



EAST CROMPTON SAINT GEORGE'S PRIMARY
SCHOOL

SEN.D INFORMATION REPORT

Date: September 2021

Review Date: September 2022

EAST CROMPTON SAINT GEORGE'S CHURCH OF ENGLAND PRIMARY
SCHOOL GEORGE STREET, SHAW, OLDHAM, OL2 8AX

E.C ST GEORGE'S LOCAL OFFER FOR CHILDREN AND YOUNG PEOPLE WITH SEND

How we identify individual special educational learning needs

- When pupils have identified SEND before they start at St George's, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting.
- If you tell us you think your child has a SEN, we will discuss this with you and consider how they present within the school setting. We will use a variety of avenues to consider their needs, for example, observations, assessment data, screening tools, behaviour logs. We will share with you what we find and decide 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 for example. We will observe them; assess their level of understanding; and look at continuous data to determine levels of progress. We will meet with you to discuss our concerns.

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

- We endeavour to be child and family centred, so you can expect "no decision about me without me".
- When we assess SEND we will discuss with you how the children present at home, for example, if level of 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 a learning plan and review with pupils and all those concerned. This will be carried out by/with the classteacher in conjunction with the SENDCo.

How we adapt the curriculum so that we meet SEN

- Learning opportunities are differentiated to meet the needs of groups of pupils. For some pupils, learning opportunities are differentiated to an individual level to ensure their needs are met.
- We create learning groups/pairs that will support children in social/educational development.
- We will source appropriate resources to help your child be fully inclusive as much as possible.
- Teachers utilise their knowledge and understanding of the curriculum to close gaps in learning through planning using the National Curriculum from prior year groups where required.

How we modify teaching approaches

- All staff in school are there to support the needs of all children. Teaching Assistants support learning opportunities in a variety of ways. This may be through in class support, group support on a one to one basis or through a specific 'block' of intervention.
- All our staff have some understanding in a variety of approaches which means we are able to adapt to a range of SEN:- specific learning difficulties (including dyslexia); Autistic Spectrum Condition; speech, language and communication needs; and social, emotional and mental health needs of pupils.
- We use several different approaches to teaching which incorporate children's different learning styles.
- The school SENDCo liaises and supports staff as required.
- All our staff (including teaching assistants) attend CPD which focus on various SEN issues.
- Specific interventions are identified and children are selected to complete these based on various methods, such as screening information, data analysis, advice from professionals, etc.

How we assess pupil progress towards the outcomes we have targeted for pupils

- School uses and electronic data system to track pupil progress and attainment over time. This allows us to track the progress of specific groups of pupils in addition to whole classes.
- We use the National Curriculum end of year expectations to benchmark our in-school data.
- We use start and exit data to track progress for interventions, using a variety of assessment methods.
- Pupil progress meetings are held termly with senior leaders, including the SENDCo, and the class teacher to analyse progress and attainment of pupils.
- Termly review meetings are held between SENDCo and class teachers to discuss progress, barriers to learning and possible interventions and support that may be provided by external professionals.
- Class teachers then meet with parents to discuss the progress and the next steps for their child.
- Where pupils have an EHCP, the SENDCo would always be involved in the review process.

What equipment or resources we use to give extra support

- Visual timetables are in place in every classroom.
- Resources to support concentration are available such as fidget toys, air cushions and task planners.
- A variety of pencil grips and angle boards are available for children who have difficulties with fine motor control.
- Children have access to computer software and APPS help them engage with subjects they find difficult or to practice basic skills.
- We have a variety of resources that can be used to support children who either have a diagnosis of dyslexia or dyslexic tendencies, such as, coloured wipe boards/worksheets, coloured overlays, coloured exercise books, electronic spell checkers and dyslexia friendly dictionaries, etc.
- School has a "calm zone" (The Rainbow Room) which is to support the emotional well-being of our children.

What extra support we bring in to support our SEN children and meet their needs

- School work closely with a variety of other agencies to support children with SEN.
- The Quality and Effectiveness Support Team (QEST) work with school to provide training for staff and provide support for specific children. They help support early diagnosis and they offer strategies to support the child in the classroom and suggestions for interventions to help children overcome their barriers to learning and make progress to close the learning gap.
- School can make referrals to a variety of professionals, such as, SALT (the speech and language therapy service), OT (Occupational Therapy), EP (Educational Psychologist) and the Early Help Team (social, emotional and mental health difficulties)
- Parents will always be consulted before a referral is made and written consent will always be obtained first. Reports and recommendations made by any professions will always be shared with parents and will form the basis for future Learning Plan targets.
- If a parent feels that they would like their child to be referred to a particular team of professionals, this can always be discussed with the SENDCo, who will support the parents in making the referral if it is deemed appropriate.

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

- We have several before and after school activities and all pupils with SEND are included; we provide anything needed to support their equal access.
- We have regular educational visits. Pupils with SEND are always included in these. We provide anything needed to support their full involvement. Where adaptation is required this is discussed on the teachers' initial visit and where possible adaptations are made.
- We choose visits that are accessible to all.
- We bring in visitors to support the curriculum in dance, art etc and all pupils with SEND are included, we provide, adapt the sessions to support their equal access as required.

How we support pupils in their transition into our school and when they leave us

- We meet with SENCOs from other schools to pass on information prior to transfer.
- We will visit pre-school children in their Nursery setting to glean information on how to support your child once they join us at St. George's.
- We meet with parents and children before children start at our school.
- We give families opportunities to visit and look round the school before their start date.
- We carry out transition activities prior to children moving to secondary school.
- We organise additional visits to support pupils with SEND become more familiar with the secondary school surroundings, particularly where there is a high level of anxiety. This is in agreement with the high school.

How additional funding works

- Schools receive funding within the budget to support meeting the needs of pupils with SEND. School use this resource to meet the needs of pupils through physical resources, adult support, training and external professional support. This is allocated on a needs basis.
- Where a pupil has an EHCP, school may receive top up funding to support meeting the requirements of the plan. This will be dependent on the needs of the pupil.
- School use provision mapping to evidence how funding is used for the whole school and individual pupils where an EHCP is in place or may be required.

Where pupils can get extra support

- At ECSTG, the views of all children are valued. Pupil voice is requested at every stage of the SEND process, for example, on their Pupil Passport or on their Learning Plan. The SENDCo annually seeks the views of children to gain their views about school life and will speak to individual children if this seems necessary.
- In school, children know that all teachers are here to support them, and we encourage children to speak to a familiar, trusted adult if they need support or have concerns. The concern will be reported using the CPOMs recording system and will be followed up by the correct member of staff.

Where parents/carers can get extra support

- Class teachers should always be the first point of contact in school as they know your child the best.
- The SENDCo, Miss Emma Riley, holds a weekly "drop in" session (currently Thursday mornings) where no appointment is necessary. Parents will be seen on a first-come, first-served basis.
- Appointments with the school SENDCo can be made via the school office if you require further advice or have additional concerns that you feel are not met through meeting with the class teacher.
- 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 SEN, 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. They can be contacted at www.point-send.co.uk

What to do if you are not satisfied with a decision or what is happening (for parents)

- Your first point of contact should always be school. This may be the class teacher or the SENDCo. Most concerns and questions can usually be dealt with in this way.
- Should you still have concerns, you should contact the Head Teacher, Mrs Ross.
- If you would like to take your concerns further, you should then ask to speak to a member of the Governing Body. Our SEND governor is Rachael Hawcroft.
- We aim to work collaboratively with parent to ensure that any concerns or issues are dealt with quickly and harmoniously.