



Higher Failsworth Primary School



SEND Information Report 2022/2023

SEND Intent

At Higher Failsworth Primary School, we believe that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to: achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (Code of Practice 6.1)

The kinds of SEND that are provided for at Higher Failsworth Primary School

At Higher Failsworth Primary School, every child is considered individually and careful consideration is given to the types of need they have. Our school provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2015:

Communication & Interaction

Children may have speech and language delay, impairments or disorders, or an autistic spectrum disorder.

Cognition and Learning

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

Four Broad Areas of Need

Social, Emotional and Mental Health

Children may have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations. They may have difficulty with building and maintaining relationships with peers and adults; they can also struggle to engage with learning and to cope in classroom without additional strategies and interventions. Children with SEMH will often feel anxious, scared and misunderstood.

Sensory and Physical

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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



The Graduated Approach

Universal Provision

We provide a learning environment which is caring, inclusive, fair and focused on delivering an education to meet individual needs and encourages all children to strive to meet their learning potential. Every child is entitled to support to enable them to gain as much as possible from the opportunities which our Curriculum can provide. When a child may require some additional support, this is initially the responsibility of the classroom teacher. The majority of children's needs are met by Quality First Teaching through universal support.

Initial Teacher Concerns:

Complete Internal SEND Referral Form

Initial Parent/Family Concerns

Speak to Class Teacher

School Assessments

Inadequate progress / falls more than 1.5 years below age related expectations

Targeted Support

Children can benefit from additional or targeted support, tailored to their individual circumstances. This targeted support is any focused support which children may require for short or longer periods of time to help them overcome barriers to learning or to ensure progress in learning.

Has significant progress been made?

YES

NO

The SENCO reviews the evidence. If progress has been made from the application of Quality First Teaching and intervention, then parent's return to review outcomes and plan the next step with the Class Teacher.

Children are assessed continually by their class teacher using teacher assessment and some tests. Every half term, these assessments are reported to the Senior Leadership Team. Children who are seen not to be making progress are identified. Teachers complete an Internal SEND Referral form and provide evidence of Quality First Teaching to the Unit Leader and the SENCO

Assess

Review

Plan

Do

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 that the intervention has had on the child's learning.

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 (PCP) 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 put in place.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment or behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Teaching assistants create photo books for 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 to best 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.

Universal Provision

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
<ul style="list-style-type: none"> • Daily Letters & Sounds • Daily Phonics (Read, Write, Inc) • Daily story time • Number songs & action rhymes • Visual cues/symbols/gestures • Talk partners and Thinking time • Use of music to stimulate thinking & learning • Use of the indoor and outdoor environment to stimulate learning • Multi-sensory approach/Practical learning including role play • Use of puppets • Learning Objectives displayed and made explicit to pupils in every lesson • Success Criteria/Steps to success (Children actively involved) • Guided Reading • Writing through drama • Use of Writing plans/scaffolds • Whole school spelling approach • Attractive curriculum displays & working walls • Inviting Book areas • A range of writing tools/access equipment made available e.g. word cards, number lines, manipulatives... • Yoga • Go Noodle 	<ul style="list-style-type: none"> • Use of Welcomm screening assessment for all EYFS children and Yr 1 + where needed. • Visual Timetables • Active listening cues /visuals • Topic and Core vocabulary displayed • Pre Teaching of Topic vocabulary with small group where required. • Awareness of optimum seating arrangements reflected to needs • Teacher checks understanding of instructions and supports with visual & nonverbal cues as needs • Simplified language/break down of instructions into chunks • Task management boards to break down task into smaller steps • Awareness to give pupils time to think for children with slower processing • Open questioning techniques to challenge pupils at all levels • Use of a range of alternative recording methods e.g. Mind Maps/ICT programmes/Sentence sequencers • Use of a variety of ICT programmes /software • Planned transition programme for all pupils to support transition preschool to school, within school and KS1to KS2 • The Wildlife Area • Purple Mash, iPads 	<ul style="list-style-type: none"> • Full Time Behaviour Lead • Whole school behaviour policy • Use of ABCC records to log and analyse presenting behaviours • Awareness/support of emotional wellbeing • Wellbeing morning check chart/system • Circle Time • Visual Timetables • Classroom rules/expectations established with the children • Classroom rewards system for each class established with the children • Visual cues/prompts • Flexible use of environment eg time out/reflection space • Positions of responsibility – special helpers/monitors • Pupil Voice – representatives of all years – pupil voice • School Council (Y2 – Y6) • Y6 Junior Leadership Team • Evidence of equal opportunities via a range of work displayed • Peer Massage • Mindfulness activities • Go Noodle 	<ul style="list-style-type: none"> • Health Care Plans for Medical needs • Medical Facilities Room with ceiling hoist and changing bed • Access to water in lessons • A range of writing tools/access equipment available (e.g. sloping desk/sit n’move cushions/pencil grips/ridged rulers/left hand scissors) • Access/special arrangements for internal/external learning assessments where needs identified/evidenced • Wide doors • Active learning • Time out / reflection space • The Wildlife Area • Go Noodle • Class/peer massage

Targeted Support	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
	<ul style="list-style-type: none"> • Write from the start • Power of 2 • Toe by Toe • Lifeboat • Coloured Overlays and pencil grips in each class • Exercise books with coloured pages • Plus One • Fast Track Tutoring • Targeted Readers • Personalised Interventions • Precision Teaching 	<ul style="list-style-type: none"> • Full Time Speech and Language Lead • Blast 1& 2 • Welcomm • Colourful Semantics • Social Stories • Now and Next Boards • Visual Timetables • Sign Supported English • Signalong – a sign supported communication system 	<ul style="list-style-type: none"> • Full Time Behaviour Lead offering bespoke support • Social Stories • Lego Therapy • Starving the Anger Gremlin (CBT Programme) • Lunchtime clubs • Self Esteem Activities • Emotional Literacy (ELSA) • Social Skills • Meet & Greets • Gardening Club • Games Club • Team-building activities • Nurture Group • Attachment Intervention 	<ul style="list-style-type: none"> • Purpose Built Sensory Room • Morning Active Club • 2 Facilities (1 room has a hoist) • School is on one level • Play-dough disco • Personal Care Plans • Pressure massage and exercises recommended by Occupational Therapy • Weighted blankets • Sensory / fidget toys • Enlarged text and print used when appropriate
Individual / External Support	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
	<ul style="list-style-type: none"> • QEST (Quality and Effectiveness Service Specialist Advisory Teachers) • EP (Educational Psychologist) Phil Wadsworth • POINT (Parents of Oldham in Touch) – Oldham’s Parent/Carer Forum & Parent Partnership (https://www.point-send.co.uk/) 	<ul style="list-style-type: none"> • QEST (Quality and Effectiveness Service Specialist Advisory Teachers) • EP (Educational Psychologist) Phil Wadsworth • POINT (Parents of Oldham in Touch) – Oldham’s Parent/Carer Forum & Parent Partnership (https://www.point-send.co.uk/) • Speech and Language Therapy Service 	<ul style="list-style-type: none"> • QEST (Quality and Effectiveness Service Specialist Advisory Teachers) • EP (Educational Psychologist) Phil Wadsworth • POINT (Parents of Oldham in Touch) – Oldham’s Parent/Carer Forum & Parent Partnership (https://www.point-send.co.uk/) • Springbrook special school (Team Teach training and follow up support) • SEMHS (LA Behaviour Support Service) • CAMHS (Healthy Young Minds) • Place 2 Be 	<ul style="list-style-type: none"> • QEST (Quality and Effectiveness Service Specialist Advisory Teachers) • EP (Educational Psychologist) Phil Wadsworth • POINT (Parents of Oldham in Touch) – Oldham’s Parent/Carer Forum & Parent Partnership (https://www.point-send.co.uk/) • Advisory teachers from service for visual impairment • Advisory teachers from service for hearing impairment • School Health Advisor • Community Paediatric Team • Occupational Therapy

Adaptations to the curriculum and learning environment

You can view our full Accessibility Plan on our website.

We make the following adaptations to ensure all pupils' needs are met:

There is a disabled access toilet in school. Our classrooms are all on one level and can be accessed by wheelchairs. The school buildings are nearly fully accessible for pupils with physical difficulties. Portable ramps are available near the year 5 and 6 exit doors. The layout of the corridors and classrooms is such that children can use wheelchairs and walking frames. We also have two facilities rooms (one has a fitted hoist). The outside playground areas are flat and completely accessible to wheelchair users.

- We ensure that equipment used is accessible to all children regardless of their needs e.g. our IWB backgrounds are pastel colours (not white with black writing), access to visual support (timers, picture based instructions, Communication in Print), concentration zones (individual tables to aid concentration and allow alone time if needed) etc.
- Key words and English resources are used across the school to support learning. Many of these are table-top resources (always accessible for children).
- Clicker, which is computer software that can support your child with recording their work. There are a number of support resources in this software to support a wide range of needs. This is used to support the whole class (Universal Support), as well as to support children at an individual level (SEN Targeted Support).
- Practical Maths resources are available to all classes. It is not just younger children who need to use these concrete materials to support their learning. This includes Numicon, Base Ten, and Place Value Counters etc.
- Visual timetables / reminders / learning prompts are used in all classrooms, as well as more specific resources e.g. keep calm boxes
- Key vocabulary is displayed in the classroom with visual representations to support.
- A range of teaching strategies are employed to help support all types of learners.
- Considerations will be made to ensure that all school trips are inclusive. Alternative activities may be offered whilst on a school trip to meet the needs of your child.
- Training to support specific needs and specific plans (medical plan, feeding plan, toileting plan) are put in place to help all children access and remain safe at school.



Expertise and training of staff

Assistant Head Teacher and Inclusion Manager (SENCO): Mrs Fiona Holmes

The SENCO's responsibility is to support teachers in planning for children with SEND. Teachers will come to the SENCO to share what they need support with and discuss ideas and next steps. This is also discussed during reviews, at the beginning of the academic year and during performance management meetings. Mrs Holmes has thirteen years teaching experience and eight years leadership and management experience.

The school has a training plan (designed by the Senior Leadership Team) for all staff to improve the teaching and learning of children including those with SEN. The teaching staff have received training in using specific techniques and resources that would benefit the children e.g. Team Teach Training and Attachment Theory.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class which include:

- 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 and Protective Factors
- Epilepsy
- Early Support key worker training
- Signalong
- Elklan
- Autism
- ADHD
- Dyslexia
- Safeguarding children with disabilities and additional needs
- Children's individual medical needs e.g. feeding tubes
- Attachment

Evaluating the effectiveness of SEN provision

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at the end of each half term.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress which are reviewed half-termly.
- Holding Person Centered Planning (PCP_ meetings which are held termly.
- Holding annual reviews for pupils with EHC plans

Extra-Curricular Activities and Educational Visits

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Additional teaching assistants are provided for clubs such as Dance or Gardening Club when children need additional supervision or support.

Support for improving emotional and social development

“My philosophy is that all children deserve the best possible start to their lives and all staff at Higher Failsworth aim to achieve this outcome. Everyone in our school belongs, and is a part of our happy and caring ‘school community’.”

Mrs Forster, Head Teacher at Higher Failsworth Primary School

At Higher Failsworth Primary School, we place great emphasis on the overall wellbeing of our children. Mental health is the way children think and feel about themselves and the world around them. It affects how children cope with life’s challenges and stresses. Good mental health is an important part of healthy child development. It helps children build positive social, emotional, behaviour, thinking and communication skills. It also lays the foundation for better mental health and wellbeing later in life.

At Higher Failsworth Primary School, we strive to:

- Strengthen life skills, negotiation and communicative skills
- Strengthen family engagement building close connections to ensure a Person Centred Approach
- Constantly reviewing and improving our environment to maintain a safe space for children
- Promote good mental health by building children’s resilience in order to bring about a mentally healthy future for all children.

We do this by offering:

- A positive, warm and nurturing ethos
- A positive and inclusive climate for learning
- Class teachers who are supported by our Pastoral and Inclusion Team
- Lunchtime Clubs
- Breakfast Clubs
- Extra-curricular activities
- PSHE
- Circle Time
- Healthy Schools Principles
- Attendance monitoring
- Uniform Policy
- Behaviour Policy
- Pupil Progress Monitoring
- Parents Evenings
- Transitional Programmes
- Newsletters
- Assemblies
- Collective Worship
- Time to play
- Planned Risk Taking (Residentials, Outdoor Learning)
- Educational Visits
- Place 2 Be
- Place 2 Talk
- 1:1 Play Based Counselling

Working with other agencies

- QEST (Quality and Effectiveness Service Specialist Advisory Teachers)
- EP (Educational Psychologist) Phil Wadsworth
- POINT (Parents of Oldham in Touch) – Oldham’s Parent/Carer Forum & Parent Partnership (<https://www.point-send.co.uk/>)
- Speech and Language Therapy Service
- Springbrook special school (Team Teach training and follow up support)
- SEMHS (LA Behaviour Support Service)
- CAMHS (Healthy Young Minds)
- Place 2 Be
- Advisory teachers from service for visual impairment
- Advisory teachers from service for hearing impairment
- School Health Advisor
- Community Paediatric Team
- Occupational Therapy

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If the matter is not resolved, it will then be passed to the Unit Leader followed by the SENCO.

You can view our schools complaints policy here: <https://www.higher-failsworth.oldham.sch.uk/complaints/>

Contact details of support services for parents of pupils with SEN

Assistant Headteacher and Inclusion Manager (SENDCo): Mrs Fiona Holmes	Fiona.holmes@higher-failsworth.oldham.sch.uk
Safeguarding and Pastoral Manager: Mrs Joanne Jervis	j.jervis@higher-failsworth.oldham.sch.uk
SEND Governor:	
POINT (Parents of Oldham in Touch) – Oldham’s Parent/Carer Forum & Parent Partnership	https://www.point-send.co.uk/
OSCA (Oldham Support Group for Carers in Autism)	07955719167 or dianeOSCA.123@outlook.com
Shining Stars (Down Syndrome Support Group) Stanley Road Children’s Centre	www.dswestpennine.co.uk
The National Autistic Society	www.autism.org.uk
Mahdlo Oldham, Madhlo Youth Zone Egerton Street Oldham OL1 3SE	info@mahdloyz.org 0161 624 0111
Oldham Council Local Offer	https://www.oldham.gov.uk/info/201097/your_local_offer