

## SEND Information Report – Ringway Primary School

### 1. The kinds of special educational needs and disability for which provision is made at the school

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- **Cognition and Learning** – Moderate learning difficulties; Specific learning difficulties – dyslexia, dyspraxia.
- **Sensory, Medical and Physical** – visual impairments, hearing impairment, sensory processing difficulties, diabetes.
- **Communication and Interaction** – autistic spectrum condition, speech and language difficulties.
- **Social, Emotional and Mental Health** – attention deficit hyperactivity disorder.

Any child with SEND is welcome to apply for a place at Ringway Primary School following the schools usual admissions policy. School will liaise closely with parents and other professionals regarding the needs and transition of pupils with SEND.

### 2. How we identify children who may have SEND within our school

- Pupils' learning is carefully observed, assessed and monitored by classroom staff, and discuss termly with senior staff.
- Parents are informed when there are concerns, and are encouraged to be involved in meeting the children's needs.
- When a pupil is causing concern the class teacher collects evidence such as work samples or a behaviour log.
- During meetings, between the class teacher and the Special Educational Needs Co-ordinator, concerns are discussed and if the pupils needs can no longer be met by the normal in-class differentiation the pupil's parents are informed. If they are in agreement the pupil is then placed on the SEND register
- A copy of the school SEND policy can be found on the school website – this is updated annually.

**3. Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans, including**

**a. How the school evaluates the effectiveness of its provision for such pupils**

- The Special Educational Needs team monitors the progress of pupils with Special Educational Needs closely to evaluate the effectiveness of the provision which has been made.
- Pupils with Statements or Education Health Care Plans have a statutory review at least annually.
- Regular meetings are held with other professionals to support SEND children.
- Observations of classroom teaching and interventions are regularly carried out.
- Regular book scrutiny meetings are held by senior leaders.

**b. The school's arrangements for assessing and reviewing the progress of pupils with SEND**

- Classroom staff monitor and review the progress against age related expectations and against individual targets in Target Books.
- Termly pupil progress meetings identify children who are/are not making progress and this leads to a provision map being created to support additional needs.
- Regular meetings are held with other professionals to support SEND children.

**c. The school's approach to teaching pupils with SEND**

- Pupils with special educational needs will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school. Different teaching strategies are used depending upon the nature of the child's needs. At Ringway we strive to be an inclusive school, engendering a sense of community and belonging through our:
  - Inclusive ethos
  - A broad and balanced curriculum for all pupils
  - Systems for early identification of barriers to learning and participation
  - Different teaching strategies depending upon the nature of the child's needs
  - High expectations and suitable targets for all children.

**d. How the school adapts the curriculum and learning environment**

- Teachers carefully plan work at different levels so that all children can engage with the tasks and make progress.
- Independent learning is encouraged, and wherever possible, we aim for children to access the curriculum without a high level of support.
- All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it.
- All of our children access the full National Curriculum, and we recognise achievement in all curricular areas.
- Access to lower stimuli areas for children with ASD diagnosis if required.

**e. Additional support for learning that is available for pupils with SEND**

- Teaching assistants provide 1:1 support and small group support in the classroom.
- Work in class is differentiated by task, support & expectation to personalise learning and support children to make progress.
- We regularly work with external agencies such as speech and language therapists, physiotherapists, occupational therapists, educational psychologists and ASD specialists to provide therapy, support, guidance and plans for us to implement in school.
- The Child and Family Counselling Service - Offer counselling and emotional support to pupils in school through a referral made by our SENCo.
- Outreach Support - We work with agencies from across Manchester who specialise in children with additional needs and they can provide us with help, advice and resources.
- School Health Service - Our school nurse comes into school every Thursday to meet with staff, parents and children; and to offer support and advice where needed.

**f. Activities that are available for pupils with SEND**

- All of our after school clubs are available for all pupils. The type of clubs we offer change termly and parents are informed of the clubs available on a termly basis.
- Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND.

**g. Support that is available for improving the emotional and social development of pupils with SEND**

- All children participate in our SMSC curriculum lessons
- More individualised emotional/social support is offered by the staff in response to needs which arise
- Some children are supported by therapeutic services such as The Child and Family Counselling Service.
- Some families may be supported by the Early Help Assessments (EHA).
- Our lead for EHA's is Mrs Thomas.
- Ringway Primary School takes the wellbeing and safeguarding of your child very seriously and if concerns arise in relation to a child with Special educational needs or Disability, our normal safeguarding policy will apply.
- Our designated Safeguarding Leads are Mrs Thomas, Mr Glynn and Mrs Hannent.

**4. Contact details for Ringway Primary School SENDco**

- Our SENDco is Mrs Rowena Thomas.
- She can be contacted via the school office, through class teachers or by telephoning 0161 437 1899.

**5. Staff training and specialisms**

- Staff throughout school have a good understanding of special educational needs and are supported by the SEND co-ordinator.
- Many staff have been trained in the systematic and thorough teaching of phonics
- Some staff have been trained in the use of Numicon, a multi-sensory approach to teaching maths
- Visiting professionals provide guidance and advice to staff relating to individual children eg speech therapists, Educational Psychologists.
- School access the core offer provided by many specialist services for further guidance on SEND children
- The school Speech and Language Therapist and Educational Psychologist will speak with staff and write reports giving advice on how to support children with their individual needs.

## **6. Parental Involvement**

- Parents' evenings are held termly. Parents/carers should initially contact the class teacher with concerns but the head teacher and/or SEND Co are also available by arrangement.
- Each term parents of children on the Special Needs register are invited to come to school during parents meetings and discuss their child's individual targets. Parents/carers can usually speak to the class teacher briefly at the end of the day. Longer or more complex issues may require an appointment.
- Each child receives a termly written report. Phone calls and letters home are also used to communicate with parents/carers.
- Parents/carers are able to communicate information regarding their child through speaking to staff directly or by phoning.
- Some SEND children have a 'home diary' for exchanging messages between school and home.
- Annual reviews are held for children with statements/EHCP and parents are invited to attend and share their views during these meetings.

## **7. The arrangements for consulting young people with SEND about, and involving them in, their education**

- Pupils with Statements or Education, Health and Care Plans and Children Looked After have the opportunity to complete a short report on their experiences and views that is presented at review meetings and if appropriate the child attends the meeting too.
- Children are encouraged to speak to their classroom staff, and any other members of staff.
- We have a school council who meet on a regular basis. The children are elected by their classmates to be on the school council.
- Children from Year 1 – Year 6 complete a termly pupil voice questionnaire
- The SENDCo regularly liaises with children on the SEND register to keep updated on individual needs

## **8. Transition from Ringway Primary School**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school, we will contact the SENDco and ensure they know about any special arrangements or support that needs to be made for your child.
- When moving classes, information will be passed onto the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.
- Year 6 - the SENDco will attend meetings with the High School. Child will have focused learning about aspects of transition to support their understanding of the changes ahead. Where possible, they will visit the new school in advance on a number of occasions and in some cases staff from the new school may visit your child.
- Resources – If a child continues to work well below the national age related expectations or does not make the expected rate of progress, a number of professionals including an educational psychologist may be consulted by the school with yourself in order to reach a decision regarding future provision for your child.

## **9. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such children**

- School works closely with our designated school nurse who is based in school on Thursdays.
- Height, weight, dental, hearing and sight screening for specific year groups takes place in school.
- Medical checks for children known to 'Children's Services' can be carried out in school.
- We work closely with the educational psychologist, physiotherapists, speech and language therapist and occupational therapist to support the health and well-being of our children.
- Referrals can be made to other agencies relating to the health and well-being of our children.

## 10. The contact details of support services for the parents of pupils with SEND

<b>Information, Advice and Support (IAS) Manchester</b>	<b>Telephone: 0161 209 8356</b>	<b>Email: parents@manchester.gov.uk</b>	For free confidential and impartial information, advice and support about any matters relating to Special Educational Needs and Disabilities of children and young people up to the age of 25 years.
<b>Statutory Assessment Team</b>	<b>Telephone: 0161 245 7439</b>	<b>Email: SEND@manchester.gov.uk</b>	Enquiries about requests for Education, Health and Care Plans including conversions of SEND Statements
<b>Specialist Resource Teams</b>	<b>Telephone: 0161 245 7180</b>	<b>Email: shortbreaks@manchester.gov.uk</b>	Enquiries about short breaks for children and young people with SEND.

**11. The contact details of support services for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living**

The SENDCo is happy to meet with parents and discuss options for their child's future education and will visit high schools with parents to discuss their child's needs if requested.

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**12. Information on where the local authority's local offer is published**

<http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3>