

SEN Information Report



Article 23 - Children with a disability

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Support for your child at Beaver Road Primary School

At Beaver Road Primary School we believe excellent teaching gives children the life chances they deserve. We work hard to provide a caring, stimulating and inclusive environment to ensure that every child reaches their full potential. We recognise that you know your child best and you may feel that they need additional help or support for some or all of their time at Our School.

Not all children will need extra support with their learning but the progress of all children at Beaver Road is monitored closely to ensure support is provided where necessary. Support can be given for a variety of reasons. This booklet is to inform you of the types of support available for your child at Beaver Road. It will help you understand who can help and how this support can be accessed.

Teaching and Learning

Children learn and develop in different ways. Teachers know and understand this and use different teaching styles to plan work at different levels in order to meet the needs of all pupils in their class. This is called "Quality First Teaching." All pupils at Beaver Road receive "Quality First Teaching" from their class teacher. Our aim is to provide the highest quality learning environment for your child and for them to achieve their full potential. All our classes, when necessary, are supported by teaching assistants and pupils are offered additional support or catch-up intervention programmes where needed.



At Beaver Road the progress and attainment of all pupils is reviewed on a termly basis by the School Leadership Team. These termly pupil progress meetings help identify children who may need additional support.

Parents and Carers are informed about their child's academic progress and targets through the twice yearly Parent's Consultation Evenings and the annual end of year school report. In addition, Parents and Carers of children who have SEND are given extended parents evenings and at least one other meeting where they can review their child's provision.

Additional Support

If a child continues to have difficulty after intervention or has a high level of difficulty when they join Our School, they may be considered to have special educational needs/disability (SEND) and are placed on the Additional Needs register. This decision is made in partnership with Parents and Carers.

At Beaver Road Primary we provide 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

Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help eg. modified tasks, extra time or breaks in formal assessments.

Our School and other agencies can help most children overcome their difficulties quickly and easily. A few children will need extra help for some or all of their time in School. This means they may have difficulty with:

- some or all of the work in School
- reading, writing and mathematics
- understanding and processing information
- expressing themselves
- understanding others
- organising themselves
- sensory perception or physical mobility
- managing their behaviour or emotions
- making friends or relating to adults

At Beaver Road Primary School teaching and learning opportunities are adapted and continually evaluated (with support of external agencies when required) to ensure the needs of all our learners are met. Parents and Carers should not feel unduly anxious about such additional support as it allows children to receive the specific help they need to make the next steps in their learning journey.

To ensure that staff are aware of children's needs, children on the additional needs register create an Access to Learning Plan in conjunction with their class teacher and their parents. The Access to Learning Plan is designed so that staff are equipped with up-to-date information to support the child's needs. This means that appropriate strategies are used to ensure that teaching has the maximum impact and pupils feel valued and their needs are understood. These plans are updated on a termly basis.

Beaver Road Staff

Here at Beaver Road Primary School we have an experienced team of staff who work together and may be involved in supporting your child in school. These include:



- Your child's teacher who will always make sure that learning is differentiated appropriately and that tasks set are accessible for your child. Your child's teacher is available at the end of each day or a meeting can be scheduled either directly or via the school office. Please talk to your child's teacher if you have any concerns regarding your child.
- Teaching assistants support all pupils in class. Here at Beaver Road Primary School we have several additional teaching assistants who help support groups and individual children with their learning.
- Our School SENCo (Emma Easmon) who is an experienced teacher. Emma Easmon has completed the National Award for Special Educational Needs Co-ordination at Manchester Metropolitan University. She is responsible for co-ordinating SEND provision across the school, from Nursery to Year 6.
- Our Specialist Literacy Teacher (Cathy Blairs) who was judged by Ofsted to be an outstanding practitioner. Cathy holds a Post Graduate Certificate in Specific Learning Difficulties, is a member of the British Dyslexia Association (BDA) holding AMBDA status. She supports staff across the school to ensure that best practice is used across the school to support children with a Dyslexic type profile.
- Our Parent Advice Support Officer (Ruth Pearson) who is experienced at working with parents and families. She supports families with attendance and admissions. She works alongside the school SENCo to support families through Manchester's Early Help Assessment.

Sometimes School may commission Specialist Support to work with identified children with a particular focus eg. Speech and Language therapists or Occupational therapists. We also regularly liaise with Specialist schools and use their outreach services to support our children.

To ensure we have a whole School approach and our staff have the skills and knowledge to support children with SEND, there is a programme of training. Staff regularly attend specialist training courses. Recent training has included Emotion Coaching and developing emotional resiliency, Manual Handling, Supporting children with Memory difficulties, The use of Visuals, Elklan and Supporting children who have experienced early trauma.

SEND Stages and Terminology

The Special Educational Needs Code of Practice gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a step-by-step approach. Our School SEND Policy reflects the new SEND Code of Practice. Parents and Carers will be consulted at all stages of our graduated approach and the class teacher will inform you of the additional work they, or other adults in School, do with your child.

The process is as follows:

Wave 1 (Quality First Teaching)

All pupils in School receive quality first teaching which is also known as Wave 1. Wave 1 is the effective inclusion of all pupils in high-quality every day personalised teaching. Such teaching will, for example, be based on clear appropriate objectives that are shared with the children and returned to at the end of the lesson. Teachers use a lively, interactive range of teaching styles and make maximum use of visual and kinaesthetic teaching techniques such as Kagan structures as well as auditory/verbal learning.

Wave 2

If a pupil has needs which are related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills, then they may be considered for a Wave 2 intervention. A Wave 2 intervention is a targeted catch up provision for children to 'put them back on course'. This will be led by a teacher or a teaching assistant and is usually done in focus groups. Interventions at Wave 2 will be planned and reviewed by the class teacher half-termly to ascertain the effectiveness of the provision and to inform future planning.

Wave 3

If a child continues to have difficulty after a Wave 2 intervention or has a high level of difficulty when they arrive at School, they may require a Wave 3 intervention. Wave 3 interventions are a deeper intervention, offering more personalised solutions. They may be on a one to one basis or delivered in a small group. They may also need support from an outside agency. School may seek professional advice from a range of agencies including:

- Speech and language therapists
- Visual/hearing impairment teachers
- Health professionals
- Educational psychologists

Additional Support

Education, Health and Care plan (EHC agreement) *Formerly Statement of Special Education Needs*

If your child's needs are complex or severe we may suggest that we make an application for an EHC Agreement to the Local Authority. This document will describe your child's SEND and the special help they should receive. Education, Health and Care Plans usually involve the Local Authority providing extra resources to help your child. These could include money, staff time, special equipment or attendance at a school with specialist resourced support. This additional provision will be reviewed annually or sooner if required and would include Parent, teacher, SENCo and pupil.

From September 2014, all children and young people from age 0-25, who have significant special educational needs will undergo an Education, Health and Care (EHC) assessment (unless the Parents/Carers of the young person decide to opt out of the new system). This will lead to an EHC Plan.

The Manchester Early Help Assessment (EHA)

As part of our support for all children here at Beaver Road Primary School, we have regular opportunities to consult support services and health agencies through a multi-agency approach, which sometimes includes completing the Early Help Assessment Framework (EHA). This is to support the whole family as well as the child.

Professionals who might attend an EHA meeting include:

- The School Nurse who works closely with us and can advise and assess any medical needs. If a care plan is required this would be done in conjunction with the Parent and School Nurse and would be reviewed annually.
- A Speech and Language therapist who works with children in School and can offer advice as to whether your child would benefit from this support or assessment.
- An Educational Psychologist may give advice or complete an assessment for a child.
- Outreach support from specialist schools.
- Housing support and Social care professionals.



Advice

If you would like advice from professionals outside school you may find the following numbers and websites useful:

Manchester Local Offer

<http://www.manchester.gov.uk/sendlocaloffer>

AS, Formerly Parent Partnership – 0161 209 8356 - parents@manchester.gov.uk

Manchester Families Service Directory – www.manchester.fsd.org.uk

Autistic Society Greater Manchester – 0161 866 8483

The British Dyslexia Association – 0845 251 9002

The Dyspraxia Foundation – 01462 455016

Headway: The Brain Injury Association – 0808 800 2244

Lancasterian Sensory Support Service – 0161 445 0123

Living with ADHD – www.livingwithadhd.co.uk

Manchester Autism Resource Centre – 0161 945 0040

Manchester Asian Parents Carers Project – 0161 227 8708

Manchester Mencap – 0161 728 8109

Manchester Speech and Language Therapy Service – 0161 248 1208

National Autistic Society, Greater Manchester – 0161 998 4667

National Blind Children's Society – 0800 781 1444

National Deaf Children's Society – 0808 800 8880

National Down's Syndrome Society – 0333 1212 300

South Manchester Down's Syndrome Support Group - 07593 542 107

Rodney House Pre-school Outreach Team – 0161 230 6854

SEND Local Offer Hub Drop In Sessions – 0161 998 7280

The Sensory Team at Manchester City Council – 0161 219 2658

Sleep Manchester (sleep problems) – 0161 448 8895

Statutory Assessment Service – 0161 245 7439



Frequently Asked Questions

Who should I talk to if I am worried about my child?

Your child's class teacher is always best placed to answer any questions you may have relating to any aspect of School life. They may consult other staff members involved with your child. You can also contact the School SENCo either via email or the school office if your concerns have not been answered by your child's class teacher.

What types of support will be available to my child? How will teaching be adapted?

There are many types of SEND support available at Beaver Road Primary School. These range from full time 1-1 support to short 20 minute intervention sessions. Support for all children begins in the classroom with 'Quality First Teaching', where the class teacher plans differentiated activities in all lessons including a range of learning styles and outcomes. If a teacher feels that a child needs more support, they will share this information with you as a Parent/Carer and outline and deliver initial provision. If progress remains a concern, the class teacher and SENCo will follow the process outlined in the school SEND Identification Strategy.

How will I find out about my child's progress?

You can attend regular Parent's Evenings throughout the School year. In addition, you can email or call the School Office to arrange an appointment to meet with the class teacher to discuss any concerns.

How can I support my child?

Stay in regular contact with School – we want to work in partnership with Parents and Carers. Attend all Parent meetings and support your child in following tasks and homework set by School. Encourage your child at all times and let us know of all successes outside of School. Always talk to your child's class teacher if you have any concerns or worries about your child.

