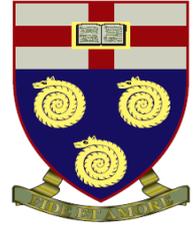


A Christian School: one family, learning with love, excelling through faith



Special Educational Needs and Disability SEND Information Report

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEND. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

What kinds of special educational needs does the school provide for?

At St Hilda's, we provide for children of varying needs. This is done through a number of methods depending on the nature of those needs. A child is classed as having special educational needs if he or she has educational needs that call for provision to be made which is significantly different from or additional to the differentiation within the teacher's planning for children of the same age.

A child has special educational needs if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA.
- Is under compulsory school age and falls within the definition at a) or b) above (or would do so if special educational provision was not made for him or her).

Special education provision means:

For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

For a child under two, educational provision of any kind.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

All staff will have due regard for the Special Needs Code of Practice when carrying out their duties towards pupils with special educational needs, and ensure that parents are made aware of SEN provision which is being made for their child.

How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

Needs are identified and tested by the school in different ways. The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction (speech and language difficulties or autistic spectrum disorders)
- Cognition and Learning (general or specific).
- Emotional, social and behavioural development.
- Sensory and/or physical (hearing difficulties, visual impairment, physical and medical difficulties).

The SEN Code of Practice 2014 makes it clear that 'all teachers are teachers of pupils with special educational needs.'

We have a rigorous and robust internal tracking system which allows us to closely monitor the progress of our pupils individually, We also use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Children's performance judged to be below age related expectations.
- Health diagnosis through a paediatrician
- Standardised screening or assessment tools
- Screening /diagnostic tests



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- Reports or observations
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results

This ensures that pupils' needs are being met and any children who require additional support are identified early so that interventions or specialist resources can be implemented quickly and effectively. Any concerns which **staff have** about a child's development or progress will be discussed with parents and next steps identified together.

Parents/carers are actively encouraged to discuss any concerns they have with their child's class teacher. The SENCO and Assistant SENCO are available for additional advice and support.

The school has developed strong links with external agencies that work with the school to identify and support children who have specific or complex additional needs. We work closely with parents and other professionals to ensure the best possible outcomes for our children with special educational needs.

How will both you and I know how my child/young person is doing?

Parent consultations are held in the Autumn and Spring terms. Individual progress reports are sent home termly which provide your child's current levels of attainment along with their targets.

Individual Education Plans (IEP's) are created and reviewed by the class teacher, pupil and parents with input and support from the SENCO. These are updated and reviewed termly.

Teachers are available before school and after school to hold informal and formal discussions about your child's progress.

Annual Reviews are held every 12 months to assess the progress of children who have a Statement of special educational needs or EHC plan.

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

Our school understands the importance of differentiation in enabling children to access the curriculum. Of course, provision made to meet children's needs, is dependent upon the nature of those needs, as well as any funding given to support them, but our aim is to give the most appropriate support possible to ensure that children can fully access the curriculum.

The curriculum may be differentiated in terms of content, additional adult support, (including discreet group support both in and outside of classes), peer support, class teacher support and one-to-one support where appropriate.

Additional resources may be made within ICT. We have a range of equipment including Alphasmarts, laptops, iPads, digital cameras, dictaphones, video cameras and Clicker to support the recording of the curriculum.

How will school staff support my child/young person?

It is the responsibility of all teachers to cater for the special needs of our children within their classes on a daily basis. The Class Teacher will cater for the child's needs through the delivery of the curriculum throughout the day. Differentiation can be applied through many forms, depending on the specific needs of pupils. The Class Teacher, along with class/Year group Teaching Assistant as well as any support staff, are responsible for overseeing and planning the child's education programme and this will be monitored frequently.

If your child requires a specific intervention, for example, following a speech and language therapy plan, then he or she will receive 1:1 support for the required time each week (or the necessary support to progress through the plan)

Your child may receive small group support to complete a literacy or numeracy intervention to accelerate progress.

Your child may be supported in class on a 1:1 or small group basis by a Teaching Assistant.

Your child will receive focussed teaching on a small group basis from the class teacher.

Your child may receive intensive 1:1 support in a specific area, eg. 1:1 daily literacy support for a number of weeks.

All support is regularly monitored, reviewed, evaluated and adapted to ensure maximum impact.

Every staff member working with the child will have an important role to play. There is a school governor with the key responsibility of SEND. They are aware of the school's policies and procedures and **they** are updated where appropriate. (Although the governor won't directly support children, they, along with the Head Teacher, will oversee that suitable procedures are in place.)

The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk

During parent review meetings, discussions will be held between appropriate members of staff and parents concerning the support their child is receiving. This is a great opportunity for any opinions and concerns to be shared and any queries explained.

How is the decision made about what type and how much support my child/young person will receive?

The decisions are made following discussions with staff, parents/ carers, pupils and where appropriate outside agencies. Factors such as existing diagnoses, results from assessments, National Curriculum expectations and any other fundamental influences will be considered by all those working with the child.

We have several successful interventions relating to specific needs which run for set periods of time as well as a range of other resources which can be adapted to suit the needs of individual children to encourage independence within the classroom.

All support is regularly monitored, reviewed, evaluated and adapted to ensure maximum impact.

How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Reasonable adjustments will be made following input from parents/ carers, children and support agencies to ensure full inclusion in physical activities and school trips. These adjustments may include additional adult support, adapted equipment or adaptations to the activity.

What support will there be for my child/young person's overall wellbeing?

We are extremely proud to be an inclusive school; we welcome and celebrate diversity. We have a zero tolerance to bullying and challenge discrimination. All staff believe that high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If additional provision is required the class teacher liaises with the SENDCo, **or other member of the Pupil Support Team** for further advice and support. This may involve working alongside outside agencies.

The Pupil Support Team consisting of the SENDCO, a specialist Teaching Assistants and a trained counsellor.

Prescribed Medicine may only be administered in school when the appropriate forms have been completed by the parent/carer.

Personal Care Plans are created for those in need and will be fulfilled by the appropriate member(s) of staff.

Class teachers follow the School's Behaviour Policy and obviously such strategies will be amended as and where needed to cater for children with behavioural needs. Members of our Senior Leadership Team have the overall responsibility of overseeing the management of behaviour across the school and they will be made aware of such needs. As a school, we believe that behaviour management is a crucial factor surrounding the ongoing progress of all children, including those with special educational needs. We also work with the support of Longford Park School's outreach team. When necessary a referral to CAMHs may be made. The school works closely with the Education Welfare Officer to monitor and respond to issues with attendance and again those on the SEND register will be included within this process.

What specialist services and expertise are available at or accessed by the school?

Our SENDCo Miss Wain has recently completed the National SENDCo Award.

SEN TA's have attended specialist courses for supporting children with specific needs and both SEN TA's and class TA's are trained in using support programmes such as Fischer Family Trust early reading intervention, Signalong Speech and Language Training, FFT High Five, Rapid Maths intervention, Numicon Breaking Barriers Maths intervention, Spotlight on Autism and Elklan Speech and Language Support for 5 – 11's

All staff are kept up-to-date with changes regarding SEND provision and specific training is provided throughout the year at staff meetings and on teacher training days.

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Services which we access:

- Trafford SENAS (Special Educational Needs Advisory Service)
- Educational Psychologist
- School Nurse
- CAMHS (Child and Adolescent Mental Health Services)
- Speech and Language Therapy Service
- Physiotherapy and Occupational Therapy Services
- Longford Park School (Behaviour Support)
- MARAT
- Local Primary schools to share good practice.
- Feeder Secondary Schools to provide additional and personalised transition for vulnerable pupils.

How accessible is the school environment?

All of our entrances have ramped wheelchair access. There is a wheelchair accessible and adapted toilet.

Teachers modify teaching and learning as appropriate for children with physical disabilities. For example, they may give them additional time to complete certain activities. In their planning teachers ensure that children with disabilities are given the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they require;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;

Translators are available when required, to communicate with parents/carers whose first language is not English.

How are parents and young people themselves involved in the school?

Young people are involved in the school in a number of ways. Jobs are given to children in classrooms and across the school. These include book monitors, librarians, reading buddies, playleaders and Team Point Captains.

We also have a school council which meets regularly to discuss what pupils think about school and in particular any changes we may make.

Through teaching, marking, peer discussion and discussions with the teacher, children are encouraged to identify and set their own targets. This ensures the children understand what their targets are and that they take ownership for their own learning.

We operate an 'open- door policy' in which parents/carers are actively encouraged to discuss any concerns they have with their child's class teacher with the SENDCO available for additional advice and support. Home- school books are used for some children. These are personalised and relevant to the needs of the individual pupil.

Formal parent consultations are held in the Autumn and Spring terms. Pupil Support Plans (PSP's) are created and reviewed by the class teacher, pupil and parents with input and support from the SENDCO. These are updated and reviewed termly.

If a child has an EHC plan, the child is placed firmly at the centre of the review process. The child then has the opportunity to share their successes and explain what is working well and what can be done to help them further. The family of the child is also asked for their views about what is/ is not working well before working together with the school and any other professionals to agree the outcomes to be set for the next twelve months.

Annual Reviews are held at least every 12 months to assess the progress of children who have an EHC plan.

Who can I contact for further information?

Your first point of contact should you have any questions or concerns is your child's class teacher.

For further support and advice you can contact Miss Wain SENDCO on 0161 881 5466.

For any questions relating to admissions to the school, please contact the school office on 0161 881 5466.

For further information or advice relating to your child's well-being or special educational needs you can contact:

- Parent Partnership Services 0161 912 3150
- SENAS 0161 911 8683

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- Sensory Impairment Support Service 0161 912 5526
- EPS (Educational Psychology Service) 0161 912 3191
- CAHMS 0161 860 5157

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Before starting at St Hilda's, parents/carers and children are invited to look around the school and talk to any relevant staff. There is also a New Intake Meeting for Parents/Carers of children in the EYFS held in the Summer Term before the September intake and all phases have a Meet the Teacher meeting for their new class in September.

Transition to St Hilda's C of E Primary School:

For children with SEND we would encourage further visits to assist with acclimatisation within the new surroundings. We would also contact the previous school when necessary.

Other times of transition:

We write social stories with children if transition is potentially going to be difficult and create a transition photograph book/Passport for the children to revisit with their parents during the holidays. These may be done at any time of transition e.g. moving class or school.

Transition from St Hilda's C of E Primary School:

Transition to high school and/or other educational establishments can be a difficult time for both our pupils and their families. For this reason, we work closely with our partner high schools and have developed a comprehensive package to support transition including:

Discussion with families from Year 5 at annual reviews or at a Parents' Evening

An opportunity planned for families to visit the new school

In Year 6, all special education needs information is passed on to the relevant person at their chosen Secondary School.

Additional transition is arranged for the most vulnerable pupils, which often includes extra visits sometimes accompanied by a member of staff from St Hilda's.

When moving year groups, teacher meetings are held to ensure all relevant information for vulnerable pupils is passed on from the previous teacher. Successful strategies and resources are shared. All pupils participate in the annual 'all change day' where they spend the morning with their next teacher. Additional opportunities for pupils to meet their new teacher and familiarise themselves with their new surroundings are provided as required.

For pupils with or an EHC plan, we invite a member of their chosen Secondary School's SEND team to attend the annual review so that transition can be carefully planned with input from the child's parent/carer.

What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: @traffordfis

Facebook: www.facebook.com/traffordfis

The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk