



Our Offer for Children with Special Educational Needs and Disability (SEND)

Written and ratified March 2015

Updated March 2017

Updated March 2019

Updated March 2021, ratified June 2021

Updated March 2022, Updated March 2023, Updated February 2024

Review Date: February 2025

How we identify individual special educational learning needs

- When pupils have identified SEND before they start at Burnley Brow, we work with the people who already know your child and use the information already available so that we can meet their needs as soon as they arrive in our school.
- If you tell us, you think your child has a SEND we will discuss this with you and investigate. 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.
- If our staff think that your child has a SEND this may be because they are not making the same progress as other pupils; for example, they may not be able to follow instructions or answer questions. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty (i.e. *what is happening and why*).

How we involve pupils and their parents/carers in identifying SEND and planning to meet them

- We will always involve you in all decision making about your child's support.
- When we assess whether your child may have a 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 write and review SEND Support Plans with parents/carers and pupils.
- We use homework to repeat and practice activities that are new and present an achievable challenge for the individual pupil.

How 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 can learn at their own pace and in their own way.
- We change our teaching methods and use additional schemes/materials/programmes of work so that we have something at the right level for pupils with SEND.

How we modify teaching approaches

- All our staff are trained so that we can adapt what we do to meet the needs of children with range of SEND: We have some staff who are trained to meet the needs of children with specific learning difficulties (including dyslexia) (SpLD); autistic spectrum disorder (ASD); speech,

language and communication needs (SLCN); and social, emotional and mental health difficulties (SEMH).

- We use a number of approaches to teaching: these include ability grouping, mixed-ability grouping, co-operative and independent work, supported class work and interventions (both published and school based).

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress (including how we involve pupils and their parents/carers).

- We use PIVATS to assess progress that is in smaller steps or at a slower pace than that which is expected.
- We regularly use staff meetings to get all teachers to assess an anonymous piece of work to check our judgements are correct (moderating). Some staff also take part in moderating assessments across primary schools in Oldham.
- All class teachers submit progress data to the senior management team every half term.
- We assess how well a pupil understands and makes progress in each lesson.
- Our senior leadership team checks the progress of pupils every term and we discuss what we are doing to make sure all pupils make good progress (*Is there anything else we can do?*)
- For pupils with SEND teachers discuss progress with parents every term or more often, if we believe this will help.

What equipment or resources we use to give extra support

- We use workstations; visual timetables; Picture Exchange Communication System (PECS); countdown timers and special equipment for pupils who need it.
- We use iPads and laptops across the school, whilst those with specific difficulties have more use of them during certain lessons.
- We use a range of software to help pupils engage with subjects they find difficult; practise basic skills and become independent learners.

What extra support we bring in to help us meet SEND: Specialist services, external expertise and how we work together collaboratively

- We offer extra support to children from specialist teachers/support staff to access the curriculum and extra support on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour-related needs; severe learning difficulties; autism).
- We have access to support from local authority services and from other schools within the collaborative, where required.
- We work with the speech and language therapy team (SALT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we think a period of therapy may help them.
- We get support from occupational therapy (OT) for pupils who need assessment for special seating or specific resources to meet their physical disability.
- If a child needs physiotherapy, we ask for support from the physiotherapy team who may work with the child in or out of school.
- Together with the pupil and the parent/carer 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.

Extra-curricular activities available for pupils with SEND

- We have several before and after school activities, which are offered to all children, including those with SEND. We will provide support to ensure their equal access, when necessary.
- We have regular educational visits and a residential in Year 6. Pupils with SEND are always included in these. We provide support for their full inclusion, when necessary. We choose visits that are accessible to all.
- We take part in the annual Ability Sports Roadshow at a local secondary school.

How we support pupils in their transition into our school and when they leave us

- We meet with parents and professionals previously involved with the child before they move to our school or move from our school to a different school.
- We visit the setting the child is coming from.
- All SEND records are transferred to the new school.
- We hold review meetings with the secondary SENDCOs during the Summer Term for Y6 pupils and arrange additional transition meetings to the school where necessary.

How additional funding works

- Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil's 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, school may apply for an Education, Health and Care Plan (EHCP) which would provide more funding from the Local Authority. If this is agreed 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 pupils can 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 school, the head and SENDCO will follow up your concern and make sure your views are taken into account.

Where parents/carers can get extra support

- There are a number of parent support groups.
- 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.

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 SENDCO or the Head teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Head teacher who can arrange for you to meet the designated school Governor for SEND if needed.

- 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

- SENDIASS is short for Special Educational Needs and Disability (SEND) Information, Advice Support Service (IASS) and exists to help parents and carers of children who have, or may have, special educational needs and/or disabilities; and children and young people themselves, in matters relating to their Education, Health or Social Care provision.
<https://www.point-send.co.uk/pages/category/oldham-sendiass>