

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. Teaching staff have had basic training in all aspects of SEND, however, some staff in school have developed more 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 courses and we always train key staff to meet the needs of our children as and when necessary. 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 [LINK](#). We do 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 people 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 both can do to help the child.

If our teachers think that a child in our school may have Special Educational Needs because their progress is slowing down or they are not making the same progress as their peers, we will observe them, assess their understanding in a range of situations and try out some strategies to improve their learning. If we require any further help we will contact the SEND team in Oldham. We will continue to keep parents informed throughout and work in partnership with them at all times.

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. Parents are able to provide us with vital information about their child at home. This helps us to plan together strategies that will work for everyone.

Class teachers meet 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.

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.

During our review meetings we will ask all those who are working with the child, including parents, what is working well and what is not working well for them.

<p>We will use this discussion to plan next steps towards better outcomes for the child. If the child is able to say what they like/ don't like or find difficult we will include this information in our planning and review.</p>
<p>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)</p>
<p>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 monitors the progress of every child 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.</p> <p>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 close the gap in learning. For children in Year One and Two who are working below the expected standard within National Curriculum we use P levels and sometimes 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. We only use interventions which continue to have an impact on the outcomes in learning for the children.</p>
<p>How do we support our children at transition into school and to different classes, schools or settings?</p>
<p>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 a child's needs. We offer transition visits and our staff go to the current setting to observe the child if appropriate.</p> <p>Children in school with SEND are given extra transition visits to their new class or from Nursery to Reception and a book of photographs of their new classroom to share with parents over the long summer holidays, if appropriate. 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 go from Key Stage One to the Junior school, there are a number of transition visits and extra visits with a Specialist Teaching Assistant.</p> <p>We always discuss transition fully with parents and come to an agreement about what is best to meet the needs and improve outcomes for the child concerned.</p>
<p>How do we adapt our teaching for children with SEND at Glodwick?</p>
<p>All of our teaching staff know how to make lessons more or less challenging so that every child is able to make progress towards their targets. We use a range of strategies to support a variety of Special Educational Needs within our high quality teaching and a number of interventions and group activities to support speech and language development, mathematics, handwriting, reading, writing and phonics skills development e.g. BLAST 1 and 2, Time to Talk, Reading Partners, Numicon and 5 minute box . These interventions are explained to parents.</p> <p>We also have a high qualified adult to pupil ratio which improves children's learning. Our staff are highly skilled in supporting the learning of groups and individuals.</p>
<p>How do we adapt our curriculum and the learning environment at Glodwick for children with SEND?</p>
<p>We can make reasonable adaptations/ adjustments to the environment to</p>

accommodate the special needs and disabilities of a child or group of children. These include adding resources such as workstations, visual support strategies, adapting print size, lighting or equipment e.g. sloping board, pencil grip, anti-glare screens, modifying our speech – sentence length, vocabulary, content and complexity of language. The use of consistent whole school behaviour management strategies such as sand and digital timers, ICT software, ipads and a range of sensory toys. We also use picture communication systems and signalong when appropriate. All children with SEND will be assessed individually, some by outside agencies such as physiotherapy, educational psychology, occupational therapy and specific equipment provided where necessary.

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?

Some staff are trained to a basic level (Autism Education Trust (AET) Level 1 training) in Autistic Spectrum Difficulties (ASD) and will be aware of the difficulties that children with this type of need are likely to have. We are able to adapt to a range of SEND including Speech, Language and Communication needs, Social Communication difficulties, Autism Spectrum difficulties and Moderate learning difficulties. Specialist training is given to all staff who deliver Speech and Language programmes, or who work closely with children with Autism or other Special Educational needs. We also have training when there is a physical or sensory impairment or a medical need such as diabetes, asthma.

How do we monitor and evaluate the effectiveness of our provision for children with SEND at Glodwick?

At Glodwick we use tried and tested interventions and strategies. These must be carefully matched to the child, however, and we always do a baseline assessment before beginning an activity, ongoing monitoring by the practitioner and another assessment at the end to measure the impact on children's progress. If an intervention is not having an impact we will stop using it for that child. We try to tailor all of 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.

How do we support our children with SEND to engage in all school activities?

All of our children are welcome at all of our events in school. For those events out of school time, we encourage our parents to support us by allowing children to attend. We keep registers of those children who have accessed clubs and services so that we can be fair when we allocate places. We have a Breakfast Club open to our Infant children at 8.15am to 8.50am on Tuesdays and Thursdays in the school hall. We have regular visits from people coming into school e.g. theatre groups, chefs etc. to enhance learning and educational visits out of school to support first hand experiences. All of our children are always included and supported in these visits. We actively choose visits that are accessible to all.

How do we support the social and emotional development of our children with SEND?

Glodwick is an 'Investors in Pupils' (IiP) school. This means that we listen to our children and give them a voice in school. We support children's social and emotional

development through the use of IIP targets, class targets and PSHE and C (Personal, Social, Health, Education and Citizenship) curriculum, SMSCD (Spiritual, Moral, Social and Cultural 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 difference. 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 who will be happy to talk with them about what support is available to meet a specific need. Alternatively families can contact Oldham Parent Partnership service or the Oldham website for more information.

Oldham has a Parent and Carer forum called POINT (Parents of Oldham in Touch) [LINK](#) 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.

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. 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

The Parent Partnership Service provides independent, individual information and advice for parents of children with Special Educational Needs. Visit the Oldham website for more information

<http://www.oldham.gov.uk/pps/info/12/abouttheservice>