

Limehurst



Community Primary School and Nursery

SEN Report 2017

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What Types of SEN do we provide for?

At Limehurst School we aim to provide access to a full and balanced curriculum for children with a wide spectrum of Special Educational needs, which are frequently interrelated. These areas of need are:

- **Communication and interaction** (eg. Speech and language difficulties, autistic spectrum disorders).



- **Cognition and learning** (eg. moderate, severe or profound learning difficulties characterised by low/very low attainment across the curriculum or specific learning difficulties where there is a mismatch in the child's potential and their actual performance in specific skill areas such as dyslexia or dyspraxia).
- **Social, emotional and Mental Health** (eg. Pupils who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, those with immature social skills; and those presenting challenging behaviours arising from other complex special needs).
- **Sensory and/or physical** eg. Profound and permanent deafness or visual impairment to lesser levels of loss, which may only be temporary (glue ear), physical impairments arising from physical, neurological or metabolic causes including cerebral palsy, spina bifida etc.

How do we identify and assess pupils with SEN?

At Limehurst we are committed to the early identification and intervention of children who may have SEN.

- The class teacher initially differentiates for any children not making satisfactory progress within their class through quality first teaching. If there continues to be concerns a 'Cause for Concern' form may be completed and the class teacher will raise the child with the SENCO in order to establish any additional or different interventions that are required over and above the class differentiated activities. At this point the child will be accessing Wave 1 interventions. Parents will be invited to meet with the class teacher to discuss the causes for concern.
- If the child's needs are greater than his or her peers within the lower ability class group a provision map is allocated and highlighted showing what additional provision that child is receiving. At this point the child will be accessing Wave



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1/2 interventions and may be added to the SEN Support list. Parents are kept fully informed as part of our regular parent meeting process or called in specifically to discuss their child's needs with the class teacher.

- If adequate progress is not made after a substantial period of intervention and review, the SENCO will seek advice from outside agencies.

The child will now be accessing Wave 2/3 interventions and an Assess Plan Do Review form may be deemed necessary to track progress more closely. Parents are kept fully informed at specific termly review meetings of the child's progress regarding his or her IEP targets.) The child is now added to the SEN Support Register.

- If a child is not making adequate progress as shown via regular teacher assessment, SENCO may access support from QUEST and/or the Educational Psychologist via traded services. Also advice and support may be required from LEA services such as, Speech and Language, Occupational therapy, School Health Advisor and Healthy Young Minds.
- In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LEA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an Educational Health Care plan may be issued by the LEA.

Who is our Special Educational Needs Co-Ordinator (SENCO) and how can she be contacted?



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Our school SENCo is Mrs Lucia Taylor. She is available most mornings from 8.15 at the main school entrance and also at the end of the day. Appointments can be made with her for longer/more complex discussions. The school phone number is: **0161 770 3140**.

What is our approach to teaching pupils with SEN?

All class teachers, the SENCO and SEN support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- Differentiation of the curriculum to match tasks to ability.
- Grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- Use of LSAs to provide additional support within literacy and numeracy lessons.
- Small withdrawal group and 1:1 teaching by the SEN staff.
- Accessibility to resources to support pupils with sensory or physical difficulties
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment



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- Peer group support through mixed ability grouping, paired reading and "buddy" systems.
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- Use of SEAL (Social and Emotional Aspects of Learning) programmes throughout the school.
- Access to extra-curricular clubs, and to the social life of the school.

How do we adapt the curriculum and learning environment?

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEN budget.
- The school has experience in supporting children with a variety of needs. School will seek appropriate support for pupils who need specialist advice where needed.

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEN?

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEN budget.
- Individual identified needs are also funded via the main school budget.
- Resources are developed and purchased according SEN pupils identified needs either by School or external agencies recommendations.



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- Whole school interventions detailed in the SEN provision map.

How do we consult parents of pupils with SEN and involve them in their child's education?

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings as well as keeping a chronology of meetings and documentation.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Review meetings will be held termly. There are three parents evenings at which APDR targets can be discussed along with academic progress. Children with an EHC Plan will have a specific person centred review meeting during each term one of which will be their Annual Review meeting.
- Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents, schools, LEAs and others. This is important in enabling anyone with SEN to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.

How do we consult with pupils with SEN and involve them in their education?



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- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their APDRs, discussing their choices, assessment of needs and in the review procedures.
- We encourage pupils to participate in their learning by individual target setting and increased awareness of their individual learning styles.

How do we assess and review pupils' progress towards their outcomes?

- The governing body will, on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEN Policy need to be made.
- The SENCO and SLT monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEN.
- SEN is part of our school self-evaluation arrangements.
- The policy is the subject of on-going review by the SENCo, the teaching and support staff. It is a termly agenda item on the full governors' meeting and there will be an annual report with governors. The named SEN Governor is presently Gemma Carey.

How do we support pupils moving between different phases of education?



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We welcome collaboration between our school and other schools and external agencies. We work in partnership with a range of external agencies eg. LEA, Health, Social Services, QEST, Speech and Language Therapists and Educational Psychologists etc. We follow LEA guidelines for transition of pupils from Year 6 to Year 7. The SENCo regularly attends collaborative meetings with other local schools.

How do we support pupils with SEN to improve their emotional and social development?

Limehurst School support pupils with SEN to improve their emotional and social development through:

- Peer group support through mixed ability grouping, paired reading and "buddy" systems.
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- Use of SEAL (Social and Emotional Aspects of Learning) programmes throughout the school.
- Access to extra-curricular clubs, and to the social life of the school.

What expertise and training do our staff have to support pupils with SEN?

In-service training in Special Educational Needs is identified and linked to the School Development Plan.

We have regular staff meetings where SEN is on the agenda. We also have training and development for all staff at regular intervals in the year.



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- Staff are also kept up to date with information and new legislation.
- The SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.
- There is an induction procedure for NQT's and new staff into the school's policy and procedures for SEN.
- The SENCO has completed the National SENCo Qualification.

Links with Support Services

- Advice and support from outside agencies is available if requested by the school.
- We believe that effective action on behalf of children with SEN depends upon close co-operation between the school and other professionals, e.g. the LEA, SEN support services, health services, social services, etc.

How will we secure specialist expertise?

At Limehurst we work collaboratively with other agencies including QEST, Educational Psychology Services, NHS, Social Services, local schools and any other organisation that will benefit the support and provision of children at Limehurst.

How will we secure equipment and facilities to support pupils with SEN?

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEN budget.
- Individual identified needs are also funded via the main school budget.



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- Resources are developed and purchased according to SEN pupils' identified needs either by School or external agencies recommendations.
- Whole school interventions detailed in the SEN provision map.

Accessibility

Limehurst School is split over two floors. There is easy access through all of the doors both inside and outside, for children with mobility or visual problems. An annual Risk Assessment is carried out to meet the needs of children with visual impairment. There is a lift for children with mobility problems. There is a disabled toilet in the foyer, the nursery and the porta cabin. Risk assessment and emergency evacuation training was carried out during the week commencing 25.09.17. We have 4 members of staff trained in emergency evacuation procedures.

How do we evaluate the effectiveness of our SEN provision?

The Governing Body are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources. The designated governor for Special Needs is Gemma Carey.

- The governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEN Policy need to be made.



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- The SENCO and SLT monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEN.
- SEN is part of our school self-evaluation arrangements.
- The policy is the subject of on-going review by the SENCo, the teaching and support staff. It is a termly agenda item on the full governors' meeting and there will be an annual report with governors.

How do we handle complaints from parents of children with SEN about provision made at the school?

Complaints about the provision or organisation of SEN will be dealt with through the procedures outlined in the whole school complaints policy available from Mr Roberts, the Head Teacher. Limehurst adopted the Oldham LEA guidelines for this. Parents/carers are made aware of the Parent Pupil Service run by Oldham LEA.

What support services are available to parents?

In Oldham the main support service for parents of children with SEN is:

POINT (Parents of Oldham in Touch). This is a forum for parents and carers which provides a wealth of information and support.

Email: enquiries@pointoldham.co.uk

www.pointoldham.co.uk

0161 667 2054



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What is the LA Local Offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refers to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision locally.

Where can the LA's Local offer be found?

The Local Offer for Oldham can be found on the Oldham Council Website or at www.oldham.gov.uk/info/200368/children_with_disabilities

tel: 0161 770 3000

Address: The Civic Centre

West Street

Oldham

OL1 1UT

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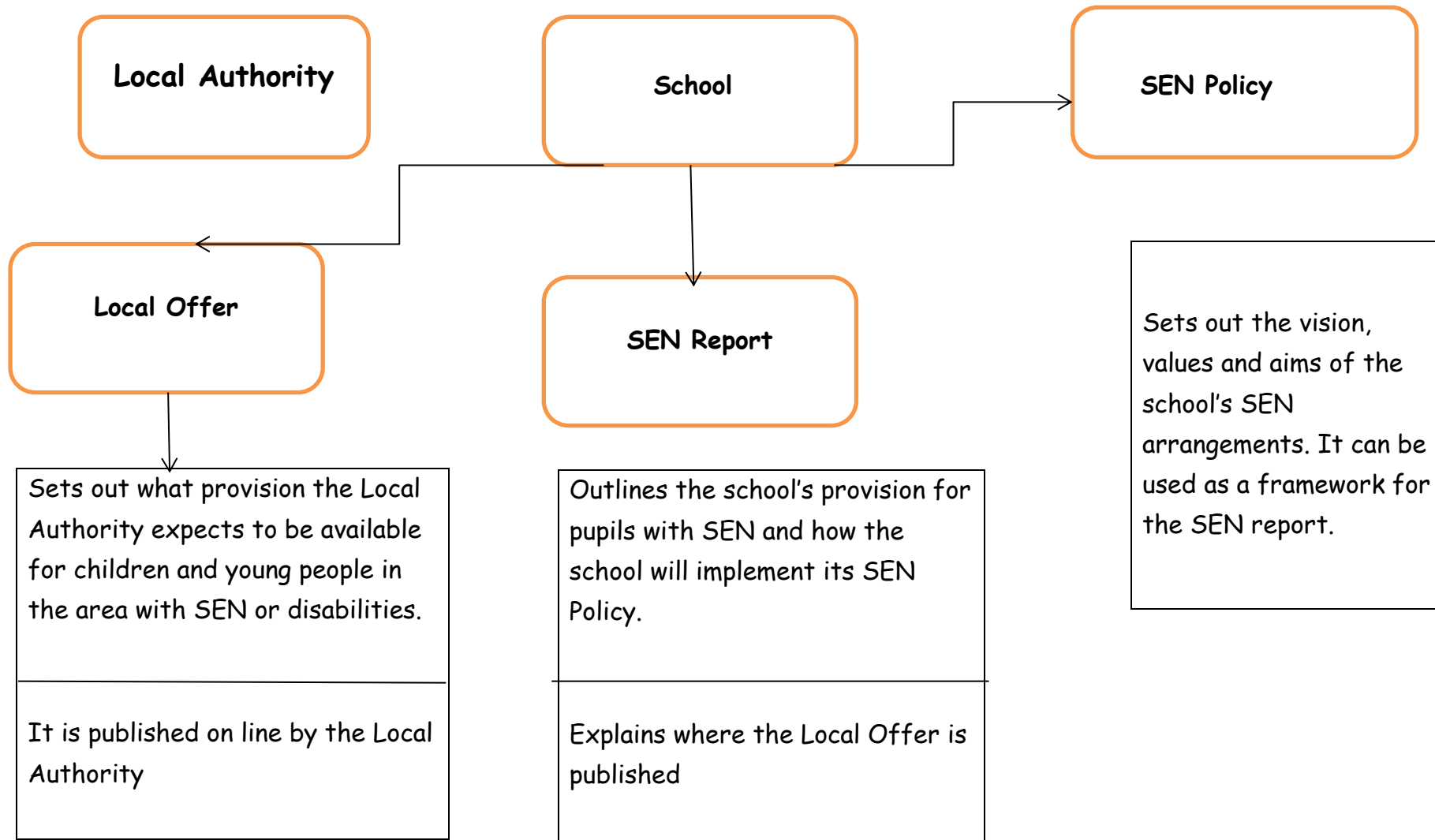


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Limehurst Primary School is part of the Local Offer for Oldham.



What is the difference between the Local Offer and the SEN Report?



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