Special Educational Needs and Disabilities (SEND) Report January 2023

**Introduction**

**It is the aim of our school to provide a broad and balanced curriculum for all children. We provide opportunities for all children through a range of extra-curricular activities, trips, visitors to school and music.**

**The National Curriculum is the starting point for planning that meets the needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.**

**These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups and thus enable them to participate effectively in curriculum and assessment activities. Children may have special educational needs either throughout, or at any time during their school career.**

**Children with special educational needs will be admitted to the school in line with the school’s agreed admissions policy. At the annual allocation of Reception places for September any child with a statement of special educational needs that names Limehurst Primary School, Oldham will be offered a place before any other children are admitted.**

**Limehurst School is part of Oldham’s Local Offer**

**Please click on the following link to find information on Oldham’s Local Offer for children and young people with special educational needs and disabilities.**

[**https://www.oldham.gov.uk/info/200368/children**](https://www.oldham.gov.uk/info/200368/children) **and young people with special educational needs and disabilities local offer/2129/Oldham’s local offer**

**How many children in the school have special educational needs?**

**There are currently 330 children on role with 53 (16%) children on the SEN register.**

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| --- | --- |
| **Stage** | **Number of children** |
| **EHCP** | **4 + 2 Pending** |
| **SEN Support** | **49** |
| **Total** | **53** |

**Who do I speak to if I am worried my child has SEND/learning difficulties/a disability?**

**Your child’s class teacher is the first point of contact for any concerns. The class teacher will know your child best. They will have responsibility for monitoring progress, planning, and delivering any additional help. Class teachers are often available at the end of the school day, for a brief discussion or you can make an appointment to speak to them on 0161 770 340.**

**The school SENCo is Mrs Lucia Taylor.**

**The SENCo coordinates the support for children with SEND and develops the school SEND Policy.**

**An appointment can be made through the school office on 0161 770 3140.**

**How does the school identify children with special educational needs?**

* **Class teachers and the SENCo will monitor the progress of all children and if we feel that your child may have a special educational need, we will record our initial concerns and discuss these with you.**
* **If you feel your child has SEND in the first instance discuss this with your child’s class teacher who will then discuss the concerns with the SENCo (Mrs L Taylor).**
* **We may ask for permission to contact outside agencies to help us assess the needs of your child.**
* **In some cases children join Limehurst with already recognised or identified SEND. This can be either in the Early Years Foundation Stage or further along in their Education. In the EYFS teachers or the SENCo will arrange to observe the child in their current setting and liaise with professionals who are already involved with the child/family in order to ensure a smooth transition. When older children transfer between schools the SENCo will contact the previous school to obtain as much information as possible.**
* **For SEND pupils leaving us in Year 6 we endeavour to arrange additional visit to the chosen secondary school. Parents are encouraged to visit a number of secondary schools to ensure the best choice for their child.**
* **All records are shared with the receiving secondary school, through C-Poms whenever possible.**

**How do we involve parents/carers and pupils identifying SEND and planning to meet their needs?**

* **We involve parents/carers and pupils in Person Centred Planning meetings.**
* **Through PCP meetings we discuss the child’s strengths, difficulties, what works well, what we are worried about, what is important to the child now and in the future.**
* **Any professionals involved with your child may be invited to attend the PCP meeting or submit a report.**

**How do we assess pupil progress towards their outcomes and targets?**

* **The PCP meeting process reviews previous targets and discuss the next steps to be taken.**
* **For Pupils with EHC Plans support staff, class teachers and the SENCo meet to discuss progress, review targets and set new targets.**
* **School regularly hold moderation meetings across the whole school to ensure consistency.**
* **We hold regular Parent’s evenings throughout the school year.**

**What type of special provision is currently available at the school?**

* **Ability groups for phonics**
* **Small group additional phonics interventions**
* **Speech and language support**
* **Social Stories**
* **Visual timetables - Whole class or individual**
* **Now and next boards**
* **Use of timers**
* **Use of a range of IT equipment such as I-pads and laptops**
* **Lego therapy – small groups**
* **Nurture groups**
* **Small group support for maths and literacy**
* **Ear defenders**
* **Fine and gross motor skills activities**
* **Dough Disco**
* **1:1 support when advised by professionals or when necessary**
* **Pastoral support**
* **Wellcomm is used across the EYFS.**

**Which external agencies support school?**

**There are a number of agencies that we may contact with your permission. This may be to help us find out more about your child or to help us work out the best way of helping your child.**

* **The School Health Advisor- The School Health Advisor visits pupils in school to carry out Infant Health Assessments, basic sight tests, height and weight checks, puberty talks with the older children and to offer training and advice to staff. Children can be referred to the School Heath Advisor by a parent or by school.**
* **Speech and Language Therapist (SALT) - If your child’s speech is very unclear or they seem to have difficulties understanding what people are saying to them we may ask a Speech and Language Therapist to see your child. We need your permission to make a referral.**
* **Child Health Department – If we have concerns that your child may have a medical need or if we want to rule out a medical need as part of our assessment process.**
* **Specialist Advisory Team (QEST) – This is a team of specialist who can advise the best strategies to use with many different types of special need and conditions.**
* **Educational Psychologist – It we need specialist advice about your child’s learning needs we may ask for the involvement of the educational psychologist. They may come into school to see your child in class and may carry out some individual assessments. They will usually write a report which offers suggestions for support and next steps for your child.**
* **Hearing impairment service**
* **Visual impairment service**
* **Physiotherapy**
* **Occupational Therapists**

**How are pupils with SEND ensured access to the curriculum?**

* **All children have access to high quality teaching which can be differentiated to meet the needs of each individual child.**
* **Children will be given individual targets and will be provided with extra help to try to meet these, either within the classroom or in smaller withdrawal groups.**
* **All staff are able to adapt lessons depending upon the needs of individual children and to ensure that all children learn at their own pace.**
* **Information about the needs of individual children is shared with their new teacher at the end of the summer term/start of the new school term.**
* **Class teachers review each child’s progress each half term to monitor progress and provision and to establish the next steps for learning.**
* **The progress of all SEND children is monitored termly by the SENCo to establish the next steps for learning and review future provision.**
* **We have a number of adults in school who are able to offer extra support to children.**
* **We follow advice from the graduated response toolkit which is available to professionals and highlights a pathway of support.**
* **All staff are able to respond to a range of SEND speech, language and communication needs, specific learning difficulties and social emotional and mental health difficulties.**

**Are extra-curricular activities available for pupils with SEND?**

* **Limehurst have a number of activities available over lunchtimes and after school, which vary over the year. All pupils are invited to take part if they wish. If a pupil needs support to access an activity, it will be provided.**
* **Children with SEND are included in school trips, any additional support needed is identified and provided.**
* **We ensure visits are accessible for all pupils and ensure travel arrangements are in place.**
* **Individual RISK assessments are carried out for SEND pupils when required.**

**How does additional funding work?**

* **Schools receive funding for all children including those with SEND. School meets pupil’s needs from this funding, including equipment. The Local Authority may contribute if the cost of meeting and individual pupil’s needs is more than £6000 per year.**

**How can a pupil get extra support?**

* **If your child has significant SEND school or parents/carers can apply to the Local Authority for an Education, Health and Care Plan (EHCP) assessment.**
* **The assessment will be evaluated by a wide range of professionals and a decision will be made to undergo and assessment for an EHC Plan or there may be recommendation put in place for school to apply.**

**Where can parent/carers get support and advice?**

Please click on the link to find Oldham’s response to changes in the law on Special Educational Needs and Disabilities and Oldham’s Local Offer.

<https://www.oldham.gov.uk/info/200368/cildren> and young people with special educational needs and disabilities local offer

There is also information about a number of support groups here:

<https://www.oldham.gov.uk/hsc/services/categories/send/4>

The Oldham SEND Information Advice Support Service (SENDIASS) helps parents/carers of children who have SEND. The service offers: personal confidential help, one-to-one support and advice, independent advice about SEND, details about how special education s organised and advice about working with those involved with your child’s education.

<https://www.point-send.co.uk/oldham-send-local-offer>

**What to do if you are not satisfied with a decision?**

* **If you have a concern about any issues in school, in the first instance please speak to your child’s class teacher or the SENCo (Mrs L Taylor) who will try to resolve your concerns.**
* **If you feel you need to make a complaint:**
* **Stage 1:**
* **Detail your complaint to a member of staff, preferably your child’s class teacher of the Key Stage Lead for their phase of school.**
* **The member of staff will investigate the complaint and try to resolve it. If you feel your complain ha not been resolved put your complaint in writing in writing to the Head Teacher, Mr M Roberts.**
* **Stage 2:**
* **The Head Teacher will acknowledge receipt of your complaint and will investigate. You will be given a copy of the school’s Complaints Procedure.**
* **You will be informed, in writing or in person, of the outcome of your complaint.**
* **If your complaint has been resolved, no further action will be taken. If your feel it is not resolved, you should put your complaint in writing to the School Chair of Governors.**
* **Stage 3:**
* **The Chair of Governors will acknowledge receipt of your complaint and will investigate it. If the issue cannot be resolved, then a complaints panel meeting will be arranged.**
* **You will be invited by letter to attend the meeting.**
* **You will receive a letter containing the panel’s decision.**