



As part of the Children and Families Bill 2014, all schools are required to make available their Local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND).

### Dedicated contacts at the school

**Who should I contact if I have any questions or concerns about my child's SEND?**

- SENCO - Janet Vo
- Assistant SENCO - Sue Smith
- Parent Support Advisor/Learning Mentor - Lesley Jeffers
- Safeguarding lead - Claire Silk (Deputy Head)
- SEND Governor - Sarah Hooper

### An overview of the school

Flowery Field School is a 3 form entry primary school of an increasing population of over 500 pupils aged 3 -11. We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs.

We work with a range of other professionals from BLIS, CAMHs, EMAT, MAAT, CLAS and medical professionals to ensure that all children receive the support they need to do well at school. We continue to use the expertise from the Pupil Support team to advise and support other schools.

## **Identifying children's additional needs**

### **How will the school know if my child needs additional help and how will the school share information with me?**

We may find that a child needs additional help if concerns are raised by a parent/carer, by the child's teacher or by the child. We would be alerted by a teacher or parent/carer if a child in any age group is making limited progress or if there is a change in their behaviour. Sometimes, other professionals, for example, in Health or an early years setting, may notify the school of any concerns. Parents can approach their child's class teacher at any time if they are worried about their child. They are kept informed at all stages in the process of identification and assessment of needs. They are invited to meet the SENCo and participate in discussions of support planned for their child.

They can obtain advice on how to help at home with any particular aspect of parenting, e.g. managing behaviour at home. Further assessments may involve a specialist such as the school's Educational Psychologist or allocated Speech and Language Therapist.

Parents/carers are given copies of any specialist assessment reports and can discuss them with the SENCo as part of a person centered approach. A graduated approach of 'Assess, Plan, Do, Review' may be undertaken to ensure that provision meets the needs of the child as best it can.

## **Involving pupils and parents/carers in planning support**

### **How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?**

- Planning and review meetings
- Give advice on how to support learning at home
- Regular contact between home and school, e.g. home/school book, email or text
- Individual pupil/ teacher conversations
- Assertive Mentoring

## **Range of support available to my child**

### **What approaches are used to teach pupils with SEND?**

All staff are aware of the new SEN Code of Practice which came into practice in September 2014. Quality first teaching is endeavored to ensure that lessons are differentiated accordingly to provide support and challenge for all children, including children with SEND.

### **How are adaptations made to the curriculum and the learning environment of children and young children with SEND?**

Our current curriculum approach endeavors to allow all children to direct their own learning. Our 'WOW' curriculum encourages children to shape and lead their learning in a given topic and teachers will always try to adapt the learning environment to take account of the views of all children. Inclusive and quality first teaching will ensure that appropriate adaptations are made to the curriculum and learning environment of children with SEND. Teachers can also seek advice and support from Tameside's Pupil Support Services if they feel they need to make more adaptations for children with SEND. We liaise with our Educational Psychologist and the Speech and Language Therapist who give us advice on how to differentiate most effectively to create inclusive learning environments.

### **What different kinds of extra support are available to children with SEND?**

- Intervention programmes aimed at closing the gap.
- Differentiated assessment systems to monitor smaller steps of progress, e.g. P Levels (where appropriate).
- Specific individual or small group support.
- Makaton, visual resources, assistive technologies to support for communication needs.
- Dyslexia Screening Tool to identify specific learning difficulties.
- Referrals for support and advice from external agencies and expertise where necessary.
- Weekly support from Speech and Language Therapy.
- Care plans and risk assessments taken out for children with specific health or physical needs.
- Person centred planning and reviews for children with higher levels of need on the SEND register.

## **How do we evaluate the effectiveness of the provisions made for children with SEND?**

Interventions and extra support run for a certain time period so that we are able to assess and measure the impact upon attainment. Interventions and support programmes will be reviewed and evaluated as part of the 'assess, plan, do, review' approach. The class teacher will discuss the child's progress with the member of support staff running the intervention. Arrangements for extra support or next steps for the consolidation of progress will be made.

### **Measuring children's progress**

#### **How will the school know how well my child is doing and how will they inform me about this?**

The class teacher monitors each child's progress and will discuss this with the SENCo and during termly pupil progress meetings.

For children with higher levels of SEND, individual and specific targets will be generated as part of the person centred planning. The class teacher considers each child's targets as agreed with the parent/carer. Progress can be measured against these targets.

We can also adapt some assessment systems, such as using P-Levels to measure small steps of progress for those children who are working at a level below the National Curriculum. For some children it may be more appropriate to measure progress on objectives from a different year group.

We are also aware of the recommendations made in the Rochford Review (2016) for assessments for pupils working below the standard of the National Curriculum tests in Key Stage 1 and 2 and are in the process of working these into our assessment policy.

### **Support and training for school staff**

#### **Have any staff received specialist training in SEND?**

We identify training needs and have a detailed training plan for teachers and support staff. Our SENCo organises SEND training, calling on the services of the specialist providers, such as our Educational Psychologist, Speech Therapist and Outreach teachers as necessary. We access specialist training from the

Pupil Support Service and other providers. Our SENCo received the National Award for Special Educational Needs Co-ordination in September 2015.

### **Accessibility of the school**

#### **How is the school accessible to children with SEND?**

Our new school opened in Feb 2014 is fully accessible. Features include:

- A lift
- Disabled toilets on every corridor
- A hoist in the disabled toilet in EYFS

As set out in our Equality Objectives and in our Equality Policy, we will work to ensure that the school environment is as accessible as possible to all pupils and staff by making reasonable adjustments to overcome potential barriers created by the physical features of the premises.

### **Inclusion**

#### **How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?**

Pupils with SEND are encouraged to participate in all school activities, including extra-curricular activities and residential. When required, due to a child's need, a higher ratio of adults to children will be put in place. Likewise, specialist transport is engaged if necessary.

#### **How will the school support emotional and social development in my child?**

All pupils in the school are encouraged to reflect upon and use a variety of 'learning behaviours' to incorporate emotional and social development into lessons. Teachers also consider spiritual, moral, social and cultural (SMSC) objectives into their lesson planning.

Pastoral support arrangements for listening to the views of all pupils are in place. We have a School Council and Mrs Smith and Mrs Jeffers are available to all pupils to talk to if they are worried about anything. Our Anti-Bullying policy and use of learning behaviours are used to prevent and deal with bullying.

## **Starting or changing schools (Transitions)**

**How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?**

Careful consideration is given to preparing pupils with SEND for transition at all stages. Initial contact is made with the setting previously attended and with the parents, as soon as we are notified that a pupil is transferring into our school. When pupils are changing classes or moving to another school, teachers liaise together and with parents/carers, sharing information and preparing the pupil well in advance of the move.

In Year 5, the transfer options are explained to parents/carers and they have the opportunity to visit secondary schools before making a decision and expressing a preference. Teachers and the SENCo will pay particular attention to preparing pupils with SEND for transfer to secondary school, addressing both the learning and the well-being concerns that may arise.

## **Support and training for parents/carers**

**What support and training within the school is available to parents and carers?**

The school operates an open door policy where parents are free to come and engage in their child's education. Regular CAF meetings can be set up for families requiring a higher level of support and families are signposted to appropriate support.

When needed, parents are also given the details of:

- OKE, a Tameside based charity which offers support, information and activities to families with SEN children.
- SENDIASS Tameside
- Telephone consultations with CLAS at Pupil Support Services (where appropriate).
- Details of parenting courses such as the ADHD Parenting course (where appropriate).

The Flowery Friends group is also active and regularly organises after school events such as Quiz Nights, discos and Bingo Nights for the whole family to enjoy.

## **What do I do if I have a problem or complaint about the support that school provides to children with SEND?**

Complaints or concerns should be raised with the relevant member of staff and / or SENCo as soon as possible. The SENCo can be contacted via the school office. The SENCo will then decide on appropriate action and will inform parents of this.

If parents deem this action to be inappropriate, then they must follow the advice set in 'Making a complaint' from The Enquire Learning Trust (available at the school office).

## **Further information for families and practitioners**

For more information please visit the website(s) via the links below.

<http://www.tameside.gov.uk/sen/parentpartnership>

Please see our school's Equality Objectives, as set out by the Equality Act 2010, which details how we are complying with the Public Sector Equality Duty.

Our Equality Policy and Equality Objectives outline the steps taken to prevent disabled pupils from being treated less favourably than other pupils.

Last reviewed July 2017.

Due for review July 2018.