



Rack House Primary School

Special Educational Needs and Disability Information report 2016-17

What kinds of special educational needs do we provide for?

Rack House Primary School is a two-form entry mainstream primary school with a Nursery (with up to 60 full time places available) and 12 classes of up to 30 pupils in each class. The school also has a Resourced Provision for pupils with Autistic Spectrum Disorder and/or Speech Language and Communication Needs, which is maintained by the Local Authority. We are an inclusive school and aim to meet the needs of all pupils with SEN. The school follows the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) which states that:-

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The four broad areas below give an overview of the range of needs that may be planned for:

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

Our school's SEND Policy can be found on the school website at <http://rackhouseschool.org.uk/cms2015/wp-content/uploads/Rack-House-Primary-School-SEND-policy-2016-1.pdf>

How do we identify a child with SEND and how do we assess their needs?

Children are identified as having SEN either on entry to school or once in school. Careful monitoring of pupil attainment and progress using the whole school system of assessment and pupil tracking ensures that children with SEN are identified early.

Pupil progress meetings are held every half term and children who are making less than expected progress are identified and SEN Concerns raised. These pupils are then closely monitored, as part of the school's graduated approach to SEN.

If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision and the child would be registered as receiving SEN Support.

To help build a clearer picture of a child's needs the school's SENCo is able to make use of a range of additional assessments (including GL Dyslexia Screener, WellComm speech and language screening, visual stress screening and a range of other diagnostic assessments and screening tools). The school also buys in Educational Psychologist support from NW EP Plus each term and, following consultation with parents, this can be used to assess the needs of children with SEN in school.

With parental consent assessments can also be sought from a variety of other external agencies. Where appropriate, school can refer children to the Speech and Language Therapy Service or to the Community Paediatrician or CAMHS via the school nurse. Advice can also be sought from Manchester's Specialist Outreach Service. Assessment information is shared with parents and taken into account when planning SEN provision and support for a child.

In most cases a pupil's SEND needs can be met through SEN support however, if the school is unable to meet all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

Further information about this process and Education, Health and Care Plans can be found on the Local Authority website <https://hsm.manchester.gov.uk/kb5/manchester/directory/directory.page?directorychannel=1-7-2>

Who is the SENCO and how can we contact them?

The school's SENCo is Miss Katie Hanson. She can be contacted by calling the school on 0161 9982544 option 4 or via email at k.hanson@rackhouse.manchester.sch.uk

How do we involve parents and consult with them about their child's education?

Parents of nursery children are invited to attend three open days before their child starts nursery and a home visit also takes place. Prior to starting nursery joint assessments are undertaken between parents and their child's key worker to identify stage of development and next steps for when they start. School also offers pre-school parental workshops with activities to do over the term before their child starts to help get them school ready.

Parents of all reception children are invited to attend a new intake meeting and parents of new reception starters are also invited to attend a transition session with their child. Children already attending the Nursery take part in a joint transition project with reception in the summer term. For all other year groups parents are invited into school prior to the start of the new year to meet their child's new class teacher and the teaching assistant/s working within that class.

In the case of a child with identified SEN entering reception from another nursery setting an additional SEN transition meeting will be held (these are generally arranged by the nursery setting and attended by school). Where appropriate, transition meetings are sometimes also held for children already in school with identified SEN as they move between years.

The school has an open door policy where parents can have a quick chat with the class teacher or SENCo if time is available. If a longer appointment is necessary then an appointment can be given at the earliest mutually agreeable time. Any parent wishing to speak to a member of staff should contact the school office on 0161 9982544. We can also offer email communication or a telephone conversation if this is more convenient.

In some instances a child's needs may mean that more regular communication is required. In these circumstances, following discussion and agreement between parents and the relevant members of staff, additional arrangements (such as the use of a home school diary) can be made.

Parents are kept up to date with their child's progress in a number of ways throughout the year. Parents' evenings take place for all children in the autumn and spring terms and these provide an opportunity for a child's progress to be shared and discussed. An annual written report is also sent out in the summer term and parents are able to meet the class teacher to discuss this annual report if desired.

In addition to this, the progress of children with a Statement or EHC is reviewed at annual review meetings and the progress of all children receiving SEN support towards meeting their IEP targets is evaluated and reviewed at IEP review times each term. If there are particular concerns regarding progress meetings can also be held outside of these times.

Parents are able to give their views about their child's education at parents' evenings, annual review meetings and when IEPs are reviewed. Parents are also able to give their views via the school's parent questionnaire. Additionally the Ofsted Parent View website is available as a link on our school website. Appointments can also be made with the class teacher, SENCo or head teacher if necessary.

Parents are actively encouraged to become involved with the life of the school and are regularly invited to assemblies, performances and other school events. Stay and play sessions, where parents are invited to stay with their children and participate in their learning, are held in Nursery and Reception every Friday morning.

All children and their parents are expected to agree to and sign a 'home-school agreement', so that along with a school signature, we are all working in partnership to improve standards within an environment of trust. New nursery and reception children's parents receive this 'contract' in their induction pack. Any other newcomers receive this agreement on arrival.

How do we involve and consult the children about their education?

We offer a number of opportunities for children to have their say in school. We have an active school council from Year 2 – 6. Children from these year groups are elected to be representatives for their class and attend regular meetings. The School Council is actively involved in decision making within the school and regularly conducts surveys to gather views and opinions from their peers. Any child in the school can put forward a suggestion to the School Council at any time. Y5 and Y6 school councillors regularly attend Young Leaders Meetings with other schools in our cluster.

Subject leaders, including the SENCo, also include discussions with children from across the school when auditing their subjects and/or

areas of responsibility.

Children with SEN are also given the opportunity to have their say by being involved, whenever appropriate, in planning, reviewing and evaluating the provision made for them. IEP targets are shared and discussed with children, children's views on their needs and the support they require are sought when completing One Page Profiles as part of the school's Transition Policy and children with a statement or EHC also have the opportunity to have their say by contributing to their annual review meetings.

How do we assess and review the progress that children make and how do we involve them and their parents?

The school follows the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'.

ASSESS

The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCO or external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first.

PLAN

Once a child's needs have been identified these are discussed with parents and appropriate SEN support is planned. In addition to this, most children in school with SEN support needs will also have an Individual Education Plan (IEP) or, in some cases, an Individual Behaviour Plan (IBP) and these will be shared and agreed with pupils and parents. IEPs/IBPs set out expected outcomes in the form of specific learning (or behaviour) targets for a child based on their identified needs and outline the support they will receive and the interventions that will be used in order to help them achieve these.

DO

The strategies and interventions identified and agreed in the IEP/IBP will be implemented and progress monitored using the school's usual assessment systems. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW

The progress of the pupil and the SEN support they receive is reviewed half termly at pupil progress meetings by the SENCo and class teacher and this review forms the basis of further assessment and planning. IEPs/IBPs are reviewed in October, February and June. At these times teachers evaluate each child's progress against their IEP/IBP targets and produce new IEP/IBPs. Parents are given copies of their child's reviewed IEP/IBP and new IEP/IBP and are given the opportunity to meet with their child's class teacher and /or the SENCo to discuss the progress their child is making, their child's IEP/IBP and the SEN provision they are receiving.

Where a child has a Statement or Education, Health and Care Plan (EHC) annual review meetings are held. These take place in school using a person-centred approach. The purpose of an annual review meeting is to review the progress that the child has made over the last year in relation to their outcomes, to discuss future outcomes and to ensure that their statement or EHC continues to meet their needs. Reviews are carried out in line with statutory guidance and all those involved in supporting the child (i.e. parents, class teachers, teaching assistants, the SENCo and professionals from relevant external agencies such as speech and language teachers or specialist teachers etc.) are invited to attend. Children are also invited to attend, at least part of, their review meeting as appropriate to their age and ability.

How do we support our pupils with SEND as they move on to secondary school or move to another school?

Meetings take place between teachers from each of the secondary schools our children will be attending and our Year 6 teachers to ensure that all relevant information is passed on. Teachers from each of the secondary schools also come into school to meet with the children who will be attending there and answer any questions they may have.

In addition to this all children in Year 6 attend taster sessions at their chosen secondary school alongside other children from school. Extra visits can be arranged for any child with identified needs who it is felt would benefit from an enhanced transition and additional work around the transition to secondary school can also be undertaken with these pupils as required.

Where a child has identified SEN liaison takes place between SENCos to ensure that children with identified needs continue to have their needs met when they make the transition to secondary school. Where a child has a statement or EHC transition meetings are held and the SENCo and any other relevant staff from the chosen secondary school are invited to attend.

If a child with SEND moves to another school liaison also takes place between SENCos to ensure that children with identified needs continue to have their needs met. When a pupil transfers to Secondary School or another school, transfer documents, including full records of their

special educational needs, are sent to the receiving school.

What is our approach to teaching children with SEND?

Our approach to teaching children with SEND begins with high-quality teaching, differentiated for individual pupils. Standard school practice means that, pupils with SEN are taught as part of the whole class for Literacy and Numeracy sessions and teachers also ensure that SEN children have access to a range of high quality interventions as appropriate. Teachers are responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff. Our teachers are highly skilled and able to employ a variety of strategies and approaches when teaching children with SEN and these are adapted according to the specific needs of the child.

Teaching in all classes is supported by skilled TAs who, under the direction of the teacher, provide support to the whole class, including those with SEN. The school also employs a number of additional TAs to support children across the school including those with Education Health Care Plans. This support is allocated according to need and includes class based support to enable children with identified needs to access the curriculum and provision of 1 to 1 and small group support/interventions. The school also employs two additional qualified teachers, a HLTA, a Learning Mentor /counsellor and a non-class based SENCo, all of whom deliver interventions and provide a range of support for children throughout the school as needed.

How do we adapt the curriculum and the learning environment for children with SEND?

Adaptations to the curriculum and learning environment are made for children with SEND based on the individual needs of each child. Access to the curriculum is supported by high quality, carefully differentiated teaching, the structured use of support staff and the adaptation of resources as necessary. When planning for pupils with SEN the child's learning characteristics; the learning environment, the teaching materials, the task and the teaching style are always considered to ensure that all children are able to access learning according to their specific needs.

Where there are other professionals involved in working with a child (e.g. speech and language therapists, occupational therapists, specialist teachers or educational psychologists etc.) school liaises closely with them and follows any advice given to ensure that the needs

of the child are understood and appropriately planned for and that any necessary adjustments to the curriculum or learning environment are made.

Where specific needs have been identified, children with SEND are given access to the appropriate resources and equipment needed in order to help them to make progress. The resources and equipment used will vary according to need however, some examples include: the use of practical maths equipment and number lines to support children in maths, the use of word banks, phonic mats and talking tins to support children in Literacy; coloured overlays to support children with dyslexic type difficulties; visual prompts, visual timetables and designated quiet work spaces to support children with ASD; writing boards, ergonomic pencils and pencil grips to support children with motor skills difficulties. Where specific equipment, resources or interventions have been recommended for use with a child school always does it's best to ensure that these are provided.

The school is fully wheelchair accessible and has disabled toilet facilities.

With regards to accessing SATS or other assessments in school the SENCo will liaise with the assessment co-ordinator and class teachers in order to ensure that that appropriate access arrangements are made for children with SEND. These arrangements might include the use of a reader, a scribe, timed breaks or additional time. In deciding what arrangements should be made the specific needs of the child are considered and national guidance followed.

How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?

All our teaching staff and teaching assistants are highly skilled. The school's SENCo has successfully completed the National Award for SEN Co-ordination and attends regular SEN Network and Cluster meetings to ensure that she kept up to date regarding current research and thinking on SEN matters. This information is then shared through staff meetings, whole school INSET or consultation with individual members of staff.

Regular liaison takes place between the SENCo and other members of the Senior Leadership Team (SLT) to ensure that they are kept up to date with issues relating to SEN. The SENCo also reports regularly to the school's Governors to share important information and developments.

School is fully committed to the continuing professional development of all staff. Training for teachers and teaching assistants is provided

both within school and through other professional development activities. SEN and Disability and awareness training priorities are identified each year by the SENCo and training provided. Staff also receive additional relevant training as and when this is required.

Ongoing support for staff working with children with SEN in school is provided by the SENCo and through liaison with other professionals from outside services and agencies who are already working with children in school (e.g. speech and language therapists, occupational therapists, physiotherapists etc.). In addition to this the school buys in Educational Psychologist support from NW EP each term. Following consultation with parents, this can be used to provide school with additional expert help and advice as required.

With parental consent further expert help and advice can be accessed from a wide variety of external services. For full details of the range of external services we can access, along with information about how we involve and work with other professionals from these services to meet the needs of our children and their families, please refer to pages 12-13 of this report.

How do we know if what we provide for the children is effective?

Robust procedures are in place for assessing and monitoring the progress of all pupils in school meaning that the progress of pupils with SEN can be effectively monitored. Assessments and Pupil Progress meetings take place every half term and assessment data is used to ensure that pupils with SEN are on track to make expected progress.

Where pupils are not making expected progress these meetings ensure that this is identified early and appropriate action taken (e.g. making changes to support/ interventions, undertaking further assessments of a pupil's needs or a referrals being made to outside agencies). IEPs are also monitored termly to ensure that IEP targets are being met.

Whole school data analysis of SEN pupil progress is also undertaken annually and this looks at both progress made from one year to the next and progress made across Key Stages.

Discussions are also held on a regular basis with teachers, support staff, parents and children to ensure that provision remains effective by being carefully matched to a child's needs.

How are children with SEND enabled to take part in all the activities available at school?

Every effort is made to ensure that all school activities and clubs are fully inclusive and if needed additional risk assessments are undertaken and extra staff provided to ensure that children with SEN and disabilities can take part.

We are able to provide an environment which enables access for all pupils regardless of need. Our accessibility plan enables optimum participation in the school community for pupils with a disability. Parents of pupils with disability are welcome to inspect the facilities and discuss their child's needs with the headteacher. Reasonable adjustments are made to meet identified individual needs.

The school's Accessibility Plan can be found on the school's website at <http://rackhouseschool.org.uk/cms2015/wp-content/uploads/SEND-accessibility-plan-2016-17.pdf>

How do we support the emotional and social development of children?

We aim to create a friendly, caring environment with a strong sense of belonging where children can feel safe, grow in confidence, knowledge and skills while, at the same time, developing consideration and respect for others. All children are encouraged to respect their teachers, their fellow pupils and property. It is also expected that all children will be well behaved and attentive in the classroom.

Good behaviour is actively encouraged and positive reinforcement is used by all. Each class has a reward system and we have a schoolwide system of awarding House Points. A celebration assembly is held every Friday to reward good work and effort and one child from each class shows their work and receives an award. Good attendance is also rewarded during termly attendance assemblies.

When dealing with incidents of anti-social behaviour or conflict situations we use a restorative approach. A restorative approach is very effective in changing the behaviour of those who have harmed others, whereas punishment on its own is not an effective way of getting people to understand the effects of their behaviour on other people. The basic ethos of the Restorative Approach is to:

- Ensure that people have the chance to understand the harm that they done to others.
- Give people who have caused harm reflection time.
- Give the people who have caused harm the right to put things right.

More details about this approach and further information about the school system of behaviour management can be found in the school's Behaviour Management Policy. This can be viewed on the school website at <http://rackhouseschool.org.uk/cms2015/wp-content/uploads/Behaviour-Management-Policy-15-3.pdf>

The social and emotional development of children is further supported by work undertaken as part of our PSHE Curriculum. Through this children are given opportunities to develop an understanding of their responsibilities as well as their rights within our diverse society. They are also encouraged to consider and reflect on the wide variety of relationships that they have with others and to build on their relationships and social skills.

The well-being and involvement of all pupils is assessed and monitored on a termly basis using the Leuven Scales and interventions put in place to support children in these areas as needed.

The school also has a Learning Mentor and Counsellor, Mr Rick Corbett, who is able to work with children to support their social and emotional wellbeing and development. He works with children, both one to one and in small groups, to provide educational and therapeutic support on a variety of issues (e.g. feelings, self-esteem, behaviour etc.). Mr Corbett can be contacted by calling the school on 0161 998 2544 or via email at r.corbett@rackhouse.manchester.sch.uk

Where children with SEN are identified as having specific needs relating to their social and emotional development appropriate support and interventions are planned for and provided as part of the 'Assess, Plan, Do, Review' cycle of SEN support.

How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?

Bullying is taken very seriously at Rack House Primary School. It is covered as part of the PSHE curriculum and an anti-bullying week takes place each year. To view the school's policy on anti-bullying, see the school's website at <http://rackhouseschool.org.uk/cms2015/wp-content/uploads/anti-bullying-policy-July-2015.pdf>

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Rack House Primary School aim to generate a culture of support and care among pupils.

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children and supporting their families?

The school works closely with all relevant external services and agencies to ensure that the needs of children with SEN and their families are met. When other professionals or agencies are involved in assessing or working with a child our SENCo ensures that any information provided by them is shared and that any advice and recommendations are followed and reflected in the child's IEP and provisions made for them.

There are a large number of professionals involved in working with children with identified SEN and their families in our school. These include:

- The **School Nurse** (once children are of school age) or **Health Visitors** (for children below the age of 4 ½) - who are able to provide information, advice, guidance and support on issues relating to the physical and emotional health of a child and make referrals to health professionals and services such as the Community Paediatrician, CAMHS or to organise sight and hearing tests
- **Community Paediatricians** - who are able to undertake medical assessments of children and make referrals to other professionals including Occupational Therapy and CAMHS
- **CAMHS** (Child and Adolescent Mental Health Services) – who work with children and families when they need support with behaviour or mental health issues at home. They also are involved in assessing children where there are concerns about a child's social communication and interaction
- **Speech and Language Therapists** - who are able to assess a child's speech and language needs and provide support for the child and information and advice to school
- **Occupational Therapists** - who undertake assessments, work with and provide advice and reports to school
- **Physiotherapists** - who undertake assessments, work with and provide advice and reports to school
- The school's **Educational Psychologist** – whose services are paid for by school and is able to undertake assessments, make recommendations and provide advice regarding children with SEN
- The **Specialist Outreach Service** - who are able to provide advice and support to staff in school regarding children with SEN
- Workers from **IAS** (Information, Advice and Support Manchester) - who provide impartial, confidential, and free information, advice and support for children and young people with special educational needs and disabilities and their families

Many of these services are accessed via referral. Where appropriate, and with parental consent, **school** can make referrals to:

- the School Nurse,
- the Community Paediatrician (via the school nurse)
- CAMHS (via the school nurse)
- the Speech and Language Therapy Service
- the Educational Psychologist
- the Specialist Outreach Service

If we feel that your child would benefit from being seen by any of these services we would first discuss this with you.

Parents can also access a number of these services directly:

- The **School Nurse** visits school regularly and is available to meet to discuss any health needs. To speak to the nurse or arrange an appointment parents should ring 07814 30 20 20; a message can be left and you will be contacted.
- **Information, Advice and Support, Manchester** (IAS) can be contacted by calling 0161 209 8356 Monday - Friday 10am to 3.00pm (there is an answer phone available outside these hours). You can also email them via parents@manchester.gov.uk

What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

Our SENCo, Miss Hanson, is also the school's Designated Teacher for looked after children. Where a looked after child has identified SEN, the Designated Teacher will ensure that the implications of a child being both looked after and having SEN are fully understood by relevant school staff and work closely with all relevant professionals involved in the child's life to ensure that they are supported appropriately and sensitively within school.

What should I do if I have a concern or complaint about the provision for my child?

If you are concerned that your child may have SEN or have any queries or concerns regarding your child's SEN or the SEN support they are receiving, please talk to us. In the first instance you should contact your child's class teacher however, you might also want to speak to the schools SENCo.

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENCO
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the Chair of the Governors

A copy of the school's complaints policy can be found at <http://rackhouseschool.org.uk/cms2015/wp-content/uploads/Complaints-Policy-KL-amendments-to-DAs-updated-version.pdf>

Where can I find information about the authority's Local Offer?

The authority's SEND Local Offer offers information for parents, in a single place. The Local Offer helps children, young people and their parents to understand what services and support they can expect from a range of local agencies - including their statutory entitlements. It contains information about national and local services and organisations which can offer support to Manchester families. There are also details of clubs, groups and activities especially for children and young people with disabilities and special educational needs (SEND).

Manchester's Local Offer can be found at <https://hsm.manchester.gov.uk/kb5/manchester/directory/directory.page?directorychannel=1-7>