

SEND Information Report



Support for your child at Didsbury CE Primary School

At Didsbury CE Primary School we believe excellent teaching gives children the life chances they deserve. We work hard to provide a Christian, 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 Didsbury CE is monitored closely to ensure support is provided where necessary. Support can be given for a variety of reasons.

This report is to inform you of the types of support available for your child at Didsbury CE. 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 Didsbury CE 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. At Didsbury CE we provide a broad and balanced curriculum. We understand the importance of improving our pupil's social and emotional development alongside their academic learning. This is not only done through our PSHE curriculum but through assemblies, social communication interventions, friendship groups and dedicated weeks e.g. Anti-Bullying Week and Health Awareness Week. We have a robust anti-bullying procedure and policy which is shared with pupils and is available to parents/carers via the school website. Also on our website you will find a booklet for each year group detailing what your child will be learning across the curriculum.

All our classes are supported by teaching assistants and pupils are offered additional support and catch up intervention programmes where needed.

Progress and attainment of all pupils is closely tracked and monitored using Target Tracker and Pre-Key Stage Standards. Pupil Progress meetings involving the class teacher, SENCO, assistant head and head of school are held on a termly basis. These 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 Parents' Afternoons/ Evenings and the annual end of year school report. Parents of a child on the SEND register are also updated each term on their child's progress and are invited to an additional meeting in spring term and an annual transition meeting towards the end of the academic year. Parents and carers of children who have an Education and Health Care Plan are also invited into school at least once a year for their child's annual review meeting. The transition meetings help ensure that children with SEND are well prepared to make the move between year groups and key stages. Pupils will also make transition visits to their new class and all relevant information on the pupil's special educational need and/or disability will be discussed and passed on to the next class teacher.

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 SEND register. This decision is made in partnership with parents and carers. See our SEND Identification Procedure on the school website.

At Didsbury CE Primary we provide support for pupils across the 4 areas of need as laid out in the SEND 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 e.g. modified tasks, extra time or breaks in formal assessments. The learning environment might also need to be adapted to suit the needs of the learner. For example, workstations set up, furniture rearranged, individual resources provided. These adaptations would also extend to our lunchtime and after-school activities as every effort is made to include pupils with SEND into all aspects of school life.

Our school and other agencies can help most children overcome or manage their particular barriers to learning successfully. Some 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, spelling and mathematics
- understanding and processing information
- expressing themselves
- understanding others
- organising themselves
- sensory processing or physical mobility
- managing their behaviour or emotions
- making friends or relating to adults

At Didsbury CE Primary School teaching and learning opportunities are adapted and continually evaluated (with support from 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 all staff are aware of pupil's needs, children with SEND create a One Page Profile in conjunction with their class teacher. This is designed so that staff have the correct information, pupils feel valued and their needs and wants are understood.

SEND Stages and Terminology

The Special Educational Needs and Disability Code of Practice (2014) 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 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 every day high-quality, 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.

Wave 2

If a pupil has needs which are related to more specific areas of their education, such as spelling, handwriting, English/maths skills, then they may be considered for a Wave 2 intervention. A Wave 2 intervention is a targeted, catch up provision to put pupils back on course, enabling them to work at age-related expectations or above. 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 regularly to ascertain the effectiveness of provision.

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 support from an outside agency such as an educational psychologist or a speech and language therapist. After an assessment is undertaken by the outside agency, a programme of support is sent to the school and is shared with the parents/carers. School may seek professional advice from a range of agencies including:

- Speech and language therapists
- Visual/hearing impairment teachers
- Health professionals including CAMHS (Child and adolescent mental health services)
- Educational psychologists

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.

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 needs assessment 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 the parent, teacher, SENCO and pupil.

Manchester City Council's Local Offer

The **SEND Local Offer** helps parents to understand what services and support they can expect from a range of local agencies - including their statutory entitlements. Please use the link on the school website to find out more about Manchester's Local Offer.

Didsbury CE Staff

Here at Didsbury CE 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. Please talk to your child's teacher if you have any concerns regarding your child in school.
- **Teaching assistants** who support all pupils in class. At Didsbury CE Primary School we have several additional teaching assistants who support groups and individual children with their learning.
- **Our School SENCO (Ms E Smith)** who is responsible for co-ordinating SEND provision across the school.
- **A Designated School Governor (Mrs C Arundale)** who works with the SENCO in leading SEND across the school.
- **A Designated Member of Staff for Looked-After Children (Mr S Ball)** who works closely with the SENCO to support pupils who are looked after by the Local Authority and have SEND.

Sometimes school may commission **Specialist Support** to work with identified children with a particular focus e.g. speech and language therapists.

SENCO Contact Details

Ms Smith
0161 445 7144
emilie.smith@didsbury-pri.manchester.sch.uk

Early Help Assessment

As part of our support for all children here at Didsbury CE 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 (EHA)** to support the family as well as the identified pupil. School and the family will meet, discuss and plan together the best use of advice and support from other agencies, with a view to achieving the best outcome for the child and family.

Professionals who might attend an **Early Help, Team Around the Family (TAF)/ Team Around the Child (TAC)** 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.
- **A social worker** who is currently supporting the family.
- **Outreach support** from specialist schools.

Admissions

At Didsbury CE we will:

- treat all applications equally and we will not discriminate against pupils with SEND.
- admit those children with SEND but who do not have an EHCP.
- not refuse admission to children with an EHCP, unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

Accessibility

Didsbury CE Primary School is an inclusive school, welcoming all pupils, whatever their ability, need or background, set within the ethos and practices of the Christian faith.

The school will take all reasonable and practical steps to ensure that every student has full access to a broad, balanced and relevant curriculum, which is compellingly taught by inspiring professionals.

Please read our DDA-Accessibility policy which can be found on the school website.

Complaints Procedure

In the event of a complaint in respect of provision for a child with SEND, parents/carers should first speak to the class teacher with further discussions with the SENCO, as required.

If this does not resolve the issue, a complaint can be referred to the head of school who will investigate and meet again with the parent within an agreed time frame. If an agreement cannot be reached the matter will be referred to the Governing Body who will respond to the issue within an agreed time frame. See the school Complaints Policy for further details.

Parents/carers are also encouraged to seek advice and support from the local parent SEN Information, Advice and Support service (previously the Parent Partnership Service). This is an independent and impartial service.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.'

(SEN Code of Practice 2015)

Useful Contact Numbers

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

ADHD Foundation-0151 237 2661

Audiology Department (CMFT)– 0161 276 4613

Autistic Society Greater Manchester (ASGMA) – 0161 866 8483

Ashgate Specialist Support Outreach-0161 359 5322

Better Things (formerly Manchester Mencap) – 0161 728 7616

British Dyslexia Association – 0333 405 4555

Disability Living Allowance (DLA)- 0800 121 4600

<https://www.gov.uk/disability-living-allowance-children>

Down's Syndrome Association – 0333 1212 300

Dyspraxia Foundation – 01462 454 986

Information, Advice and Support Manchester (IASM) – 0161 209 8356

Lancasterian Sensory Support Service – 0161 445 0123

Manchester's Contact Centre (Short Break requests etc.)

-0161 234 5001

Manchester Families Service Directory –

<https://hsm.manchester.gov.uk>

National Deaf Children's Society – 0808 800 8880

Parental Engagement Team (Local Offer)-0161 234 1946

Rodney House Outreach Service Early Years– 0161 230 3675

Royal National Institute of Blind People (RNIB)-0303 123 9999

The Sensory Team at Manchester City Council – 0161 219 2658

Sleep Manchester– 0161 448 8895

Sleep Service (UHSM)-0161 291 2569

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

Speech and Language Therapy Service (CMFT) – 0161-248 1208

Specialist Resource Team-0161 219 2125

SEN Statutory Assessment Team (Manchester City Council) – 0161 274 7084

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 Didsbury CE Primary School. These range from full time, 1-1 support for pupils with an EHCP 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 Procedure.

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.