



Fir Bank School SEN Information Report 2017- 2018(School Offer)

<p>1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>Special educational needs (SEN) that affect a child's ability to learn can include their</p> <ul style="list-style-type: none">• behavioural or emotional ability to socialise, e.g. not being able to make friends• communication and interaction difficulties• processing difficulties• memory issues• reading and writing, e.g. they have dyslexia/dyscalculia• ability to understand things or organise• concentration levels, e.g. they have Attention Deficit Hyperactivity Disorder• physical needs or impairments• understanding of maths, especially numbers, e.g. dyscalculia <p>Identification of any special educational needs of any individual child will involve a variety of factors being considered. These include:</p> <ul style="list-style-type: none">• Parental concern – the views of the parent will always be sought. Parental viewpoints and any concerns raised will be taken into consideration when assessing a pupils special educational learning needs• Information from feeder school/nursery/child minder etc.• Teacher concern – Class teachers track the progress of all children in their class. The class teacher identifies children if she has any concerns regarding their progress and/or they feel that they need additional and different provision from the rest of the class. (SEN Policy). The class teacher will then put additional/different provision in place, monitor on a regular basis and discuss with parents. Class teachers complete class provision maps to monitor and allocate provision.• The Class Teacher will complete an intervention form that is reviewed approximately every ½ termly to monitor progress.• Test results and on-going assessments including National curriculum tests. Comparison of continuous data sources to determine levels of progress over set periods of time.
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	<ul style="list-style-type: none"> • Referrals to outside agencies with parental consent can be completed to help with assessment/diagnosis. • View of outside agencies - other agencies and professionals may be contacted to give their opinion. • It is our aim that all children with SEN are identified as early as possible and brought to the attention of the designated teacher. • The school will keep a register of all those children who it considers to be at any of the DfE's two levels of SEN. <p>If you have any concerns or feel that your child has special educational needs, please come and talk to us – in the first instance contact your child's class teacher.</p>
<p>2. How will school support my child and how will the curriculum be matched to my child's needs?</p>	<p>All teachers have high expectations for all pupils in the class and deliver high quality teaching. Lessons are planned according to the specific needs of all groups of children. All teaching is based on what children already know and understand. Different methods of teaching and learning are used to ensure that children are fully involved. For your child this may involve using more practical learning, different resources, using technology or additional adult support. Your child's class teacher will carefully assess your child's progress, identify where there are gaps in understanding or learning and put provision in place where needed</p> <p>Specific provision may include:</p> <ul style="list-style-type: none"> • Children with SEN will be given access to whole class teaching during Literacy and Numeracy. Small group and 1:1 work which will follow targets which have been set through discussions by the class teacher, SENCo, TA, parents, child and any relevant outside agencies. • Teachers will give consideration to learning styles and needs for children with SEN.eg visual timetables. • The use of a variety of teaching styles to enable children to access the curriculum • Differentiated work to allow individuals access at their level. • The opportunity to take part in all activities in school including after school clubs. • Where children are withdrawn from the main class for specific interventions teachers are careful to ensure that the requirements of the National Curriculum for these children are met. • Various schemes and interventions are used within



	<p>school so we are able to provide a curriculum to meet individual needs of pupils with SEN.</p> <ul style="list-style-type: none">• A learning bay to help limit distractions.• Visual prompts to remind children of learning.• Visual timetables to develop sequencing of the day.• Home/school communication book.• Other differentiation strategies may be implemented when appropriate regarding sensory needs. <p>We modify our teaching approaches in the following ways:</p> <ul style="list-style-type: none">• All our staff are trained so that we are able to adapt to a range of SEN of individual pupils. Training is refreshed on a biyearly cycle (or when further training needs are identified).• We use a number of approaches to teaching which incorporate children's different learning styles.• We have an experienced SENCo team who will work with all stakeholders, facilitate next steps and co-ordinate your child's support within school.• All classes have TA time that is used between classes within the unit to support interventions.• We have a range of interventions running throughout both Key Stage 1 and Key Stage 2.
<p>3. How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none">• We use P levels and PIVATS to assess progress that is in smaller steps and at a slower pace than the usual national curriculum.• We also use Target Tracker to monitor progress.• Teachers are asked to attend regular workshops to ensure the marking and moderating of pupil's work is consistent across the school.• We monitor and review lessons with pupils on a regular basis to check their understanding to ensure they are able to fully engage with the lesson and the overall learning process.• Pupil progress is reviewed on a half termly basis. Staff identify how they are meeting individual pupil needs and discuss how they can further support all pupils to make good progress. Discussions with the SEN Team will take place with Plan Do & Review with interventions suggested. This will be monitored and escalated to SEN if no or little progress is made.• Support for your child's learning can include 1:1 conversations, workshops or signposting.• Information can be monitored during Person Centred Review meetings termly through our Dojo system of communication, parent's evenings (if no PCR), home/school books reading records or for general information our website.



	<ul style="list-style-type: none"> For pupils with SEN or, progress towards identified outcomes will be discussed at a person centred review meeting on a termly basis. This meeting will involve teachers, parents, the child as appropriate, SENCo and Community Support Manager. Other relevant agencies may also be invited to attend PC reviews. An action plan will be formed at the end of each meeting and a date set for the next meeting.
<p>4. What support will there be for my child's overall wellbeing?</p>	<p>We have a Community Support Manager at our school who will work with children, parents, staff and agencies to help identify and address any barriers or needs of the family, ensuring the pupils welfare is a priority.</p>
<p>5. What specialist services and expertise are available at, or accessed by, the school?</p>	<p><u>In school:</u> Specialist speech and language teaching assistant Community Support Manager(Pastoral care) Dyslexia friendly classrooms Social stories 1: 1 support as recommended by professionals Counselling 1:1 Reading support Interventions: Direct Phonics Blast Lego Therapy Numicon Literacy Toolbox Small group maths and Literacy Nurture groups 1:1 targeted support for emotional behaviour. Booster sessions for underachievement. A range of speech and language activities e.g. SULP (Social use of Language Programme) Jungle Journey for fine and gross motor skills Additional PE for children who are identified through occupational health Small group maths teaching weekly for identified children. Beat Dyslexia Pre and Post tutoring Power of 1 & 2 Barrier Games Sensory interventions Dragon tool Clicker 6 <u>Available Learning Aids</u> Overlays Pencil grips Computers Talking tin Sensory equipment Word Shark</p>



	<p><u>Outside services:</u> LA support or QEST Occupational Therapy Physiotherapist The Child Psychology service. Speech and Language Therapy Service Health professionals e.g. Reflections or Healthy Young Minds Counselling 1:1 Mind Young minds School Health Advisors Community Paediatric services The Children's' Society Barnardos'. Early Help IDVA Citizens Advice Bureau Connexions Positive Steps Young Carers Madhlo Bereavement Services</p>
<p>6. What training are the staff, supporting children with SEN, had or are having?</p>	<p>Training is ongoing. Recent training has included PIVAT training, working with children with autism and supporting children with speech and language and/or sensory integration difficulties. Epilepsy and other medical training has also taken place to support the needs of the school. Cognition and processing training has taken place for some members of staff. Numicon</p>
<p>7. How will my child be included in activities outside the classroom including school trips?</p>	<p>We have a number of before and after school activities, which all pupils are actively encouraged to take part in. We have regular educational visits and residential trips. Pupils with SEN are always included in these. We provide additional support to ensure their full inclusion. We choose visits that are accessible to all. Individual risk assessments are completed with regards to your child's SEN needs.</p>
<p>8. How accessible is the school environment?</p>	<p>Firbank Primary School is accessible for all SEN children.</p>
<p>9. How will the school prepare and support my child to join the school transfer to a new school or the next stage of education and life?</p>	<p>Support for parents prior to the transition or decision is available by attending meetings and visits to discuss their child's educational needs prior to choosing. NB; we do not make or influence the parent's decision. Transition reviews are held prior to children moving to secondary school in the summer term, with additional visits arranged if needed. The child's SEN file will be hand</p>



	<p>delivered and signed for by the receiving school.</p> <p>If a child is moving on to a different primary school we discuss the child's additional needs with their new Head teacher/SENCo/class teacher/pastoral and pass on any relevant information prior to transfer.</p> <p>Post visits take place if required to ensure transition success for your child.</p>
10. How are the school's resources allocated and matched to children's special educational needs?	<p>Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil's need from this (including equipment). The local authority may contribute if the cost of meeting an individual pupil's needs is more than £10,000 per year.</p> <p>If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.</p>
11. How are parents involved with the school? How can I be involved?	<p>We encourage positive relationships between parents and staff at Firbank School and parents/carers are welcome to come and discuss any concerns they may have as they arise.</p> <p>Parents are also welcome to join the Friends of Firbank School.</p>
12. Who can I contact for further information?	<p>The SEN Team - Heather Woodall SEN Lead Mrs S North SENCo Consultant Head Teacher Mrs MacKay 0161 624 9577</p>

Arrangements for children with special needs accessing school

What is the arrangement for the admission of children with SEND?	<p>When pupils have identified SEND before starting school we work with people who already know them and gather information. The SEND lead visits the children in their previous setting whenever possible.</p> <p>Transition is carefully planned and</p>
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	<p>support put in place. The child may accompany parents on pre-visits. When pupils leave in Year 6 or throughout their time at Fir Bank, a transition plan is drawn up and extra visits to the next school planned and supported. Information is shared and the pupil will have opportunity to discuss his own worries and concerns. They will make a transition booklet that includes photos of staff/timetables/likes and dislikes etc. Some local Secondary schools offer summer schools for vulnerable pupils.</p>
<p>What steps are taken to prevent disabled children from being treated less favourably than other children?</p>	<p>Please see our Disability Equality scheme and our Accessibility Plan. At Fir Bank we continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop his or her potential with full regard to gender, ethnicity, cultural and religious background, sexuality or disability.</p>
<p>How do we ensure that disabled children have access to school?</p>	<p>See Accessibility Plan It is the intention of the school, to ensure that all aspects of school life are equally accessible to everyone and that the school is committed to making reasonable adjustments for all individuals with disabilities. The vision of the school in respect of its disabled members is to ensure that all our disabled pupils, parents and visitors have optimum participation, contribution and achievement opportunities to ensure full inclusivity.</p>