



Delph Primary School

'to be the best that we can be'

Delph Primary School's SEND Information Report

Our SEND Vision

We are determined to provide a safe, happy and inclusive environment, in which we are all learners together. We are an inclusive school with high expectations for all – we are relentless in our aim for everyone to achieve their full potential and for everyone to have access to our broad and balanced curriculum, through high quality teaching and creative adaptation. Our goal is that all of our pupils, whatever their starting points, are happy, resilient children, who are ready for the next step in their learning journey.

We are learning for life – 'to be the best that we can be' and continue to learn how to meet the diverse needs of all of our learners. We aim to work with 'parents as partners' and value 'pupil voice' when meeting the needs of our pupils. SEND processes and provision will be monitored rigorously, to ensure that our school is continually improving and moving forward with our aim to meet the diverse needs of all pupils with SEND.

We strive to involve all stakeholders at all stages of SEND processes and collaboration between parents, staff, outside agencies, governors and the pupils themselves is outcome-focussed, with the pupils' best interests at the centre.

We aim to provide and deploy resources, including the support of teaching assistants, effectively so that the impact of such spending represents value for money and best outcomes for our pupils and their progress. Interventions are implemented based on evidence and research, and quality continuous professional development is always a key priority for staff supporting pupils with SEND. We firmly believe that every teacher is a teacher of pupils with SEND and therefore our inclusive ethos permeates through all of our improvement foci.

How do we identify individual special educational learning needs?

- ❖ When pupils have identified SEND before they start at Delph Primary School, 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 (see next point). We will share what we discover with you and agree with you what we will do next and what you can do to help your child. This may or may not result in your child being included on our Monitored or SEN list.
- ❖ If our staff think that your child has an SEN, this may be because they are not making the same progress as other pupils. The class teacher will monitor the pupil's progress in school, sharing concerns with all staff that work with the pupil. If concerns continue, then the class teacher will discuss such concerns with the pupil's parents /carers and complete a Provision Map as a way to review their Good Quality Teaching (GQT), ensuring that it is inclusive and addresses all learning differences. This may involve the class teacher setting up some different or extra approaches to help to address the child's difficulty e.g. extra reading sessions, targeted work for completion at home or school, individual reward charts, extra visual cues etc... This will be monitored over at least a six-week period and if the child still continues to make inadequate progress and it appears that there is a barrier to learning, then it may be agreed by school and parents/carers that the pupil should go onto school's SEN list. This is when the Special Educational Needs Coordinator (SENCo) will become involved with the child. This is Mrs Kathy Mair at Delph Primary School. She was awarded the National Award for Special Educational Needs Coordination (NASENCo) in 2011 and is the strategic lead for SEND within the school's senior leadership team. She is also the school's Deputy Headteacher.
- ❖ The SENCo may observe the pupil; assess their understanding of what is being covered in school and if possible/appropriate use relevant assessments to identify what is causing difficulty (i.e. *what is happening and why*). School staff may assess the pupil using the PIVATS tool (performance indicators for value added target setting), which helps to identify the small steps of progress the child needs to develop before better progress can be made.

How do we involve pupils and their parents/carers in identifying SEND and planning to meet individual need?

- ❖ We are child and family centred so you will be involved in all decision making about your child's support.
- ❖ When we assess SEND, 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 to make progress.
- ❖ We are well aware that parents and carers know their child best, and so we listen carefully to and value all contributions.
- ❖ We write and review Pupil Centred Plans (PCPs) with pupils (where appropriate) and parents/carers.
- ❖ We use home learning to repeat and practise activities that are new and present an achievable challenge for the individual pupil.
- ❖ We will support, advise and model when requested how parents and carers can best support their child with learning at home.

How do we adapt the curriculum so that we meet SEND?

- ❖ 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. This is part of our GQT offer.
- ❖ We use additional schemes/materials so that we have something at the right level for pupils with SEN. For example, we use the Read, Write Inc Phonics catch up scheme, Direct Phonics, PAT, Stile Comprehension intervention, The Five Minute Box and Precision Teaching for reading and writing; The Five

Minute Maths Box, Sturn, The Charlotte Clock, Numicon and Third Space Learning Diagnostic Assessments for maths; Talking Partners, Lego Therapy, WellComm, Word Aware, Nessy, Touch Typing, Socially Speaking for language and communication and for personal, social and health education to name but a few.

How do 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) (SpLD); autistic spectrum disorder (ASD); speech, language and communication needs (SLCN); and social, mental, emotional and health (SMEH).
- ❖ We are a dyslexia friendly school and meet the needs of pupils with identified dyslexia or dyslexic type tendencies mostly through high quality, inclusive teaching.
- ❖ We use a number of approaches to teaching and work closely with outside agencies to set up individual programmes of work where necessary. For example, we use the Get Physical intervention to accompany activities set by Occupational Therapists and Physiotherapists in our weekly Physical Skills Project Group, whereby children with fine and gross motor difficulties practise and develop skills.
- ❖ Staff regularly attend training internally and externally so that they can further support the ever-changing needs of specific children with SEND.
- ❖ Interventions/extra support takes place within the classroom where possible, either on a 1:1 or small group basis and where appropriate out of the classroom in a small, quiet room or sectioned off quiet area.

How do we assess pupil progress towards the outcomes we have targeted for pupils? How do we review this progress so that pupils stay on track to make at least good progress?

- ❖ We use PIVATS to assess progress in smaller steps and progress that is moving at a slower pace than the usual National Curriculum expectations.
- ❖ We regularly use staff meetings to get all teachers to assess an anonymous piece of work to check our judgements are correct (moderating).
- ❖ We have a rigorous tracking system in place, that highlights children with SEN, so that staff, including the Senior Leadership Team (SLT) and SENCo can monitor the progress of such children more closely and action more support/changes to support accelerated progress where needed.
- ❖ We check how well a pupil understands and makes progress in each lesson.
- ❖ Our SLT check the progress of pupils every term and discuss what we are doing to make sure all pupils make good progress (*is there anything else we can do?*). Our SLT look very closely at tracking data for all vulnerable groups, including the Monitored Pupil group (children with a Provision Map). These children are monitored closely by the SENCo (although they have no identified SEN), to ensure that the appropriate 'catch up' and 'booster' interventions/support are working.
- ❖ For pupils with identified SEN, teachers discuss progress with parents three times per year, in accordance with the Code of Practice. The SENCo will usually be present for at least one meeting per academic year. Person centred approaches are used in these review meetings.
- ❖ The SENCo mirrors the Plan, Do, Review approach taken when planning to meet pupil outcomes in the annual SEND Audit and Plan. The effectiveness of the provision made for SEND pupils is evaluated and improvement continually planned for.

What equipment or resources do we use to give extra support?

- ❖ We use workstations; picture timetables; wedges; easy grip pencils; wedge cushions for sitting; first and then boards; countdown timers for pupils who need it.
- ❖ We use a range of technology including iPad Apps for pupils with communication difficulties.
- ❖ We use a range of software (*Nessy, Choose It Maker Games, Audacity, Clicker 5, Espresso, Chatterkids App, Google Classroom, TT Rockstars*) to help pupils engage with subjects they find difficult; practise basic skills; become independent learners or record in alternative ways.
- ❖ We use a range of switches for pupils who have physical or sensory needs.
- ❖ We are a fully accessible school, with lifts to get from one level to the next and we have a facilities room, for any changing/toileting needs.
- ❖ An Accessibility Plan is available to read on the school website.

What extra support do we bring utilise to help us meet SEND?

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 get support from local authority services, including QEST's team of specialist advisory teachers.
- ❖ We get support from speech and language therapy (S<) to train our staff; 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.
- ❖ We get support from physiotherapy for pupils who need it. School are unable to refer to this service directly, but can do so through a paediatrician.
- ❖ Together with the pupil where appropriate and the parent, we review the pupil's progress; agree what everyone will do to make teaching more effective and to support learning; agree targets for the pupil's achievement; agree how we will work together and what we will each do; agree a date to review how well the pupil is doing and whether we are making a difference, and what we need to do next. This information is recorded to ensure accountability. This will all take place during a Person Centred review meeting three times per year.

Extra-curricular activities available for pupils with SEND

- ❖ We have a number of before and after school activities, which are often publicised in school and on our school website. Many pupils with SEN choose to be included.
- ❖ We have regular educational visits and residential trips. Pupils with SEND are included wherever possible in these. We endeavour to choose visits that are accessible to all and make adjustments if and when needed/are possible.

How do we support pupils with transition to our school and onto their KS3 setting?

- ❖ 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.
- ❖ We draw up a transition plan with timed actions and accountability.
- ❖ We arrange additional visits to our own school and other schools so that children can familiarise themselves with their new settings.
- ❖ Where appropriate, we set up transition books with the child that includes all information and photographs of their new setting.
- ❖ We work with neighbouring schools to arrange transition groups, enabling children with similar SEN attending different schools to establish relationships, before starting secondary school together.

How does additional funding work?

- ❖ 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 can pupils get extra support?

- ❖ Your views are important and it is important that people listen to them and that you are satisfied with what happens.
- ❖ In Delph Primary School, Mrs Kathy Mair is our designated pupil advocate. Together with the SLT, she will follow up your concern and make sure your views are taken into account.
- ❖ Pupils have access to mentoring sessions in school with either a familiar member of staff and or an external member at times. Mrs Kathy Mair AND Mr Paul Britner are qualified mental health first aiders and Mr Britner leads the Emotional Health and Mental Wellbeing (EHMW) team in school.
- ❖ Staff are highly skilled in making sure that a child's well-being is a high priority and have all participated in 'Wellbeing Conversation' training in January 2022.
- ❖ School also currently have access to a trained counsellor should pupils, their parents and or staff need some sessions.

Where can parents/carers get additional support?

- ❖ A partnership between parents/carers and school i.e. a regular consultation, sharing of information and progress, is vital to the progression of every child's learning, and particularly for children with SEN. There are numerous ways to achieve this at Delph Primary School. In addition to the yearly welcome evenings, parents' evenings, reports, Person Centred review meetings, parents and school staff can communicate by:
 - Commenting/asking questions via the home/school book (EYFS and KS1)
 - Sending notes/letters to and from school
 - Emailing class teachers via info@delph.oldham.sch.uk
 - Requesting an appointment with the class teacher, SENCo or parent
 - Phone calls
 - Since March 2020, many parents have found Zoom/Teams a useful way to meet and liaise with school staff
- ❖ 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 & 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 [Welcome to Oldham SENDIAS Service | POINT \(point-send.co.uk\)](#)

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

- ❖ Your first point of contact is always the person responsible – this may be the class teacher; the SENCo or the Head teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Headteacher, then ask for the school Governor representative.
- ❖ If you do not feel the issues have been resolved, then please refer to school's complaints procedure policy, which can be found at www.delphprimary.co.uk
- ❖ 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
 - Tel: 0161 770 1129
 - cypf.complaints@oldham.gov.uk

- ❖ The [Parent Partnership Service](#) provides independent, individual information and advice for parents of children with special educational needs. Visit [Welcome to Oldham SENDIAS Service | POINT \(point-send.co.uk\)](#)
- ❖ Oldham's Local Offer can be found at [Children and young people with special educational needs and disabilities \(Local Offer\) | Oldham Council](#)

All related policies, including the school's SEND Policy and Accessibility Plan can be found on our school website.