

New Islington Free School

SEND information report

New Islington Free School is a mainstream school that caters for children from 4 -11 years.

The Special Educational Needs and Disability Coordinator (SENCo) is **Mrs Sarah Bailey** who may be contacted via the school office on **0161 273 8007**. Our SEND policy is available from the school office on request or as a download from the school website. Also our school SEND Local Offer provides a wealth of additional information.

What is SEND?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2015 defines SEND as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or*
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”*

The kinds of special educational needs for which provision is made at the school

At New Islington we provide support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2015:-

- **Communication and Interaction:** for example children who have Speech, Language and Communication needs, children with ASD, including Asperger’s Syndrome and Autism
- **Cognition and Learning:** for example children who learn at a slower pace than their peers or children who have a specific learning difficulty such as Dyslexia, Dyspraxia or Dyscalculia.
- **Social, emotional and mental health difficulties:** for example children who are experiencing difficulties with self-esteem, anxiety or with attention.
- **Sensory and or physical needs:** for example children with a hearing or visual impairment or other physical disability.

How the school supports your child

Our school curriculum is open to all. All children receive quality first provision; this means that a range of teaching styles and appropriate learning objectives are set for all children with a curriculum matched to their needs. Staff are continually assessing and evaluating the impact of their teaching on all pupils. To make sure this meets each child’s needs we differentiate appropriately.

The progress of all our children is closely monitored. Assessment tools used include observation, marking of work, questioning, assessment tasks, phonic/reading/spelling

screening, formative and summative tests. We monitor and track children's progress to ensure we identify any needs as early as possible. As a school the progress and attainment of all pupils is reviewed on a termly basis by the School Leadership Team (SLT) at pupil progress and review group (PPRG) meetings. These termly pupil progress 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 Parent's Evenings and the annual end of year school report. In addition, Parents and Carers of children who have an Educational Health Care Plan (EHCP) or Individual Education Plan (IEP) are invited into school at least three times a year for a review meeting. In addition to these, appointments can be made to meet with teachers throughout the year.

Identifying children in school who may have SEN

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 may need extra support or different help e.g. modified tasks, extra time or break in formal assessments.

Our school and other agencies can help most children overcome their difficulties quickly and easily. Some children may have difficulty with some or a combination of the following:

- *Some or all of the work in school*
- *Understanding information*
- *Reading writing or maths*
- *Expressing themselves (a speech and/or language need)*
- *Understanding others*
- *Organising themselves*
- *Sensory perception (such as a visual, hearing or multisensory impairment)*
- *Physical mobility*
- *Managing their behaviour*
- *Making friends or relating to others*

If any concerns arise then a meeting will take place between the class teacher and SENCo and next steps discussed. This will always include a meeting with parents / carers to discuss concerns and next steps. If you feel your child is experiencing significant difficulties with any of the above please raise your concerns with the class teacher in the first instance.

If a child continues to have difficulty after intervention or has a high level of difficulty when they join the school, they may be considered to have special education needs/disability (SEND) and are placed on our SEND register. This decision is made in partnership and with the consent of Parents and Carers. An Individual Education Plan (IEP) will then be created to document targets.

As a school we believe that parents are an integral part of their child's education and we will always involve you in the decision making process. We maintain an 'open door' approach.

Those children who have significant difficulties and complex needs may require an Education, Health and Care Plan (EHCP), previously known as a Statement. This is a statutory document

that sets out objectives, strategies, resources and provision required for the child to make progress. There may be extra funding available to assist with this.

The school's arrangements for assessing and reviewing the progress of pupils with SEN

IEP review meetings occur three times yearly for pupils with SEND. Parents meet with the class teachers and progress towards targets is discussed and measured through the use of success criteria. The Plan should indicate: the nature of the child's difficulties, any health concerns, and broad and short term targets to be achieved within a given time, strategies/processes to be used in order to meet the target, success criteria and any help required from the child's parent.

In addition Annual review meetings and some Interim review meetings for children with an EHCP are planned into the school year. Parents/carers and professionals receive a letter inviting them to the annual review meeting and are asked to write a short report about the child. Pupils also contribute a report and are supported by staff in doing this. The class teacher, support staff, any outside professionals if relevant, along with the SENCo attends the review meeting with the parents/carers. Progress towards targets documented on the Education, Health and Care Plan are recorded and a report is written to reflect the views and decisions of all present and any relevant supporting documentation is appended. This information is sent to the SEN team, relevant agencies and to the parent/carer.

The SEN team writes to parents/carers and the school SENCo to inform them of a decision to maintain or amend the Education, Health and Care Plan as necessary. This always reflects the progress made by the child towards the targets set.

A translator/interpreter in mother tongue will be made available for meetings with parents of children with Special Educational Needs or Disability where appropriate.

SEN pupils play an active part in evaluating their own progress. We encourage children to talk about their learning experiences and help them to evaluate the progress they make. Regular verbal and written feedback is given by the class teacher and children are encouraged to respond to this feedback in order to make adjustments to their work or to take their learning forward. Peer Assessment and Self -Assessment activities help children to reflect on the strengths of an individual piece of work as well as identifying an area for improvement.

Children with an Education, Health and Care Plan complete a report (with support if necessary) commenting on their learning experiences and attitudes towards school in order to contribute to the annual review report. We may also seek children's views during the review of their IEP targets is appropriate.

The school's approach to teaching pupils with SEN

When planning and teaching the National Curriculum, all our teachers set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment. All our pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the expected key stage level.

For pupils with particular learning requirements, teachers support individuals and groups to enable them to participate fully in curriculum. Teachers:

- take account of the type and extent of a pupil's special educational needs in planning and in assessment.
- provide support through the differentiation of tasks, through the use of other resources.
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experience.
- plan to enable children to take full part in all learning, physical and practical activities.
- help pupils to manage their behaviour and emotions, to take part in learning effectively and safely.

Although pupils with disabilities may not necessarily have special educational needs teachers take action to ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset. For children with disabilities teachers:

- plan for enough time for satisfactory completion of tasks.
- plan opportunities where needed for the development of skills in practical aspects of the curriculum.
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals and make necessary adjustments.
- Make modifications to the learning environment if required.

Additional Resources and Specialist Provisions available to school

If a child continues to work well below national age related expectations or does not make the expected rate of progress, a number of professionals including an Educational Psychologist may be consulted by the school with yourself in order to reach a decision regarding future provision for your child. Sometimes School may commission **Specialist Support** to work with identified children with a particular focus e.g. Speech and Language therapists or Occupational therapists. We also regularly liaise with Specialist schools and use their outreach services to support our children.

Specialist services that are accessed by our school include:

- Educational Psychologist (EP)
- School nurse
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- One Education (specialist education service)
- Child and Adolescent Mental Health Services (CAMHS)
- Children and Parent Service (CAPS)
- Paediatricians – through the school nurse service
- Sensory Support Service
- Local special schools with outreach services e.g. Lancasterian, The Grange
- And any other that are felt appropriate to help to meet the needs of the child.

How the school adapts the curriculum and learning environment for pupils with SEN

We endeavour to include all children in all activities making reasonable adjustments and adaptations so they can take part in school activities, visits and residential. Wherever

possible, reasonable adjustments will be made to accommodate Special Educational Needs and Disabilities.

Teachers plan very carefully and differentiate work according to the ability of pupils. Work in class is differentiated by task, support and expectation to personalise learning and support children to make progress. Learning tasks may be modified in some circumstances or additional learning resources made available for pupils to use. Independent learning however is encouraged, and wherever possible, we aim for children to access the curriculum without a high level of support. Pupils may have access to laptops and iPads to support SEND as appropriate. Class teaching assistants or individual pupils 1:1's are at hand to support pupils at lunchtime and to help develop key skills.

Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum

A programme of extra-curriculum activities is offered to all pupils and reviewed half termly. These are accessible to any child who wants to attend subject to reasonable adjustment duty. Please speak to the school office for a list of after school clubs available.

Support that is available for improving the emotional and social development of pupils with SEN

Emotional and social development is a fundamental principle at our school. All staff create a supportive ethos, are approachable and encourage children to share their ideas and concerns. We place great value on a close working partnership with families. Some families may be supported by the Early Help Assessment (EHA) (formally the Common Assessment Framework (MCAF)). By using an EHA we may seek advice from a number of other specialists who could work with your child to allow us to put in place any appropriate plans for the provision of personal care, dietary needs or medication.

We take matters of bullying seriously and have a specific policy for this. Class 'Welfare Files' are used to record instances of bullying, as defined in the document 'Preventing and Tackling Bullying (DfE 2013), and are monitored on a regular basis by SLT to identify possible patterns of behaviour in school or by individuals.

Our school takes the wellbeing and safeguarding of your child seriously, if concerns arise in relation to a child with Special Educational Needs or Disability, our normal safeguarding policy will apply. Our designated Safeguarding lead is the Principal and, in his absence, the Deputy Head Teacher.

Information about how the expertise and training of staff to support children with SEN will be secured

Staff access training appropriate for their needs in order to support the children with whom they are working. Regular staff meetings have an SEN focus such as Autism Awareness, Supporting Dyslexics in the classroom and Team Teach, a behavioural support tool.

All our staff have a good understanding of SEND issues and are supported by the school SENCo. Our SENCo has had training in screening for Dyslexia and is committed to training in order to achieve The National Award for Special Educational Needs.

All of our teaching assistant staff have received FFT Wave 3 English intervention training and are encouraged to attend regular training in aspects of SEN and disability.

SLT review training needs regularly.

How the school evaluates the effectiveness of provision for pupils with SEN

The evaluation of provision for pupils with SEN and its effectiveness is ongoing and is monitored by the SENCo and SLT. Tools we may use are:

- Assessment information and progress data.
- Analysis of outcomes for children who have received interventions.
- Progress towards individual targets contained in an Individual Education Plan or Education, Health and Care Plan.
- Progress recorded in a specified intervention programme e.g. FFT Wave 3.
- Information collected through discussions with pupils, teachers, teaching assistants, welfare staff and parents.
- Discussions with other professionals both in and beyond the school e.g. a Speech and Language Therapist.
- Comparisons with National data.
- Routine health checks for example, eyesight and hearing checks.
- The recording of detailed information over a specified period of time.

Arrangements for supporting transition between schools and classes

We recognise that transitions can be difficult for a child with Special Educational Needs or Disability and we take steps to ensure that any transition is as smooth as possible.

- ***If your child is moving to another school during an academic year***

We would contact the Special Educational Needs and Disability Coordinator at the new school and ensure they know about any special arrangements or support that needs to be made for your child.

- ***If your child is moving classes from one academic year to the next***

Information will be passed on to the new class teacher in advance and a transition/planning meeting will take place with the new teacher. Your child will have numerous occasions to meet with their new class teacher.

- ***If your child is moving from year 6 to High school***

The Special Educational Needs and Disability Coordinator will attend meetings with the High school and liaise with staff. Specific information about your child will be passed on accordingly and your child may need to have focussed learning, if appropriate to their needs, about aspects of transition to support their understanding of the changes ahead. Where possible a child will visit the new school in advance on a number of occasions and in some cases staff from the new school may visit your child.

Arrangements for handling complaints from parents / carers of children with SEN

If you wish to make a complaint about the provision made at school for your child, the normal complaints procedure, detailed on our website, will apply; please contact the Principal via the school office.

Information on where the local authority's local offer is published:

Manchester Local Offer: www.manchester.gov.uk/sendlocaloffer

For more advice please contact:

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

www.gov.uk/government/publications/send-guide-for-parents-and-carers

IAS, Formerly Parent Partnership – 0161 209 8356 - parents@manchester.gov.uk

Manchester Families Service Directory – www.manchester.fsd.org.uk

Autistic Society Greater Manchester – 0161 866 8483

The British Dyslexia Association – 0845 251 9002

The Dyspraxia Foundation – 01462 455016

Lancasterian Sensory Support Service – 0161 445 0123

Living with ADHD - www.livingwithadhd.co.uk

Manchester Autism Resource Centre – 0161 945 0040

Manchester Mencap – 0161 728 8109

Manchester Speech and Language Therapy Service – 0161 248 1208

National Autistic Society, Greater Manchester – 0161 998 4667

National Blind Children's Society – 0800 781 1444

National Deaf Children's Society – 0808 800 8880

National Down's Syndrome Society – 0333 1212 300

SEND Local Offer Hub Drop In Sessions – 0161 998 7280

Statutory Assessment Service – 0161 245 7439