

At Hopwood we value all our pupils equally and our objectives are as follows:

- ensure that all pupils have an equal opportunity to engage in the curriculum
- provide a curriculum, which is accessible to the individual needs of our pupils
- develop practices and procedures, which will aim to ensure that all pupils' special educational needs, are identified and assessed and the curriculum will be planned to meet their needs
- work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education
- make every effort to involve the child in decision-making about their special educational provision.

The school follows the guidance contained in the SEND Code of Practice (2014). The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are:

- Communication and Interaction;
- Cognition and Learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical.

Identification

Pupils are identified as having SEND, and their needs assessed, through:

- Transition Information passed on from Nursery/ Infant/Primary/previous schools
- End of key stage results
- Attainment and progress data
- Teacher assessments
- Feedback from teaching staff and observations
- Insufficient progress during interventions
- Pupil Premium interventions not showing impact
- Learning and Support Plan reviews
- Referrals from parents
- Pupil referrals.

However, if the child makes progress, at any stage, then they can be moved to suit their needs. We view the SEND register as a flexible and fluid process, which is there to support the needs to the child at any time of their education.

Provision and Assessment

At Hopwood Primary School we strive to support all pupils to enable them to achieve their full potential across the curriculum. High quality teaching is vital; however, for some pupils there are occasions when additional support may be needed. We implement the EEF's [5-a-day Principles](#) from their research-backed guidance '[SEND in Mainstream Schools](#)'. Below is a summary of the strategies we implement:

1. **Explicit instruction** – Clear explanations, modelling and frequent checks for understanding
2. **Cognitive and metacognitive strategies** – Teaching slide content is reduced and pupils are given the opportunity to rehearse and evaluate their learning periodically
3. **Scaffolding** – Pupils are provided with supportive tools or resources to help them to access the task
4. **Flexible grouping** – Lessons groupings are flexible based on pupils' needs
5. **Using technology** – Alternative methods of recording are used to support learning and recording in lessons

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions and to take part in learning.

For those children who require more intervention, teachers create a Provision Map, which states all provision in place for groups or individual children. This normally includes interventions, which are above those expected through Quality First Teaching (QFT).

a. Provision for SEND pupils includes:

- Quality training for all staff
- Extra adult support in classrooms where appropriate;
- Personalised Learning Support Plans/Support Plans

- Personalised provision through time limited programmes (for example, but not limited to, Boosting Reading @ Primary, Precision Teach, Fast Track Phonics and Fresh Start phonics, IDL, Write from the Start).

We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, the Child and Adolescent Mental Health Services (CAMHS) and Social Services. Further information can be gained from Our Local Offer document and the Local Offer from Rochdale LA.

b. Evaluating the effectiveness of the provision made for pupils with SEND

Impact tracking is completed half termly and adaptations to provision made in light of these findings. Progress and evaluation is reported to the Governor with responsibility for SEND. Termly reports are given to the Governing Body and the SEND Information Report is posted on website.

c. Arrangements for assessing & reviewing pupils' progress towards outcomes

These arrangements include:

- data tracking for pupil progress
- support plan and EHCP reviews
- observations and follow up
- assessment arrangements
- monitoring progress against other pupils
- parent meetings.

d. How adaptations are made to the curriculum and the learning environment of pupils with SEND

The curriculum /learning environment may be adapted by:

- groupings that target specific levels of progress
- scaffolded resources and teaching styles
- appropriate choices of texts and topics to suit the learner
- access arrangements for tests and or examinations
- additional adult support
- additional equipment to support where necessary from services such as, local Authority SEND, local offer, support services, charities, volunteers.

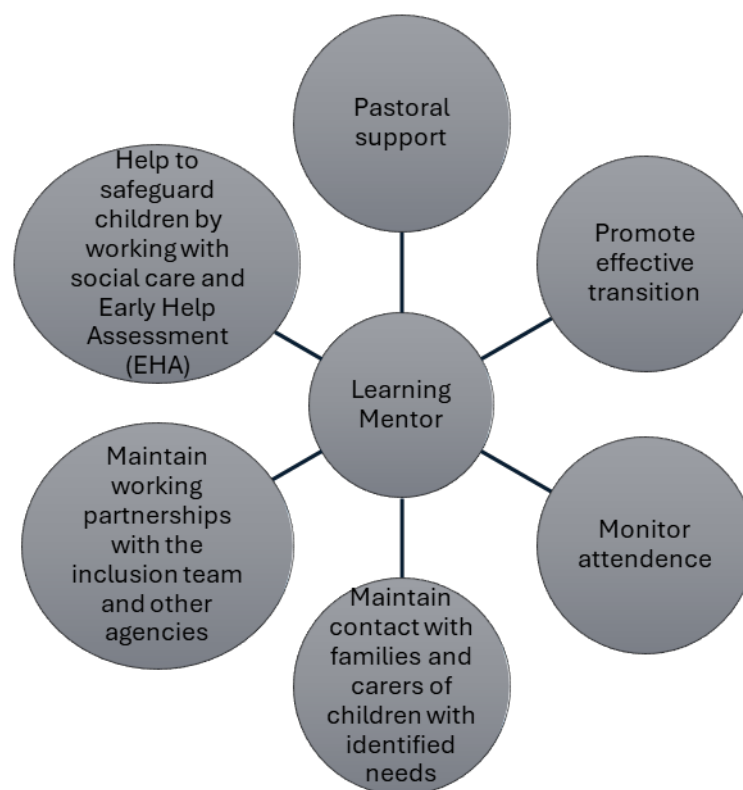
e. Support that is available for improving the social emotional and mental health of pupils with special educational needs

Pupils are well supported by:

- A strong focus on safeguarding and close liaison with the DSL/LADO.
- An anti-bullying policy that is supported by a specialist trained member of staff.
- Regular interventions on e-safety and other areas relating to individual emotional and or mental health needs
- A Learning Mentor that provides programmes such as nurture groups, self-esteem building, resilience, perseverance etc.
- Targeted support for individual pupils.
- School Council
- Pupil Voice

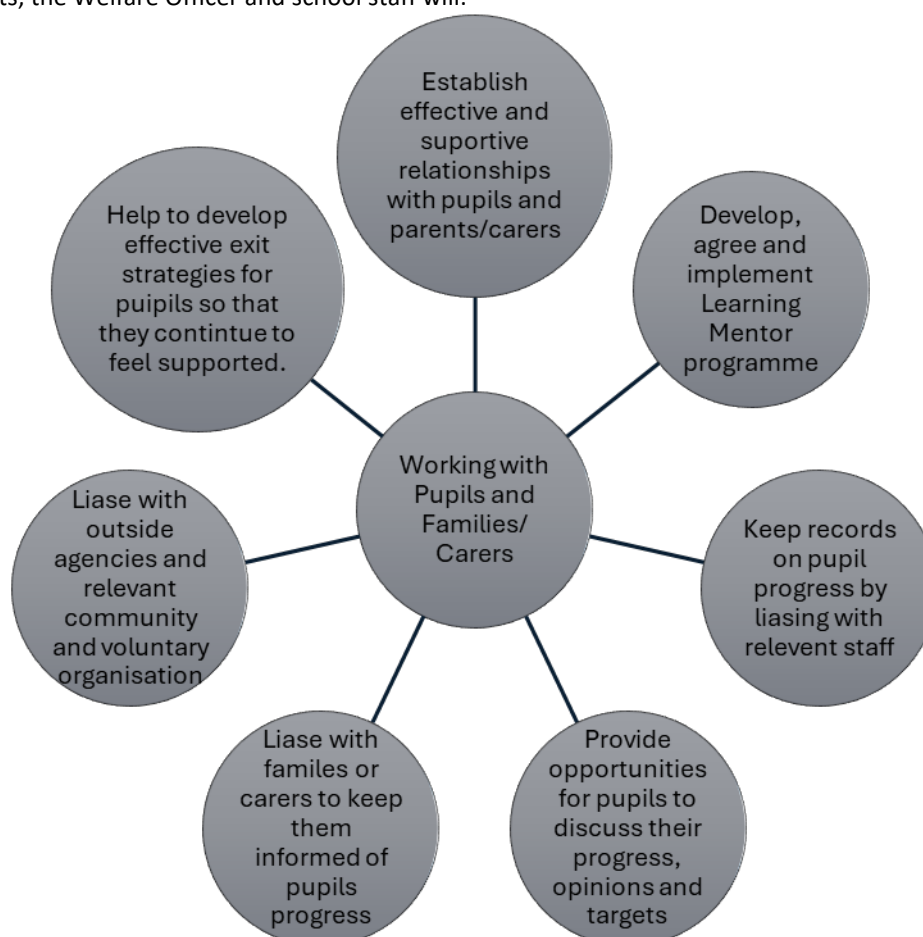
Welfare Officer

The Welfare Officer's role is to liaise with teachers when supporting vulnerable families. The role is very broad and needs to be flexible to respond to a variety of needs and situations. Some support provided could include:



with pupils, parents, the Welfare Officer and school staff will:

Working



Special Educational Needs Coordinator

The SENDCo, who coordinates day to day SEN provision, is Mrs Hill. At Hopwood the SENDCo:

- manages the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's special needs
- supports and advises colleagues
- oversees the records of all children with special educational needs
- acts as the link with parents
- acts as the link with external agencies and other support agencies
- monitors and evaluates the special educational needs provision, and reports to the governing body

- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- contributes to the professional development of all staff.

The Deputy Headteacher, Mrs Hill, oversees and supports the SENDCo whilst working closely with the link Governors to discuss SEN provision within the school context. The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

Continuing Professional Development (CPD)

Through the monitoring and evaluating of our provision the SENDCo will identify any particular professional development needs of the staff and feed this back to the Senior Leadership Team. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings or department/faculty meetings. The effectiveness of such professional development will be monitored and evaluated by the Deputy Headteacher, and information provided during the annual evaluation of the school's overall SEND provision.

Some training attended over the last year includes:

- SENCO Clusters
- Inclusion Forum
- Supporting Pupils with Speech, Language and Communication Difficulties
- Teaching Assistants at the Front Line of Learning
- Quality First Teaching For All

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Admissions

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curriculum provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

When pupils who have SEND reach times of transition, some may need additional support. At Hopwood we support this with:

- additional transfer meetings with the link SENCO
- one to one sessions
- meetings with parents/carers
- bespoke transition arrangements (this may include specific days to visit the school)
- working alongside Rochdale Additional Needs Service to support children with specific needs

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the Deputy Headteacher and/or Headteacher. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority. (Please see complaints procedure).

Links

Rochdale Borough Council's local offer can be found at the following link:

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page>