

Bollin Primary School

Special Educational Needs and Disability SEN Information Report



The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

1. What kinds of special educational needs does the school provide for?

In our school, we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children and we aim to achieve excellence through the removal of barriers to learning and participation. We want every one of our children to feel that they are a valued member of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different learning and emotional needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

Children may have additional needs throughout or at any time during their school career and our learning differences policy ensures that curriculum planning and assessment for children with additional educational needs takes account of the type and extent of the difficulty experienced by the child. Learning differences can fall into one or more of the following categories and can all be provided for at Bollin Primary School:

- speech, language and communication needs
- behavioural or emotional and social development
- moderate learning difficulty
- specific learning difficulty
- autistic spectrum condition

- sensory impairments
- medical conditions

A special educational need can be a number of different things. For example, your child may be having difficulties with reading, maths or behaviour, which school can help with by putting extra support in place if necessary and by working in partnership with parents. Learning differences may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

The first person to identify that a child has a learning difference may be:

- yourself as a parent or carer
- the class teacher
- a health visitor
- another medical professional.

Should you have any concerns regarding your child's progress, you should contact your child's class teacher in order to discuss the nature of your concerns. If it seems that your child may have a learning difference, your child's class teacher or the Special Educational Needs Co-ordinator (SENCo) will assess:

- what your child is good at and what they need help with
- what your child would benefit from learning
- how best to help your child learn.

Information about your child's targets and the intended outcomes of any additional support provided will be recorded on a Personal Provision Plan.

Children thought to have a learning difference will be placed on the school's SEN register and receive one of three levels of support:

1. Universal provision - where Quality First Teaching is provided by the class teacher and learning is fully differentiated in order to ensure full access to the curriculum.
2. In school support – where additional support will be provided from specialist teaching assistants within the school or from outside agencies involved

by the SENCo.

3. Enhanced funding – where the need is high, additional funding can be applied for from the local authority and one to one support initiated. This is reserved for “high need, low incidence” cases within the Borough.

The level of support provided for your child may change throughout their time at school. School staff will discuss their concerns with you and whether the level of support offered to your child needs to be increased or decreased.

3. How will both you and I know how my child/young person is doing?

If a child is being supported via “In school provision” there will be a Personal Provision Plan put in place which will outline what the school, the class teacher and/or the SENCo plan to do in order to help your child to learn. This will also include parent/carer involvement as we value collaboration with parents/carers in order to support children in our school. All teachers are fully aware that children learn in different ways and that some children need to “over learn” key facts before they are ready to move on to something new.

A Personal Provision Plan will be written especially for your child and it will include:

- Short term (SMART) targets for your child which are linked to their needs.
- Intended outcomes from the support put in place (what we would like the child to be able to do following the intervention put in place).
- Who will provide the help for your child.
- How often your child will receive the support.
- How and when the progress will be evaluated and reassessed.

A review of your child’s progress will take place three times during the year and you will be invited to discuss progress made with the class teacher. At this meeting it will also be discussed what the next targets should be for the following term.

At Bollin Primary School, we also operate an “open door” policy where members of staff and the SENCo will be more than happy to meet with you either before or after school in order to address any concerns that you may have quickly and sensitively.

4. How will the curriculum be matched to my child/young person’s needs?

At Bollin Primary School, we aim to provide every possible opportunity to develop the full potential of every child. Children with learning differences must be valued as individuals and should be encouraged to integrate fully with their peers, both socially and academically. They must have access to the whole curriculum and at all times, consideration must be given to enhancing the self-esteem of children with learning needs.

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of our school community. Through appropriate curricular provision, we respect the fact that children:

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Bollin Primary School provides a broad and balanced curriculum for all children. When planning teachers set learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean that they have additional needs and require particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children with additional needs have learning differences that call for additional provision to be made. Children may have additional needs at any point in their academic career if:

- they have significantly greater difficulty in learning than the majority of children their age.
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

Children may have additional needs throughout or at any time during their school career and this policy ensures that curriculum planning and assessment for children with educational needs takes account of the type and extent of the difficulty experienced by the child.

The aims of the provision for children with learning differences at Bollin Primary School will be to:

- ensure the earliest possible identification of an additional need.
- involve parents as partners in the additional needs process.
- regularly monitor and review each child's progress and take appropriate action.
- ensure that the school fulfils the requirement of the *The New Code of Practice for SEN (2014)*.
- make clear partnerships with all outside agencies and support facilities.
- cater wherever possible for the full range of special needs within school.

Children with additional needs will be included fully within the curriculum wherever possible, with the provision of support staff and appropriate differentiation in place.

5. How will school staff support my child/young person?

The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk

Provision for children with learning differences is a matter for the school as a whole. In addition to the Interim Executive Board, the school's Interim Headteacher, the SENCO and all other members of staff have important day-to-day responsibilities. ***All teachers are teachers of children with additional needs.*** Teaching such children is therefore a whole school responsibility.

The Interim Executive Board adopt the approved LA Admissions Policy. Bollin Primary School is committed to providing the necessary resources for early identification, assessment and support of all children with additional needs.

All staff should be aware of their particular responsibilities with respect to the Learning Differences Policy. They should seek advice from the SENCO whenever necessary.

The role of the SENCO

SEN arrangements are coordinated by the SENCO whose role includes:

1. Overseeing the day to day operation of the school's Learning Differences policy;
2. Liaising with and advising teachers and TAs, managing these where appropriate, offering advice and support so that they can apply targets and make provision for identified pupils;
3. Responsibility for the documentation within the SEN file, including PPPs.
4. Attending and contributing to PPP review meetings
5. Coordinating and leading Person Centred Reviews.
6. Keeping the head teacher informed about provision, pupils' needs and changes to statutory requirements;
7. Identifying and monitoring areas of need and provision across the school, reporting to the head teacher;
8. Advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
9. Liaising with parents of children with additional needs where necessary.
10. Promoting in-service training of staff both in-house and external.
11. Liaising with external agencies including the Educational Psychology Service, Speech and Language Therapists, Health Services and the schools to which pupils transfer;
12. Managing the SEN TAs.

The role of the teachers

1. Identify pupils of concern and liaise with SENCO.
2. Plan work, with advice from the SEN team where necessary, for pupils with learning differences.
3. Liaise with SEN team to plan work for pupils at additional in school support level.
4. To review and write provision maps when required (supported by SENCO and SEN TA).
5. Direct support from learning support assistants if appropriate.
6. Each member of staff is expected to keep up-to-date with information about children with learning differences that they teach.
7. Liaising with parents of children with additional needs.

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Every member of staff, both teaching and supporting, takes responsibility for meeting the needs of the children with learning differences within their care. All pupils have access to a broadly based and balanced curriculum and regular INSET is held to update staff on issues and initiatives. It is expected that all INSET will have an SEN aspect.

6. How is the decision made about what type and how much support my child/young person will receive?

A graduated response to learning difficulties:

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making *good progress*.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills; and
- demonstrates improvements in the child's behaviour.

Our SEN register follows the following stages and children may be moved on or off the register at any point in line with LA exit guidelines.

- a) Universal provision (for children who are likely to achieve the expected level at the end of year 6):

This approach starts with the class teacher employing Quality First Teaching, such as:

- Teaching includes demonstration, prompts and opportunities for practice
- Differentiation in presentation, pace and outcome
- Co-operative learning in mixed ability groups
- Specialist resources available where required (e.g. coloured overlays for children with Dyslexia)
- Pupils' learning styles are identified and addressed

- Alternatives to copying from the board are in place
- Helpful resources to promote confidence are in place
- Some small group teaching support may be initiated at some points
- “Catch-up” interventions are available where necessary.
- Progress monitored carefully through class based assessments.
- Where specialist advice exists (e.g. speech and language plans) these are implemented within the classroom.

b) In school support:

There will be a range of need within this area of the SEN register which require different degrees of support. The criteria for accessing “In school support” are as follows –

- The pupil is working at a lower level than most of the class – this could be up to 2 year groups below their current age related expectations - for some of the more intensive support.

A pupil moves to “in school support” if, despite receiving outstanding Quality First Teaching (as outlined above), they continue to make little or no progress. The SENCO works with the class teacher to complete forms for referral to outside agencies. The school encourages parents to consult with specialists and outside agencies and the school then seeks to ensure that there is good liaison between the school’s provision and that recommended or provided by the outside agency. A meeting must be arranged with the parents and interested parties in school to discuss the outcomes.

The class teacher, the SENCO and SEN TA must work closely together to provide a comprehensive support programme for the child. The class teacher, SEN TA and SENCO should revise the provision map in consultation with any other professionals involved with supporting the child in school. “In school support” must remain in place and all those involved must keep clear records. Provision maps will continue to be written on a regular basis.

Where “*In school support*” intervention proves successful, the child may revert to *Universal provision*. Again the views of the pupil and parents will be taken into account and parents’ wishes will be respected.

c) Enhanced funding:

For a very small number of pupils, progress at school action plus may still not adequately support their needs. At this point an EHC Needs Assessment from the Local Education Authority can be requested, preferably with the support of the teachers and SENCO and following consultation with the Head Teacher. The SENCO, with the advice of the class and other teachers, will fill in forms outlined by the authority and will liaise with the parents and the authority about

assessment criteria. The school will need to take advice from specialist outside agencies such as the Educational Psychologist, SENAS or SALT.

Enhanced funding is deemed to be necessary when the pupil is working at a significantly lower level than most of the class and the gap is widening – for example, the pupil is working 2 year groups below their current age related expectations and limited progress is being made (evidenced through the plan, do, review process) despite intervention within 'additional in school support'.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

All reasonable adjustments will be made to ensure that children with additional needs are included in any activities outside of the classroom and a full risk assessment will be undertaken should there be any concern regarding the well-being of the child in question.

8. What support will there be for my child/young person's overall wellbeing?

Bollin Primary School has pastoral support in place in the school who are responsible for overseeing the provision for the emotional well-being of children who may be emotionally vulnerable. Bollin Primary School places great emphasis on the care and well-being of its pupils. There is a close liaison with the Education Welfare Officer and with other agencies concerned with health and general welfare. Parents can be assured that personal matters will be dealt with in a sympathetic and confidential way and are encouraged to discuss matters arising outside school which may affect a child's work or behaviour with the Head Teacher, the child's teacher or the pastoral care co-ordinator. Through the pastoral care policy the school aims to:

1. provide a safe, secure and caring learning environment in which children feel supported and valued;
2. help pupils to realise that Bollin Primary School is a community in itself and also part of the larger community so that they develop positive attitudes and behaviours towards themselves as well as in their social relationships with others;
3. promote a positive discipline policy which respects the rights and responsibilities of staff, pupils and parents;
4. provide pupils with the personal, social and life skills necessary for a successful fulfilling and happy future;
5. anticipate and deal with problems which individual pupils might experience in School;
6. ensure that teaching assists pupils to reach their full potential in curricular or extra-curricular activities;
7. provide the necessary support for pupils who experience difficulty (behavioural or learning) drawing on the support of external agencies where appropriate;

8. Develop effective school-home liaison in order to maintain parental support and co-operation.

9. What specialist services and expertise are available at or accessed by the school?

Within school, we are able to offer:

- Speech and Language support
- Pastoral Care Support in our Orchard/Nurture Groups
- Dyslexia, spelling, phonics support
- Fine motor skills support.

When referred to, outside support agencies may include any number of the following;

- SENAS (Special Educational Needs Advisory Service)
- Trafford Specific learning Difficulties Consultant
- Educational Psychology Service
- Behaviour Support Service
- Speech and language Therapy Service
- Visual and Auditory Impairment Advisors
- Educational Welfare Services
- Social Services
- CAMHS (Children and Adolescents Mental Health Services)
- School Nursing Services
- Voluntary Agencies and Organisations
- Trafford Parent Partnership

10. What training have the staff supporting children/young people with SEND had?

The SENCO has completed the National Award for Special Educational Needs Coordination Degree.

In additional, all members of staff in the school are trained in how to write effective provision maps for children with educational needs and have received whole school training regarding the provision in the classroom for children with Dyslexia. This has ensured that the Quality First Teaching in place in all classrooms for children with a learning difference is of the highest quality.

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Any new members of staff joining the school receive SEN induction training from the SEN team within the school. Teachers and Teaching Assistants also have a wide range of qualifications in Autism, ADHD, Pastoral Care, ELKLAN Speech and Language, Down Syndrome, supporting children with visual and hearing impairments and sensory differences.

11. How accessible is the school environment?

Bollin Primary School is committed to challenging discrimination and promoting equality at all levels and in all aspects. The school has in place an Equality Policy in line with the Equality Act 2010 (replacing all existing legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act). The school's Equality Policy makes reference to teaching styles being tailored to the needs of all pupils regardless of their learning differences. The school also has an Inclusion Policy which outlines the school's aim to be a fully inclusive school and the belief that we have that a respect for diversity and uniqueness of the individual should be fostered in all areas of the school community. An Inclusion Statement has been written to be included in all curriculum policies to be added when the policies are due for updating.

The physical environment of the school is highly accessible as it is all on one level and the needs of the children with additional physical needs have been met fully through minor alterations to the toilet facilities (e.g. the addition of hand rails where necessary). The school has undergone full risk assessments by specialist advisors from the local authority in order to meet the needs of the children in our care.

12. How are parents and young people themselves involved in the school?

We feel that Bollin Primary School is a very special and unique school where all children are happy to learn and feel safe which allows them to take risks; this results in all children maximising their potential and being the very best that they can be. The children at Bollin are actively encouraged to be independent learners and to decide for themselves how they learn best and the level of challenge that they need in order to move their learning forwards. Through personalised provision the children are encouraged to access the level of learning at which they feel confident but allows them to operate at a level which pushes their learning forwards. The children are fully aware of how to choose their own level and know that this is dictated by themselves and not the teacher. Staff are dedicated to creating safe learning environments where the children are happy to take risks and also confident in their own abilities, knowing that their contributions are always valued. This results in children of all abilities being happy in their learning and consistently being encouraged to reach their full potential.

The children at Bollin Primary School understand that their "voice" is very important; pupils have the opportunity to participate in different pupil voice discussions surrounding a different of different components within school- behaviour, home-learning, English, Mathematics etc. There are numerous extra-curricular activities which provide the opportunity for children to participate fully in all aspects of school life.

The children are regularly given the opportunity to reflect on their learning and how they can move forward. They are encouraged to work collaboratively and use peer assessment as a frequent tool to sharing ideas and bridging gaps in their knowledge.

The SEN team work in close partnership with parents and have initiated a dedicated SEN email address to facilitate communication with teachers and SENCo as well as specialist TAs.

We have also initiated Parent Forums as an opportunity for the SEN team to share the personalised provision available for the children at Bollin as well as help parents to understand strategies which could be used at home in order to help their child to progress. Parents reported at the last forum (which was learning difference specific) that they found the information provided at the forum invaluable and that they found the strategies suggested for completing home learning tasks extremely helpful. At the last forum the SENCo agreed to order talking buttons for the children to have at home and advised on spell checkers as parents wanted to buy these as a resource for their children to use.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

Where necessary the SENCo will invite outside agencies in to school in order to conduct additional assessments in order to address any learning differences identified in school. Specialist advice is welcomed and any recommendations made are implemented fully. The school will also liaise with the nursing services in order to gain specialist advice in the identification of learning, emotional or medical needs which are causing concern within the school. Parents will always be consulted fully prior to any outside advice being sought.

14. Who can I contact for further information?

If you would like any independent support or advice about any aspect of your child's special educational needs, please contact:

Trafford Parent Partnership Services,

Stretford Public Hall,

Chester Road,

Stretford,

M32 OLG.

Tel: 0161 912 3150/0161 912 1050

E mail: parentpartnership@trafford.gov.uk

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Many children from Bollin Primary School move on to a wide range of different of secondary schools. Over time, we have built a good link with the SENCO at North Cestrian and the schools have a close links as a result. During transition, the SENCO meets with the relevant member of staff from the Secondary School to ensure that all necessary information relating to all of the children in year 6 is passed on to the new schools. The receiving school's SENCo is invited to all year 6 annual review meetings and all documentation is passed on to the new school. Bollin has also arranged additional transition days for children who it is felt are likely to have difficulties on transition and adult support is also put in place to ensure that this process is as smooth as possible.

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This is in place for any child within the school who may become anxious about the transition to their secondary school.

The SENCo ensures that all documentation for any child on the SEN register is passed on to the new school and that a detailed conversation takes place with the SENCo of the new school in order for any transition to be as smooth as possible.

The SEN team has good multi-agency links with SALT, SENAS, and the school nursing service, OT, the EP and CAMHS in order to ensure that the additional needs of any child are met during the transition to a new school.

16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: [@traffordfis](https://twitter.com/traffordfis)

Facebook: www.facebook.com/traffordfis