



St Anne's CE (Aided) Primary School

Local Offer of Support for Children and Young People with Special Educational Needs 2017-18

Our admission arrangements for pupils with SEND:

- Our Admissions Policy is available on our school website.
- Governors have approved our admissions criteria as follows:

Pupils with statements of SEN and pupils with EHC plans where the school is named must be admitted. The oversubscription criteria do not apply. If, after the admission of pupils with statements or EHCs, there are more applicants than places remaining available, the following oversubscription criteria will be applied in the order of priority shown:

1	Looked after children and previously looked after children.
2	Children who regularly attend St Anne's Parish Church.
3	Children who will have an older brother or sister attending the school at the time of their admission.
4	Children who regularly attend other Anglican Churches.
5	Children who regularly attend at any churches within the parish which is a member of Churches Together in Britain and Ireland, or a local Churches Together organisation.
6	All other children in order of proximity to the school.

How we identify individual special educational learning needs:

- When children have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting.
- If you tell us you think your child has a SEN, we will discuss this with you and investigate– we will share with you what we find and agree with you what we will do next and what you can do to help your child.
- If our staff think that your child has a SEN this may be because they are not making the same progress as other pupils; they may not be able to follow instructions or answer questions. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty (what is happening and why).

How we involve pupils and their parents/carers in identifying SEN and planning to meet them:

- We are child and family centred so you will be involved in all decision making about your child's support.
- When we assess SEN we discuss if understanding and behaviour are the same at school and 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.
- Where appropriate we will write and review OPPs (One Page Profiles) with children and parents/carers.
- We use homework to repeat and practise activities that are new and maybe presenting a challenge to a child.

How we adapt the curriculum so that we meet SEN:

- All our staff are trained to make materials and 'work' easier or more challenging so that every child is able to learn at their own pace and in their own way.
- We use additional schemes/materials so that we have something at the right level for children with SEN. We use programmes such as 'BLAST', 'The Wellcomm Assessment' and precision teaching that is tailored to individual needs in all areas of the curriculum. We use interventions for language and communication such as 'Lego Therapy' and the 'Emotional Literacy' programme.

How we modify teaching approaches:

- All our staff are trained so that we are able to adapt to a range of SEN:- specific learning difficulties including dyslexia, autistic spectrum disorder; speech, language and communication needs and behavioural, social and emotional difficulties.
- We are a dyslexia friendly school.
- We use a visual stress assessment that enables us to ensure our resources are prepared accordingly to meet each child's needs.
- We use a number of approaches to teaching that support all children and their learning styles. This is evident in the teachers' planning and the delivery of lessons and may take the form of whole class, group or individual teaching.
- We have teachers and support staff with training related to specific learning and or medical issues. e.g. dyslexia, autism, selective mutism, verbal reasoning, ADHD, diabetes and epilepsy.

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 P scales to assess progress that is in smaller steps and at a slower pace than our usual system (Target Tracker) that measures attainment and progress in line with age related expectations.
- We regularly use staff meetings to get all teachers to assess pieces of work to check our judgements are correct (moderation).
- We use nationally agreed guidelines on progress to check that progress is good.
- We check how well a child understands and makes progress in each lesson.
- Pupil progress meetings with teachers enable the SLT to check the progress of all children each term. These meetings help identify children who are not making expected progress and identify strategies/interventions to help.
- For children with SEN, teachers discuss progress with parents every term or more often

if we believe this will help.

What equipment or resources we use to give extra support:

- We use workstations, visual timetables, support for communication, countdown timers, and coloured overlays for children who need them.
- We use a range of iPad Apps for children with communication difficulties.

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

- We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs: (speech, language and communication, hearing impairment, visual impairment, behaviour related needs, severe learning difficulties, autism).
- We buy in support from local authority services e.g. QEST (Additional and Complex Needs Service).
- We get support from speech and language therapy (S<) to train our staff and advise on strategies and programmes. We refer pupils for assessment if we believe they need a period of therapy.
- We get support from occupational therapy (OT) for pupils who need assessment, e.g. for special seating or writing equipment.
- We get support from physiotherapy for pupils who need it.
- Together we review the child's progress and agree what everyone will do to make teaching more effective and to support learning. We agree targets for the pupil's achievement and agree how we will work together and what we will each do. We agree a date to review how well the pupil is doing and if we are making a difference, and what we need to do next.
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Extra-curricular activities are available for pupils with SEN:

- We have a number of before and after school activities and all children with SEN are included. If required we provide additional staff support for their equal access.
- We have regular educational and residential visits. Children with SEND are always included in these. We provide additional staff support to ensure 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:

- We fully support parents in making decisions about the secondary schools they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.
- We invite all secondary school transition co-ordinators into school to meet with any children with SEND.
- Visits to secondary school are encouraged and supported where necessary.
- We complete a transition programme for the final summer term to ensure children are 'Secondary Ready'.

How additional funding works:

- Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupils' need from this (including equipment). The local authority may contribute if the cost of meeting an individual pupil's needs is more than £10,000 per year.

- If the assessment of a pupil's needs 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:

- Pupils' views are important and it is important that people listen to them and that you are satisfied with what happens.
- In school, the Special Needs Co-ordinator (SENCo) is our designated pupil advocate following input from the class teacher. They will follow up your concern and make sure your views are taken into account.

Where parents/carers can get extra support:

- There are a number of parent support groups e.g. Parent Partnership.
http://www.oldham.gov.uk/directory/98/sen_and_disabled_childrens_services/category/245
- 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 and 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.
<http://pointoldham.co.uk/>

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 – in the first instance this will be the class teacher and then the SENCo. Explain your concerns to them first. If you are not satisfied that your concern has been addressed then speak to the Headteacher who will inform of the school's complaints process. If you do not feel the issues have been resolved, we will work together to ensure the best possible outcomes for your child.
- 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

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