

Welcome to our SEN information report which is part of the Bolton Local Offer for learners with Special Educational Needs (SEN).

All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. This information is updated annually.

General Information/Frequently Asked Questions

What should I do if I think my child has a Special Educational Need or Disability?

You will be continually updated on your child's progress throughout their school career and we encourage you to make an appointment with the Class Teacher if you have any concerns about your child at any time.

Where any child is not making adequate progress in learning or development, targeted group interventions or one to one support will be implemented by the Class Teacher. When it is judged to be appropriate and the child begins to make good progress, extra support may gradually be withdrawn and the outcomes monitored. If progress still does not improve, despite these interventions, the child will then be placed on the SEN Register. Parents and carers will be involved in this stage. Where a child is identified as having SEN, the school will provide support that is additional to, or different from the differentiated approaches and learning arrangements provided within high quality teaching.

If you would like to discuss your child further, you are welcome to contact the Special Educational Needs Coordinator (SENCO), Mrs Katie Peters.

The SENCO is responsible for the day to day operation of the school's SEN policy, and coordinating the provision for children with SEN.

What is the school ethos/approach to SEN and Disability?

(Reg 3c: In general, how do school approach the teaching of pupils with SEN/D?)

All children at Spindle Point Primary receive high quality first teaching, differentiated to meet individual needs. In line with the Code of Practice 2014, every teacher is a teacher of every pupil, including those with Special Educational Needs. We have effective management systems and procedures for meeting the needs of all children including those with SEN and disability.

Staff differentiate tasks to suit the needs of individuals and where appropriate, the teacher or teaching assistant may break the task down into smaller steps or provide support.

Class teachers have regular interactions with the SENCO to ensure that concerns are addressed swiftly and any barriers to learning are acted upon. Regular reviews are planned to ensure that interventions are effective and have impact.

To ensure our staff have the skills and knowledge to support children with SEN—there is a programme of ongoing training both in school and elsewhere. Recent training has included: SENCO training - Changes in SEN Provision 2014, Person-Centred Reviews, Autism Spectrum Disorders and Strategies, Working Memory etc.

We work within our successful SENCO Cluster to develop our provision and share good practice with other schools.

How will I know how my child is doing in school?

(Reg 3b: School arrangements for assessing and reviewing the progress of children/young people with SEN)

Parents will be informed if their child is in need of SEN Support and meetings will be held to discuss and review provision and progress towards the set outcomes, at least Termly. Where a child has a Statement or Education, Health & Care Plan, a Local Authority Annual Review or Person Centred Review will be carried out.

Informal discussions and telephone contact may also be used to inform parents of their child's progress.

All parents will be informed of their child's progress at least termly, through Parents' Evenings and an Annual Report. Results of assessments and the work of outside agencies will also be shared with parents.

Parents are welcome to make an appointment at any time to discuss their child's progress.

What support will there be for my child's overall well-being

(Reg 3g: in particular the development of their social and emotional skills) (Reg 6 Equipment and facilities to support children)

The children are frequently reminded that all members of staff will be ready to listen to any child who needs support. Children who need specific support are appointed a support person to ensure they are managing well in school and at break times. Year 6 children take on the Fun Bunch responsibility, which ensures that younger children are supported with play activities during lunch times.

The school teaches PSHE and use circle time which enable children to develop self-awareness, managing feelings, motivation, empathy and social skills.

The planning and assessment for children experiencing special educational needs will take into account the type and extent of difficulty experienced by the child. A variety of means and activities will be used to promote their overall development.

Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances.

SEN children are included in all activities which take place outside the classroom. School will ensure that all efforts have been made to include SEN pupils in educational visits. This may include making reasonable adjustments as part of the risk assessment process and will usually entail discussion with the pupil, parents, group leader and manager of the venues to be visited e.g. to ensure full access. A Pupil Based Risk Assessment will be completed to ensure the safety of any such pupil. The risk assessment may involve an extra member of staff to accompany the visit, specifically to support the pupil on an individual basis.

The school has two higher level teaching assistants that have been trained to deliver Nurture Groups across the school.

At present all of the school is accessible to children in wheelchairs. The school has disabled toilet facilities.

How will I be involved in discussions about, planning for, and involvement in my child's education?

(Reg 7: School arrangements for consulting the parents of children and young people about, and involving them in, the education of their child)

Our school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be informed of their child's progress at least Termly, through extended Parents' Evenings and an Annual Report. Results of assessments and the work of outside agencies will also be shared with parents.

Parents/ carers will be informed where the child is in need of SEN Support and meetings will be held to discuss and review provision and progress towards the set outcomes, within a passport, at least Termly. Parents/carers will be fully involved in this process. In addition, where a child has a Statement or Education, Health & Care Plan, a Person Centred Review will be carried out which will be planned and carried out in partnership.

How does Spindle Point Primary School involve children and young people in their education and in the decision making process?

(Reg 8: School arrangements for consulting and involving children and young people in their own education)

Wherever possible, children with SEN are involved in meetings arranged with parents /carers to discuss and set desired outcomes and to review progress made towards these. During these meetings, they will be invited to contribute to give their own opinions about provision and their own learning experiences. Teachers discuss outcomes with the child individually and ensure that these are understood. At Spindle Point, all children play an integral part in their academic work by responding to marking in their exercise books.

Children who attend additional booster sessions are encouraged to contribute towards areas they feel they need further support on.

How does the governing body involve other services in meeting the needs of SEN pupils and supporting their families?

(Reg 10: Involvement of other agencies)

Spindle Point staff are appropriately trained to administer First Aid, with a qualified First Aider and three staff qualified as Paediatric First Aiders. All Lunchtime Supervisors are trained in First Aid.

The Educational Psychologist, Ladywood Outreach, Speech and Language Therapy Service and Behaviour Support Service visit the school regularly to assess, monitor or work with individual children, and to advise the Class Teachers and SENCO.

The school nurse comes into school regularly, which enables discussion of any problems arising. If it becomes necessary, contact is made with Social Services.

Some services offer specific training to parents/carers which can be accessed through the school.

The school works closely with professionals from other services to support children with specific medical needs.

Who can I turn to for advice and support?

(Reg 11: Contact details of support services/groups for parents of pupils with SEN)

Parents /carers are always welcome to make an appointment to come into school to discuss their child's progress and learning or to put forward any concerns. The first point of contact will be the child's Class Teacher, SENCO or Head Teacher where needed. We will do our best to offer advice and support and will also be able to signpost parents to other appropriate agencies who can help. Please contact Mrs Bridge in the school office who will make you an appointment.

Contact Details: Tel: 01204 333458 email: office@spindle-point.bolton.sch.uk

Special Educational Needs Coordinator (SENCO): Mrs Katie Peters

Designated Safeguarding Lead: Miss Jenny Bingham (Head Teacher)

Who, outside of school, can I turn to for advice and support?

(Reg 11: Contact details of support services/groups for parents of pupils with SEN, for example parent partnership)

Bolton Parent Partnership Service
Lowndes Street Day Nursery
Bolton
BL1 4QB
Telephone: 01204 848722
(8.30 - 17.00)

SEN Strategy Department,
Paderborn House, Bolton
01204 338612

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

(Reg 12: The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living)

ADMISSION ARRANGEMENTS FOR PUPILS WITH SEN

Children who transfer to our school can be assessed on entry if considered necessary, or may be automatically included in our Register if already registered by their previous school.

The school follows the Local Authority's Admission Policy and children with known special needs are welcomed, where the quality of education required can be delivered. Arrangements are made to collect all relevant information and records for new entrants through visits to the nursery or home for Reception Class or reference to records from a previous school. Each year, transition meetings are held between the Class Teachers, Teaching Assistants and with the SENCO in the latter half of the Summer Term to ensure a clear, consistent approach to learning and continuous provision. All children in school take part in transition days towards the end of the school year, where they will experience their new class environment and become more familiar with their new Class Teacher and Teaching Assistant.

Records for children who move to other schools are forwarded to their new school.

Information about Year 6 children with SEN is sent to their secondary school during the summer term. This includes National Curriculum levels, SATs results, Education Health Care Plans or Statements of Special Educational Needs, minutes of Review meetings and SEN Support Provision Maps with evidence of outcomes. Meetings are held with the Head of Year and/or SENCO from the secondary schools.

Transition work and extra visits to secondary school are arranged by the SENCO/Ladywood Outreach Service to develop confidence and enable the children with SEN to gain some familiarity with other pupils, staff and their new surroundings.

Where can I find information about Local Authority provision for children and young people with SEN?

(Reg 13: Details of where the Local Offer is published)

The Local Offer website can be found at:

<http://www.localdirectory.bolton.gov.uk/send.aspx>

How should complaints regarding SEN *provision be made and how will they be dealt with?*

(Reg 9: Detail the arrangements made by the Governing Body relating to the treatment of complaints)

If parents /carers of a child with SEN have concerns about progress or provision, they should consult the class teacher first, then the SENCO and then the Head Teacher.

If the problem is still unresolved the complaint should be addressed by the Chair of Governors, Cllr Derek Burrows, who deals with the complaint following the school's complaints policy.

How do I get a copy of the school SEN policy?

A hard copy of the school SEN policy is always available from the School Office. Our SEN policy is also published on the school website <http://www.spindlepoint.org.uk/>

Spindle Point Primary School- Overview of Provision across the School

September 2017

Area of Need	Support for All Universal Offer	SEN Support In addition to Universal Offer	Further Support In addition to Universal Offer (including statement/EHCP)
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcomes • In-class targeted teacher support • In-class TA support within class teaching (individual or small group) • Increased visual aids/modelling • Use of writing frames/prompts/word banks etc. • Access to homework club • Modified curriculum • Use of Kagan structures • Access to school library • Access to ICT • Access to extra curricular clubs • Reporting to Parents- Parents Evenings (November and March), written report (July) 	<ul style="list-style-type: none"> • Concern noted by Class Teacher & progress carefully monitored • Advice/support from SENCo or other agencies • Individual precision teaching (10mins daily) • Individual reading support with TA (10mins daily) • Booster group opportunities (phonics, reading comprehension, maths and writing with T/TA) • Beanstalk reading support 	<ul style="list-style-type: none"> • Individual Education Plans • Meeting with parents to review provision and progress towards provision map targets • Advice and support from SENCo <p>Outside agencies support:</p> <ul style="list-style-type: none"> • Ladywood Outreach Small Group work • Educational Psychologist assessment, advice and recommendations • One to one work with the teacher • One to one booster sessions or work with a TA. • Toe by Toe programme delivered by a TA

<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key word prompts, visual aids/modelling, etc. • Visual timetables • Structured class and school routines 		<p>Involvement of outside support agencies:</p> <ul style="list-style-type: none"> • Speech and Language Therapy (SALT) • Speech and Language Ladywood Outreach small group programmes- Time to Talk • Input from sensory specialist teaching staff i.e. Thomasson Memorial School (auditory)
<p>Emotional, Behavioural and Social</p>	<ul style="list-style-type: none"> • Whole school behaviour policy • Whole school rules • Whole school rewards and sanctions systems • Circle time • Fun bunch club • Philosophy 4 Children • PSHE • Golden Time • Celebration Assemblies 	<ul style="list-style-type: none"> • Nurture groups led by HLTA • In class support for behaviour targets from TAs. • Support from SENCo • All teaching staff • TeamTeach trained de-escalation strategies 	<ul style="list-style-type: none"> • Educational Psychologist assessment, advice and recommendations • Behaviour Support Service- 1:1 work, advice and recommendations, work with parents/carers • Individualised Reward Charts • Time Out
<p>Sensory and/or Physical Medical Conditions</p>	<ul style="list-style-type: none"> • Staff aware of implications of physical impairment • Appropriately trained staff e.g. Epi-pen training for anaphylactic shock • Posture seats 		<p>Involvement of outside agencies:</p> <ul style="list-style-type: none"> • Occupational Health advice and recommendations • Hearing Impairment Service, assessment & monitoring, advice and recommendations • Health Professionals <p>Staff in school follow all recommendations made</p>

<p>Transitions</p>	<ul style="list-style-type: none"> • Visits to local secondary schools to participate in activity days • Opportunities to become members of the Children's University in KS2 • Head of Year/Form Teacher/SENCo attend meetings with class teacher • Year 5 Meeting-LEA Admissions & Heads of Secondary schools • Data exchange • Specific transition lessons focussing on emotional, social and behavioural aspects. 		<ul style="list-style-type: none"> • Specific transition activities and teaching to prepare for secondary school- arranged by Ladywood School
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