

SEN Information Report

This SEN Information Report should be read in conjunction with our booklet – ‘Special Educational Needs – Information Booklet’

MISSION STATEMENT

Healey is a safe and happy school where all children learn respect for themselves and one another. We encourage a positive attitude for life and learning.

AIMS

- Ensure that your child receives a broad, balanced and challenging curriculum.
- Create a warm caring environment where staff, governors, parents and the local community work together for the benefit of all the children.
 - Cultivate an atmosphere of high expectations in behaviour and learning
 - Provide an inclusive environment by removing barriers to learning; enabling all pupils to reach their potential.
- Develop a partnership with parents ensuring they are informed about their child’s progress building on mutual trust, co-operation and respect.

Healey Primary School is a mainstream school for children aged 4 -11years. The school is a single storey building with access for pupils with mobility difficulties including an accessible toilet and ramps.

<p>How does Healey Primary School know if pupils need extra help?</p>	<ul style="list-style-type: none"> • Concerns are raised by teachers, parents/carers or the child • Tracking systems identify limited progress being made • A pupil is achieving below the expected level of their peers • Not all pupils who require extra help are pupils with SEN
<p>How can I let the school know I am concerned about my child’s progress in school?</p>	<ul style="list-style-type: none"> • Firstly speak to your child’s class teacher, they may be able to reassure you or suggest the information is passed on to the SENCo (Mrs Richards) • If you are still concerned that your child is not making progress make an appointment to speak to the class teacher, Mrs Richards (SENCo) or Mr Hopkins (Headteacher) to discuss your concerns.

All children’s progress is monitored at a universal level where needs are met through quality first teaching, appropriately differentiated material, a wide and varied range of teaching techniques and strategies, some small group support work in class and Social and emotional groups.

If your child is identified as having a **Special Educational Need or Disability**, Healey Primary School will address their need through additional support and targeted interventions .We will aim to make reasonable adjustments to meet their needs and ensure that extra help is ‘additional to and different from’ the mainstream curriculum.

Referral to specialist services, if required, will be completed by the SENCo – where the case load of a service is limited (e.g. the Educational Psychologist Service) prioritising will be completed by the Headteacher and SENCo.

Healey Primary School has a flexible approach to SEN provision, being mindful of individual needs but a limited budget. Various strategies are used as seen appropriate by the SENCo

and Headteacher coupled with advice from outside agencies. Where possible children are grouped with others working at a similar level and with similar needs, this may involve grouping children across classes and year groups.

Staff are provided with training appropriate to the needs of the child.

Need	Offer
<p>SEN Support</p>	<ul style="list-style-type: none"> • Targeted Provision (additional to and different from what is provided through Quality First Teaching) assessed termly. • Some small group support in class • Three provision review meetings each year with the SENCo, (in addition to Parents' Evenings). Pupils will be included where appropriate. • Individual programmes to support specific targets • Targeted interventions in small groups, outside the classroom • Consultation with outside agencies where appropriate – Educational Psychologist, Rochdale Additional Needs Service (RANS) Healthy young minds (CAMHS) VI & HI specialists
<p>Education and Health Care Plan</p>	<p>As SEN Support but also including</p> <ul style="list-style-type: none"> • Individualised programme of provision, as directed by the EHC Plan, which could include some one-to-one support and teaching. • Annual review of plan (statement) – date set by school • Individual arrangements made for assessment (use of p scales, PIVATs, Yearly, formal assessments)