



Diggle School SEND Information Report

How we identify individual special educational learning needs

- When pupils have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting.
- If you tell us that you think your child has a SEND we will discuss this with you and investigate (see next point). We will share what we discover with you and agree with you what we will do next and what you can do to help your child.
- If our staff think that your child has an SEND this may be because they are not making the same progress as other pupils; for example, they may not be able to follow instructions or answer questions. We will observe them; we will assess their level of understanding; and look at continuous data to determine levels of progress.

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

- We are child and family centred so you will be involved in all decision making about your child's support.
- When we assess SEND, we discuss if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to help them to make progress.
- We arrange Person Centred Meetings with pupils and parents/carers.
- We use homework to repeat and practice activities that are new, and present an achievable challenge for the individual pupil.

How we adapt the curriculum so that we meet SEN

- All our staff are trained to make materials and 'work' more accessible so that every child is able to learn at their own pace and to suit their learning style.
- We have various schemes and interventions within school so that we have something at the right level for pupils with SEND.

How we modify teaching approaches

- All our staff are trained so that we are able to adapt to a range of SEND. Training is refreshed on a biyearly cycle (or when further need arises).
- We use a number of approaches to teaching which incorporate children's different learning styles.
- We have an experienced SENCo who will work with all stakeholders, facilitate next steps and co-ordinate your child's support within school.
- All classes have a well-trained teaching assistant working along-side the teacher.
- We have a range of interventions running throughout both Key Stage 1 and Key Stage 2.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers)

- We use P level and PIVATS to assess progress that is in smaller steps and at a slower pace than the usual National Curriculum.
- We use staff meetings to get all teachers to assess an anonymous piece of work to check our judgements are correct (moderating).
- We check how well a pupil understands and makes progress in each lesson.
- All staff check the progress of pupils every half term and we discuss what we are doing to make sure all pupils make good progress (*is there anything else we can do?*).
- For pupils with SEND teachers discuss progress with parents regularly, and where external agencies are involved, the SENCo may also attend.

What equipment or resources we use to give extra support

- We use workstations, visual timetables and support for communication.
- We use iPad Apps for pupils with communication difficulties.
- We use a range of software to help pupils engage with subjects they find difficult; practice basic skills; become independent learners.
- We also have a range of more specialist equipment for those children who need it, eg, pencil grips, angled writing slopes, coloured overlays for reading.
- Disabled toilet

What extra support we bring in to help us meet SEN: Specialist services, external expertise and how we work together collaboratively

- We have support from specialist teachers / support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism).
- We get support from local authority services (QEST).
- We refer children to our school's Educational Psychologist if we feel they need more specialised support in their learning.
- We get support from speech and language therapy (SALT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy.
- We get support from occupational therapy (OT) for pupils who need assessment for special seating.
- We get support from physiotherapy for pupils who need it.
- Together with the pupil (dependent on age/ability) and the parent, we review the pupil's progress; agree what everyone will do to make teaching more effective and to support learning; agree targets for the pupil's achievement; agree how we will work together and what we will each do; agree a date to review how well the pupil is doing and whether we are making a difference, and what we need to do next. This information is recorded to ensure accountability

Extra-curricular activities available for pupils with SEN

- We have a number of before and after school activities, which all pupils, including those with SEND are encouraged to take part in.
- We have regular educational. Pupils with SEND are always included in these. We provide additional support to ensure their full inclusion. We choose visits that are accessible to all.

How we support pupils in their transition into our school and when they leave us

- We discuss the child's needs with their new SENCo/class teacher and pass on any information/documentation prior to transfer.
- We meet with parents and children before they start at Diggle School.
- Families are provided with the opportunity to look around the school before their start date.
- Transition activities are carried out prior to children moving to secondary school.
- We organise additional visits, if necessary, to help them to become more familiar with the school surroundings.

How additional funding works

- Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they aim to meet pupil's need from this (including equipment). The local authority may contribute if the cost of meeting an individual pupil's needs is more than £10,000 per year.
- If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, school may apply for an Education and Healthcare Plan (EHCP).

Where pupils can get extra support

- Your views are important and it is important that people listen to them and that you are satisfied with what happens.
- In school, all staff are here to support you. They will follow up any concerns and make sure that these are acted upon.

Where parents/carers can get extra support

- We have an 'open door' policy at Diggle School where parents can make an appointment to meet with members of staff to discuss any issues.
- Parents are encouraged to speak to specialist advisors to help receive the support they need.
- Oldham's parent/carer forum is called POINT (Parents of Oldham in Touch). **This** is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. www.pointoldham.co.uk

What to do if you are not satisfied with a decision or what is happening (for parents)

- Your first point of contact is always the person responsible – this is usually the class teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the SENCo or headteacher then ask for the school Governors representative.
- If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:
 - Complaints and Representations Officer
 - Freepost - RRGY-TJSR-GHGZ
PO Box 40
Level 8, Civic Centre
West Street
Oldham, OL1 1XJ
 - Tel: 0161 770 1129
 - cypf.complaints@oldham.gov.uk
- The [Parent Partnership Service](#) provides independent, individual information and advice for parents of children with special educational needs. Visit [http://www.oldham.gov.uk/pps/info/12/about the service](http://www.oldham.gov.uk/pps/info/12/about_the_service) for more information.

Point of contact

Special Educational Needs Co-ordinator: Miss Michelle Alker