



SEND STATEMENT/SCHOOL OFFER

Our Offer for Children with Special Educational Needs and Disabilities

In 2014 the Government introduced changes to the way children and young people who may have special educational needs or a disability have their needs assessed and met. These are set out in the 2014 SEN Code of Practice.

Oldham Local Authority has developed a Local offer which we have adapted and developed into the offer that Limehurst can make to you and your child.

What does a Local Offer mean?

It means local services and support that take account of each pupil's needs.

One of the changes brought about by the 2014 Code of Practice was that children and young people with special educational needs and/or disabilities (SEND) and their families play a full part in the identification, assessment and planning to meet their needs. This means that it is vital that parents know what they can expect from their school and local authority. To ensure this happens in Oldham-other services and this school have set out a local offer explaining what is available to support children who have SEN or are disabled and their families.

The Local Offer will include:

- Provision from birth to 25, across health, education and social care.
- Making sure parents will have a greater level of confidence and understanding of the processes involved.
- Earlier identification of children with SEND.



- Ensuring pupils have the provision to meet their needs with specialist advice and additional support where it is needed.

How we identify special educational learning needs:

- When pupils have identified special educational needs or disabilities on entry to Limehurst Primary School, we work with people who already know your child, including parents, and use the information already available so that we can meet their needs as soon as they arrive in our school.
- If you are worried that your child has SEN we will talk with you and investigate. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.
- If our staff think your child may have SEN this may be because they are not making the same progress as other pupils; for example they may not be able to follow instructions or answer questions. We will assess their understanding of what we are doing in school and use tests to pinpoint what is causing the difficulty (i.e. what is happening and why).

How we involve pupils and their parents/carers in identifying SEN and planning to meet them:

- When we assess whether your child may have SEN, we discuss if the level of understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way.
- We will discuss and review children's individual targets with parents and carers, and where appropriate, pupils.



How we change what we do in school so we meet SEN:

- All our staff are experienced in making materials and "work" easier or more challenging to personalise the learning for each individual, including those who have SEN.
- We change our teaching methods and use additional schemes/materials/interventions/programmes of work so that we have something at the right level for pupils with SEN.
- We seek advice from outside agencies involved with your child. We will always gain your permission and include you in any decisions about your child.

What types of SEN do we support in Limehurst?

- We have experience of meeting the needs of children with specific learning difficulties e.g. dyslexia (SPLD, Cognition and Learning), autistic spectrum disorder (ASD), speech, language and communication difficulties (Language & Communication), social, emotional and mental health difficulties (SEMH), hearing impaired (HI) and visually impaired (VI).
- We use a number of approaches to teaching: these include personalised learning, ability grouping, mixed ability grouping, co-operative and independent work, supported class work and interventions both published and school based.

How we assess pupil progress towards the outcomes we have targeted for pupils.

- We use P level assessments and other specific materials to measure progress that is in smaller steps or is at a slower pace than is expected. The P levels will no longer be used after September 2020 but will be replaced by different assessments.



- We use staff meetings to get all teachers to assess anonymous pieces of work to check that our judgements are correct (moderating). We take part in moderating assessments across our collaborative and other primary schools in Oldham.
- All class teachers submit progression data to the senior management team every half term to check children's progress.
- We assess how well a pupil understands and makes progress in each lesson.

What equipment or resources we use to give extra support:

- We use workstations, picture timetables, countdown timers, writing slopes, coloured overlays and now and next boards for children who need them.
- We use iPads and laptops across the school for children who need them.
- We have iPads with specific apps and software as recommended for specific children.

What extra support we bring in to help us meet SEN: Specialist services and external expertise.

- We offer extra support to children from specialist teachers and support staff across the curriculum and extra support on SEND related needs (speech, language and communication, hearing impairment, visual impairment, behaviour related needs and severe learning difficulties and autism).
- We have access to support from local authority services.
- We work very closely with the speech and language therapy team (SaLT) to train staff when needed, to give advice on strategies and programmes. We refer pupils for assessments if we think a period of therapy may help them.



- We get support and advice from AEN/VI/HI services for pupils who need assessments or specific resources to meet their physical needs. This includes personal emergency evacuation plans for children with physical disabilities (PEEPs).

How additional funding works:

- Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil's needs from this (including equipment). The local authority may contribute if the cost of meeting an individual pupil's needs is more than £10,000 per year.
- If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, school may apply for an Education, Health and Care Plan (EHC Plan) which would provide more funding from the Local Authority. EHC Plans have replaced Statements of Special Educational Needs under the 2014 Code of Practice. Parents will be involved in every aspect of the application and subsequent reviews of the EHC plan. You may be eligible for a personal budget, but this must be used to fund the agreed plan.

Where parents/carers can get extra support:

- Oldham's parent/carer forum is called **POINT** (Parents of Oldham in Touch). This is an organisation for parents/carers of children and young people with special educational needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other professionals to make sure the services they plan and deliver meet the needs of disabled children and families.

What to do if you are not satisfied with a decision or what is happening (for parents)

- Your first point of contact should be the class teacher or the SENCo (Mrs Taylor). Explain your concerns. If you are not satisfied that your



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concern has been addressed you can speak to Mr I Wilson (Associate head), Mrs J Hurst (deputy head) or Mr M Roberts (Head teacher) of the school governor for SEND Miss Carey.

- If your concern is with the local authority, contact the Complaints Representation Officer as follows:
Complaints and Representations Officer
Freepost -RRGY-TJSR-GHGZ
PO Box 40
Level 8, Civic Centre
West Street
Oldham, OL1 1XJ
0161 770 1129
cypf.complaints@oldham.gov.uk