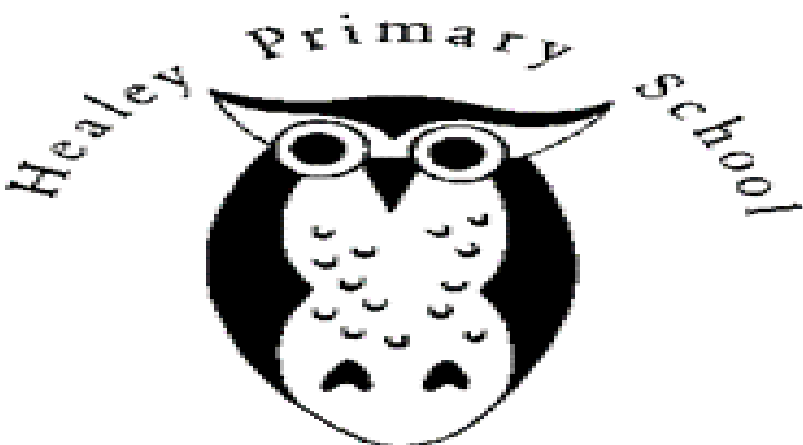


Special Educational Needs Information Booklet



At Healey we aim to ensure ALL children receive a broad , balanced and challenging curriculum. We provide an inclusive environment by removing barriers to learning; enabling ALL children to reach their full potential..

We aim to make reasonable adjustments to ensure All children can access a mainstream curriculum, learning environment and out of school activities

GRADUATED RESPONSE MENU OF PROVISION

	Assessment & Planning	Grouping for Teaching Purposes	Resources	Curriculum and teaching methods
<p>Quality First Teaching</p>	<p>Assessment by class teacher/Assessment Manager and SENCO</p>	<p>Pupils based in class, supported through flexible grouping strategies. Some in-class support, determined by need. Some small group withdrawal</p>	<p>Main provision is by class teacher with SENCO involved in some assessment and planning. In class support used effectively.</p>	<p>Differentiation for curriculum access. Reinforcement of skills and activities to support the child.</p>
<p>SEN Support Targets to include what is additional to or different from what is provided through Quality First Teaching.</p>	<p>Provision map allocated- formulated by class teacher and SENCO and advice from outside agencies Consultation with outside agencies where appropriate Educational Psychologist. Rochdale Additional Needs Service (RANS) Healthy young minds (HYM) Occupational Therapy (OT) Assessments carried out leading to more focused interventions. Three provision review meetings each year with the SENCO. (in addition to Parents' Evenings). Pupils will be included where appropriate.</p>	<p>Sessions of withdrawal from class by support staff to reinforce targets skills and class work Targeted Provision (additional to and different from what is provided through Quality First Teaching) assessed termly. Individual programs to support specific targets Some targeted interventions in small groups, outside the classroom</p>	<p>Provision maps Involvement of outside agencies, offering expertise and advice. Main provision by class Teacher, supported by SENCO and specialists eg Educational Psychologist RANS. HYM</p>	<p>Individual programmes, to support specific targets. ICT may be used to support curriculum work. SLB Groups Language Enrichment Small group sessions provided by School SALT.</p>
<p>E.H.C. Plan</p>	<p>As SEN Support but also including Individualised programme of provision, as directed by the EHC Plan, which could include some one-to-one support and teaching. Annual review of plan - date set by school Individual arrangements made for assessments.</p>	<p>Pupils based in class where appropriate, but through effective provision planning, may require teaching in a small group, outside of the classroom for basic skills. Some 1-1 sessions may be offered.</p>	<p>TAs deployed as per expertise. Pupils with the most complex needs will be supported by the most skilled TAs. Transition Programme. Lunchtime cover support Provision of specialist equipment.</p>	<p>ICT used as an alternative method of recording. Use of specialist teaching supported by equipment and materials. More individualised programme within context of Inclusion. Personalised curriculum. Some 1/1 sessions of Speech and Language with SALT.</p>

Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or,
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for oth-

Special Educational Needs (SEN) Register

The school has a Special Needs register, which records children at **SEN support** and children with an **EHCP** (Education Health Care Plan). Children are placed on and off the register according to provision and need.

SEN Support

If a child is placed at SEN Support a Provision Map or Care Plan is formulated. This will detail what provision is to be made that is **additional to** and **different from** what is provided through **Quality First Teaching**. This provision may also require involvement of outside specialists—**Educational Psychologists, Speech & Language Therapist, Rochdale Additional Needs Service (RANs) or Healthy Young Minds (HYM)**. **3 (1 per term) provision map review meetings** (with pupils where appropriate) will be offered throughout the year with the SENCo.

EHCP

If a child is unable to make adequate progress after a series of interventions and suggested strategies from outside agencies, a **STATUTORY ASSESSMENT** may be requested. However, this can only be done if school feel that the child demonstrates **EXCEPTIONAL** or **COMPLEX** needs and is a significant cause for concern.

At all stages the SENCo will discuss the individual needs of the child with the parents and whether they will need to remain on the SEN register.

DIAGNOSIS

A diagnosis (for example **ASC , ADHD** or **DYSLEXIA**) does not necessarily mean your child will need to go on the SEN register.

What to do if you feel your child has a problem

Speak to your child's class teacher.

The teacher may then refer you to the SENCo who will explain the procedures in place in school to address your child's needs.

The designated person for SEN is: **Mrs C Richards**

Monitoring and Assessment

All children's progress is monitored throughout the year. They have access to **Quality First Teaching** which may sometimes include small group work or booster programmes. If evidence collected by the **class teacher** suggests that the pupil is **NOT** making progress and additional provision is needed, they may, after consultation with the SENCo be placed on the SEN register