

How does the school know if a child needs extra help?

How do you identify pupils with special educational needs?

Radcliffe Hall CE/Methodist Primary School is a mainstream school with a commitment to inclusive practice. When identifying and assessing the needs of pupils with SEND, the school follows the guidance contained within the SEND Code of Practice and its own policy for SEND. The range of actions include:

- Information obtained from a pupil's previous setting or school.
- Discussions with pupil's previous setting, school and/or parents.
- Observation in pupil's previous setting or school by Key Stage Lead or SENDCo.
- Induction sessions involving pupils and parents before entry into Foundation Stage.
- Ongoing assessment of pupils through observation, questioning and learning conversations.
- Close analysis of data including EYFS entry data, half-termly, termly and annual assessments help identify gaps in learning so that targeted provision/interventions can be put in place.
- Termly pupil progress meetings whereby data is used to identify attainment and progress to show whether a child is falling behind their peers and/or whether the child is not progressing as expected.
- Tracking of data using Insight.
- Close liaison with a wide range of outside agencies such as the Educational Psychologist, Community of Practice Team, Outreach Team, Speech and Language therapists, social care, and health professionals.
- Person centred reviews for pupils at SEN support+ and for those who have an Education Health Care Plan.
- Interventions will be put in place where necessary. It is during this 'notice, check and try' period that the impact of this assessment is explored. Pupils who, despite intervention in the 'notice, check and try' period, still are not making progress will need more careful consideration and planning for. A meeting will be held with the SENDCo and class teacher and parents invited to discuss what has been tried so far. The child will then be added to the school's Special Education Needs register and will be recognised as requiring SEND support.
- Based on the outcomes of the meeting, an Learning Passport document will be drawn up to include SMART targets (Specific, Measurable, Achievable, Relevant and Time Bound).
- A Pupil Profile will be created in co-partnership with the child, parents/carers and the school. This will outline the best practise model for supporting the individual child to access education.
- The plan will be shared with parents and the impact measured termly as new outcomes are set.
- Additional provision can be costed based on the support given and the frequency.

What is the school's approach to teaching pupils with Special Educational Needs?

How will staff support a child?

Who will oversee and plan the education programme?

Who will explain this to me?

What support is available for improving emotional, mental and social development of pupils with SEND?

How are School Governors involved and what are their responsibilities?

As an inclusive school, we recognise that pupils learn at different rates and that there are many factors affecting achievement. Therefore, we aim to identify needs as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. Pupils with SEND are educated in the classroom as part of the Ordinarily Available Inclusive Provision but will receive intervention and support by teachers and teaching assistants on a personalised and individual level. The SEND Code of Practice recognises that every teacher is a teacher of SEND. Class teachers have responsibility for progress of all pupils in their class. The needs of pupils with SEND should be reached via the inclusive classroom.

Radcliffe Hall CE / Methodist Primary School will provide for any pupil with SEND across the four broad areas of need:

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

We provide for all pupils with SEND in a variety of ways depending on the individual needs of the child so that they are able to participate fully in the curriculum and assessment activities.

- We operate a pre-graduated approach in the form of notice, check and try.
- We operate a graduated approach in the form of assess, plan, do and review.
- Resources and teaching are scaffolded according to the child's individual needs.
- Teaching is planned to accommodate all learning styles.
- Teaching assistants work alongside the class teacher to support pupils with SEND individually or in small groups and to facilitate the class teacher to work with pupils with SEND, so that there is an emphasis on inclusive quality first teaching for all pupils.
- Pupil's groupings are varied according to the task to promote engagement, learning and self-esteem.
- Use of adapted resources if required e.g. table top visual timetables, task sheets, use of individual laptops and individual behaviour reward systems.
- Recommendations from outside agency assessments and observations are implemented.
- Teachers plan to enable pupils to take full part in learning, physical and practical activities.
- Activities are planned to support pupils in managing their behaviour and to take part in learning effectively and safely.
- Activities are planned to support pupils to manage their emotions, particularly trauma and stress, and to take part in learning.
- Where relevant, social stories are implemented to lessen anxieties and create a safe and secure environment to learn.
- The school has a SENDCo and pastoral mentor whose time is dedicated to removing barriers to learning and supporting the emotional well-being of both pupils and families.
- We offer a personalised and targeted nurture provision for pupils who require additional support before school as well as during less structured times, such as playtimes and lunchtime.
- We offer a personalised learning provision (inclusion & specialist bases) for identified pupils who require additional support that is additional to and different from our mainstream offer.
- Every Child Matters meetings take place with the SENDCo, SLT, staff, multi-agencies and families at any time to ensure needs are addressed and support is provided at the right time.
- We have a pastoral system in place and additional support is available for pupils who are vulnerable and those that experience a range of emotional, social and mental health difficulties; all staff are available to listen to any concerns pupils may have..
- The pastoral team (Pastoral Lead, Pastoral Support TA and SENDCo) meet on a half termly basis to review pupils currently accessing pastoral support and identify pupils who require support ensuring this is a priority.
- Our pastoral support TA works with pupils individually or in small groups where necessary e.g. friendship groups, matters of anxiety, self-esteem or bereavement.
- We have a robust safeguarding policy in place.
- The headteacher and all staff have a pastoral role and continually monitor the emotional health and well-being of all our pupils.
- Support for identified pupils before school and during less structured social times e.g. playtime and/or lunchtime.
- Collaboration with outside agencies/services such as the Educational Psychologist, Outreach Team and social care.

- Consultations involving parents, pupils and staff as part of the assess, plan, do, review process for pupils experiencing difficulties in these areas.
- Adherence to our behaviour policy and school rules (Ready, Respectful, Safe).
- All pupils are taught to use the five-finger tell to enable them to sort minor disagreements out independently.
- All pupils are supported to identify their five trusted adults, in school and outside of school.
- Implementation of 'My Happy Mind' from Nursery through to Year 6 as a tool for delivering a broad and balanced approach to understanding Personal, Social and Emotional Development. This is a Ordinarily Available Inclusive Provision offer for all pupils and is inclusive of pupils with SEND. Pupils with SEMH (Social, Emotional and Mental Health) difficulties relate what they have learned about the brain during these sessions, and it supports pupils self-regulation.
- Anti- bullying Policy, any issues acted upon immediately in line with school policy.
- Teachers plan for enough time for satisfactory completion of tasks.
- Teachers plan opportunities where needed for the development of skills in practical aspects of the curriculum.
- Teachers identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals.
- SENDCo arranges for outside agencies to observe an individual and meet with relevant adults to ensure scaffolded learning is in place.
- SENDCo receives and ensures advice is implemented by teachers from outside agencies to support requirements.
- There is a link SEN governor and Inclusion LAC Member who meets with the SENDCo on a regular basis and reviews the procedures in school.

Not all pupils with disabilities necessarily have special educational needs. Teachers do act however, 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.

How will the school adapt the curriculum and learning environment for pupils with Special Educational Needs?

How will the curriculum be matched to my child's needs?

What are the school's approaches to differentiation? How will that help my child?

Pupils are supported in fully accessing the curriculum according to need. Teachers focus on adaptive teaching in their planning, ensuring that work is appropriate for the individual needs of every child. They work hard to ensure that all pupils are able to access the curriculum.

Adaptations to the curriculum are made through:

- Grouping
- Adaptive teaching providing accessible learning content for pupils with SEND
- Review, teach, practice, apply model
- Engaging question-based curriculum
- Pace adapted according to need
- Alternative recording methods e.g. scribing, use of ICT, mind-mapping, photographs
- Scaffolding of materials and resources specific to pupil needs
- Teacher and teaching assistant support
- Location of small group work may take place outside of the classroom where appropriate
- Use of physical prompts and aids as required
- Learning environment with learning prompts and working walls
- Intervention work focused on specific need

The school provides bespoke, personalised learning interventions for individuals and groups of pupils to ensure they make progress. Specific interventions used in our school include, but not exclusive to:

- Junior Learning Phonics
- ELKLAN
- WELLCOMM
- Social Skills programmes
- Coordination and motor skill work
- Memory Magic
- Lego Therapy
- Attention Autism
- The Anger Gremlin
- The Anxiety Gremlin
- Play Therapy
- The 5 Minute Box
- The Number Box
- Theraputty
- Motor Skills United
- Jump Ahead
- Implementation of outside agency advice and reports e.g. Occupational Therapy or SALT

How is expertise secured for teaching staff and others working with children with Special Educational Needs?

Are there specialist staff working at the school and what are their qualifications?

What training do staff who support children with SEN undertake?

What other services does the school access including health, therapy and social care services?

- Phase 1 SENDCo has NASENCo qualification
- Phase 1 SENDCo attended 2-day Trauma and Mental Health-Informed Schools Senior Leads Training delivered by TISUK
- SENDCo achieved Level 3 ELKLAN accreditation
- SENDCo engages with half termly support offered by Bury SENCo Network
- Phase 2 SENDCo/Deputy Headteacher completing NQP for SENCo
- Headteacher with SENDCo experience
- Deputy Headteacher has senior mental health lead qualification
- Pastoral Lead has Trauma Informed Schools UK diploma
- Junior Learning Phonics trained staff
- ELKLAN trained staff
- WELLCOMM trained staff
- Trauma Informed trained staff
- Team Teach Level 1 trained staff
- All staff access relevant training via The National College
- The school work closely with a range of outside agencies including; the Educational Psychologist, Community of Practice Team, Outreach Team, Speech and Language therapists, social care, and health professionals to secure specialist expertise and/or support.
- Additional training for staff is secured where necessary; this may be delivered in school by the SENDCo or by external training sources such as specialist teachers or healthcare professionals.
- Identified staff are trained by medical agencies to ensure they have a sound knowledge of individual medical procedures and requirements.
- Continued communication with school nurse, or relevant healthcare professional, to ensure all medical requirements are shared and healthcare plans developed.

How will progress of children with Special Educational Needs be assessed and reviewed?

How will parents/carers be involved in this review?

In addition to normal reporting arrangements what opportunities will there be for parents to discuss progress with school staff?

How will school explain to parents how their child's learning is planned, and how a parent can support learning outside of school?

How and when will a parent be involved in planning for their child's education?

For pupils identified as requiring additional support termly tracking of progress is carried out by the headteacher, senior leaders, SENDCo and class teachers. Individual outcomes set out in Learning Plans are reviewed and refined termly following assessments. For specific pupils Learning Plans are reviewed on a more regular basis. School has an open-door policy and encourages parents to discuss any SEND concerns with the SENDCo and/or class teacher.

- Progress is discussed with pupils which helps establish effectiveness and next steps.
- Where relevant, parent's view of effectiveness is valued during Every Child Matters Meetings.
- Teachers liaise with parents at the beginning of each term to evaluate the previous targets and share next steps in the form of new targets.
- Professional's meetings, where relevant, take place to discuss the effectiveness of provision and advice from outside agencies is implemented to inform future targets.
- Parents Evenings are held and are a celebration of the child's achievements, these meetings are additional to the meetings where provision is discussed.
- Pupils with an EHC Plan have a formal annual review during the school year. Parents are provided with information about this several weeks before and are invited to attend. The views of the pupil are sought before their Annual Review meetings and are included as part of their review.

How will the effectiveness of the school's special educational provision be assessed and evaluated?

How does the school know how effective it's arrangements for children with special educational needs is?

The progress of all pupils, including pupils with SEND, is monitored regularly via the school's tracking system, Insight. Data is used to identify attainment and progress to show whether a child is falling behind their peers and/or whether the child is not progressing as expected. The robust tracking system ensures gaps in learning are identified quickly so that targeted provision/interventions can be put in place.

- Quality of teaching and pupils' learning is monitored through lesson observations, learning walks and drop-ins.
- Book scrutiny by the Senior Leadership Team, the school SENDCo and Subject Leaders.
- Learning conversations with pupils.
- Progress of pupils with SEND is monitored on Insight.
- Analysis of termly progress is made during meetings between the Headteacher and class teachers during this meeting progress, barriers to learning and what further support can be given are discussed.
- School follows the pre-graduated (Notice, Check and Try) and graduated (Assess, Plan, Do, Review) approach.
- Annual person-centred reviews of those pupils who have an Education Health Care Plan.
- Parent and pupil voice.
- Targeted interventions carried out involve an entry and exit assessment to assess and review progress.
- School works alongside outside agencies to ensure an initial assessment is completed to establish needs, for example Speech and Language therapy. Opportunities given to review success of programme, and feedback given to all parties to inform future provision.

How can children with Special Educational Needs access the school’s facilities? What activities are available for children with Special Educational Needs to access in addition to the curriculum? <i>How accessible is the school environment?</i> <i>How will a child with SEND be included in activities outside the classroom, including school trips?</i> <i>Will the child be able to access all of the activities of the school, and how will school assist them to do so?</i>
The school’s Accessibility Plan evidence how access is to be improved for disabled pupils, staff and visits to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. • The school is wheelchair accessible, but the school would need to review any application on a case-by-case basis to determine whether we could accommodate a child’s needs even after reasonable adjustments. • Laptops/iPads are available for pupils with SEND where appropriate and a wide range of subject specific aids are used including; visualisers in English, different size and coloured balls in Physical Education, different fonts and coloured overlays. • Advice is sought from outside agencies regarding equipment required to support a child. • Low-cost specialist equipment can be purchased by school. • In some instances, a request to the LA for highly specialised and costly equipment may be required. We are a fully inclusive school and all activities are available to those pupils with and without SEND. • Risk assessments are carried out prior to all educational visits and procedures put in place to enable all pupils to participate. • Where necessary, parents/carers are consulted over prospective trips and if an intensive level of 1:1 support is required they may be asked to accompany their child during the activity. • A range of extra-curricular activities are available throughout the year such as sporting clubs, choir and skill-specific clubs e.g. drawing club.

Transition <i>How will the school prepare and support a child to join the school, transfer to a new school, or move to the next stage of education?</i> <i>What information will be provided to his/her new school?</i>
• Transition meetings with all interested parties prior to attending new class/school, during these meetings all information is shared to ensure a smooth transition. • Information is obtained from a pupil’s previous setting or school. • Discussions with pupil’s previous setting, school and/or parents. • Observation in pupil’s previous setting or school by Key Stage Lead or SENDCo. • Induction sessions involving pupils and parents before entry into Foundation Stage. • Use of social stories to reduce any anxieties and prepare child for a new setting. • Pupil Profiles created for pupils with SEND incorporate consultation with the child, parent and school. • Additional move up sessions for pupils when transitioning to new year group (if required). • Liaison meetings held between current class teacher and next class teacher before yearly transfers. • Transition booklets are created for all pupils with social communication difficulties. • At the Year 6 Annual Review, representatives of the receiving high school are invited to attend. • Additional visits to high schools in Year 6 are attended by the child and where relevant a member of staff from school so that follow up work can be carried out. • Attainment and progress data plus information on behaviour, attendance, health needs and social care is passed to any receiving school. • Liaison meetings between the Radcliffe Hall SENDCo and receiving school SENDCo are held.

Who can parents contact for further information?

If a parent is considering joining the school they should contact Mrs Cook, Headteacher, who will discuss any initial enquiries and arrange for them to visit school where appropriate.

Miss Garvey & Mrs Cuthbert (SENDCos) are also available to answer any questions parents may have about SEND provision at Radcliffe Hall CE / Methodist Primary School.

Parents of pupils with SEND can contact any member of staff or the SENDCo directly to discuss any concerns or issues they have with SEND provision.

- Phone call: 0161 724 4928
- Email: radcliffehall@bury.gov.uk

Parents and carers of children with additional needs or disabilities who would like some advice or support can follow the link to the Bury Directory:

- <https://www.theburydirectory.co.uk/kb5/bury/directory/home.page>

Parents and carers of children with additional needs or disabilities who would like to see what support is on offer can follow the link to Bury Local Offer:

- <https://theburydirectory.co.uk/send-local-offer>

Parents and carers of children with SEND who would like to receive information, advice or support can follow the link to Bury SENDiass:

- <https://www.barnardos.org.uk/get-support/services/bury-sendiass>

For further or more detailed information about the four broad areas of need in SEN, the four-part cycle school will implement for children on SEND Support and the steps involved in requesting an Education Health Care Plan, please see the Special Educational Needs and Disability Code of Practice: 0 to 25 years document which is available to download from the Department for Education:

- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>