



Buckton Vale
Primary School

SEN Information Report

Tameside's Local Offer makes it easier for families to find out about the support that is available for children and young people with special educational needs (SEN), or who are disabled. All schools are expected to identify and support pupils with SEN, to make the best possible progress. Schools have a duty to publish SEN information on their website which is updated every year.

What kinds of special educational needs are provided for at Buckton Vale?

'A child is considered to have a special educational need when provision is made, that is different from, or additional to, the provision made available to all pupils' (SEND Code of Practice, 2015).

In line with the Equalities Act 2010, Buckton Vale Primary school provides support for pupils within the four areas of special educational needs and disability identified in the SEND Code of Practice 2015. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

At Buckton Vale Primary school we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a broad, balanced and relevant curriculum, made accessible through differentiated activities. We aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve his or her full potential. Admission of children with SEN is considered in line with our admissions policy, which relates equally to all children. We work with parents/carers and specialists to facilitate the appropriate placement of children with SEN.

How does the school know if children need additional help?

The 2015 SEND Code of Practice makes it clear that all teachers are teachers of pupils with SEND. At Buckton Vale Primary school we recognise that children learn at different rates and that there are many factors affecting achievement.

Our graduated approach to assessing, planning, teaching and reviewing pupils' learning and progress ensures that teachers and staff are able to quickly identify areas of need for individuals who may need additional support. We aim to identify problems as early as possible and provide teaching and learning opportunities that enable each child to achieve their full potential.

Each pupil's current skills and levels of attainment are assessed on entry and all necessary liaisons with their previous school or other educational establishment is completed. Thorough and regular assessments of progress are made across the school and where pupils are falling behind or the gap does not diminish, they are given targeted support in class. We identify individual learner needs through a variety of means. These include:

- Discussions with previous teachers and other professionals (health visitors, key workers, doctors, school nurses, educational and clinical psychologists, speech and language therapists, occupational therapists, social workers, education welfare officers)
- Discussions with parents / carers
- Teacher observations, termly assessments and analysis of tests administered in school
- Termly pupil progress meetings
- Screening tests/assessment tools (dyslexia, ADHD, Speech, Language and Communication Needs, phonics, reading, spelling and maths)

If a concern is raised, then class teachers would talk to you about your child's progress and suggest ways in which you could help at home. If you have a concern about your child, then you can talk to the class teacher. If difficulties

persist, the SENDCo may become involved. At this point, there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.

How does the school decide what type and how much support my child will receive?

The area(s) of need and the level of need your child requires, will impact on the type and amount of support your child will receive. We use the 'waves' of intervention model and additional support for pupils with special educational needs.

Wave 1 Universal – inclusive quality first teaching for all

Wave 1 includes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 Targeted – additional interventions in place

Wave 2 includes specific and additional interventions provided for some pupils who need help to accelerate their progress. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 Specialist – additional & highly personalised

Wave 3 involves targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or to enable children to achieve their potential. This may include referrals to outside agencies and an Education Health Care Plan (EHCP). This forms the subsequent cycles of the graduated approach. We adopt the Graduated Approach of 'assess, plan, do, review' to respond to individual learner needs and ensure the best possible outcomes.

Assess

Once an area(s) of need has been identified for your child, the class teacher, in collaboration with the SENDCo, will make detailed assessments which are carefully analysed. This will be built on teacher observations, informal and formal assessments and tests carried out in school, discussions with you and other professionals. Formal assessments may need to be made by outside agencies and professionals in order to give a more detailed picture of your child's specific need(s). Consent from parents/carers will always be sought for external referrals as well as for any additional assessments that may be carried out in school.

Plan

With this detailed information and following discussions with parents/carers, the class teacher, in partnerships with the SENDCo will plan appropriate SEN support. This information will be recorded on the Individual Education Plan (IEP). These documents will be shared with key members of staff who will work with your child.

Do

The SEN support will be implemented for a specified amount of time.

Review

Outcomes and Pupil Progress will be reviewed termly by school staff. Parent meetings are held with parents/carers to feedback and seek your views. Any changes to the provision will be made as necessary, in collaboration with you and new outcomes will be set as needed. All support is monitored and reviewed regularly to ensure that there is a positive impact on children's learning and development.

If your child presents with complex needs and/or needs a high level of support in school then a request for an assessment for an Education, Health and Care Plan (EHCP) can be made by the SENDCo to the Local Authority. For more information about this process please see Tameside's Local Offer.

How accessible is the school both indoors and outdoors?

We endeavour to enable children with SEND and their families to access all our facilities. To this end all of the school is wheelchair accessible. The ramp also has a hand rail to assist those who need it. There is a disabled toilet large enough to accommodate changing. The playground is also wheelchair accessible. We write a plan for any individual who attends Buckton Vale regularly to ensure they can access the main parts of our building necessary for them.

How will the school support my child?

At Buckton Vale Primary school we strive to be a fully inclusive school where we meet the needs of all pupils through a creative, engaging, immersive and relevant curriculum, in line with the National Curriculum, 2014. Class teachers are trained to adapt their teaching to meet a range of pupils' needs. We differentiate the curriculum accordingly and take into account ability and different ways in which pupils learn. We take into account recommendations from outside agencies when adapting teaching to meet specific needs. All pupils have access to Quality-First Teaching (QFT) through a broad, balanced and immersive curriculum, which is appropriately differentiated to meet individual learner needs.

This is achieved through:

- Highly skilled, creative teachers and well-trained support staff
- Appropriate learning challenges, incorporating the National Curriculum guidelines
- Differentiated learning challenges
- Multi-sensory approach to learning
- Visual aids to support attention and listening skills, classroom organisation and language and concept development
- Modelled language through repetition, emphasis and expansion
- Additional reflection time
- Additional resources such as writing slope boards and pencil grips
- Dyslexia friendly approach – coloured paper/backgrounds/reading rulers/overlays
- Talk partners and peer support
- Early identification of needs through a graduated approach to teaching and learning
- Effective Accessibility, Anti-bullying, Relationships & Behaviour, Equalities, SEND & Inclusion, Teaching and Learning and Safeguarding policies.

During end of key stage examinations, tests and tasks, reasonable adjustments are made for children with SEN.

This may include:

- Not sitting the exam
- Rest breaks
- 1:1 readers/ scribes
- Quiet, familiar place to work
- Use of ICT equipment
- Adaptations of the test/ text/ task e.g. Braille, enlarged text, coloured overlay/paper

If your child requires additional provision as a result of a special educational need, then the class teacher or SENDCo will meet with you to discuss the SEN Support your child will receive following our Graduated Approach Cycle. If your child has complex needs and/or a high level of need, then advice and support will be sought from other professionals such as: Speech and Language Therapists (SALT), doctors, paediatricians, Educational Psychologists (EP), Occupational Therapists (OT), social workers or the school nurse. If your child has an EHCP (Education, Health and Care Plan), then appropriate provision will be made in line with the specified outcomes identified in the plan. Recommendations from specialist services will be reviewed and will inform IEP's and future planning for that child.

What support will there be for my child's overall wellbeing?

We try to support the emotional and social development of all our pupils, including those with SEND. Our staff are caring and have the wellbeing of all children as their top priority. Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through circle time and PHSE. Mrs Quinn is the Mental Health and Wellbeing Lead and can be contacted on the following email address: SEND@bucktonvale.tameside.sch.uk

What specialist services and expertise are available at or accessed by the school?

Our staff are regularly trained during INSET sessions and staff meetings. Our training thus far has included:

- Lego Therapy
- Mental Health Champions
- Dyslexia friendly classroom
- Emotionally Friendly Settings
- ABLE training by Intraquest
- Zones of Regulation
- Trauma Informed Approach

- Grief Recovery Training

As part of Tameside's Local Authority, we can access outside support from a range of agencies and other professionals, where there is clear evidence of need in school. These are:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Educational Psychologist (EP)
- School nurse
- Social workers
- Child and adolescent mental health service (CAMHS)
- Counsellor
- Communication Language & Autistic Spectrum Support (Outreach SOS team)
- Specific Learning Difficulty (Outreach SOS team)
- Sensory Support
- Behaviour for Learning & Inclusion Service (Outreach SOS team)
- Education Welfare Service (EWS)
- Tameside Families Together (TFT)

Tameside's Special Educational Needs Advisory Team offer support and advice to schools for all areas of SEND. For more information on Tameside's services, please see their Local Offer.

Staff and parents can also access the Tameside SEND Children Thrive – Matching Provision to Need tool: [SEND THRIVE - Early Years SEND Thrive - School Age](#)

How does the school liaise and work with parents?

Parents and carers can request meetings with teaching staff before and after school. Parents and carers can request meetings with the SENDCo Mr Ellison.

All children are set Termly Targets which they can work on at home and in school. All children will also receive a yearly written report.

In addition to the above, children who receive additional interventions for their SEND difficulty have termly SEN review meetings. These reviews allow the children to give their views about the additional support that they have received to support their needs. During these reviews, parents are encouraged to give a verbal response which is recorded and ask any questions regarding their children needs. If parents are unable to attend, staff will endeavour to reschedule meetings for a suitable time.

For children who have Education, Health and Care Plans (EHCP), there will be an Annual Review, in addition to the school's regular reviews. A person-centred approach to the review will be used to work collaboratively with you and other professionals to discuss your child's strengths and progress and to set new targets in line with the outcomes.

How will the school support my child's transition to high school?

Choosing an appropriate high school for your child can seem like a daunting task. The pastoral team are available to support ALL parents who may require support accessing the online application process or arranging visits to see their local high school.

The school SENDCo is always on hand to support parents who have children with SEND during the application process. This may be support in completing the application, creating a list of questions to ask about SEN provision or supporting parents with visits.

All children attend transition days at their high school. Meetings are held with all high schools to ensure that the school knows important information about your child. The SENDCO at Buckton Vale Primary liaises with the SENDCOs at the high school also. All documentation from review meetings are shared to ensure that the receiving school are well prepared to meet your child's needs.

Who can I contact for further information?

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. If necessary, they would direct you to the school's SENDCo (Mrs Ellison), who would be able to provide more detailed information for you.

We trust both you and your child will be happy, safe, engaged and well-supported at Buckton Vale Primary school, however, if you have a complaint please see the information listed on the school website for the complaints procedure.

For more information about Tameside's services, please see their Local Offer. Tameside SEND Children Thrive – SEND THRIVE - Early Years SEND Thrive - School Age

Tameside's SEND Information Advice and Support Service (SENDIASS) can provide information, advice and support for parents regarding any aspect of SEND.

Telephone: 0161 342 3383

Email: sendiass@tameside.gov.uk