



SEND OFFER REPORT 2017

St Peter's Smithills Dean CE Primary is a Voluntary Aided school with a clear approach to meeting the needs of pupils with Special Educational Needs and is supported by Bolton Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

1)What kind of special educational needs do we have provision to support at St Peter's Smithills Dean CE?

As an inclusive school, special education needs and provision can be considered under four broad areas:

- 1)Communication and interaction
- 2)Cognition and learning
- 3)Social, mental and emotional health
- 4)Sensory and/or physical

2) How does St Peter's identify and assess pupils with special educational needs?

When a pupil makes little or no progress, even when teaching approaches are targeted particularly in a pupil's identified area of need, Parents/Carers will be consulted and referral will be made to the appropriate outside agency e.g. Educational Psychologist, Ladywood Outreach.

3a) How do we evaluate the effectiveness of our provision for pupils with special educational needs?

We evaluate the effectiveness of our provision by using the following criteria:

The school ensures that any child's SEND are identified early.

The school exploits "best practice".

We take account of the views of the parents and the child.

Progress is monitored and reviewed at least termly and is good.

There is co-operation between agencies and feedback is positive.

The Governors receive termly reports from the SENCo.

3b) How do we assess and review the progress of our pupils with special educational needs?

Your child's progress is continually monitored by his/her teacher, subject leaders, SENCo and SLT. His/her progress is reviewed formally every term sometimes using standardised test which gives a score which can be interpreted at age expectation. Currently, a National Curriculum expectation is given for each subject. If your child is not ready for the National Curriculum then we will use another scale called "p-levels". The progress of children with a statement of an EHC plan is formally reviewed at Annual Review with all adults involved in your child's education. The class teacher will also check that your child is making good progress within any individual work and in any group that they take part in.

3c) How do we teach pupils with special educational needs?

Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Support staff will also support your child's learning in the classroom. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

3d) How do we adapt the curriculum and learning environment for pupils with special educational needs?

We ensure that equipment used is accessible to all children regardless of their needs. Teachers plan differentiated lessons to meet the needs of all pupils.

3e) What additional support for learning is available?

Type of support provided	Class teacher via outstanding targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> *Ensuring that the teacher has the highest possible expectations for your child and pupils in their class *Ensuring that all teaching builds on what your child already knows, can do and can understand. *Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve using a more practical approach to learning. *Putting in place specific strategies (which maybe suggested by the SENCO or outside agencies) to support your child to learn.
	<p>Specific group work with a smaller group of children. This group may be:</p> <ul style="list-style-type: none"> *Run in the classroom or outside *Run by a member of staff who has had training to run these groups. 	<p>The class teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. They will plan group sessions for your child, targeting areas of development identified to help your child progress and achieve their full potential. A learning support assistant/teacher or outside professional will run these small group sessions using the teacher's plan.</p>

	<p>Specialist groups run by outside agencies e.g. Speech and Language therapy and/or individual support</p>	<p>A child will have been identified by the class teacher/SENCo, or the Parent/Carer will have raised a concern, as needing more specialist input instead of or in addition to excellent class room teaching and intervention groups.</p> <p>Parent/Carers will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward.</p> <p>Parent/Carers may be asked for permission to allow the school to refer their child to a specialist professional e.g. Speech and Language Therapist or Educational Psychologist. This will help the school and Parent/Carer to understand their child's particular needs and be able to support them in school.</p> <p>The specialist professional will work with any referred child to understand their needs and make recommendations, which may include:</p> <p>Making changes to the way a child is supported in class e.g. some individual support or changing some aspects of teaching to support them more effectively.</p> <p>Support to set appropriate targets, which include their specific expertise.</p> <p>A group run by school staff under the guidance of the outside professional e.g. social skills group etc.</p> <p>A group or individual work with an outside professional.</p> <p>The school may suggest that a child needs some agreed individual support in school. School will discuss with the Parent/Carer how the support will be used and what strategies will be put in place.</p>

	<p>Specified Individual Support This is usually provided via an Education, Health and Care Plan. (EHCP) This means that your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available in school. Usually the child will need specialist support in school from a professional outside the school. This may be from the Local Authority central services, such as Ladywood Outreach Team, or outside agencies such as Speech and Language service.</p>	<p>The school or Parent/ Carer can request that the Local Authority carry out a Statutory Assessment of a child's needs. This is a legal process and a Parent/ Carer can find more detail about this in the Bolton LA Local Offer. After school has submitted the request to the Local Authority, they will decide whether they decide if a child's needs (as described in the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case, they will ask the Parent / Carer and all the professionals involved with the child, to write a report outlining the child's needs. After the reports have been submitted to the Local Authority, they will decide if a child's needs are severe, complex and lifelong and that they need additional support in school in order to make good progress. If this is the case they will write an Educational Health Care Plan. If the Local Authority does not think a child needs Statutory Assessment, they will ask the school to continue with the support already in place. A meeting will be arranged in school to ensure a plan is in place to continue to support the child effectively.</p>
<p>3f) What activities are available for pupils with special educational needs in addition to those in accordance with the curriculum?</p>		
<p>After school clubs.</p>		
<p>3g) What support is available for improving the emotional and social development of pupil with special educational needs?</p>		
<p>School are able to approach the appropriate outside agency to make a referral to CAMHS.</p>		
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4) Who are the best people to talk to at St Peters Smithills Dean CE about my child's difficulties (SEN)?	
Staff	Summary of responsibilities
Class teacher	To deliver Quality First Teaching and assess every child's progress.
SENCo – Mrs Woodhouse	<p>Co-ordinating all the support for children with special educational needs (SEND) and developing the school's offer to make sure all children get consistent, high quality response to meeting their needs in school.</p> <p>Ensuring that Parent/Carers are:</p> <ul style="list-style-type: none"> *Involved in their child's learning *Kept informed about the support their child is receiving *Involved in reviewing a child's progress *Involved in planning further appropriate and effective support <p>Liaising with all outside agencies involved in providing support for a child.</p> <p>Updating the register of children who have SEND and making sure there are excellent records of a child's progress and needs.</p> <p>To provide support for teachers and support staff in the school so they can help a child achieve the best possible progress.</p>
Subject Leaders/Senior Leadership Team	<p>They are responsible for:</p> <p>Checking on the progress of a child and working with the class teacher in identifying, planning and delivering any additional help a child may need.</p> <p>Ensuring that the school's SEND offer/policy is followed in the classrooms.</p>
Head teacher – Mrs Lancashire	<p>The Head is responsible for:</p> <p>The day to day management of all aspects of the school, this includes the support for children with SEND.</p> <p>Giving responsibility to the SENCo and class/subject leaders but is still responsible for ensuring that a child's needs are met.</p> <p>Making sure that the Governing Body is kept up to date about issues in the school relating to SEND.</p>
SEND Governor- Mrs Winstanley	<p>SEND Governor is responsible for:</p> <p>Making sure that the necessary support is made for any child who attends the school who has SEND.</p>
5) How are the teachers in school supported to work with children with an SEN and what training do they have?	
<p>The SENCo's role is to support the teachers in planning for children with SEND. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as ASD and Precision Teaching.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Ladywood Outreach.</p>	

6) How are equipment and facilities allocated to support children with special educational needs?

The school budget, received from Bolton LA, includes money for supporting children with SEND.
The Head Teacher decides on the budget for Special Educational Needs in consultation with school Governors, on the basis of needs in the school.
The Head teacher and the SENCo discuss all the information they have about SEND in the school, including:
The children getting extra support already
The children needing extra support
The children who have been identified as not making as much progress as would be expected.
Resources/training and support needed.
All resources/training and support are reviewed regularly and changes made as appropriate.

7) How will the school let me know if they have any concerns about my child's learning in school?

- *When a teacher or a parent has raised a concern about a child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCo.
- * At St Peters Smithills Dean, there are half termly assessments and subsequent pupil progress meetings between class teachers and members of the Senior Leadership Team to ensure all children are making good progress.
- *If a child is then identified as not making progress the school will set up a meeting to discuss this with the Parent/Carer in more detail to:
 - listen to any concerns a Parent/Carer may have too
 - plan any additional support a child may receive
 - discuss with the Parent/Carer any referrals to outside professionals to support a child's learning.

8) How will School consult with my child and involve them in their education?

As part of our approach to teaching and learning for all pupils, we discuss with our children their progress and attainment via, giving verbal feedback and writing comments in their books.

9) How can I let the school know if I am concerned about my child's progress in school?

- If a Parent/Carer has concerns about their child's progress they should speak to their child's class teacher initially.
- *If a Parent/Carer is not happy that the concerns are being managed and that their child is still not making progress they should speak to Mrs Woodhouse (SENCo)
- *If a Parent/Carer is still not happy that the concerns are being managed and that their child is still not making progress, they should speak to Mrs Lancashire (Head teacher)
- * If a Parent/Carer is still not happy you can speak to Mrs Winstanley (SEND Governor)

10) How does the Governing Body involve other people in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?		
Directly funded by the school	Learning Assistants Additional Speech Language Therapy input to provide a higher level of service to the school Additional Educational Psychology input to provide a higher level of service to the school SENCo	
Paid for centrally by Local Authority but delivered in school.	Ladywood Outreach Team	
Provided and paid for by the Health Service but delivered in school	School Nurse Occupational Therapy	
11) Contact details of support services		
Educational Psychologist	01204 338060	
Ladywood Outreach	01204 332972	
School Nurse	01204 463563	
Speech and Language Therapy	01204 462670	
Sensory Support	01204 333120	
12) How will school support a child when they are leaving this school or moving to another year?		
We recognise that “moving on” can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.		
If a child is moving to another school: *School will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for a child. *School will make sure that all records about a child are passed on as soon as possible.		
When moving years in school: *Information about a child will be shared with their new teachers *If a child would be helped by a personalised plan for moving to another year, school will put this in place.		
Local authority’s offer.		
“My Life In Bolton” www.mylifeinbolton.org.uk		