

Mottram St Andrew Primary Academy School

Special Educational Needs and Disability SEND Information Report

September 2018

Beliefs and Values

We recognise that there are children within our school who have barriers with their learning and/or who have a disability which prevents them or hinders them from fully benefitting from the education normally provided for children of their age group. We support the principle of inclusion of children with Special Educational Needs within a mainstream setting.

We believe that every teacher is a teacher of every child or young person including those with Special Educational Needs.

Basic information about the school's special education provision

The impact of the new SEND system has had a positive impact on the children at Mottram. It has given the staff a clearer vision of those children who genuinely have special educational needs and learning difficulties compared to those who are just lower ability and/or a little behind and in need of some 'catch up' interventions.

Now that we can see clearly the children who are lower ability/falling behind are, class teachers are taking more responsibility in differentiating for their needs and providing quality first teaching.

Taking into consideration those children who do have special educational needs, the journey to getting external advice, support and even funding is becoming quicker.

We start this term with having three children having an Education Health Care Plan. These children receive a specialist top up funding known as element three funding to help deliver a highly personalised and tailored curriculum.

The SEND toolkit developed by East Cheshire, which was launched at the beginning of the academic year is aimed at all educational providers and settings supporting Cheshire East children and young people aged 0-25 years. Its purpose is to provide detailed guidance on how educational settings can identify children and young people with different types and levels of need, and information on appropriate steps and strategies to support them. It provides clear information about when a request for an Education, Health and Care needs assessment, or specialist services, may be required.

The person who is responsible for co-ordinating the day to day provision of education for pupils with special educational needs and disabilities is Lucy Rusbridge
lrusbridge@mottramacademy.org.uk

Identifying Children with Special Educational Needs

Here at Mottram Primary Academy School Children with SEND are identified as early as possible. Initial identification is usually through comments or concerns raised by school staff who work directly with the child or by parents. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. We monitor the children's progress carefully on a termly basis through pupil progress meetings which are led by the Headteacher with the SENCO and Class Teacher.

Concerns are initially raised with the school SENCO who would discuss them with those working with the pupil, the pupil's family and the pupil themselves.

This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. The new code makes it clear that additional intervention and support cannot compensate for a lack of good teaching. Therefore first quality teaching and differentiated learning is the first step to responding to a child who may have special educational needs. For children who require a special educational provision our school will follow the graduated response as set out in the Code of Practice and in the Toolkit for SEND. This acknowledges that some children will benefit from specific support from the school or require external agencies. The categories of school action and school action plus no longer apply and is replaced with Special Educational Needs Support.

When a child is not making adequate progress despite first quality teaching, we put into place a provision that is additional to or different from the provision usually available. SEN support is a cycle of assessing need, planning provision, putting in place the support and reviewing progress. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCO keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

Staff development

The SENCo achieved the National Award for Special Educational Needs Coordination through Edge Hill University in June 2013.

All staff have received in house training from the Borough SENCo Judith Nash and Teacher Assistants attend local training opportunities where appropriate for example; reading intervention training at Ash Grove and in class literacy/numeracy support strategies.

Work with external agencies

The school works with a range of services. We seek advice from the Educational Psychology Team and the Cheshire East Autism Team at regular meetings. We also have links with health professionals, for example, Child and Adolescent Mental Health Services (CAMHS) and Speech and Language Therapists. We have used external providers for pupils with English as an Additional Language (EAL), Pupils with Specific Learning Difficulties such as dyslexia and pupils in need of some Counselling support. Links with child health services is in the form of the school nurse. The school can also access advice from the educational welfare officer.

Parents of pupils with special educational needs and disabilities receive regular feedback from school - some on a daily basis. Parents are invited to the termly review meetings of SEN Support Plans and can and do communicate with the school whenever there is a need.

Children with SEND and their parents meet with the SENCO of the local high school in Year 5 prior to the transfer and transition programme. Parents and children are encouraged to have an early visit to the high school to assess the provision and any special arrangements that can be put into place.

This SEND information report works alongside, and in conjunction with, the Local Offer offered by Cheshire East Local Authority. Mottram St Andrew Primary Academy School's part of the Local Offer can be found on Cheshire East local offer site. <https://livewellservices.cheshireeast.gov.uk/Services/101>

This includes information on Identification of SEN, Teaching Learning and Support, Keeping Students safe and supporting wellbeing, working together and roles, Inclusion and Accessibility and Transition.