

## Key information for Higher Failsworth Primary School

Acting Headteacher – Mrs Samantha Forster

Assistant Head - Miss Francesca Lees

Assistant Head / SENCO- Miss Claire Curtis – [claire.curtis@higher-failsworth.oldham.sch.uk](mailto:claire.curtis@higher-failsworth.oldham.sch.uk)

SEN Governor - Miss C Black

## How does the school identify and meet the needs of pupils?

# Graduated Response Cycle

Children are assessed continually by their class teacher using teacher assessments and some tests. Every half term these assessments are reported to the Senior Management. Children who are seen not to be making progress are identified. Teachers complete concerns proforma and provide evidence of High Quality teaching to the Unit Leader and the SENCO.

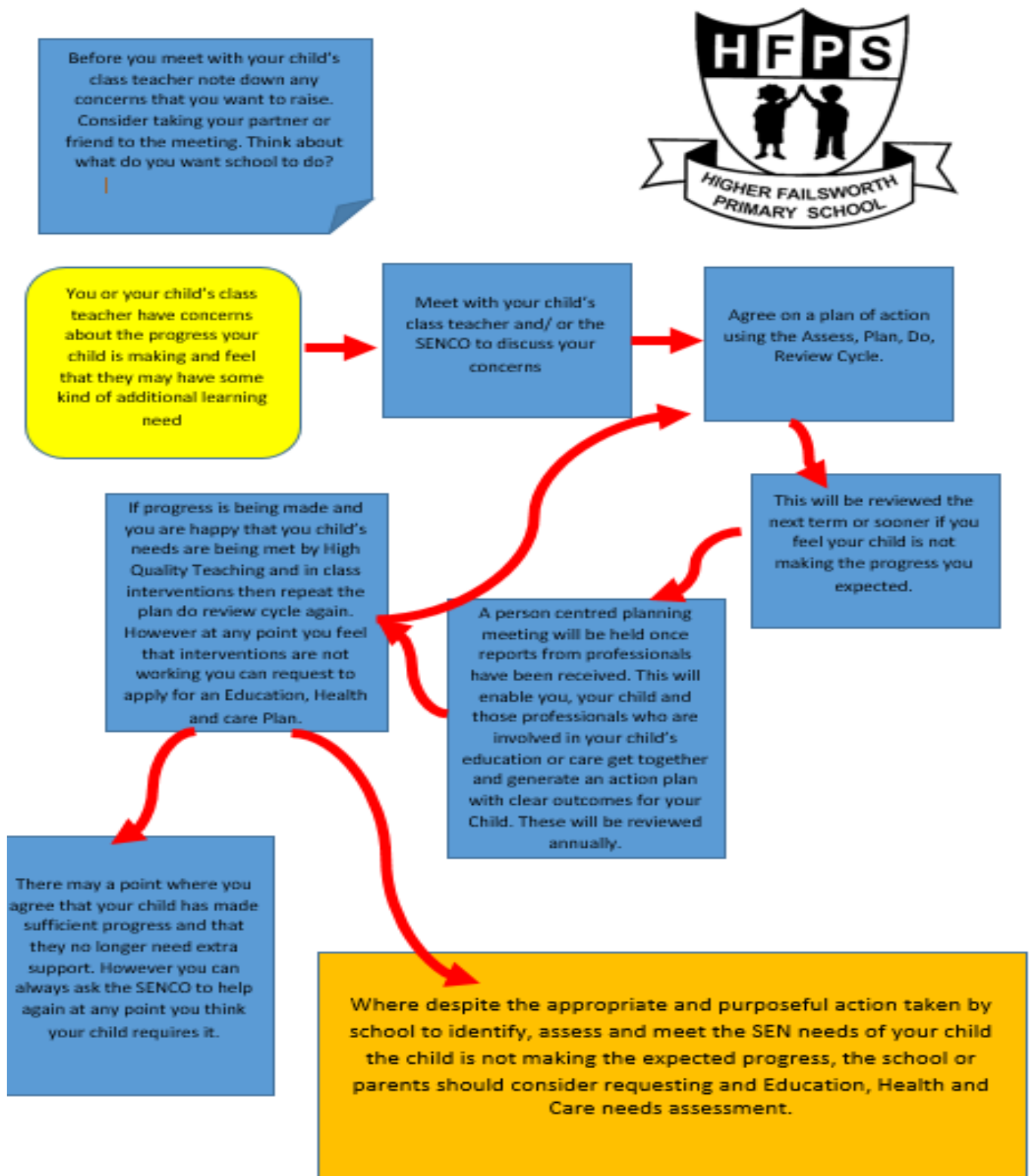


The Class teacher meets with parents with the SENCO and discuss their concerns. The meeting follows the 4+1 questions from the person centred planning tool. Outcomes for the child are agreed and a plan of intervention and support is put in place. This is reviewed 6 weeks after the intervention has been out in place.

Interventions or support are planned by the class teacher, tailored to the child's needs and to address their barriers to learning. Teachers record the impact of the intervention on the child's learning.

The SENCO reviews the evidence, if progress has been made from the application of high quality teaching and intervention then parent's return to review outcomes and plan the next step with Class Teacher.

## What are the steps that will be taken if the teacher or parent / carer has a concern?



## What kinds of Special Educational Needs are provided for at Higher Failsworth Primary School?

Higher Failsworth Primary School provides support for pupils across the four areas of need as laid out in the SEN Code of Practice 2014

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and / or physical needs

We currently have children with the following needs:

Visual impairment; Hearing impairments (with and without hearing aids); cerebral palsy, Down Syndrome, Autism, ADHD, Dyspraxia, dyslexia, complex physical disabilities, complex medical needs and genetic disorders.

### **What interventions of support does the school use for each area?**

#### ***Communication and interaction***

We deliver the following interventions:

- Blast 1&2
- Socially speaking
- Time to Talk
- Wellcomm
- Active Listening
- Speaking in Sentences
- Colourful Semantics
- Social, communication tool box
- Social stories
- Shape Coding
- We use Board maker symbols for 'Now and next' boards and Visual timetables
- We use sign supported English
- We use Signalong – a sign supported communication system

#### ***Cognition and learning***

We deliver the following interventions:

- Narrative therapy
- Letters and Sounds
- Write from the start
- Early handwriting intervention
- Numicon
- Sums Up
- Power of 2
- Beat Dyslexia
- 5 Minute Box
- Toe by Toe
- Direct phonics
- Lifeboat
- Developing Working Memory

We have:

- Coloured overlays and pencil grips in each class
- exercise books with coloured pages

Additional intervention teachers deliver personalised sessions

#### ***Social, emotional and mental health difficulties***

We deliver the following interventions:

- Social stories
- Lego therapy
- "Socially speaking"

- “Starving the Anger Gremlin”
- Our Learning mentor – offers bespoke support
- Lunchtime clubs
- Self Esteem Activities
- Emotional Literacy
- Social skills

The school also commissioned Place2Be to deliver:

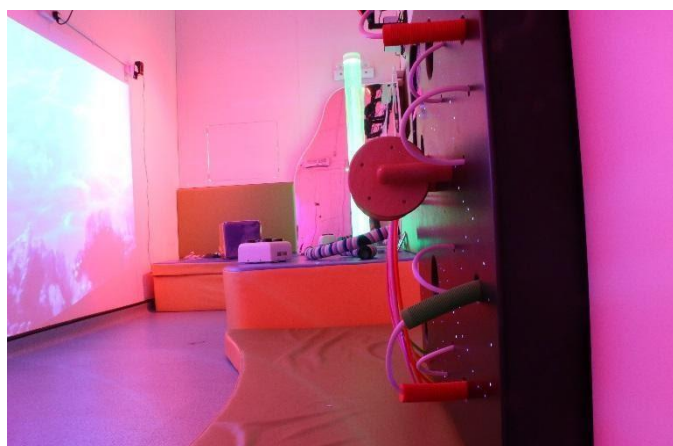
- Place to Talk ( 1:1 or small group counselling accessed through a self-referral system)
- Programme of 1:1 play based counselling
- Place to Think – consultations for staff
- Support for parents



<https://www.place2be.org.uk/>

### ***Sensory and / or physical needs***

- We have a purpose built Sensory room



- We have a sensory club which is run each morning before school

- 2 Facilities rooms – one has a built in hoist
- School is on one level
- Jungle journey
- Play-dough disco
- Personal Care Plans
- Pressure massage and exercises recommended by Occupational therapy
- Weighted blankets are used
- Fidget toys and sensory toys are available
- Enlarged text and print is used when appropriate

## How do we involve pupils and their parents / carers in identifying SEN and planning to meet them?

- Through our open door policy parents will have the opportunity to talk to their child's class teacher at the start and end of every school day.
- We believe in strong home school links so you will be involved in all decision making about your child's support.
- We use person centred approaches and children are involved in an age appropriate manner.
- During these meetings short, medium and long term outcomes for the child are agreed.
- We offer support and advise how parents / carers can best support their child at home.
- We encourage the use of a home school book where this will aid communication.
- We have twice yearly parents' evenings and EHC plan / statements are reviewed annually

## Staff training

We have a rolling programme for SEND training. This is on three levels: whole staff INSET led by school staff; whole staff INSET led by specialists; individual training.

Miss Curtis (SENCO) – has completed the National Award of Special Educational Needs Co-ordination (Masters Level).

Mrs Jervis (Pastoral & Safeguarding Manager) used to work for Oldham's Children's Services disability team so has extensive experience of supporting families with SEN and disabilities.

All staff have undertaken 12 hour Team Teach behaviour management training.

Individual staff have received training regarding:

- PECS
- Dyspraxia.
- meeting the needs of children with Down syndrome.
- SALT training
- Blast 1 &2
- Engaging parents
- Provision mapping
- Board Maker symbols
- Music therapy
- Numicon
- bereavement in Primary school
- Resilience & Protective factors.
- Epilepsy
- Early support key worker training
- Signalong
- Elkan
- Autism
- ADHD
- Dyslexia
- Safeguarding children with disabilities and additional needs
- Children's individual medical needs e.g. feeding tubes,
- Attachment

Various members of staff are parents of children with dyslexia, dyspraxia, autism, ADHD and visual impairment and can therefore talk to parents and share experiences.

## What external or additional support does the school access?

- Educational Psychologist – Phil Wadsworth
- Quality and Effectiveness Service specialist advisory teachers
- Speech and Language Therapy Service
- Advisory teachers from Service for Visual Impairment
- Advisory teachers from Service for Hearing Impairment
- Springbrook Special School (Team Teach training and follow up support)
- School Health Adviser
- SEMHS (LA behavior support service/team)
- CAMHS / Healthy Young Minds
- Community Paediatric team
- Moving & handling team
- Continence service
- Early Help
- Children's Social Care
- POINT (Parents of Oldham in Touch) - Oldham's Parent/Carer/Forum & Parent Partnership
- Place2Be (National Charity with significant expertise including Safeguarding Managers and Educational Psychologists)

## Accessibility

The school is on one level

We have 2 facilities rooms (one has a fitted hoist)

The layout of the corridors and classrooms is such that children can use wheelchairs and walking frames.

## Overall well-being and mental health

So that children flourish at Higher Failsworth we place great emphasis on the overall wellbeing of our children. Having positive mental health is the ability to face life challenges with confidence, to manage them effectively, being responsive to your own emotions and those of others around us and to learn from our experiences.

At Higher Failsworth we strive to

- strengthen the life skills, negotiating and communication skills in all our children
- Strengthen families by engaging parents and working closely with other agencies
- Improve the school environment and maintaining a safe place for children
- Promote good Mental Health by building children's resilience in order to bring about a mentally healthy future for all our children.

We do this by offering

- A positive, warm ethos
- A positive and inclusive climate for learning
- Class teachers who are supported by our Pastoral/ Inclusion team.
- Homework club/support
- Lunchtime clubs
- Extra-curricular activities
- PSHE
- Circle time
- Healthy Schools principles
- Attendance monitoring
- Uniform policy
- Behaviour monitoring/ policy
- Progress checks

- Parents evenings
- Transitional programmes
- Newsletters
- Assemblies
- Collective worship
- Time to play
- Planned risk taking (residential, Outdoor Learning)
- School trips
- Outdoor Learning
- Place2Be
- Place to Talk ( 1:1 or small group counselling accessed through a self-referral system)
- Programme of 1:1 play based counselling

### Transition

Teaching assistants create photo books to support children with SEND to support the transition from class to class. Children have a set transition programme that includes getting to know their new teacher and teaching assistants as well as spending time in their new learning environment. All Children with SEND have a pupil passport which informs staff of how best to meet the child's needs as well as provide important information.

New starters who have SEND have a home visit from the SENCO where appropriate and a transition programme is put in place working closely with parents and carers. This may involve extra visits to school prior to starting, the SENCO and class teacher going to the current setting to meet the child and phased starts for our most vulnerable children.

When children leave us to go to other settings we work closely with the new settings SENCO and inclusion team to ensure a smooth transition.

Vulnerable pupils have additional transition visits into reception or to secondary schools.

Occasionally a phased start is planned for reception children under 5.

### Use of resources and evaluating impact of support

The school has a notional SEN budget The local authority provides additional funding for children with a statement or Education, Health & Care plan. The school has to provide the first £10,000 of provision.

The school uses its notional SEN budget for teaching assistants to deliver targeted interventions which are agreed according to the School's provision map; 1:1 support for children prior to them receiving an Education, Health & Care plan; release time for the SENCO; resources and training for staff.

The SENCO regularly reviews the provision maps and interventions that are in place and assesses the impact on pupil learning. Children's views about what helps them learn are collected.

### Extra-curricular activities and trips

All children are supported to take part in extra-curricular activities and trips including residential. Wheelchair accessible coaches are booked where necessary. Additional teaching assistants are provided for clubs such as Dance or Gardening club when children need additional supervision or support.

### Where can parents get additional support?

- Safeguarding & Pastoral Manager – Mrs Joanne Jervis [j.jervis@higher-failsworth.oldham.sch.uk](mailto:j.jervis@higher-failsworth.oldham.sch.uk)
- SENCO - Miss Claire Curtis – contact [claire.curtis@higher-failsworth.oldham.sch.uk](mailto:claire.curtis@higher-failsworth.oldham.sch.uk)
- Katie Greaves (School Project Manager for Place2be) – contact via school 0161 681 2645 (works Wed & Thurs)
- POINT (Parents of Oldham in Touch) - Oldham's Parent/Carer/Forum & Parent Partnership [enquiries@pointoldham.co.uk](mailto:enquiries@pointoldham.co.uk) 0161 667 2054
- OSCA (Oldham Support group for Carers in Autism) - 07955719167 or [dianeOSCA.123@outlook.com](mailto:dianeOSCA.123@outlook.com)



- Shining Stars (Down Syndrome Support Group) – Stanley Road Children’s centre  
[www.dswestpennine.co.uk](http://www.dswestpennine.co.uk)
- The National Autistic Society, online support and advice [www.autism.org.uk](http://www.autism.org.uk)
- Mahdlo Oldham, Mahdlo Youth Zone Egerton Street Oldham OL1 3SE. [info@mahdloyz.org](mailto:info@mahdloyz.org). 0161 624 0111
- Oldham Council local offer  
[https://www.oldham.gov.uk/info/200368/children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_and\\_disabilities](https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities)