? Carers get extra support?

- Oldham's parent / carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.families.pointoldham.co.uk There is a link on the school website directly to POINT.
- Visit Oldham's Local Offer on the council website.
- Parents / carers are always welcome to discuss SEND concerns with school staff.

Who are the key people at Hodge Clough that I can talk to about my child?

- Class Teacher
- SENCo – Mrs Hallworth 0161 770 5790
- Head Teacher – Mr Cavanagh 0161 770 5790
- Deputy Head Teacher – Mrs Watson
- Assistant Head Teacher – Miss McGee

What should I do if I am not satisfied with a decision or what is happening for my child?

- Your first point of contact should always be the school – this may be the class teacher; the SENCo or the Head teacher.
- Most concerns and questions can usually be dealt with in this way. If you are not satisfied that your concern has been addressed, please speak to the Head Teacher, Mr Cavanagh. If you would like to take your concerns further, you should then ask to speak to a member of the Governing Body. Named governor for SEND is Martin Matthews.
- We aim to work collaboratively with parents to ensure that any concerns or issues are dealt with quickly and harmoniously.
- If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Complaints and Representations Officer
Freepost - RRGY-TJSR-GHGZ
PO Box 40
Level 8, Civic Centre
West Street
Oldham, OL1 1XJ
Tel: 0161 770 1129

cypf.complaints@oldham.gov.uk

The Parent Partnerships Service provides independent, individual information and advice for parents of children with special educational needs. Visit http://www.oldham.gov.uk/pps/info/12/about_the_service for more information.