



SS SIMON AND JUDE CE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) INFORMATION REPORT

General Information/Frequently Asked Questions

What is the school ethos/approach to SEN and Disability?

SS Simon and Jude CE Primary School is a fully inclusive school with a clear approach to meeting the needs of pupils with Special Educational Needs and Disability to ensure that all pupils, regardless of their individual needs achieves their best and becomes a confident individual living a fulfilling life.

'Pupils with special educational needs make outstanding progress because of high expectations and excellent support'
OFSTED January 2016.

What should I do if I think my child has a Special Educational Need or Disability?

If you have any concerns regarding any aspects of your child's education, contact your child's class teacher in the first instance. Further discussions with the school SENCO and/or senior leadership team may then be arranged, depending on the nature of your concern. If you have a concern related to a medical or health issue, then you may wish to speak to your doctor or health visitor.

How will I know how my child is doing in school? How will I be involved in discussions about, planning for, and involvement in, my child's education?

At SS Simon and Jude CE Primary School we believe that parents should be kept fully informed about their child's progress. Parents and children are invited to attend Parent Conference evenings in the autumn and spring terms. At these meetings the class teacher, parents and child are able to discuss the progress made and share individual targets to further improve learning. In the summer term parents receive a detailed report which highlights progress made, attainment levels along with progress towards the child's personal learning goals. Parents are able to make an appointment to discuss the report further if they wish to do so. Parents may also request information at any time regarding the progress of their child. School offers all parents a weekly informal drop-in session should they wish to speak to the class teacher. Throughout the year there are opportunities for parents to attend International Primary Curriculum (IPC) exit points so children are able to share their learning from across different areas of the curriculum. In addition children with an Education, Health and Care Plan (EHCP) will have a Person Centred Review Meeting once a year. At these meetings the child, parents, school staff and specialist outside agencies can discuss the progress made over the year, agree new outcomes, targets and actions as well as long term aspirations.

What support will there be for my child's overall well-being?

At SS Simon and Jude CE Primary School the overall well-being of our children is a high priority and is monitored closely by all staff. We are very clear about the characteristics of the children we are helping to develop. There are 8 key attributes that are embedded in all aspects of daily life in order to prepare all of our children for future lives. The 8 personal learning goals that are taught throughout school are enquiry skills, adaptability, resilience, morality, good communication skills, thoughtfulness, co-operation and respect. All children have weekly lessons in PSHE. The school employs a learning mentor who is trained in bereavement counselling, SEALS, child protection level 3 and also as a Webster Stratton Parenting trainer. Time is planned in for the learning mentor to work 1 to 1 or in small groups to support children with additional social and emotional needs. The school has trained first aiders available throughout school to deal with medical incidents. If you are concerned about your child's social or emotional development please speak to your child's class teacher or SENCO.

How does SS Simon and Jude CE Primary School involve children and young people in their education and in the decision making process?

As part of our approach to learning and teaching for all pupils the teacher and child discuss their progress and attainment through one to one Learning Review meetings four times a year. Each child is fully involved, at their level of understanding, in setting their own targets for improvement in reading, writing, mathematics and attitude to learning, helping to identify how they can achieve these targets and evaluating their progress towards the previous targets.

During lessons all children are encouraged to evaluate their progress towards the learning objective, through oral feedback or evaluation faces. Children are encouraged to complete self and peer evaluations during lessons to further improve their learning. Our children value feedback from staff and time is given for children to respond to marking.

Who, outside of school, can I turn to for advice and support?

Bolton Information and Advisory Service (Previously Parent Partnership) is a community-based, confidential and independent information and advisory service for parents/carers of children and young people with special educational needs. **Telephone 01204 848722**

Paediatric Learning Disabilities Team has specialist knowledge, skills and training relating to children with learning disabilities and additional needs. They work in partnership with parents, carers and other agencies to assess health related difficulties e.g. development, behaviour, sleep, continence and to develop management plans.

Telephone 01204 463660

Speech and Language Therapy Service (SALT) will assess, diagnose and develop an individualised programme of care to maximise the communication potential of the children and young people referred to them and under their care. The work involves direct contact with children and young people with communication difficulties as well as their carers and other key people in their lives. Therapists also support children and young people with swallowing, eating and drinking difficulties.

Telephone 01204 462670

School Nursing Service promote and maintain the good health of all school age children and enable them to reach their full potential. They achieve this by working in partnership with parents, children and young people, school staff and other professionals. The School Nursing team can offer advice and support on a range of issues and has links to other services that work with children and families. **Telephone 01204 463683**

Educational Psychology Service offers a professional psychological support service for children, young people, their families, schools, communities and other settings. Educational Psychologist's apply psychological theory and research findings to promote the emotional, social, cognitive and educational development of children.

Email: epstraded@bolton.gov.uk

SEN Strategy and Development

Telephone 01204 338612

Ladywood Outreach Service provides support for children in Mainstream settings. The service caters for pupils with a range of additional needs from 3 to 19 years. They aim to give the pupils the very best support to ensure that they gain the most from the educational experiences offered.

Telephone 01204 333400

Ladywood SpLD Outreach Service supports the inclusion of pupils with a variety of Specific Learning Difficulties (SpLD) in mainstream schools across the Bolton Local Authority.

Telephone 01204 332972

Where can I find information about Local Authority provision for children and young people with SEND?

The publication of a Local offer outlining what provision is available for children and young people in the Bolton area who have SEN can be found at <http://www.localdirectory.bolton.gov.uk/send.aspx>

How should complaints regarding SEND provision be made and how will they be dealt with?

SS Simon and Jude CE Primary School has a complaints procedure to ensure we respond to complaints as quickly and effectively as possible. We value all comments about our school and we will endeavour to address your concerns at the earliest stage possible. A full copy of the School's Complaints procedure can be obtained from the school.

The vast majority of concerns can be resolved informally. There are many occasions when the class teacher, office staff, SENCO or senior teachers can resolve your concerns straight away. If you remain dissatisfied with the outcome the complaint should then be referred to the Head teacher or the Chair of Governors, as outlined in the Complaints Procedure.

What is SS Simon and Jude CE Primary School policy for the identification of needs?

SS Simon and Jude CE Primary School has a clear approach to identifying the needs of children with SEND with the emphasis being on early identification. School assesses each's pupils' current skills and levels on entry to the school, building on information from parents, previous settings and outside agencies, where applicable. Class teachers, supported by the senior leadership team, make regular assessments of progress of all pupils. If a child is making less than expected progress the first response is high quality teaching targeted at their areas of need. Where progress continues to be less than expected the class teacher, working with the SENCO, assesses whether the child has SEND. At this stage additional information and/or assessments may be requested from specialist outside agencies or medical professionals.

How does the school ensure the inclusion of pupils with SEND in activities outside of the classroom?

All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being and development alongside their academic development.

The school has many extra- curricular clubs at lunchtime and after school. These are offered to all children and any responsible adjustments are made to ensure that all children can access the clubs of their choice.

To enrich the curriculum children attend various trips throughout the year. Every effort is made to ensure that all children can fully participate in their trips. Children with additional medical, physical or behavioural needs are included on the trip risk assessment. If required, additional staffing support is provided.

How are equipment and facilities to support pupils secured?

The school budget includes a notional budget for supporting children with SEND. Additional funding is provided for children with additional needs to ensure they are achieving their full potential. Resources, equipment and training is allocated through careful consideration of the SEND Action plan and whole school priorities for improvement.

How does SS Simon and Jude CE Primary school support pupils with SEND during transition?

As this can be a difficult time for any child we try to ensure that all transitions are as smooth as possible.

To aid transition in the Foundation teaching staff will visit parents and children in their own home. Children also get the opportunity to visit their classroom with their parents before a phased transition in September.

To aid transition from year to year children have the opportunity to meet their new teacher on 'Move up morning' and parents have the opportunity to meet their child's new teacher at 'Meet the Teacher Evening'. For children who will find transition particularly challenging, additional transition visits and transition booklets can be set up.

Close liaison is made with schools if a child moves school within the academic year to ensure that all relevant information is fully shared.

In year 6, the class teachers and SENCO liaise closely with secondary schools. Additional transition is set up for vulnerable children or children with high levels of need.

How does SS Simon and Jude CE Primary School support young people with SEND in preparing for adulthood, independent living and the next phase of their education, training or employment?

At SS Simon and Jude CE Primary school there is a clear vision on the types of children we are hoping to develop now and for their future beyond education. Learning focusses on the eight personal learning goals alongside academic attainment.

The school has an enriching curriculum with lots of opportunities to develop their social, emotional and cultural well-being.

Targeted social skills interventions are put into place where required.

How do I get a copy of the school SEND policy?

The school's SEND policy can be found on the Parents section of the School Website <http://www.sssj.bolton.sch.uk>
Alternatively a copy can be obtained by contacting the school SENCO or school office.

Who do I contact for further information?

Contact the school SENCO
Miss Elaine Davies
Tel: 01204 333583
Email: sssjoffice@vantageacademies.co.uk

Details of Provision on offer at SS Simon and Jude CE Primary School to support children with Special Educational Needs or Disabilities

| Area of SEND | COGNITION AND LEARNING | COMMUNICATION AND INTERACTION | SOCIAL, EMOTIONAL AND MENTAL HEALTH | SENSORY AND/OR PHYSICAL |
|--|--|---|---|--|
| <p>How SS Simon and Jude CE Primary school assess whether a child/young person has a SEND</p> | <ul style="list-style-type: none"> - Ongoing formative teacher assessments - Summative teacher assessments (at least 4 times a year) - Monitoring of progress made across a range of subjects - Learning review progress towards targets - B² assessment tool - Dyslexia Screening test, Dyscalculia Screening test and IRLENS screening from LOS SpLD Service - Assessments by Educational Psychology Service - Discussions with parents - Discussions with child - SENCO observations | <ul style="list-style-type: none"> - Ongoing formative teacher assessments - Summative teacher assessments (at least 4 times a year) - Referral to Speech and Language Therapy Service (SALT) for assessments - Speech and Language Therapy assessments in school (Reception) - Information from parents - B² assessment tool - Assessments by Educational Psychology Service - Assessments by Ladywood Outreach Service - Discussions with parents | <ul style="list-style-type: none"> - Boxall Profile assessments - Information from Parents - Observations in class, playtimes, lunchtimes - Behaviour logs - Individual reward and consequences charts - Feedback from learning mentor interventions - Assessments by Educational Psychology Service - Discussions with parents - Discussions with child - SENCO observations - SENCO/ Class teacher discussions | <ul style="list-style-type: none"> - Sensory Support assessments/ reports - Medical assessments/ reports - Discussions with parents - Discussions with child - SENCO/ Class teacher discussions - Age related checks for hearing and vision - SENCO observations in class, playground, PE lessons |

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| | - SENCO/ Class teacher discussions | - Discussions with child - SENCO observations - SENCO/ Class teacher discussions | | |
| | COGNITION AND LEARNING | COMMUNICATION AND INTERACTION | SOCIAL, EMOTIONAL AND MENTAL HEALTH | SENSORY AND/OR PHYSICAL |
| How SS Simon and Jude CE Primary school evaluate the effectiveness of the provision made | <ul style="list-style-type: none"> - Progress tracked each half term in core subjects -Class intervention maps evaluated and reviewed by class teachers - Additional interventions evaluated for impact by SENCO - Observation of interventions by SENCO/ lead teaching assistants - Regular visits from external agencies to monitor progress - Individual provision maps for children with high needs funding to be reviewed and updated regularly | <ul style="list-style-type: none"> - Class intervention maps evaluated and reviewed by class teachers - Additional interventions evaluated for impact by SENCO - Regular visits from Speech and Language Therapy Service to monitor progress of children who receive programmes in school - Observation of interventions by SENCO/ lead teaching assistants - Individual provision maps for children with high needs funding to be reviewed and updated regularly | <ul style="list-style-type: none"> - Class intervention maps evaluated and reviewed by class teachers - Additional interventions evaluated for impact by SENCO - Review of targets - Observation of interventions by SENCO/ lead teaching assistant - Individual provision maps for children with high needs funding to be reviewed and updated regularly -Monitoring of additional behavioural systems set up for individual children - Early Help Assessment meetings | <ul style="list-style-type: none"> - Regular visits from external agencies to monitor progress - Observation of interventions by SENCO/ lead teaching assistants -Individual provision maps for children with high needs funding to be reviewed and updated regularly -Early Help Assessment meetings |

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| | -Early Help Assessment meetings | -Early Help Assessment meetings | | |
| | COGNITION AND LEARNING | COMMUNICATION AND INTERACTION | SOCIAL, EMOTIONAL AND MENTAL HEALTH | SENSORY AND/OR PHYSICAL |
| How SS Simon and Jude CE Primary school adapt the curriculum and school environment for pupils | <u>Curriculum</u> <ul style="list-style-type: none"> - Differentiated planning, learning activities, delivery and outcomes - Teaching assistant/ teacher targeted support in class - Co-operative learning structures - Learning Review System - Structured school and classroom practices - High interest Low ability reading scheme - English and maths intervention groups e.g. Better Reading, additional phonics, Rapid Maths, Rapid Read etc, - Practical equipment/ activities/ games | <u>Curriculum</u> <ul style="list-style-type: none"> - Differentiated planning, learning activities, delivery and outcomes - Teaching assistant/ teacher targeted support in class - Co-operative learning structures - Learning Review System - Structured school and classroom practices - Instructions/ requests repeated, rephrased and reduced - Speaking and Listening Intervention Groups e.g. Talking Partners, Talkabout, Time to Talk, Socially Speaking etc. | <u>Curriculum</u> <ul style="list-style-type: none"> - Differentiated planning, learning activities, delivery and outcomes - Teaching assistant/ teacher targeted support in class - Co-operative learning structures - Learning Review System - Structured school and classroom practices - Whole School Behaviour Policy - Personal Learning Goals - Whole school rewards and sanctions system- 'Good to be Green' - Individualised rewards and sanctions system - Social Stories | <u>Curriculum</u> <ul style="list-style-type: none"> - Differentiated planning, learning activities, delivery and outcomes - Teaching assistant/ teacher targeted support in class - Co-operative learning structures - Learning Review System - Structured school and classroom practices - Flexible teaching arrangements - Staff aware of implications of sensory or physical impairment - Support/ advice from outside agencies - Range of specialist equipment e.g. PE |

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| | <ul style="list-style-type: none"> - Laptops/ tablets - ICT - Writing frames - Coloured overlays/ reading strips - Learning Mentor support - Individualised timetables - Parent workshops and family learning <p><u>Environment</u></p> <ul style="list-style-type: none"> - Visual aids/ use of symbols - Visual timetables - Dyslexia Friendly classrooms - Learning focussed displays | <ul style="list-style-type: none"> - 1:1 Speech and language programmes from SALT -Speech and Language Therapist in Early Years (assessments and specialised support) - Visual aids/ use of symbols - Practical equipment/ activities - Laptops/ Tablets - ICT- writing with symbols/ pictures <p><u>Environment</u></p> <ul style="list-style-type: none"> - Communication Friendly Classrooms - Visual aids/ use of symbols - Visual timetables | <ul style="list-style-type: none"> - PSHE - Circle Time - After School Clubs - School Council - Learning Mentor providing 1:1 and small group interventions - Socially Speaking/ Talkabout interventions - Learning Mentor Parenting support -Parenting Courses (Triple P) <p><u>Environment</u></p> <ul style="list-style-type: none"> -Additional working areas | <ul style="list-style-type: none"> equipment, writing slopes, triangular pencils, roller ball mouse, large keyboards, easy grip scissors, writing slopes etc. - FM system for children with hearing impairments - Dual monitors linked to interactive whiteboard - Individual laptops - Touch Typing - Additional fine and gross motor skills activities - Additional physiotherapy sessions - Additional teaching assistant support during practical lessons e.g. PE, trips <p><u>Environment</u></p> <ul style="list-style-type: none"> - Accessibility of building e.g. ramps, stair lift, disabled toilets, handrails - Outdoor Play areas -Environmental assessments from outside |
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| | | | | agencies e.g. Mobility officer from Sensory Support |
| | COGNITION AND LEARNING | COMMUNICATION AND INTERACTION | SOCIAL, EMOTIONAL AND MENTAL HEALTH | SENSORY AND/OR PHYSICAL |
| What specialist skills/ expertise do school staff have? | - Whole staff trained in Kagan (co-operative learning structures) | - Trained first aiders - ELKLAN trained teaching assistants | - Learning Mentor trained as Webster Stratton Parenting trainer - Learning Mentor trained in SEALS, Winston's Wish, Bereavement counselling and Child Protection Level 3 - Staff trained in Team Teach | |

| | COGNITION AND LEARNING | COMMUNICATION AND INTERACTION | SOCIAL, EMOTIONAL AND MENTAL HEALTH | SENSORY AND/OR PHYSICAL |
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| <p>What training are the staff teaching and supporting pupils with SEN having/recently had?</p> | <ul style="list-style-type: none"> - Whole school training in ASD - Whole school in-house training in Dyslexia -Educational Psychologist advice and support for teaching staff - Ladywood Outreach Service advice and support for teaching staff -Working memory - Working with parents whose children have SEND - Effective Early Help assessments in Early Years | <ul style="list-style-type: none"> - Talking Partners trained teaching assistants -Speech and Language Therapy Service advice and support for teaching staff - Teaching assistants trained by S&L therapists to deliver specific programmes - Whole school training in Selective Mutism - Whole school Communication Overview training - Social Communication and Interaction in the Early Years - Aided Language Stimulation - Supporting Children in Early Years with social communication and interaction needs | <ul style="list-style-type: none"> - Whole School Child Protection training -Whole school PREVENT training - Supporting Children in Early Years with social communication and interaction needs - Creating environments that promote positive behaviour in the Early Years | <ul style="list-style-type: none"> - Sensory support advice and recommendations for teaching staff for children with visual and hearing difficulties - Individual training from physiotherapy and Occupational therapy Service |

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| | | - Developing creativity in teaching autistic pupils: using sensory trails | | |
| | COGNITION AND LEARNING | COMMUNICATION AND INTERACTION | SOCIAL, EMOTIONAL AND MENTAL HEALTH | SENSORY AND/OR PHYSICAL |
| What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/ | <ul style="list-style-type: none"> - Educational Psychology Service - Ladywood Outreach Service -Ladywood SpLD Outreach Service | <ul style="list-style-type: none"> - Educational Psychology Service - Speech and Language Therapy Service - Ladywood Outreach Service - Paediatrician - Specialist medical professionals | <ul style="list-style-type: none"> - School Nursing Service - Health Visiting Service - Paediatric Learning Disabilities Team - CAMHS -Aspire Northwest - Educational Psychology Service -Bridges family Support | <ul style="list-style-type: none"> - Physiotherapy Service - Occupational Therapy Service -Sensory Support Service (Hearing Impaired service & Visually Impaired Service) - School Nursing Service - Health Visiting Service -Paediatrician - Specialist medical professionals - Paediatric Learning Disabilities Team |

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| voluntary sector services) | | | | |
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