



SEND REPORT 2018

Eatock Primary is a maintained school with a clear approach to meeting the needs of pupils with Special Educational Needs and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

1) What kind of special educational needs do we have provision to support at Eatock Primary?

As an inclusive school, special education needs and provision can be considered under four broad areas:

- 1)Communication and interaction
- 2)Cognition and learning
- 3)Social, mental and emotional health
- 4)Sensory and/or physical

2) How does Eatock Primary identify and assess pupils with special educational needs?

Classroom or subject teacher working with the SENCO should assess where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness.

They should draw on evidence from a clear analysis of pupil's need such as:

- teacher's assessment and experience of the pupil;
- information on pupil progress, attainment, and behaviour;
- individual's development in comparison to their peers;
- the views and experience of parents;
- the child's own views; and
- advice from external support services.

3a) How do we evaluate the effectiveness of our provision for pupils with special educational needs?

We evaluate the effectiveness of our provision by using the following criteria:

The school ensures that any child's SEND are identified early.
 The school exploits "best practice".
 We take account of the views of the parents and the child.
 Progress is monitored and reviewed at least termly and is good.
 There is co-operation between agencies and feedback is positive.
 The Governors commission external reviews such as "Inclusion Quality Mark" for external validation. (See latest report July 2017)

3b) How do we assess and review the progress of our pupils with special educational needs?

Your child's progress is continually monitored by his/her teacher, subject leaders, Inclusion Lead and SLT. His/her progress is reviewed formally every term sometimes using standardised test which gives a score which can be interpreted at age expectation. The progress of children with a statement of SEND/EHC plan is formally reviewed at Annual Review with all adults involved in your child's education. The class teacher will also check that your child is making good progress within any individual work and in any group that they take part in.

3c) How do we teach pupils with special educational needs?

Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Support staff will support with your child's learning in the classroom. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

3d) How do we adapt the curriculum and learning environment for pupils with special educational needs?

We ensure that equipment used is accessible to all children regardless of their needs. We provide support with homework at lunchtimes. Keywords, visual timetables, visual overlays and literacy resources are used across the school to support learning.

3e) What additional support for learning is available?

<p>Type of support provided</p>	<p>Class teacher via outstanding targeted classroom teaching also known as Quality First Teaching.</p>	<ul style="list-style-type: none"> *Ensuring that the teacher has the highest possible expectations for your child and pupils in their class. *Ensuring that all teaching is based on building what your child already knows, can do and can understand. *Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning etc. *Putting in place specific strategies (which maybe suggested by the Inclusion Lead or outside staff) to support your child to learn.
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	<p>Specific group work with a smaller group of children. This group may be:</p> <ul style="list-style-type: none"> *Run in the classroom or outside *Run by a member of staff who has had training to run these groups. 	<p>Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. She/he will plan group sessions for your child with areas of development identified to help your child make more progress.</p> <p>A learning support assistant/teacher or outside professional will run these small group sessions using the teacher's plan.</p>
	<p>Specialist groups run by outside agencies e.g. Speech and Language therapy and/or individual support</p>	<p>Your child will have been identified by the class teacher/Inclusion Lead (or you will have raised your worries) as needing more specialist input instead of or in addition to excellent class room teaching and intervention groups. You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</p> <p>You may be asked your permission for the school to refer your child to a specialist professional e.g. Speech and Language Therapist, Educational Psychologist & medical professional etc. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.</p> <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. Support to set better targets which include their specific expertise. A group run by school staff under the guidance of the outside professional e.g. social skills group etc. A group or individual work with outside professional. <p>The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</p>

	<p>Specified Individual Support This is usually provided via an Education, Health and Care Plan. (EHCP) This means that your child will have been identified by the class teacher/Inclusion Lead as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available in school. Usually your child will need specialist support in school from a professional outside the school. This may be from: Local Authority central services such as Ladywood Outreach Team and Bolton Behaviour Support. Outside agencies such as Speech and Language service.</p>	<p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer. After school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already in place. After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Educational Health Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p>
<p>3f) What activities are available for pupils with special educational needs in addition to those in accordance with the curriculum?</p>		
<p>Eatock Primary follows the statutory National Curriculum and we also have additional curriculum activities to supplement what we believe to be right for our children. All children are planned into the activities and adaptations are made on an individual basis.</p>		
<p>3g) What support is available for improving the emotional and social development of pupil with special educational needs?</p>		
<p>We are able to work with other agencies to make referrals to CAMHS (Child and Adolescence Mental Health Service) , counsellors and Behaviour Support.</p>		
<p>4) Who are the best people to talk to at Eatock Primary about my child's difficulties (SEND)?</p>		
<p>Staff</p>	<p>Summary of responsibilities</p>	
<p>Class teacher</p>	<ul style="list-style-type: none"> • Focus on outcomes for the child: Be clear about the outcome wanted from any SEND support. • Be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement. • Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them. 	

	<ul style="list-style-type: none"> • Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.
Inclusion Lead- Miss E Cunliffe SENCO – Miss E Cunliffe	<ul style="list-style-type: none"> • overseeing day-to-day operation of school’s SEND policy; • coordinating provision for children with SEND; • liaising with designated teacher where a Looked after Child has SEND; • advising on graduated approach to SEND Support; • advising on use of delegated budget/ other resources; • liaising with parents of children with SEND; • links with other education settings and outside agencies; • liaising with potential next providers of education; • working with head and governors on Equality Act; and • ensuring that SEND records are up to date.
Teaching Assistants	<ul style="list-style-type: none"> • TAs are part of the whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCO to deliver pupil progress and narrow gaps in performance. • It is for schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with parents in the context of high quality teaching overall. • TAs can be part of a package of support for the individual child but should never be a substitute for the teacher’s involvement with that child.
Subject Leaders/SLT	<p>They are responsible for:</p> <p>Checking on the progress of your child and working with class teacher in identifying, planning and delivering any additional help your child may need.</p> <p>Ensuring that the school’s SEND offer/policy is followed in the classrooms.</p>
Head teacher – Mrs Flannery	<ul style="list-style-type: none"> • Should take overall responsibility for implementing the SEND reforms. • Ensure that the SENCO is able to influence strategic decisions about SEND. • Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).

	<ul style="list-style-type: none"> • Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year). • Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEND.
<p>SEND Governor- Mrs L Thomas</p>	<ul style="list-style-type: none"> • Must have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher • Must publish information on the school's websites about the implementation of the governing body's policy for pupils with SEND. • Must ensure that there is a qualified teacher designated as SENCO. • Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan. • Must ensure that arrangements are in place in schools to support pupils at school with medical conditions. • Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
<p>5) How are the teachers in school supported to work with children with an SEND and what training do they have?</p>	
<p>The Inclusion Lead's job is to support the teachers in co-ordinating provision for children with SEND. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, Dyslexia etc. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Ladywood Outreach etc.</p>	
<p>6) How are equipment and facilities allocated to support children with special educational needs?</p>	
<p>The school budget, received from Bolton LA, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.</p>	

The Head teacher and the Inclusion Lead discuss all the information they have about SEND in the school, including,
 The children getting extra support already
 The children needing extra support
 The children who have been identified as not making as much progress as would be expected.
 And decide what resources/training and support is needed.
 All resources/training and support are reviewed regularly and changes made as needed and identified on the provision map.
 The Governors review the Accessibility Plan on a yearly basis and we work with the LA to make adaptations when necessary.

7) How will the school let me know if they have any concerns about my child's learning in school?

- *When a teacher or a parent has raised a concern about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the Inclusion Lead.
- * At Eatock Primary, there are half termly assessments and subsequent meetings between class teachers and members of the Senior Leadership Team to ensure all children are making good progress.
- *If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail, for example;
 - to listen to any concerns you may have too
 - to plan any additional support your child may receive
 - to discuss with you any referrals to outside professionals to support your child's learning.

8) How will you consult with my child and involve them in their education?

As part of our approach to teaching and learning for all pupils, we discuss with our children their progress and attainment via pupil conferencing, giving verbal feedback and writing comments in their books. The child is at the centre of what we do.

9) How can I let the school know if I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's teacher initially.

- *If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to Miss E Cunliffe (Inclusion Lead)
- *If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to Mrs A Flannery (Head teacher)
- * If you are still not happy you can speak to Mrs L Thomas (SEND Governor)

10) How does the governing body involve other people in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

Directly funded by the school	Teaching Assistants Additional Speech Language Therapy
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	Educational Psychology input to provide a good level of service to the school. Behaviour Support Service	
Paid for centrally by Local Authority but delivered in school.	Ladywood Outreach Team	
Provided and paid for by the Health Service but delivered in school	School Nurse/Community Paediatric Nurses Occupational Therapy/Physiotherapy Advanced Practitioner Paediatricians Health Visitors	01204 463318 01204 462468
11) Contact details of other support services		
Inclusion and Statutory Assessment	01204 332016	
12) How will we support your child when they are leaving this school or moving to another year?		
School Admission Arrangements Our school is a Local Authority School and as such we follow the criteria for the LA. Please look on our website under Parents and Admissions for further details.		
We recognise that “moving on” can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school: *We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. *We will make sure that all records about your child are passed on as soon as possible When moving years in school: *Information about your child will be shared with their new teachers *If your child would be helped by a personalised plan for moving to another year, we will put this in place.		
Local authority's offer.		
http://www.localdirectory.bolton.gov.uk/send.aspx		