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| The intention of Trafford’s local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford’s Graduated Approach provides guidance on expectations of what should usually be available within school’s resources. |

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| 1. **What kinds of special educational needs does the school provide for?**
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| At Flixton Primary School we provide support for varying needs through a number of strategies dependent on the individual needs. The range of special educational needs is wide, from relatively mild degrees of learning difficulty to profound and multiple disabilities. Sometimes children’s learning difficulties are caused or compounded by hearing or visual impairment, physical disability or a specific learning difficulty. Mental health needs may also affect a child’s potential to learn and a child may need additional emotional support. Where a child has issues with behaviour, the school has developed a Behaviour Policy which provides guidelines for strategies and procedures to be used with children displaying inappropriate behaviour. We recognise that a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. **A child has learning difficulties if he or she:**a)  Has a significantly greater difficulty in learning than the majority of children of the same age. b)  Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA. c)  Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child. **Special education provision means**:For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. All staff at Flixton Primary School have an aim to create a curriculum and environment in which all children, including those with special educational needs and disability, can develop physically, intellectually and emotionally at a pace which is suited to their individual need and where all children have equal opportunity to access the curriculum in order to realise their full potential. |

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| 1. **How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?**
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| The Code of Practice 2014 recognises that children’s needs and requirements fall into four broad areas.* Communication and interaction (speech and language difficulties or autistic spectrum disorders)
* Cognition and Learning (general or specific).
* Emotional, social and behavioural development.
* Sensory and/or physical (hearing difficulties, visual impairment, physical and medical difficulties).

All teachers are responsible and accountable for the progress and development of the pupils in their class, including those with SEND. Teachers will use their own professional judgment to make informed decisions about children they consider to be performing at a level significantly different to that of their peers. Teachers work closely with the SENDCo to identify individual needs at an early stage and, where possible, provide timely intervention. During any transition points (i.e. on entry to Early Years/ transition from KS1 to KS2/transition to secondary education) the headteacher and SENDCo will gather information and share it with relevant professionals. Flixton Primary School uses appropriate screening and assessment tools, and ascertain pupil progress through: * Information collected through observations
* A number of assessment opportunities timetabled within the academic year including end of key stage SATs and formal annotated assessments
* Teacher assessment data
* Discussions with headteacher, other staff or external agencies. This will include feeder schools.
* Discussions with parents
* Discussions with pupils
* Results of standardised tests e.g. reading tests, SATs results
* Screening /diagnostic tests
* National Curriculum results

As a school we use the graduated approach to ensure the support is effective. This approach involves four actions: assess, plan, do and review. If you have a concern about your child’s progress, please make an appointment with the class teacher and the SENDCo (Mrs Becky Kirke) to discuss your concerns and possible ways forward.  |

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| 1. **How will both you and I know how my child/young person is doing?**
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| Termly parents’ evenings allow parents of children on the SEND register to discuss specific needs, the provision required and progress made towards short-term targets. The SENDCo is available to attend these sessions where necessary. At Flixton Primary School we believe that monitoring pupil progress is fundamental in identifying additional needs. As part of our school assessment procedures children are given regular formative and summative assessments. Children are assessed more formally each term, the outcomes of these assessments are shared with parents at parents’ evenings. Guidance on the age-related expectations is provided for parents so that they are aware of the progress their child should be making. The progress children make is tracked throughout school and is discussed in more depth at termly pupil progress meetings between the headteacher, SENDCo and class teacher. Where concerns have been identified, teachers will liaise with parents, the SENDCo and headteacher to discuss the concerns. At this point, staff will explore various interventions. These may include: further in- class differentiation, small group support within class, additional resources within the classroom or support through one of our intervention groups. Close monitoring and observations will be made to see if the child responds to additional, direct teaching intervention. The teacher will use this time to gather evidence about the difficulties the child appears to be experiencing. Intervention groups are monitored half-termly to measure the impact on the children’s progress. All learning assistants complete intervention impact forms which consider the progress and barriers to learning within small group sessions and these are shared with class teachers. Where possible, data is used to track the progress that children make. Where children are not responding as we would hope to the intervention, then the structure of the session will be revised and new strategies considered. Where children need further support and specialist advice, school will contact outside agencies to ensure we can support the child in the most effective way. Permission is always sought from parents before discussing and referring individuals.  |

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| 1. **How will the curriculum be matched to my child/young person’s needs?**
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| Flixton Primary School recognises that differentiation is essential to enable children to access the curriculum and make progress at their own level. Throughout the year, the headteacher and SENDCo make sure staff have access to Continuing Professional Development to meet the needs of all learners, including those with SEND. A variety of approaches are used for differentiation including adapted learning tasks, carefully considered support, use of additional resources and discrete support sessions. Learning assistants support individuals and groups as necessary, this is both within the classroom and outside of the class. The curriculum and learning environment are adapted as required. As a school we work closely with Trafford’s SEN Advisory Service to ensure that the support is appropriate, and that appropriate adjustments can be made to ensure that children with disabilities and learning difficulties can access the full and varied curriculum that is offered by Flixton Primary School.  |

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| 1. **How will school staff support my child/young person?**
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| The level of support the child receives will depend on their needs at the time. Many children will have their additional needs met through excellent targeted classroom teaching also known as Quality First Teaching. This means the teacher has the highest expectations for all pupils and that teaching is carefully planned so that children are appropriately challenged in order to make good progress. Specific strategies and a child’s preferred learning style will be taken into account so that each child can thrive with their learning supported appropriately. Some children may take part in specific group work with a smaller group of children. Such groups are put together to address specific gaps that have been identified in a child’s learning and will be closely monitored to ensure that they are resulting in good progress for the child.These groups may be run in the classroom or outside the classroom. A trained learning assistant will take charge of the intervention under the direction of the SENDCo. In some cases the most effective support will require one to one support. This support may involve delivering a specialist package (for example a programme devised by a speech therapist/education psychologist), individual teaching programmes, support with medical/physical needs, or support in social situations. When providing support that is additional to quality first teaching, we engage in a four-stage process: Assess, Plan, Do and Review.**Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessment data.**Plan** – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. **Do** – providing the support – extra assistance for learning or learning aids. **Review** – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher and SENDCo - contribute to this review. This stage then informs the next cycle, if necessary. Class teachers and learning assistants are responsible for writing and reviewing specialised provision through evaluated provision maps. The class teacher, learning assistant, and SENDCo are responsible for reviewing the impact of the intervention and planning next steps to success. There is a school governor with responsibility for SEND, they are aware of the policies and procedures within school. They are kept up to date with changes and they meet with the SENDCo on a termly basis at governor meetings.  |

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| 1. How is the decision made about what type and how much support my child/young person will receive?
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| All teachers are highly effective in delivering quality first teaching to all children, for this reason many children’s individual needs are met within the class environment. The type and amount of support received depends on a number of factors such as progress made towards targets, effectiveness of previous strategies and interventions, the individual needs and the advice given by all people who are involved in the care of the child. Parents will be involved at every stage of the process and they will be invited to share their opinions and ideas. As discussed in section 3, tracking children’s progress is fundamental to ensure the support is appropriate for the individual. The impact is monitored on a half termly basis by the SENDCo and HLTA. Following each intervention session learning assistants will comment on the progress and barriers to learning for each child, this allows timely and useful feedback to class teachers. Summative assessment data will be used to track progress from starting points, this information will be used to identify the groups of learners and future interventions. Our aim as a school is that children will develop into independent learners.  |

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| 1. How will my child/young person be included in activities outside the classroom including physical activities and school trips?
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| As a school we will work with parents and Trafford SENAS to ensure that children are included in activities outside the classroom, including physical activities and school trips. Arrangements will be made to accommodate children’s physical and medical needs where possible. Risk assessments are carried out in accordance with our health and safety policy. We will liaise with the child’s parents and any relevant professionals to ensure all children are able to access the wider curriculum.  |

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| 1. What support will there be for my child/young person’s overall wellbeing?
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| As a school we have high standards of work and behaviour, all staff are responsible for encouraging positive role models around school. We offer a variety of experiences to develop the whole child. For example, opportunities to do food technology and work in our grounds. Each teacher has the overall responsibility for the pastoral and social care of the children in their class, although the SENDCo, headteacher and other professionals will be involved as necessary. Our behaviour policy promotes positive self esteem and encourages children to take responsibility for their own actions. We expect children to show respect and high standards of behaviour. We aim to commend and reward acceptable behaviour, but will equally apply sanctions for unacceptable behaviour. As a school we use the behaviour board to sanction unacceptable behaviour. (See the behaviour policy for further information). Staff would make reasonable adjustments to the rewards, sanctions and strategies within the policy for those children with SEND so as not to disadvantage a pupil. This would be done in collaboration with the headteacher. Children’s achievements, from both in and out of school, are celebrated in a Friday merit assembly. Children are chosen by their class teacher to receive the merit badge for the week, and their work is displayed on the hall of fame display in our entrance. As a school we teach PSHCE through daily assemblies as well as discreetly taught sessions. Where necessary, children can attend additional interventions that aid social skills. These include weekly SEAL (Social and Emotional Aspects of Learning) sessions or a social communication group. A number of children also benefit from one to one support in which they reflect on the positives and difficulties they have faced in the week. Where appropriate, this is supported by staff from Longford Park. Any children with more complex medical needs have a Health Care Plan that identifies the concerns and how to treat the condition. These are completed in collaboration with the parents and in consultation with the relevant medical professionals. Any child who achieves 100% attendance receives a certificate and badge at the end of the year. The office manager monitors attendance across the school, she will then discuss any concerns with the headteacher. There is a termly meeting with the Education Welfare Officer (EWO) regarding any concerns around lateness and poor attendance. Those people present agree on the actions, if any, to be taken. This could involve continual monitoring, a letter or call to parents, initially from headteacher, and then a letter or home visit from the EWO.  |

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| 1. What specialist services and expertise are available at or accessed by the school?
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| As a school we are able to access and work closely with any external agencies that we feel are relevant to an individual’s needs as necessary. These include: * Support and advice from Trafford’s SEN Advisory Team
* Speech and Language Therapy
* Occupational Therapy
* Physiotherapy
* Educational Psychology
* Trafford’s Sensory Impairment Support Service
* Social Services
* Paediatrician
* School Nurse
* Specialist Nurses
* Parent Partnership
* Mental Health Service for Children and Young People (CAMHS)
* MARAT (Multi Agency Referral and Assessment Team)
* Educational Welfare Officer
* Support for families with English as an Additional Language

Any discussions with the above professionals include parents and the child as appropriate. Together we review the child’s progress, agree what everyone will do to make learning more effective and set appropriate targets. |

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| 1. What training have the staff supporting children/young people with SEND had?
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| Two learning assistants have completed additional training in dyslexia accredited by Manchester Metropolitan University. Learning assistants are trained in delivering a range of reading, phonics, maths and speech and language therapy programmes and this is updated as necessary. All staff have received basic training form Trafford’s Sensory Impairment Support Service to support a few children in school who are hearing impaired. A number of named staff are first aid trained. The SENDCo has attended a number of training sessions, within and outside Trafford, regarding the recent changes to SEN. The SENDCo will use this to feedback information to all staff about the changes and the impact that it has on their practice. The SENDCo also attends the termly SENDCo forums run by Trafford SENAS to keep practise in the school current. We recognise that our staff have a varied skill set and we strive to ensure that staff expertise is considered and any gaps are identified and training provided. CPD within Flixton Primary School is an on-going process.  |

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| 1. How accessible is the school environment?
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| The school has disabled access throughout the building with electric doors and ramps. There is also a fully equipped disabled toilet within the building. Certain classrooms have soundfield systems to aid children with hearing impairments . Adjustments have also been made to aid children with visual impairments. We work closely with Trafford’s Sensory Impairment Support Service and Trafford’s SEN Advisory Service in order to make appropriate adjustments to the learning environment. |

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| 1. How are parents and young people themselves involved in the school?
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| As a school we recognise the important part that parents play in their child’s education and are keen to develop effective working relationships with parents. We use a person centred approach to supporting children with SEN; taking into account the views of the child and their families. We also review EHC plans/statements in a person centred manner; ensuring that the child’s voice, as well as the parents opinions, are valued. Where it is deemed necessary, children have a home school communication book which allows more regular dialogue between parents and school. In some cases teachers keep in regular contact with parents via email. At Flixton Primary School we have an open door policy and all staff are available on the playground at the end of the day to discuss any concerns and arrange appointments as necessary. There are three parents’ evenings throughout the year, which allows teachers and parents to discuss the progress children are making and address any concerns. For children who have a statement or EHC plan there will be an annual review where all people involved with the children are able to discuss the progress that has been made and the most effective ways to move forward. All children on the SEN register must have their provision recorded on an evaluative provision map. This allows teachers to monitor and evaluate the additional provision and includes targets to progress the child’s learning. These targets are set by the class teacher and are discussed with the learning assistant, parents and the child – this discussion allows everyone to take ownership over the provision and allows for any amendments to be discussed.  |

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| 1. Who can I contact for further information?
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| If you have any concerns regarding your child, the first point of contact should be the class teacher. The class teacher may share the concerns with the SENDCo – Mrs Becky Kirke. Contact can be made by phoning the school office or via written communication. We will be happy to arrange an appointment to discuss your concerns. Trafford council also provide other services that may be of use to you, for instance the Parent Partnership Service (contact details via the website below)http://www.trafford.gov.uk/residents/schools/special-educational-needs/parent-partnership-service.aspxTrafford admissions service is responsible for allocating places at our school, however our Office Manager is able to arrange a school visit. Please contact the school office to arrange.  |

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| 1. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?
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| Our aim at Flixton Primary School is to ensure a smooth transition between schools and classes. We endeavor to ensure our children are prepared for their future, helping them to become as independent as possible. On entry to Flixton Primary School, a member of the Early Years Team and/or the SENDCo is available to meet with any professionals/pre-school setting and parents to discus specific needs a child may have. These meetings will take place at the end of the summer term so that additional support can be put in place for the September start. We also provide regular opportunities for both infant and junior children to familiarise themselves with both the junior and infant site. In the summer term teachers of all year groups will meet to share class information during ‘handover’ meetings. In addition, the SENDCo will share information on specific children. We work closely with our secondary feeder schools to ensure a smooth transition to year 7. Our children participate in the transition programme which provides opportunities to visit the schools and speak to staff. For children with an EHC Plan a member of the SEN team from the preferred secondary school are invited to attend the Year 6 and Year 5 annual review meetings. This allows parents to meet a member of the SEN team prior to their child attending and gives the secondary school information so that they can organise their support accordingly. For all the year 6 children on the SEN register, all information concerning SEN (including barriers to learning, progress that has been made, any strategies that have been particularly effective) is passed onto the designated person at the secondary school at the end of the summer term.  |

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| 1. What other support is available?
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| Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pmEmail: fis@trafford.gov.ukTwitter: @traffordfisFacebook: www.facebook.com/traffordfis |