



Dove-Shell Federation



Summary of provision for children with Special Educational Needs or Disabilities

We are a fully inclusive school. We aim to ensure that all pupils achieve their potential regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs.

If a child has an Education, Health and Care Plan, then we provide the support detailed in the plan.

What do I do if I think my child has Special Educational Needs/ Disability ?

Your child's class teacher is recommended as the first point of contact if you have any concerns. Speak to the teacher at the end of the school day to arrange an appointment or telephone the school.

The class teacher is responsible for:

- Ensuring that all children have access to good/outstanding teaching and the curriculum is adapted to meet your child's needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need e.g. adapting resources, targeted work.
- Writing support plans and sharing and reviewing these with parents at least once each term.
- Ensuring that all members of staff working with your child are aware of your child's needs and what adjustments need to be made.
- Ensure all staff are supported with the delivery of planned work and interventions.
- Ensure the schools Inclusion Policy is accessible and followed in their classroom and for all the pupils they teach.
- Ensure that all pupils including those with disabilities can access and participate in the curriculum. (see accessibility policy and plan)

Who are the Inclusion staff in the Federation?

The Inclusion Lead is Mrs A Laskey. The Federative SENCo is Mrs Larissa Fox.

The Inclusion team are responsible for co-ordinating all the support for children with special educational needs and or disabilities, and developing the schools SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. They will liaise with outside agencies to help support your child's learning and provide specialist support for all staff. They will also support the class teacher when planning the next targets for your child.

The SEND Governor is ?????. She is responsible for making sure the school has an up to date SEND Policy that we have made appropriate provision and adaptations and provided adequate support for children with additional needs. She will monitor SEND provision across the Federation.

???? is the named Governor with responsibility for Mental Health and Emotional Well-being. She is responsible for making sure the school has an up to date Mental Health and Emotional Well-being Policy, that we have made appropriate provision and provided adequate support for children with Mental ill-health. She is also

responsible for monitoring Mental Health and Emotional well-being provision across the Federation.

How do we identify children with learning needs at The Dove-Shell Federation?

If you think your child has a Special Educational Need we will discuss this with you and investigate your concern. We will explain the next steps and what support may be needed. Staff will identify children who are showing additional needs and these children will be observed and assessed within school, in full consultation with parents.

If outside agencies are requested or needed, parents will be asked for their permission. All findings will be shared. Children who arrive at school with identified needs will be supported at transition time and previous information shared with relevant staff. A chart outlining provision in each year group can be shared with parent.

What are the different types of support available for SEND children at The Dove-Shell Federation?

1. Cause for Concern – The teacher will teach in different ways so your child is involved in learning. This may involve more practical learning and additional resources.
2. Children are identified as needing some extra support within school. This is when a gap in learning has been identified/or progress is a concern. Your child may access small group work, or recommended interventions matched to their next targets.
3. Children have been identified by the class teacher/Federative SENCo/Deputy Head for Inclusion as needing some specialist support e.g. Speech and Language Service (SALT). The specialist professional will work with your child and provide advice and support.
4. Education, Health and Care Plan (EHCP) This means your child will have been identified as having a high level of individual and group teaching (more than 15 hours) which cannot be provided from the resources already delegated to the school.

What if my child requires an EHCP?

The school will request that the Local Authority carry out a statutory assessment of your child's needs. This will be completed through Idox Oldham's assessment portal. The school will provide information about the child and the Authority will decide if the child's needs are long term and complex and require an EHCP. The EHC plan will be drawn up and outline how much funding support your child will receive. This will outline how the support should then be used this may be individual or group support.

What extra support do we bring in to help us?

We can access support from the Local Authority Special Needs Service – QEST team. Schools' are allocated specialist teachers to help with assessment provision and training. We get support from speech and language therapy which includes staff training, and advice on strategies and programmes. We can access support from moving and handling staff and staff have regular training. We can access support from physiotherapy for pupils who need it and occupational therapy. Children can be supported by the local Mental Health Team and Disability Team following a referral from school. When required the school have an allocated Educational Psychologist to help assess and identify specific needs. We have worked in partnership with local special schools – Kingfisher, Halcyon Way, Springbrook, and Hollinwood Academy. The QEST team provides training for staff that covers a variety of needs.

What interventions/support are available at The Dove-Shell Federation?

Social, Emotional and Mental Health Advice/Support from QEST EBSA – Emotionally based school avoidance strategies Lego Therapy Forest School at STM ELSA – Emotional Literacy (3 people are trained) Colour away your worries Time to Talk Visual timetables Now and next boards Circle of Friends SULP My Happy Mind Social Stories Narrative Therapy Trauma Informed Schools Approach Mental Health in Schools practitioners Signpost to CAMHS	Sensory and/or physical needs. Specialist equipment – Dragon Speak Sloping boards Support from HI/VI services. Motor Skills United – KS2 Jungle Journey – KS1 Squiggle While You Wiggle – EYFS + KS1 Dough Disco – EYFS + KS1 Access to Occupational Therapy advice/support. Weighted lap weights Move and Sit cushions Therapy Putty Disabled toilet Wet room & Changing bed at both schools Work stations I-Pads/Chromebooks Adapted Life skills room (ECSJ) Pencil grips / chewy pen toppers Visual timetables Now and next boards Sensory rooms at both schools
Cognition and Learning 5 Minute Box Specific Learning Needs Toe by Toe Spelling BEAT Dyslexia Numicon – Breaking barriers I-pads/Chromebooks Coloured overlays Reading rulers Social Stories Precision Teaching Fresh Start Read Write Inc Fast Track Read Write Inc	Communication and Interaction TA's attend specific training in order to deliver individual speech therapy targets eg. Colourful semantics, vocabulary and word meaning, sentences and narratives. Time to Talk intervention BLAST 1/2 Speech and Language Programme Black Sheep for language and communication. (KS1 & KS2) Speech and Language Therapist to provide advice/support

LUCID Screening Visual Stress Test	Wellcomm & Elklan Visual timetables Now and next boards Communication Champion (Mrs Birtles) Attention Autism NELI (EYFS January onwards)
---------------------------------------	--

What training have the staff supporting children/young people with SEND had?

We have a strong commitment to continuous staff training and development. We consider it very important to keep up to date with the most recent research and its findings regarding SEN.

- Our Inclusion Lead and SENCO have both completed the NASENCo Award (The National Award for SEN Coordination -a statutory requirement for all SENCOs - from Manchester Metropolitan University).
- Staff have received training in supporting pupils with Autistic Spectrum Disorder/ Social and Communication Difficulties.
- All staff, are Team Teach trained – a proactive course in supportive physical intervention for helping staff deal with challenging behaviour
- All staff have been trained in supporting children with behavioural difficulties
- All staff are training in the use of TISUK strategies
- All learning support assistants have been trained in delivering a range of reading, writing, phonics and maths programmes
- Some learning support assistants have been trained to deliver the BLAST Speech and Language Intervention Programme and the ELKLAN and WELLComm language programme.

The above is not an exhaustive list and all staff have received further SEND training or INSET on SEND. The school has a continuous programme of auditing the skills and expertise of staff and providing the relevant training to fill any gaps identified.

How do we assess pupil's progress?

At St Thomas' Moorside and St James' we have regular pupil progress meetings where we will discuss what we are doing to make sure pupils make good progress. We regularly assess and moderate pieces of work to ensure our judgements are correct. Performance Indicators for Valued Assessment and Targeted Learning (PIVAT's) are used to level children who are working at a lower level or at a slower pace. Person Centred Planning (PCP) / Co-Production meeting and Person Centred Review (PCR) meetings with parents take place each term or half-termly where required. These allow parents to talk about their aspirations for their child and how they and school can work together in partnership to help their child achieve them.

How do we support pupils at transition time?

When pupils have identified SEND before starting school we work with people who already know them and gather information. The Federative SENCo or Deputy Head for Inclusion visits the children in their previous setting whenever possible. Transition is

carefully planned and support put in place. The child may accompany parents on pre-visits. When pupils leave in Year 6 or throughout their time at St Thomas' or St James', 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.

How does additional funding work?

We receive funding for all pupils including those with Special Educational Needs and Disabilities and this is used to meet the needs of the pupils. The local authority may contribute if the cost of meeting a pupil's needs is more than £10,000 per year. If the assessment of pupils needs identifies something that is significantly different to what is usually available, there may be additional funding available. This may involve allocation of a personal budget that will be used to fund the agreed plan in consultation with parents.

What can you do if you are unhappy about a decision?

The first point of contact should be the Federative SENCo Mrs Fox, Deputy Head for Inclusion or class teacher. Explain your concerns and if necessary you will have a meeting with the Executive Headteacher. You can also request representation from the school Governor.

Where can I get further support?

IPSEA - Independent Provider of Special Education Advice. IPSEA offers free and independent legally based **information, advice and support** to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).



- <https://www.ipsea.org.uk/>

Oldham POINT – Forum for Parents/Carers of children with Additional Needs- 0161 503 1547
admin@point-send.co.uk



<https://www.oldham.gov.uk/localoffer>

If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

- o Complaints and Representations Officer
- o Freepost - RRGY-TJSR-GHGZ
- PO Box 40
- Level 8, Civic Centre



West Street

Oldham, OL1 1XJ

o **Tel: 0161 770 1129**

o **cypf.complaints@oldham.gov.uk**