

Heybrook Primary School SEND Information Report 2018

Heybrook is an inclusive school and nursery where we value the achievements of every child. We encourage all children to strive for excellence on a daily basis and the staff and children are keen to celebrate personal successes. The learning environment is positive and the children feel valued and safe which means they achieve well.

What kind of SEND do we provide for?

At Heybrook we pride ourselves on being an inclusive school. As set out in the Code of Practice 2014, we provide for the following areas of SEND:

- Communication and interaction – speech and language difficulties, communication difficulties, Autistic Spectrum Condition (ASC) and selective mutism.
- Cognition and learning – moderate learning difficulties and global delay.
- Social emotional and mental health needs – Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory and/or physical needs - visual or hearing impairment or physical disabilities that affect learning.

How do we identify and assess children with SEND?

All children at Heybrook are assessed on a regular basis. Children in the Foundation Stage (Nursery and Reception) are assessed using the Development Matters criteria. Children from Years 1-6 are assessed using Assertive Mentoring. For some children we also use PIVATS assessments (Performance Indicators for Value Added Target Setting). As advised in the Code of Practice, we follow a graduated response system in order to identify those children with SEND. The graduated response involves the following steps:

- Following each cycle of assessments Pupil Progress meetings take place. The Pupil Progress Leader helps teachers and Team Leaders identify children who are in need of additional support.
- Intervention programmes are put in place to support children who are struggling to make progress in line with their peers.
- Teachers will speak to parents about any concerns they have about their child's progress academically and outside school.
- Children who continually fail to progress despite quality first teaching and extensive interventions are identified to the SENCo and placed on the SEND Register.
- When a number of outside agencies have been involved with a child they are also placed on the SEND register.
- Occasionally there are children who start nursery or school who have already had extensive involvement from outside agencies - these children are automatically put onto the SEND register.

When children are on the SEND register they are (broadly) assessed in the same way as their peers. If they are taking part in a personalised intervention programme then, where possible, on entry and on exit data is collected to measure the impact of the programme.

How do we provide for children with SEND?

At Heybrook we have established extensive provision to support children who have been identified as having additional learning needs. The support falls broadly into the categories below:

- **Curriculum and learning environment.** Our learning environment is vibrant and positive with all classrooms displaying a visual

timetable to support learners. There is an expectation that all children will be exposed to quality first teaching which is differentiated appropriately given the need of the class. Some children in school have personalised timetables and other have their own workstations with objects of interest in them.

- **Additional support for learning.** Initially support is provided through targeted, curriculum based interventions. For some children this is not enough and these children will take part in personalised SEND interventions such as nurture groups or social skills groups. In addition to providing appropriate intervention groups, children will also get targeted adult support both within the classroom and outside the classroom in small groups or on a 1:1 basis.
- **Additional activities available for children with SEND.** At Heybrook all children have access to After School Clubs which are provided within our 'wider schools' experience. Children with SEND are encouraged to attend these clubs. Details of the clubs available can be provided on request at the school office.
- **Support for the emotional and social development of children with SEND.** At Heybrook we feel that the emotional wellbeing of all children is key in their ability to thrive in education and eventually become successful adults. We support children's emotional development in a number of ways:
 - Anti-bullying policy
 - Playground Pals
 - School Council
 - School Counsellor who works with the most vulnerable children every Wednesday afternoon
 - Specialist intervention groups (nurture groups, social skills groups)
 - For those children with more complex mental health issues we can refer to Healthy Young Minds (formerly CAMHS)

Who is responsible for SEND at Heybrook?

The current SENCo is Michelle Berry who can be contacted by telephone on 01706 647201 or by email mberry@heybrook.org. Michelle is in her third year as SENCo and this year will be undertaking the National Qualification for SENCos at Manchester Metropolitan University.

How do we ensure that all staff are adequately trained to work with children with additional needs?

At Heybrook the ethos is that every child will be exposed to quality first teaching on a daily basis. We have a high quality teaching staff and feel that their level of expertise allows all children to progress well throughout school. The SENCo delivers regular whole school training which involves updates on legislation and school procedures. Where a further training need is identified (either whole school or specific to a particular adult and/or child) the expertise of outside agencies such as RANS, the local health authority, Speech and Language Therapists, is sought and training provided promptly to those who need it.

How do we secure specialist equipment for children with additional needs?

Specialist equipment is secured on an individual basis and this is usually via Rochdale Additional Needs Team (RANS) or the local health authority. The SENCo and staff at Heybrook work closely with outside agencies to ensure that specialist equipment is available for any child who requires it.

How do we work closely with parents of children with SEND to ensure they are involved in their child's education?

At Heybrook we pride ourselves on having strong relationships with our parents and this is particularly the case with parents of children with SEND. We undertake to:

- Ensure teachers meet regularly with parents at Parents' Evenings.
- Offer an 'open door' policy to parents who wish to meet with their child's teacher or the SENCo.
- Offer an SEND Parent Drop In Session with the SENCo every half term.
- Advise parents immediately if a child is placed on the SEND register.
- Invite parents in for consultation when a child is being assessed by a representative from an outside agency.
- Consult with parents at the start of and throughout the EHCP process.
- Hold Annual Reviews which focus around the needs of the child and the views of the child/parent.

How do we ensure that the views of young people with SEND are considered (where appropriate)?

The child is always at the centre of everything we do at Heybrook. Wherever possible children with SEND are consulted and involved with progress reports, target setting and Annual Reviews. The staff at Heybrook understand that considering the feelings and opinions of the child is paramount in ensuring that we meet their need in the most effective way possible.

How do we deal with parental complaints regarding the provision provided to a child with SEND?

The school works closely with families and is keen to resolve any issues swiftly and effectively. The school's complaints procedure contains the following stages aimed at successfully resolving any issues.

Stage 1: (Informal) The complaint is dealt with at the lowest level possible so if it relates to lack of progress in a subject area, the subject or class teacher responds in the first instance. The complainant needs to feel they have been listened to and all points they raise should be addressed. If the matter remains unresolved the Key Stage Leader or the SENCO may become involved in order to resolve the issue.

Stage 2: (Formal) The complaint is dealt with by the Headteacher

Stage 3: (Formal) The complaint is heard by the Chair of Governors

Stage 4: (Formal) The complaint is heard by the Governing Bodies Complaints Committee

Further information about how complaints are dealt with can be found in the School Complaints Procedure document which is available on the school's website. A paper copy is available on request.

If you would like to contact a child's class teacher, please contact the school office on 01706 647201 (School) or 01706 645435 (Nursery) or email office@heybrook.org.

If you would like to contact the school SENCO please call Michelle Berry on 01706 647201 (School) or email mberry@heybrook.org

If you would like to contact the headteacher, Paul Stanley, please contact the school office on 01706 647201 (School) or email office@heybrook.org.

How do we work alongside outside agencies to ensure that the needs of pupils with SEND and the needs of their families are fully met?

The SENCo has regular contact with the following agencies:

- Health visitors
- The school nurse/Health Visitors
- Healthy Young Minds (formerly CAMHS)
- Speech and Language Therapists
- Specialist teachers
- Educational Psychologists

In addition, contact is made where necessary with paediatricians, social workers and other professionals who may be involved with a child.

What support services are available for parents of children with SEND?

SEN Assessment Team Number One Riverside Smith Street Rochdale OL16 1XU	01706 925981	SEN@rochdale.gov.uk
Children with Disabilities Team Floor 4 Number One Riverside Smith Street Rochdale OL16 1XU	01706 925900	cwg@rochdale.gov.uk https://rochdale.fsd.org.uk/kb5/rochdale/fsd/service.page?id=NXSiZ91jevQ
'The Parents' Forum for Children with Disabilities - Rochdale - Heywood - Middleton and PenninesSEND	07901 854741	parentforum@hotmail.com http://www.rochdaleparentcarersvoice.co.uk/
Family Action SENDDiass (Parent Partnership) Unique Mill Enterprise Centre Belfield Road Rochdale OL16 2UP	01706 515 741	sendiass.rochdale@family-action.org.uk https://rochdale.fsd.org.uk/kb5/rochdale/fsd/service.page?id=gICb-bL0s9s

Other specific parent support can be accessed via the Rochdale Family Service Directory:
<http://rochdale.fsd.org.uk/kb5/rochdale/fsd/home.page>

How do we support transition from or to a new setting for pupils with SEND?

The SENCo has strong links with all feeder nurseries and schools in the local area. For pupils who have been identified as having SEND before they start at Heybrook, we work closely with parents and other agencies who are involved with the child to identify how best we can support them in the nursery or school setting.

As the SENCo oversees the SEND provision at both the nursery and the school setting, transition between these phases is well thought out and done in a way which puts the needs of the child first. Transition visits are arranged and the child has ample opportunity to get to know their new setting in advance of starting in the September.

When children are transitioning to high school the SENCo or a member of the Year 6 team will contact the secondary school SENCo or Inclusion Manager to arrange a meeting prior to transition. Secondary schools often send representatives to come into school to talk to their potential new pupils. Children will get the opportunity to spend a day in their new schools so that they become familiar with their new environment. Relevant paper work is passed on to the new school and staff are made aware of any special requirements, both educationally and pastorally.

For those children with more complex needs, prior to a child choosing a high school the SENCo discusses potential settings with the parents of the child and arranges to visit the chosen schools with the child and their parents. This establishes a relationship between the SENCos which lasts until the child has moved into the new setting. The high school SENCo generally attends the child's Year 6 annual review meeting in order to get an understanding of the child's needs.

Where can the Local Offer be found?

The Rochdale Local Authority Local Offer can be found at:

<http://www.rochdale.gov.uk/schools-and-education/special-educational-needs/Pages/send---the-local-offer.aspx>