

SEND Report 2017 - 2018

What does SEND mean?

SEND stands for Special Educational Need/Disability. It is a term used in schools to describe a child who needs extra help with their learning and/or support to access the curriculum.

Alexandra Park Junior School provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Alexandra Park Junior School **does not** have a special need unit attached to the school.

- The school has a Special Educational Needs and Disability policy that sets out how the school will assess and meet the needs of pupils with special educational needs and disability.
- Other policies, including the anti-bullying policy, teaching and learning policy, admissions policy, accessibility policy, pastoral care policies and assessment policy take careful and particular account of pupils with special needs or disability.

How does the school identify children who may have a SEND?

Some children have already been identified before they start at our school. The child's infant school, Health Visitor, or doctor usually have recognised an area of need. If this happens, we work with the people who already know the child, before they start our school, and use this information to plan for the needs of the child in our school environment.

We rely heavily on parents. **YOU** know your child best. If you have any concerns regarding your child's progress or general development, we want to know. We will then work together to plan, do and review to help support your child's progress.

All staff in school observe and assess children regularly. If we notice that your child is not making the same progress in line with their peers, staff fill in a Cause for Concern sheet and discuss with the SENCo or the QEST during surgeries. Recommendations will be discussed around a High Quality Teaching approach and in some cases some extra support is provided (sometimes called a 'booster' or an 'intervention'). You will always be informed if your child is receiving any booster or intervention.

Together we (parents, child and teachers) monitor the impact this over a 6 - 8 week period and if we do not see progress, as we would like, we will arrange a review meeting to discuss the next steps to be taken in supporting your child. All decisions are made together on how we can support the child to make progress.

<p>Alexandra Park's approach to teaching pupils with SEND Provision for SEND pupils includes:</p>	<ul style="list-style-type: none"> • High quality teaching, with appropriate differentiation in place; • Extra adult support in classrooms where appropriate; • Reduced group sizes where appropriate; • Personalised provision through time limited programmes; • Personalised provision through adapted resources and interventions.
<p>What happens if school have a concern about your child's progress?</p>	<p>We will always inform you if we have concerns regarding your child's progress. We have termly parents meetings and various days where parents are invited in to see their child's work. Your child will be categorised as requiring 'SEN support', this means that your child will be monitored half termly with termly meeting with the parent, the SENCO and Class Teacher.</p>
<p>What happens once a child has been identified as needing SEN Support?</p>	<p>Together with parents we identify the main areas of difficulty and set SMART outcomes to focus on. These outcomes will be specific and measurable. We will also set out everything we, as a school, will do to help your child to achieve their outcomes, along with ideas/strategies that you can do at home. You may find them to be a useful way of supporting your child's learning in the home environment</p>

<p>If children require SEN support, what will school provide for them?</p>	<p>Support can be provided in lots of different ways. Some of these include:</p> <ul style="list-style-type: none"> • Focus group sessions in Reading, Writing and Maths. • Activities to develop social interaction with others. • Targeted interventions - following advice from other agencies (e.g. Speech & Language therapists, Educational Psychologists, Occupational therapists, etc.) • Pre/post-tutoring - talking through new topic before and after they are taught, to consolidate understanding. • Extra help in lessons, from the teacher or a teaching assistant. • Using a range of multi sensory resources, e.g. Cubes (to develop understanding of number). • Providing a place for children to 'calm down' if they need it. • Giving children someone to talk to about their feelings. • Support is allocated according to the needs of the child. It sometimes becomes necessary to prioritise children with more complex needs.
<p>How will the curriculum be matched to a child's need?</p>	<p>All staff in school are trained to identify aspects that children find challenging. We then adapt our approach so that children are able to access learning at their level</p> <p>The curriculum /learning environment may be adapted by:</p> <ul style="list-style-type: none"> • groupings that target specific levels of progress; • differentiated resources and teaching styles; • appropriate choices of texts and topics to suit the learner; • access arrangements for tests and or examinations; • additional adult support.

How will school know if the extra support is working?	We monitor children even more closely and regularly assess how well they are doing. We also meet with parents at least termly to review how things are going.
What happens if the support that school provides does not appear to be working?	<p>If this is the case, we will call upon the advice of other agencies, with your consent. These include medical professionals</p> <ul style="list-style-type: none">• The school nurse (Gillian Leigh)• Community Nursing Team• Speech and Language therapists• The Community Paediatrician• Occupational Therapist• Healthy Young Minds (Child and Adolescent Mental Health Service)• Educational Psychologist• QEST (a service who can complete assessments and give more specialised SEN support.)• Jigsaw• Mind• Positive Steps <p>Before any referral is made, we will talk to you about why we think this kind of involvement will be useful. It will not be forced upon you, if you do not agree. The SENCO will go through this with you, if the need arises.</p>

What happens if my child has high level needs that require more specialised support and/or funding?	At this point we will need to consider applying for Statutory Assessment. This is a process where we have to submit evidence to an external panel, to determine whether an Educational Health Care Plan (EHC plan) is a suitable way forward (see below for an explanation of an EHC plan). If this is agreed, and an EHC plan is produced, school will receive additional funding. This funding is used to support your child in reaching their full potential, including adult support, resources, etc. This should hopefully then lead to a faster rate of progress.
What is an Education & Health Care plan?	This is also known as an EHC plan. It is a co-ordinated way that different agencies can come together, to support the child. This replaces a Statement, for any child with high-level needs. Children who currently have a Statement of Special Educational Needs will be transferred onto an EHC plan by 2018.

What training do school staff have, in supporting children with SEN?

Training is based upon the needs of individual staff and individual children. As a school, we make sure that any member of staff who is supporting a child with SEN has access to relevant training and support, so that they are better able to cater for the child's personalised needs.

Recent training has included: Emotional Attachment training, Emotion Coaching.

Miss Varley (SENCo) has successfully the National Award for Special Educational Needs Co ordinator qualification.

Audit of staff expertise in SEN undertaken annually

- * Individual training re: SLCN, ASD, specific learning difficulties;
- * NQT and RQT SEND training
- * Pastoral Mentors who have received various training around child mental health and supporting children.

Will my child be left out of any activity because of his/her SEN?

Alexandra Park Junior School is fully inclusive, which means that we take steps to make sure that **ALL** children are included in every aspect, regardless of a particular difficulty. When arranging trips or activities the needs of **ALL** children are considered.

Support that is available for improving the social emotional and mental health of pupils with special educational needs. Pupils are well supported by:

- An anti-bullying policy,
- Expectations for learning policy
- Teaching and learning policy,
- Admissions policy
- Accessibility policy
- Targeted support for individual pupils.
- Children's Leadership Team
- Pupil Voice
- MIND
- Jigsaw

<p>What happens if/when my child moves to a different school?</p>	<p>School staff will liaise with people from your child's new school and inform them of their needs. We will also explain what steps have been taken to support them, including whether or not external agencies have been involved so that they are ready to support the child once they move on.</p> <p>If it is a Secondary school transition, we will invite parents, and a representative from the new school, to a meeting in school. This will give you an opportunity to ask any questions you might have about how your child will be supported as they move up.</p>
<p>Where can I find out more information?</p>	<p>You can speak to our school SENCO - Special Educational Needs Coordinator (Miss Varley); your child's class teacher; the Acting Headteacher (Mrs Seabright) or the SEN governor in school (Mr Widall). Please contact the school on 0161 770 8321 or info@alexandrapark.oldham.sch.uk.</p> <p>Please find below a link to Oldham's Local Offer - https://www.oldham.gov.uk/info/200368/children_with_disabilities</p> <p>POINT are an advisory service for parents you can find more information at www.pointoldham.co.uk</p> <p>Oldham SEND Information Advice Support Service - www.iassoldham.co.uk</p> <p>Family Information Service - www.oldham.gov.uk/fis</p> <p>You can add your child's details to the Children's additional needs and disability register this means that you will receive updates and alerts when new services and resources added to the Local Offer https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities_local_offer/1042/add_your_child_to_our_additional_needs_register</p>

