

Glodwick Infant and Nursery School SEND Report

What kinds of Special Educational Needs and Disabilities (SEND) do we provide for at Glodwick?

Glodwick Infant and Nursery school is an inclusive school with the ethos that all children will 'be the best they can be.' We aim to create a welcoming atmosphere where everyone is valued and encouraged to reach their full potential. We provide a quality experience for all learners with SEND in our setting. The named SENCO is Miss D. Preece.

Glodwick Infant and Nursery School is not barrier free. Details on how we are improving access and participation for all our children can be found in our Accessibility Plan. We have changing facilities available in both our Nursery and Infant buildings.

How do we identify children with SEND and how do we assess these children's needs?

When children who already have identified SEND are due to start at Glodwick, we work closely with the parents and professionals who already know the child and use all of the information already available in order to plan how we will continue to improve outcomes for the child in our school.

If parents tell us that they think that their child has SEND we will talk with them and investigate this further. We will continue to work in partnership with parents to decide on what outcomes each child needs to work towards and agree what we can all do to help the child.

If our teachers think that a child in our school may have Special Educational Needs or a Disability we will observe them, assess their understanding and abilities in a range of situations and try out a number of strategies to improve their learning. In accordance with the SEND Code of Practice, we will seek advice and support from the relevant providers/specialist services. We endeavour to work in partnership with parents to identify need and support our young people to achieve their potential.

How do we involve parents and carers in planning for their children's learning and outcomes?

At Glodwick we work very closely with our parents and their children. Parents are always involved with planning and decision making about their children's needs and the support we will give through structured conversations and 'person-centred meetings'. Parents are able to provide us with vital information about their child at home. This helps us to plan strategies together that will work for everyone.

Class teachers meet at least termly with parents to discuss their child's progress. At Glodwick we review a child's progress towards planned outcomes and decide together what we need to do next. We have an 'open door' policy where parents and carers can come and speak to school staff at any time and work alongside their child when they drop them off and at different times during the academic year.

How do we talk to children with SEND and how do we involve children with SEND in their own learning and outcomes?

All children are asked regularly by their class teacher what they find difficult with their learning and successes are celebrated.

Our review meetings are person centred and reflect the views of the young person, their parent/carer and any other adults working with the child. We use this

discussion to plan next steps in order to achieve better outcomes for the child. These are regularly monitored and evaluated.

How do we assess and review children's progress towards outcomes? (incl. ways of working with parents and children as part of the assessment and review)

The progress of every child in every lesson is important to us at Glodwick Infant and Nursery School. Teachers check children's understanding and progress in lessons daily and make ongoing assessments and evaluations, including marking. The Senior Leadership Team and Head Teacher monitor the progress of every child in half termly progress meetings and termly SEND reviews. Parents are included in reviews of progress through parents' meetings and review meetings and at an annual review, for EHC children. At Glodwick we present our annual reports to parents half way through the academic year. This helps our partnership with parents and supports their understanding of what their child needs to do next in their learning.

At Glodwick we use a tracking system to ensure that all children make at least good progress from their starting point. If a child is making less than good progress, or is falling significantly behind the peer group, steps are taken to identify the issue and strategies put in place to close the gap in learning. For children in Year One and Two who are assessed as pre key stage or working below the Expected standard within National Curriculum we use tools such as Pivats to assess smaller steps of progress. The SENCO and staff who teach intervention groups keep detailed records of how children progress on an intervention. Through this regular plan, do, review process the impact is measured.

How do we support our children at transition into school and to different classes, schools or settings?

When children are identified as having SEND before they come to our Nursery, we talk to parents and any pre-school settings to plan what we need to do to meet the child's needs. We offer transition visits and our staff may visit the current setting to observe the child if appropriate.

Children with SEND are given extra transition visits to their new class or from Nursery to Reception using appropriate strategies and support mechanisms. When children move to a new school part way through the year, we send all the SEND records to the new school and the SENCOs will have a conversation wherever possible in order to support the child's move. When children move from Key Stage One to the Junior school, there are a number of transition visits and extra visits with a Specialist Teaching Assistant. Whenever possible, the receiving SENCO visits our school to meet with children and parents.

Parents are fully involved in the transition process and agreements are made in partnership in order to meet needs and improve outcomes for the child.

How do we adapt our teaching for children with SEND at Glodwick?

All of our teaching staff have received high quality training in order to meet the needs of all pupils, including those with additional needs. We use a range of strategies and a number of interventions/small group and one to one activities to support learning needs. These may have a focus on speech and language development, mathematics, handwriting, reading, writing and phonics skills development e.g. BLAST 1 and 2, Time to Talk, Reading Partners, WellComm, Numicon and 5 minute box. All interventions are discussed with parents and rigorously monitored.

<p>How do we adapt our curriculum and the learning environment at Glodwick for children with SEND?</p>
<p>We make reasonable adaptations/ adjustments to the environment to accommodate the special needs and abilities of a child or group of children. At Glodwick we will make appropriate adjustments to our behaviour policy in order to accommodate individual needs and we use our best endeavours to ensure that individual learning needs are met.</p>
<p>What training do the staff at Glodwick have to support the needs of children with SEND and what external agencies do we work with to help us?</p>
<p>Teaching staff have had training in all aspects of SEND and some staff in school have developed more in depth knowledge in Speech, Language and Communication Needs and in Autistic Spectrum Disorders. All staff at Glodwick Infant and Nursery School are supported to develop their understanding of SEND through in school training and attendance on external courses. Key staff receive additional training in order to meet the needs of our children as and when necessary.</p> <p>We work closely with a number of external agencies including but not limited to, QEST, the Educational Psychology service, Speech and Language team and other health professionals.</p>
<p>How do we monitor and evaluate the effectiveness of our provision for children with SEND at Glodwick?</p>
<p>At Glodwick we use tried and tested interventions and strategies. These are carefully matched to the child's needs. Impact is evaluated using data and observations. If an intervention is not having the desired impact we will stop using it and consider other alternatives. We tailor our provision to the individual children in our care and always do this through discussion and partnership with each other, with parents and with outside agencies in order to make outcomes better for our learners.</p>
<p>How do we support our children with SEND to engage in all school activities?</p>
<p>We operate an open access system for all our school activities. We actively encourage and facilitate participation of pupils with SEND in activities that they themselves have identified as being of interest and those which have been identified through discussions and person centred meetings.</p> <p>We have regular visits from professionals coming into school e.g. theatre groups, chefs etc. to enhance learning opportunities for all our children. Educational visits out of school are planned to support first hand experiences for all our learners. We actively choose visits that are accessible to all.</p>
<p>How do we support the social and emotional development of our children with SEND?</p>
<p>Glodwick follows the principles of the 'Investors in Pupils' ethos. We support children's social and emotional development through the use of liP targets, class targets and PSHE and C (Personal, Social, Health, Education and Citizenship) the EYFS and Key Stage 1 curriculum, SMSCD (Spiritual, Moral, Social and Cultural</p>

Development, British Values and RE (Religious Education) curriculum. We aim to foster caring and inclusive relationships for all of our children within the school community, and our children are trained to respect and celebrate differences. All children know who to speak to if they have a concern. Further to this, we always welcome regular daily contact with parents and encourage parents to voice any worries with us as soon as possible.

When a child or family needs further support beyond our school they are signposted to other agencies.

Where can parents and their children with SEND get extra support?

There are a number of support groups in Oldham for parents of children with SEND. Parents may speak to our SENCO, Miss Preece, who will be happy to talk with them about what support is available to meet a specific need.

Alternatively, families can contact 'SEND IASS' (Special Educational Needs and Disability Information Advice and Support Service). This service provides independent, individual information and advice for parents of children with Special Educational Needs:

Oldham has a Parent and Carer forum called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children with Special Educational Needs, disabilities and complex medical needs. They work with Oldham council, education and health and other providers to ensure the services they plan and deliver, meet the needs of disabled children and their families.

Chadderton Court
451 Middleton Road
Chadderton
Oldham OL9 9LB
0161 503 1547
admin@point-send.co.uk
<https://www.point-send.co.uk>

What can parents do if you have a complaint about the SEND provision at Glodwick?

The first point of contact is always the child's class teacher. The concern will be listened to and taken seriously. If further support is needed parents may speak to a Senior Leader, including the SENCO. Again they will discuss any concerns. If parents are not satisfied that the concern has been addressed they should contact the Head Teacher who will listen to the complaint and explain the Glodwick Infant and Nursery School Complaints Procedure, a copy of which is posted on the school website. The Chair of Governors is contactable via the school address, telephone number or email address: info@glodwick.oldham.sch.uk

If the complaint is directed at the Local Authority the Complaints and Representations Officer may be contacted at the address and telephone number below.

Complaints and Representations Officer
Freepost – RRGY-TJSR-GHGZ
PO Box 40
Level 8, Civic Centre,
West Street,
Oldham OL1 1XJ
Tel. 0161 770 1129
Email: cypf.complaints@oldham.gov.uk

