



Updated November 2018

SEND Information Report – Deeplish Primary Academy

In addition to reading this report and our Local Offer, please do come in and have a look around! We are always here to answer any questions you may have!

1. The kinds of special educational needs and disabilities (SEND) for which provision is made at the school

Deeplish Primary Academy is an inclusive school where every child is valued and makes a positive contribution to the wider life of the school. Deeplish is committed to providing appropriate and high quality education to all children. We recognise that some children face barriers to their learning that may have an impact on their achievement, emotional and social welfare or attendance.

At Deeplish, additional support is provided for SEND pupils in a variety of forms;

- Learning Support Assistants/Teaching Assistants
- differentiated planning and resources
- small group work
- 1-1 support
- access to an extensive array of intervention programmes.

We have a full-time Pupil Support Worker who fosters links with and supports families. In addition to this we also have a Speech and Language Therapist who works in school one day each week to complete assessments with children and support teachers in their planning and provision for these children. She also works with small targeted groups of children, suggests and implements teaching programmes and also provides training and support for staff.

Our school works closely with a range of outside agencies to make sure that all children are able to access the curriculum.

All staff complete training on a regular basis. Designated time is given to SEND at staff meetings in order to keep staff up to date with current SEN issues and practices and additional time is allocated for training needs as they arise.

We provide a huge amount of support for our SEND children and we are continually evaluating and improving this provision. As the needs of our children change, so must our provision. There are currently a number of provision programmes in place in school ranging from personalised 1:1 support, bespoke curriculum differentiation and small group interventions. These are used to ensure that children with a range of needs reach their full potential. These needs include:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical – hearing impairments, sensory processing disorders, diabetes, Febrile convulsions, Heart conditions, Anaphylaxis (Severe allergic reactions) and wheel chairs users.
- Communication and Interaction – Autism, Asperger’s Syndrome, and speech and language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder.

Further information is available in the school’s SEN policy, which is available on the school website, or contact school to discuss anything further with the SENCo Miss Rachel Lloyd or you can visit our website at www.deeplishprimaryacademy.co.uk

2. Information, in relation to mainstream schools and maintained nursery school, about the school’s policies for the identification and assessment of pupils with SEN

At Deeplish Primary Academy we operate a graduated response to SEND offering different waves of support in response each child’s individual needs.

The progress of all our children is closely monitored. Staff are continually assessing and evaluating the impact of their teaching on all pupils. Assessment data from half-termly writing tests, maths tests, and reading comprehension tests, enable the identification of children making less than expected progress.

Causes for concern may arise when progress:

- is significantly slower than that of peers starting from the same baseline
- failure to match or better the child’s previous rate of progress
- failure to close the attainment gap between the child and their peers.

If a child’s progress falls into one of these categories we will then arrange a meeting with parents/carers, the class teacher and SENCo, to discuss concerns and next steps. Further assessments may take place in order to identify the specific area for development. From this point a child will receive additional support, which may take a variety of forms i.e. small group support with a Teaching Assistant, one to one teaching, differentiated curriculum etc.

At the beginning of each term each class teacher completes a Provision Map outlining the needs of every child within the class. Using the resources available intervention programmes are put in place to support needs within the class. Intervention can be whole class, small groups or individually depending on the need always starting with quality first teaching. Intervention groups are more regularly monitored to ensure that they are effective and that good progress is being made. Toe by Toe, Precision Teaching, RWI Phonics groups, Multisensory

Literacy Programme, Accelerated Literacy Programme and extra reading sessions; are to name a few of the interventions that take place in addition to the school curriculum.

The child's progress will continue to be monitored closely. If insufficient progress is made, it may be beneficial to involve outside agencies to carry out further assessments and identify the particular strengths and weaknesses of the child. This may include the involvement of the school's allocated Educational Psychologist, Dyslexia Specialist, Speech and Language Therapist (SaLT) or Rochdale Additional Needs Service (RANS). The results of these assessments will form the basis of the child's provision map, which will then be created to document detailed targets. This will be evaluated at the end of each term, through discussion with the child, the teacher, and the parent. Parents will be invited in to discuss the provision with the class teacher and/or SENCo. Those children who have **significant** difficulties and complex needs may require an Education, Health and Care Plan (EHP). This is a statutory document, which sets out objectives, strategies, resources, and provision required for the child to make progress. There may be extra funding available to assist with this. The same process would take place with a child who is looked after (LAC) although social workers and other professionals would also be involved at the initial meeting. These next steps would form the targets on the child's PEP (Personal Education Plan).

Please see our SEND policy for further information, or contact school to discuss anything further with the SENCo.

3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including
a. How the school evaluates the effectiveness of its provision for such pupils

Deeplish Academy prides itself on providing excellent support for all our SEN children. We provide a wide variety of intervention programmes and additional support, for example:

- Ruth Miskin - Phonics
- Precision Teaching
- Toe by Toe
- Multisensory Literacy Programme
- Accelerated Literacy Programme
- Friendship groups

We expect children to make good progress with this support and evaluate the effectiveness of such interventions by making pre and regular post intervention assessments. Thereby, making sure that individual needs are being met. We track closely the attainment of each child, to ensure that our interventions are having a positive impact on the remediation of the child. We examine trends over time, to establish if we are closing the gap between those children with SEN and those without.

b. The school's arrangements for assessing and reviewing the progress of pupils with SEN

The progress of all children is evaluated at the end of each term. A Pupil Progress meeting also takes place between the SENCo and class teacher to discuss any children who are 'causing concern'. It may be felt that a child requires specific provision on the Provision Map if this is the case parents will always be asked to discuss these next steps with the class teacher or SENCo

For those children who have their own Provision Map, meetings are arranged each term to discuss the content of the plan, evaluate and review the targets and to discuss the next steps.

Children who have a Statement of Education or Education Health and Care Plan (EHCP) have an annual review to discuss the targets set out in the original statement/ EHCP. Professionals from outside agencies may also be invited, alongside the SENCo, class teacher and parents/carers to discuss and review the objectives as set out in the Statement/EHCP.

These are the formal arrangements set out in school, however parents are invited to come in for a chat whenever they have any concerns about their child's progress or well being. The SENCo can be contacted via the school office and has built good relationships with current parents and professionals. It is essential to have good communication between home and school for optimum progress to be made.

c. The school's approach to teaching pupils with SEN

We support the National Curriculum Inclusion Statement, which states:

When planning and teaching, all teachers must set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning. All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Lessons should be planned to ensure that there are no barriers to prevent every pupil achieving.

All teachers at Deeplish Academy:

- set high expectations and provide opportunities for all to achieve
- take account of legislation requiring equal opportunities
- provide equality of opportunity
- take specific action to create effective learning environments
- secure pupil's motivation and concentration
- use appropriate assessment and set targets for learning

For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

Children with SEND

Teachers:

- Take account of the type and extent of a pupil's special educational needs in planning and assessment
- Provide support for communication, language and literacy needs
- Plan, where necessary, to develop pupils' understanding through the use of all available senses and experience

- Plan to enable children to take full part in learning, physical and practical activities
- Help pupils to manage their behaviour, to take part in learning effectively and safely
- Help individuals to manage their emotions, particularly trauma and stress, and to take part in learning

Children with disabilities

Not all pupils with disabilities necessarily have a special educational need. Teachers however, take action to ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication.

Teachers:

- Plan for enough time for satisfactory completion of tasks
- Plan opportunities where needed for the development of skills in practical aspects of the curriculum
- Identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

d. How the school adapts the curriculum and learning environment

We believe every child should be given every opportunity to reach his/her fullest potential. Therefore, we differentiate teaching and learning provision to meet the needs of all our pupils. Children will experience a variety of ways of learning; in small groups, similar or mixed ability pairs, one to one, providing suitable activities for all learning types.

This results in:

- The adaptation of teaching styles to include visual, auditory and kinaesthetic needs
- The adaptation of resources
- The use of guided discovery learning, role-play, multisensory opportunities, maths songs and games
- Use of different support levels
- Use of reward systems
- The consideration of alternative recording methods – presentations, ICT, posters, tape recording facilities etc.

e. Additional support for learning that is available for pupils with SEN

We are lucky to have an experienced group of teaching assistants at our school. They work alongside the class teacher and SENCo, providing invaluable support to all pupils.

We use a wide variety of intervention programmes including;

- Ruth Miskin –phonics catch-up
- Narrative Therapy
- Precision teaching
- Toe by Toe
- Numbers count
- Friendship groups
- Multisensory Literacy Programme
- Accelerated Literacy Programme
- Colourful semantics

These are in addition to providing small group/1-1 support for Numeracy, Reading and Writing throughout the school. Additional resources such as workstations, picture timetables/cues, are also used where necessary.

Every child's needs must be looked at on an individual basis. We have a comprehensive Provision Map which means that staff is deployed across the school to best serve the needs of the children. If there is a need we feel could be managed/supported more effectively we seek support and training from other professionals from the agencies outlined previously.

We also can provide resources for use at home if necessary. If you need to discuss a particular need or specific difficulty, please feel free to come in and speak with the SENCo.

f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum

We have a variety of after school/ extra-curricular clubs, which change from term to term. These clubs are available to all our children (key stage permitting): under the 'reasonable adjustment duty' changes can be made in order to accommodate children with a specific requirement.

We also have regular educational visits for which all children are included. Additional adults are used to support full involvement when necessary. We choose activities, which are accessible to all.

Staff carry out full and detailed risk assessments prior to any visit and specific risk assessments and adaptations are made for children with additional needs as and when necessary.

g. Support that is available for improving the emotional and social development of pupils with SEN

At Deeplish Primary Academy we have a Pupil Support Worker, and a Family Support Worker, who are highly experienced and who skilfully provide additional emotional support to those children who may be struggling with an area of their life. This may be school or home related. We offer Nurture and Friendship groups, which provide opportunities to develop social skills, alongside the promotion of self-esteem.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO

The SENCo – Miss Rachel Lloyd
The Head Teacher – Mr Ewan McPherson

5. Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured

Professional Development is in place for all members of staff at Deeplish Primary Academy. This means that each year staff look at their own training needs. This is carried out by the Senior Leadership Team (including the SENCo). We look at the needs of the children and identify any training which needs to take place.

We have staff trained in the delivery of: Dyslexia programmes, Speech and Language Programmes, Precision Teaching, First Class in Number, Numbers Count, Toe by Toe and Memory Training.

We have experienced staff at Deeplish and provide our children with high levels of support. Staff work very closely with a variety of therapists and our Educational Psychologist. Their support is sought when deemed necessary.

6. Information about how equipment and facilities to support CYP with SEN will be secured

There is a designated budget, which is monitored to ensure 'best value'. On-going monitoring and evaluation together with the strategic planning of SEND ensures that all children's needs are met through careful targeting of both human and material resources.

Please see the 'Accessibility Plan'.

7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child

Parents/guardians are invited to come in to school at the start of each term to discuss their child's progress and also to discuss next steps. If a child has a Statement or EHCP, parents/guardians are invited in to school at the beginning of each term to discuss progress and targets. However parents are welcome to contact school at any time to discuss any issues or concerns they may have; face to face meetings, phone calls, emails– all ways parents can share their views and opinions. In addition to this, there are two parents' evenings and regular family events held in school each year.

Throughout the course of an academic year, questionnaires are sent out to parents to ask for their views and feedback about a variety of issues.

The SENCo is always available to discuss any concerns or needs.

8. The arrangements for consulting young people with SEN about, and involving them in, their education

All children, including those with SEND, play a huge part in evaluating their own progress and help to develop the next steps in their learning. As part of our everyday teaching, children regularly self and peer-assess each other's work and take an active role in setting their own personalised targets.

All children who have a special educational need are involved in formulating their own 'Pen Portrait'. This provides the opportunity for the child to discuss with their teacher, their likes/dislikes, strengths and weaknesses and the targets set. The promotion of 'metacognition' is at the heart of all discussions. We actively encourage children to discover how they learn best, so that they can become more effective learners. At the end of each term, they are asked to give their own feedback and this is recorded on a sheet, alongside the comments of the teacher and the parent/carer. Those children who have a Statement or Education and Health Care Plan are also asked to give their views about their learning and help to set their own targets. This is shared during the annual meetings to discuss their progress and next steps. Provision/resources can be changed /adapted at any time, so if a teacher/parent/carer/pupil suggests an alternative way to achieve a specific target, then this can be done quickly and effectively.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

Stage 1: The complaint is dealt with by the class teacher. If the matter remains unresolved,

Stage 2: The complaint is dealt with by the SENCo. If there is still no resolution,

Stage 3: The Head Teacher should become involved. If the matter is still not resolved, the complainant should put their complaint in writing to the Chair of Governors.

Stage 4: The Governing Body deals with the matter through the agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parents can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children

School works very closely with a range of professionals, including our Educational Psychologist. If a child is causing concern parents will be asked permission for the school to involve the Educational Psychologist. Once a decision, in conjunction with parents/carers, has been made to involve the Educational Psychologist, a referral is made. A date will then be arranged for parents and class teacher to meet with them at school to discuss the child's needs and carry out an initial classroom/playground observation. This may then be followed by a 1-1 assessment and then a final meeting to discuss the outcomes of the assessment and any proposed strategies/interventions to be implemented.

It may be deemed necessary for a child to be referred to our Speech and Language Therapist (SaLT). Again, parents' permission will always be sought. (in the case of a LAC, permission may be given by the carer or the social worker).

As with the Educational Psychologist, both the parents and class teacher will be invited to meet with the SALT to discuss the child's needs and then she will carry out an assessment. A further meeting will be arranged for the findings of the assessment to be discussed and strategies/interventions discussed and put into place.

We also have the facility to seek advice from SEN Support Services. We have good links with Rochdale Additional Needs Service (RANS), who provide invaluable support to school on the best ways to support children with specific learning difficulties such as children with Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and children with hearing or visual impairments.

We work closely with the school nurse and continue to have good links with the community paediatricians and health visitors. Many of our children have been referred to Healthy Young Minds (previously known as: Child and Adolescent Mental Health Services- CAMHS) who provide children and staff with invaluable advice and strategies to meet individual need.

There are times when a family needs to be supported in order to help the child. We are very fortunate to have an experienced and supportive Family Support Worker at Deepdish Primary Academy, who is here to help support parents.

At times a CAF (Common Assessment Framework) may need to be completed. This is an assessment tool which looks at the whole family and helps to identify where the need is and who is best suited to offer support in that area. This is where we need to look at using other agencies within Children's Services to provide skilled support for the entire family, thus helping the child. We also have strong links with the Education Welfare Officer (EWO), helping children and families to improve punctuality and attendance.

The new Education Health Care Plan should help to provide a more holistic approach to supporting children and their families.

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

<p><i>Rochdale Parent Partnership</i></p> <p><i>Unique Mill Enterprise Centre</i> <i>Belfield Road</i> <i>Rochdale</i></p>	<p><i>01706 515 741</i></p>
<p><i>Statutory Assessment Team</i> <i>Floor 4, Number One Riverside,</i> <i>Rochdale</i> <i>OL16 1XU</i></p>	<p><i>01706 925173</i></p>
<p><i>Speech and Language</i></p>	<p><i>01706 837197</i></p>

<p><i>First Floor Callaghan House Cross Street Heywood OL10 2DY</i></p>	
<p><i>Rochdale Additional Needs Service (RANS) Floor 4, Number One Riverside, Smith St, Rochdale OL16 1XU</i></p>	<p><i>01706 926400</i></p>
<p><i>Educational Psychology Service Floor 4, Number One Riverside, Smith St, Rochdale OL16 1XU</i></p>	<p><i>01706 926400</i></p>
<p><i>Child and Adolescent Mental Health Unit (CAMHS) Birch Hill Hospital Union Road Rochdale OL12 9QB</i></p>	<p><i>01706 754349</i></p>
<p><i>Children's Occupational Therapy Department, Callaghan House Cross St, Off Green Lane, Heywood OL10 2DY</i></p>	<p><i>01706 837 093</i></p>
<p><i>Autistic Society Greater Manchester Area 1114 Chester Rd, Stretford, Greater Manchester, M32 0HL</i></p>	<p><i>0161 866 8485</i></p>

<p><i>Cerebra – Parent Support</i> <i>Freepost Address Cerebra (Parent Support)</i> <i>FREEPOST SWC3360</i> <i>Carmarthen</i> <i>SA31 1ZY</i></p>	<p><i>0800 328 1159</i></p>
<p><i>Cool 2 Care – for Families with Disabled Children</i></p>	<p><i>0845 123 5484</i></p>
<p><i>Parent forum for Children with Disabilities</i> http://www.theparentforum.co.uk/contact</p>	<p><i>07901854741</i></p>
<p><i>Children and Young people with Disabilities Rochdale</i> <i>Whitworth Rd,</i> <i>Rochdale,</i> <i>Lancashire</i> <i>OL12 0EX</i></p>	<p><i>01706 925900</i></p>
<p><i>Jigsaw Support Groups</i> <i>Hollin Children Centre</i> <i>Tintern Road</i> <i>Middleton</i> <i>M24 6JP</i></p>	<p><i>Sharon Murphy 07960106190</i></p>
<p><i>My ADDventure</i> <i>ADHD Information and Support Service</i> http://www.myaddventure.org.uk</p>	<p><i>0161 408 3924</i></p>

12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living

Sometimes you will want to plan a longer, more structured transition into the next phase of education for a child with SEN.

Transition from setting to school - EY Team, EPS, SEN Team

Area SENCO Team

Tel: 01706 927862/927863 or 927864

Early Years,
4th Floor, Number One Riverside,
Smith Street,
Rochdale
OL16 1XU

Rochdale Educational Psychology Service,
4th Floor, Number One Riverside,
Smith Street,
Rochdale OL16 1XU

Tel: 01706 926400

educational.psychologyservice@rochdale.gov.uk

RANS Leadership Team,
4th Floor, Number One Riverside,
Smith Street,
Rochdale OL16 1XU

Tel: 01706 - 926400

rans@rochdale.gov.uk

Key Stage 1 to Key Stage 2

Rochdale Educational Psychology Service,
4th Floor, Number One Riverside,
Smith Street,
Rochdale OL16 1XU

Tel: 01706 926400

educational.psychologyservice@rochdale.gov.uk

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4th Floor, Number One Riverside,
Smith Street,
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Key Stage 2 to Key Stage 3

Rochdale Educational Psychology Service,
4th Floor, Number One Riverside,
Smith Street,
Rochdale
OL16 1XU

Tel: 01706 926400

educational.psychologyservice@rochdale.gov.uk

RANS Leadership Team,
4th Floor, Number One Riverside,
Smith Street,
Rochdale OL16 1XU

Tel: 01706 - 926400

rans@rochdale.gov.uk

13. Information on where the local authority's local offer is published

The Local Offer in Rochdale can be found at:

www.rochdale.gov.uk/localoffer