

SEND Information Report **2020-21**



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 rigorous, broad and balanced curriculum. 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 boosters or intervention programmes where needed.

Emotional, Mental Health and Social Development

We understand the importance of improving our pupil's emotional, mental health and social development alongside their academic learning. This is not only done through our PSHE curriculum but through collective worship, social communication interventions, friendship groups, wellbeing groups and dedicated weeks e.g. Children's Mental Health Week and Anti-Bullying 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.

The Special Educational Needs Coordinator (SENCo) is also the Mental Health Lead at Didsbury CE and attends regular training on supporting all pupils with their mental health and wellbeing.

As well as the class teacher's continually monitoring pupil's mental health, every pupil with a special educational need and/or disability (SEND) is specifically asked on a termly basis how they feel about school. From this discussion, action is taken if a pupil indicates that they are unhappy in any way.

If there are concerns about a pupil's mental health or wellbeing then the Mental Health Lead will meet with parents to discuss what can be done

to support the pupil. See our Mental Health Identification Procedure on the school website.

If both the Mental Health Lead and parents feel that specialist support is necessary then the Mental Health Lead can make referrals to outside agencies e.g. CAMHS.

Assessing and Reviewing Progress

Progress and attainment of all pupils is closely tracked and monitored using our school tracking system and the Pre-Key Stage Standards, where applicable. Pupil Progress meetings involving the class teacher, SENCO/Mental Health Lead, deputy head and head of school are held on a termly basis. As well as reviewing the progress of all pupils, 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 the spring term as well as an annual transition meeting towards the end of the academic year. Parents and carers of children who have an Education and Health Care Plan (EHCP) are also invited into school at least once a year for their child's annual review meeting.

The transition meetings at the end of the academic year 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. Please see the Transition section further on in this report.

Identification and Assessment

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 and/or a 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.

Where there is concern about a pupil's progress in any area of their development, the SENCo might agree with parents to make a referral to a specialist service that will carry out assessments to identify any specific areas of need and offer advice and guidance to both staff and parents e.g. speech and language therapy, educational psychology.

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. 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
- self-care and independence
- sensory processing or physical mobility
- managing their behaviour or emotions
- making friends or relating to adults

Pupils with SEND will need extra support or different help to engage in the activities of the school, this might also include in physical activities e.g. modified tasks, support from outside agencies, resources, 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. Equipment, facilities and resources are often secured through the school's own purchase. However, they are sometimes provided or loaned to us through specialist schools or outreach services. Pupils with an EHCP might receive additional funding

from the local authority to purchase resources or equipment which are important for the pupil's learning and development.

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.

Every pupil on the SEND register will have a Provision Plan which is updated on a termly basis. The Provision Plan is created by the class teacher in conjunction with the SENCo and outlines the additional provision that the pupil is having in school to support them. These plans are shared and discussed with parents. To ensure that all staff are aware of pupil's needs, children with SEND also create a One Page Profile with their class teacher. This is designed so that staff have the correct information, pupils feel valued and their needs and wants are understood.

Graduated Approach-Interventions

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. 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, teaching assistant or learning support 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 – EHCP **(Formerly Statement of Special Education Needs)**

If your child's needs are complex or significant we may suggest that we make an application for an EHC needs assessment to the local authority. An Education Health and Care Plan (EHCP) will describe your child's SEND and the special help they should receive. It usually involves the local authority providing extra funding to help your child. This funding could be used to increase adult support, purchase equipment or fund 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, pupil and specialist agencies supporting your child, if applicable.

Mediation and Disagreement Resolution

Mediation is a way of trying to settle the dispute between parents and the local authority and/or health in regard to an EHC Plan or application for an EHCP. Mediation applies to parents/carers and young people who are considering appealing to the Special Educational Needs and Disability Tribunal (SENDist).

The mediation may also be attended by other relevant people e.g. SENCo, head of school, educational psychologist. The service is free of charge.

Disagreement resolution is for any child or young person with SEND, not just those who are being assessed for or have an EHCP. It is available to parent/carers and young people to resolve disagreements about any aspect of SEND provision.

Manchester City Council has commissioned five independent mediation and disagreement resolution services. These providers are:

- Kids
- Link Mediation Services
- The Together Trust
- Collis Mediation
- Solution Talk

For more information on mediation and disagreement resolution as well as contact details for the above services please follow the below link:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/service.page?id=Y0gdWdrAvhY>

Evaluating Effectiveness

Didsbury CE has a number of ways to evaluate the effectiveness of our provision for SEND pupils.

Each term the class teacher will meet with the SENCo to create a Provision Plan for every child in their class with SEND. During this meeting, the effectiveness of the last plan will be evaluated and this will determine what provision is planned for the following term. The Provision Plans are always shared with parents.

Pupil progress meetings are also held on a termly basis. In these meetings senior leaders and teachers, including the SENCo will evaluate pupil's progress and discuss ways in which we can improve the provision for individual pupils with SEND.

Pupils with SEND are consulted on their views through the termly One Page Profile meetings where they are asked how they feel about school and what could be done to help them enjoy school more. It is also ensured that pupils with SEND are regularly involved in pupil voice activities regarding the curriculum.

Another way in which we evaluate the effectiveness of our provision is by working with the other SENCos in our Academy Trust. The SENCos meet on a termly basis to look at ways in which our SEND provision can be extended and improved.

On a termly basis, the SENCo also meets with the SEND governor to discuss the provision in place for pupils with SEND. The SEND governor acts as a critical friend and makes recommendations. On an annual basis, the SENCo meets with the whole school governing body to present to them about our SEND provision, this includes information about which support services are involved with supporting pupils and their families at Didsbury CE.

At least once every academic year, parents will be asked for their views on our SEND provision via a questionnaire. The results of this questionnaire are evaluated and an action plan is drawn up to focus on any areas that parents feel could be improved. This action plan is then shared with parents of pupils with SEND as well as the governing body.

Transitions

Transitions are very important times in every child's life but as they involve significant change they can be particularly challenging for pupils with SEND.

Transitions at Didsbury CE Primary could involve new pupils joining the school, pupils leaving to start at a new school, pupils moving between year groups and key stages as well as pupils leaving primary school and starting the next stage in their education.

We have robust transition processes in place to ensure that these times of change are as positive as possible for all of our pupils.

When a pupil with SEND is due to start at Didsbury CE, staff will go to visit their current setting, where possible. They might observe the pupil and will talk to staff about their needs in order to plan for a smooth transition. Staff will also meet with the parents of the new pupil to find out more about them and ascertain what the parents think will help with their child's transition to our school.

When pupils with SEND move to the next year group in school, parents are offered a transition meeting with the SENCo, current class teacher and new class teacher to discuss the best ways to support the pupil with this move. Pupils will get to spend time in their new classroom with their next class teacher before they start in the following year group in September. Sometimes pupils will have individual resources to help them process these changes e.g. photo transition book, social story.

When pupils are due to move to secondary provision, school staff, parents and staff from their new school will meet together, where possible. Pupils will also get visits to their new school and additional visits are often rearranged for pupils with SEND.

[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 we have several additional teaching assistants who support groups and individual children with their learning.
- **Learning Support Assistants** who help individual children with Education Health and Care Plans (EHCPs).
- **Our School SENCO (Ms E Smith)** who is responsible for co-ordinating SEND provision across the school. See contact details below.

- **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.

The SENCO has the National Award for SEN Coordination and our staff have regular training to ensure they have up to date knowledge in teaching and supporting pupils with SEND.

Sometimes school may commission specialist support to work with identified children with a particular focus e.g. speech and language therapists. This will always be done in agreement with parents. School will also signpost parents to services that could help support their child or their family as a whole.

SENCO Contact Details

Ms Smith

0161 445 7144

senco@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 an Early Help Assessment (EHA) to support the family as well as the identified pupil.

When there are early indications that things are not going well, Early Help is about engaging a child, young person, parent or family in a conversation about how to get things going well again.

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.

As well as school staff, 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.
- **A member of the Early Help Intervention Team** 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 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 rigorous, broad and balanced curriculum, including enrichment activities and school visits/trips.

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

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.

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 Information, Advice and Support (IAS) Manchester service. This is an independent and impartial service. The contact details can be found below in Useful Contacts.

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 Contacts

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

- **ADHD Foundation-0151 541 9020**
- **Audiology Department (MFT)- 0161 276 4613**
- **Autistic Society Greater Manchester (ASGMA)- 0161 866 8483**
- **Ashgate Specialist Support Outreach-0161 359 5322**
- **Better Things (not-for-profit organisation working with people with learning disabilities)- 0161 214 0940**
- **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**
- **Early Help Hub (South Manchester)-0161 234 1977**
- **EHCP Team at Manchester City Council (Statutory Assessments)– 0161 245 7439**
- **Engagement Team (Manchester Local Offer)-0161 234 1946**
- **Help and Support Manchester (services to support children and families)- <https://hsm.manchester.gov.uk>**
- **Information, Advice and Support Manchester (IASM- independent information, advice and support for parents/carers)- 0161 209 8356**
- **Manchester Sensory Support Service (MSSS)- 0161 445 0123**
- **Mediation and Disagreement Resolution Manchester City Council Commissioned Providers-**
https://hsm.manchester.gov.uk/kb5/manchester/director_y/service.page?id=Y0qdWdrAvhY
- **National Deaf Children's Society- 0808 800 8880**
- **Rodney House Outreach Service Early Years- 0161 230 3675**
- **Royal National Institute of Blind People (RNIB)-0303 123 9999**
- **South Manchester Down's Syndrome Support Group - 07593 542 107**

- **Speech and Language Therapy Service (MFT)- 0161 470 6770**
- **Specialist Resource Team Contact Centre (Enquiries about Short Breaks)-0161 234 5001**
- **Travel Coordination Unit (Enquiries about home to school transport)- 0161 219 6400**

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 significant need recognised in their 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.