



SEN Information Report **September 2018**

Bamford Academy is a fully inclusive mainstream primary school with a clear approach to meeting the needs of pupils with Special Educational Needs and Disabilities so that they may achieve well and make the best possible progress in school. We believe that every child is unique and deserves an education, which ensures that they reach their full potential socially, emotionally and academically. This report gives you information about the ways in which we support all of our pupils with Special Educational Needs and Disabilities (SEND).

1) What kind of special educational needs do we have provision to support at Bamford ?

As an inclusive school, special educational needs and provision can be considered under four broad areas:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, emotional and mental health
- 4) Sensory and/or physical

2) How does Bamford identify and assess pupils with special educational needs?

' A pupil has special educational needs where their learning or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (SEND Code of Practice 2014).

Many of the children who join us have already been in early years education. In many cases children join us with their needs already assessed and identified. On starting Bamford, a baseline assessment is carried out to assess and identify the strengths and needs of each child so that an appropriate curriculum based on each child's starting points and prior learning can be developed and adjustments can be made to the learning environment where these are needed. External specialists may be consulted where adaptations to the child's learning environment is needed or where information is required to ensure full access and safety for a child with a disability.

Teacher assessments are completed on a termly basis and each pupil's progress is tracked through termly Pupil Progress Meetings. This is a meeting where the class teacher meets with a senior /middle leader to discuss the progress of pupils in their class. This shared discussion may highlight any potential issues for children who are below peer and/or national average age related expectations alongside those children who have made less than expected progress given their age and circumstances. This is one strategy used to identify potential SEND.

Everyday teacher judgements and formative assessments are used to plan each pupil's educational programme. It is differentiated to suit the pupil's individual needs and may include additional general support by the teacher or a teaching assistant to address any difficulties or gaps that emerge in the course of their learning.

Where a child's progress continues to be less than expected, the class teacher will discuss the child and their potential SEN needs using an Initial Concerns Referral Form with the SENco. The school will set up a meeting to discuss this with you in more detail and listen to any concerns you may have and agree some desired outcomes with a review date. A child will be placed on the Special Educational Needs List as SEN Support, if the provision needed to achieve these desired outcomes is additional to or different from the school's core offer. If it is decided to provide a pupil with SEN support then parents/carers will be formally notified. Where the school can meet a child's desired outcomes using its core offer, the child will be monitored as a 'Focus Child'.

Where a pupil is identified as having SEN we aim to remove barriers to learning and put in place effective provision through assessing the child's needs; planning adjustments, interventions and support; actioning these and reviewing the progress being made by the child. For each child with SEND, an SEN Support Plan is written and discussed with parents on a termly basis – this outlines the desired outcomes and the support that is required that is additional to and/or different from the provision made for their peers.

Diagnostic assessment may be carried out by our SENco or by classroom staff to pinpoint areas for development, or we may refer for more expert support and advice from an outside agency such as the Educational Psychologist, Speech and Language, Occupational Therapist or Rochdale Additional Needs team (RANs). Referral forms are then completed in conjunction with parents/carers and forwarded to the appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/ carers.

If we have taken relevant and purposeful action to identify, assess and meet the SEND of the pupil and they have not made expected progress, we may request an Education, Health and Care needs assessment. (this replaces the previous system of Statements of Special Educational Need)

3) How do we evaluate the effectiveness of our provision for pupils with special educational needs?

We evaluate the effectiveness of our provision using the following criteria:



SEN Information Report **September 2018**

The school ensures that any child 's special needs are identified as early as possible. Progress is continuously monitored by class teachers and formally monitored and reviewed on a termly basis by tracking pupil progress data, scrutinising the work books of pupils and teacher's planning.

The HLTA carries out appraisals for all Teaching Assistants, identifying staff skill sets so that provision can be effectively delivered and matched to pupil needs. This process also instigates the Continuing Professional Development for all teaching assistants.

Senior leaders and the SENco conduct termly learning walks to see first -hand 'best practice.' Your child's class teacher will also liaise with adults delivering additional and different provision and ensure provision is effective and supports your child's progress.

Our parents are encouraged to participate in the review and planning of targets for their child – annual parental feedback indicates that parents are pleased with the progress being made by their child.

The school liaises with external agencies, who feedback about the provision in place for some children with additional needs –this feedback has been positive.

The SENco reviews the effectiveness of SEN Support Plans and evaluates the impact of them on the desired outcomes.

Regular reports are compiled by the Assessment Leader and the Inclusion Leader for the Senior Leadership team and the Board of Directors about the progress and attainment SEND pupils.

The school's SEN Governor regularly monitors and evaluates the effectiveness of our SEND provision. In addition, the school works with link governors in the health care profession to access support and services which may be of benefit to our children.

3b) How do we check and review the progress of our pupils with special educational needs and how are parents involved?

Your child's progress is continuously monitored by their teacher. Towards the end of each term, your child's teacher will make a judgement about your child's skills, knowledge and level of understanding and will use termly standardised PIRA and PUMA tests in Reading and Maths to confirm these assessment judgements. Over the course of a term, your child will be assessed across several

different styles of writing, all of which will lead to the teacher's end of term assessment of your child. The review of your child's progress in phonics is completed on a half termly basis. His/her progress is formally reviewed towards the end of each term and is shared with parents in termly reports that are discussed at parent consultation evenings.

The SENco monitors SEN Support Plans on a termly basis to evaluate the progress being made by children in attaining their set targets. Parents are informed about progress these in target review and planning meetings held three times a year as a part of the parents' evening schedule where possible. The progress of pupils with a Statement of Special Educational Needs or an Education Health Care Plan (EHCP) is formally reviewed at an Annual Review Meeting with all adults involved in the child's education. This is held at least annually but can be held more frequent if required.

The school uses the FFT data, Raiseonline data and internal group analysis data to compare the attainment and progress of SEND pupils with age related expected attainment and the progress of similar groups nationally and with other pupils within the school and nationally.

3c) How do we teach pupils with special educational needs?

Our staff have the highest possible expectations for all pupils including those with SEND. All teaching is based on building on what children already know, can do and understand, and moving this on to the next stage. Our teachers implement a variety of different teaching methods which aim to remove barriers to learning so that children enjoy learning and achieve well. This may involve using practical materials or adapting resources so that they can access the curriculum. Support staff and teachers will support your child's learning in the classroom. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. If children require additional support, specific interventions will be put in place and progress monitored closely. These interventions will be delivered by teachers or skilled teaching assistants. Staff engage in regular professional development to ensure they are fully skilled to support children with SEND effectively.

3d) How do we adapt the curriculum and learning environment for pupils with special educational needs and disabilities?

We have a broad and balanced curriculum, which is accessible to all our pupils including those with SEND. We implement many different strategies to help SEND children progress in school, which may include a differentiated curriculum, practical resources and different degrees of support. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We ensure that all equipment used is accessible to all children regardless of their needs. Specialist equipment is bought or loaned as and when it is needed in response to a child's sensory or physical needs. All learning environments within the school are designed to cater for all visual, auditory and kinesthetic learning styles. We liaise with external agencies such as RANs to make adaptations to learning environments for children with sensory or physical disabilities as and when needed.

We have fitted a disabled toilet near to the reception area of the school and at the rear of the school. An Accessibility Plan is in place and available from our school website which details our statutory duties in line with the Equality Act 2010.



SEN Information Report September 2018

3e) What additional support for learning is available?			
Area of Need	Quality First Teaching	SEND Support <i>Additional Support to Quality First Teaching</i>	Statement of SEND /EHCP (High Needs Block) <i>Additional Support to SEND Support</i>
Communication and Interaction	<p><i>Differentiated curriculum planning, activities, delivery and outcome eg. Simplified language, key words</i></p> <p><i>Repeated / rephrased instructions</i></p> <p><i>Increased visual aids / modelling</i></p> <p><i>Visual timetables</i></p> <p><i>Structured school and class routines</i></p> <p><i>Specialist drama lessons</i></p> <p><i>Opportunities for performance ie. Class</i></p>	<p><i>Foundation Stage BLAST group</i></p> <p><i>In class support focus on supporting speaking and listening</i></p> <p><i>Service Level agreement with Education Psychology (EP) and Rochdale Additional Needs Service (RANs)</i></p> <p><i>Consider referral to RANs and EP</i></p> <p><i>Support in the playground focusing on social interaction and communication</i></p> <p><i>Support from Speech and Language Therapy (Early Intervention)</i></p>	<p><i>Small group or 1:1 support for language</i></p> <p><i>Social skills group such as Lego Therapy</i></p> <p><i>Speech and Language support /advice</i></p> <p><i>Visual timetables</i></p> <p><i>Visual prompts / aids</i></p> <p><i>Adaptations to the curriculum</i></p> <p><i>Advice from EP</i></p> <p><i>Advice from Rochdale Additional Needs Service</i></p> <p><i>Social stories</i></p>

	<p><i>assemblies, Key Stage productions</i></p> <p><i>Talk partners</i></p>		<p><i>Support in the playground focusing on social interaction and communication</i></p>
<p><i>Cognition and Learning</i></p>	<p><i>Differentiated curriculum planning, activities, delivery and outcomes</i></p> <p><i>In Class TA support</i></p> <p><i>Assessment for Learning</i></p> <p><i>Whole class Modelling and use of images and apparatus to learn</i></p> <p><i>In class targeted teacher support</i></p> <p><i>Differentiated questioning</i></p> <p><i>Increased visual aids, visual timetables</i></p> <p><i>Integration and access of IT into lessons</i></p> <p><i>Read Write Inc</i></p> <p><i>Maths Passports</i></p> <p><i>Formative assessment to inform future learning</i></p>	<p><i>Foundation Stage – Write Dance</i></p> <p><i>Read Write Inc 1:1</i></p> <p><i>Individual Readers – TA</i></p> <p><i>Family Liaison Officer support</i></p> <p><i>Use of IT such as Clicker 7</i></p> <p><i>Use of ‘Write from the Start’ Teodorescu</i></p> <p><i>Guided Reading within lessons</i></p> <p><i>In class TA support / Teacher</i></p> <p><i>Extra small group focus work in Reading, writing and maths by TA / teacher.</i></p> <p><i>Use of visual aids and practical resources in learning</i></p> <p><i>Consider referral to outside agency</i></p>	<p><i>Small group or 1:1 support for reading, writing and Maths</i></p> <p><i>Use of visual timetables</i></p> <p><i>Use of timers ie. Sandtimers</i></p> <p><i>Adaptations to the curriculum</i></p> <p><i>Distraction free zones</i></p> <p><i>Advice from EP</i></p> <p><i>Advice from RANs</i></p>



SEN Information Report September 2018

<p><i>Social, Mental and Emotional Health</i></p>	<p><i>Whole school behaviour policy</i></p> <p><i>Whole school Golden rules</i></p> <p><i>Whole school reward and sanction system</i></p> <p><i>Circle Time / PHSCE</i></p> <p><i>In class assembly / collective worship</i></p> <p><i>Whole school achievement assembly</i></p> <p><i>Lunchtime / After school clubs</i></p> <p><i>Playground Buddies</i></p> <p><i>Social and Emotional Aspects of Learning (SEAL)</i></p>	<p><i>Circle of friends - TA</i></p> <p><i>Restorative justice groups – Community Liaison Officer</i></p> <p><i>Group circle time</i></p> <p><i>In class support for supporting behaviour targets, access, safety</i></p> <p><i>After school clubs</i></p> <p><i>Social Skills group</i></p> <p><i>Adapted curriculum</i></p> <p><i>Internal referral to Pastoral Team and Learning Mentor</i></p> <p><i>Referral to outside agency e.g. RANs and CAMHs</i></p>	<p><i>Social stories</i></p> <p><i>Small group or 1:1 support for social skills</i></p> <p><i>Individual 1:1 Sensory breaks</i></p> <p><i>Individual mentoring – Community Liaison Officer</i></p> <p><i>Anger management – Community Liaison Officer</i></p> <p><i>Advice from EP</i></p> <p><i>Advice from Rochdale, Additional Needs Service</i></p> <p><i>CAMHs attendance</i></p>

	<p><i>Modelling of staff</i></p> <p><i>Anti Bullying Week</i></p> <p><i>Whole School team days</i></p> <p><i>Class 'Worry Box'</i></p> <p><i>School Councillors</i></p>		
<p><i>Sensory and / or Physical</i></p>	<p><i>Flexible teaching arrangements</i></p> <p><i>Staff aware of implications of physical / sensory impairment</i></p> <p><i>Accessibility of building and classrooms</i></p> <p><i>Designated zones of play in the playground</i></p> <p><i>2 hours of P.E. a week</i></p> <p><i>Specialist P.E. teaching in the curriculum</i></p> <p><i>Blinds at windows to reduce glance from light</i></p> <p><i>Reflective yellow strips to mark steps</i></p> <p><i>Resources / materials adapted to overcome physical /sensory barrier</i></p>	<p><i>Additional fine/gross motor skills practice – with TA</i></p> <p><i>In class support for supporting access, safety</i></p> <p><i>Writing slopes</i></p> <p><i>Ipads / Classroom computer monitor for VI children</i></p> <p><i>Modified materials and resources</i></p> <p><i>Reading coloured overlays</i></p> <p><i>Pencil grips</i></p> <p><i>'Write from the Start' Teodorescu</i></p> <p><i>Liaison with Occupational Therapy</i></p> <p><i>Consider referral to Visual Impairment team and Hearing impairment Team at RANs</i></p>	<p><i>Individual support in class during appropriate subjects, eg. PE, drama, transitions</i></p> <p><i>Occupational Therapy (OT) liaison</i></p> <p><i>OT Sensory Diet programs</i></p> <p><i>Rochdale Additional Needs Service (Visual and Hearing Impaired team) Liaison + advice</i></p> <p><i>Balance bikes /wobbly boards</i></p> <p><i>1:1 support for external trips</i></p>



SEN Information Report **September 2018**

3f) Accessing the High Needs Block of funding / Obtaining an EHC Plan

Specified Individual 1:1 Support

This is usually provided via a Statement of Special Educational Need or an Education, Health and Care Plan (EHCP). This means that your child will have been identified by the class teacher / SENco as needing a particularly high level of individual or small group teaching (15 hours a week +) which cannot be provided from the budget available in school. Usually your child will need specialist support from a professional outside of the school. This may be from Local Authority central services such as Rochdale Additional Needs service (RANs), Educational Psychologist and/or outside agencies such as Speech and Language, Occupational Therapy or Child and adolescent, Mental Health (CAMHs) known as 'Healthy Young Minds' (HYM) within Rochdale.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer. Whether school or the child's parents instigate this process, the parents will remain involved from the outset. After school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support in place.

After the reports have all been sent in, the Local Authority will decide whether or not your child's needs are severe, complex and lifelong and that s/he needs more than 15 hours a week + of support in school to make good progress.

If this is the case, the LA will write an Education, Health Care Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

3g) What support is available for improving the emotional and social development of a pupil with special educational needs?

We aim to meet the holistic needs of our pupils which includes their social and emotional development so they are able to reach their full potential. All children participate in Personal, Social and Health education (PSHE) lessons in their classes and learn about how we

are all unique, special and individual. Our Golden Values of : Respect, Positivity and Perseverance permeate the ethos and curriculum of our school , which helps to prevent discrimination and bullying related to disability. Through our curriculum, we ensure that pupils learn about disability positively. SEN pupils engage with other non SEN pupils through flexible groupings of children in class using Kagan Structures. We also have a range of extra-curricular activities that enable all pupils irrespective of disability to engage and learn about each other. Our SEN pupils are given equality of opportunity to apply for positions of responsibility within the school such as : Team Point Captains, Lunchtime Bamford Buddies and School Councillors.

Pupils are also supported in their emotional and social development through the school's Pastoral team made up of the learning mentor and the community liaison officer. The Community Liaison Officer (CLO) support families and children and has bespoke training in anger management, restorative justice and autistic spectrum disorders. The learning mentor is highly experienced in supporting children with emotional and social difficulties. Both these professionals work with children in small groups and 1:1 who may be suffering from an internalised issue referred from parents, class teachers or the child themselves.

We engage, if necessary, with other support services such as Educational Psychology Service, Healthy Young Minds (HYM) and other agencies to support children with their mental health and wellbeing.

It is also possible for parents to refer their child to HYM via a G.P or Paediatrician. If you are worried about your child's emotional and/or mental health, please speak to the class teacher, any member of the pastoral team, the inclusion leader or SENco.

Other ways we support pupils with their social and emotional development is the use of lunchtime buddies, buddies for new pupils, worry boxes in each classroom, small group social skills groups and 1:1 adult/peer support in the playground.

4) Who are the best people to talk to at Bamford about my child's difficulties (SEND)?

Staff	Summary of Responsibilities
Class Teacher	<i>For current and immediate concerns about your child's education, the first port of call should be their class teacher who you can access before and after school each day. The class teacher is responsible for the educational and pastoral support of every child in their class on a daily basis.</i>
SENco Mrs Rachel Leach Contact: rleach@bamfordacademy.co.uk 01706 631496	<i>Co-ordinating all the support with special educational needs and disabilities (SEND) and developing the school's offer to make sure all children get consistent, high quality response to meetings their needs in school.</i> <i>Ensuring you are:</i> <ul style="list-style-type: none"> * <i>Involved in your child's learning</i> * <i>Kept informed about the support your child is getting</i> * <i>Involved in reviewing how they are doing</i> * <i>Part of planning ahead for them</i> <i>Liaising will all other professionals who may be coming into school to help support your child's learning.</i>



SEN Information Report September 2018

	<p><i>Updating the register of children who have SEND and making sure there are accurate and up to date records for your child's progress and needs</i></p> <p><i>To provide support for teachers and support staff in school, so they can help your child (and other children with SEND in the school) make the best possible progress.</i></p>
<p><i>Inclusion Leader</i></p> <p><i>Mrs Michele Lewis</i> <i>mlewis@bamfordacademy.co.uk</i></p> <p><i>01706 631496</i></p>	<p><i>Responsible for:</i></p> <ul style="list-style-type: none"> * <i>Having a strategic overview of SEND</i> * <i>Liaising with the SENDco and identifying resources needed to meet pupil needs and identify priorities for expenditure in collaboration with the other members of the leadership team</i> * <i>Develop an understanding amongst staff of learning needs and the importance of raising achievement among pupils</i> * <i>Maintaining and developing equal opportunities within the school to ensure that this is integral to all aspects of school life.</i>
<p><i>Community Liaison Offer</i></p> <p><i>Ms Rachel Roche</i> <i>rroche@bamfordacademy.co.uk</i></p> <p><i>01706 631496</i></p>	<p><i>Responsible for :</i></p> <p>supporting families and children in Early Help and anger management, restorative justice and autistic spectrum disorders. The CLO works with children in small groups and 1:1 who may be suffering from an internalised issue referred from parents, class teachers or the child themselves.</p>
<p><i>Subject Leaders</i></p> <p><i>English –Mrs Maxine Hunter</i> <i>mhunter@bamfordacademy.co.uk</i></p>	<p><i>They are responsible for :</i></p> <p><i>Checking on the progress of your child and working with the class teacher in identifying, planning and delivering any additional help your child may need. This is carried out in weekly unit or key stage meetings.</i></p> <p><i>Ensuring that the school's SEND Offer is followed in the classrooms.</i></p>

<p>Maths – Mr Joseph Shepherd <i>jshepherd@bamfordacademy.co.uk</i></p>	
<p>Principal Ms Lisa Matthews <i>lisa.matthews@bamfordacademy.co.uk</i></p>	<p><i>The Principal is responsible for :</i> <i>The day to day management of all aspects of the school, which includes support for children with SEND.</i> <i>Monitoring the effectiveness of provision for your child by regular meetings with the SENco and Subject Leaders</i> <i>Making sure that the Board of Trustees is kept up to date about issues relating to SEND</i> <i>Enabling meetings with parents, SENco, teachers and Community Liaison Officer as required to discuss your child's needs</i></p>
<p>SEND Governor Mrs Jackie Kirby <i>Please contact Mrs Kirby through the school office.</i></p>	<p><i>SEND Governor is responsible for:</i> <i>Making sure the necessary support is made for any child who attends the school who has SEND.</i></p>
<p>5) How are adults in school helped to work with children with an SEND and what training have they had?</p>	
<p>The SENco's job is to support teachers in planning for children with SEND. The school has a training plan for all staff to continually ensure that the teaching and learning of children including those with SEND is of high quality. This includes whole school training on SEND issues such as ASD, dyslexia etc. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of the children in their class or children with whom they work e.g. Rochdale Additional Needs Service (RANS) or medical/ health training delivered by the School Health team, Specialist Epilepsy Nurse etc. In addition, external services such as Occupational Therapy or Speech and Language Therapy also come into school to train staff in the direct application of therapy support by school staff.</p>	
<p>6) What happens if my child needs specialist equipment or other facilities?</p>	
<p>All day to day teaching areas are fully accessible to all learners including those with SEND. School may provide SEND equipment where appropriate in consultation with specialist agency advice. The Local Authority/Health Services provide specialist equipment such as wheelchairs /standing frames / laptops etc when recommended by a relevant specialist. When necessary, the School Health Team supports us in writing Health Care Plans for pupils with additional medical needs. Parents/carers are fully involved in this process by attending these meetings and providing vital information. We also have an Intimate Care policy which supports any day to day care of this nature (e.g. changing and toileting) and forms a partnership and shared understanding between school and parents/carers.</p>	
<p>7) How will the school involve me and let me know if they have any concerns about my child's learning in school?</p>	



SEN Information Report **September 2018**

We actively encourage parents to be fully engaged and involved in their child's education and meet to discuss any concerns that arise as early as possible. We hold routine parents' evenings each term, have an 'open door policy' whereby parents/carers can speak briefly to the classroom staff each Friday morning when they drop off at school and hold, at least termly, a meeting with parents of SEND pupils to discuss review and plan targets. A school report is sent home at the end of each term - we encourage and appreciate any feedback from parents.

For those pupils that have a Statement or an Education, Health Care Plan an annual review will be held. This is a formal meeting for parents/carers, school staff and other agencies involved in a pupils' education, health and/or care to review and discuss progress and to decide upon appropriate targets for the next year.

When a teacher or parent has raised a concern about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENco. If your child is then identified as not making sufficient progress, the school will set up a meeting to discuss this with you in more detail, for example;

- * To listen to any concerns you may have too
- * To plan desired outcomes
- * To plan additional support to help your child achieve these outcomes
- * To discuss with you any referrals to outside agencies to support your child's learning and development

8) How is my child involved in his/her learning and decisions made about his/her education?

Children are actively encouraged to have their say about the education they receive. Part of this is their involvement in self- assessment. Children are encouraged to reflect on their own learning and identify next steps and personal targets.

As a part of our approach to teaching and learning for all pupils, we discuss with our children their progress and give verbal feedback and written comments including next steps in their books. We also review the progress your child has made towards their SEND targets by talking this over with your child and involve them in setting their next target.

We regularly collect and reflect upon pupil views about aspects of school improvement and use this to support the children and in their learning as well as school development.

9) How can I let school know if I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially,
- * If you still have concerns you should speak to the Assessment Leader, Mr Leak
 - * If you still feel that things are not changing and that your child is still not making progress you should speak to Mrs Leach (SENco)
 - * If you still feel concerned you should speak to Mrs Lewis (Inclusion Leader)
 - * If you still have concerns and your child is still not making progress you should speak to Ms Matthews (Principal)
 - * If the matter is not resolved you should put your concern in writing to the Chair of the Directors , care of the school office.

10) How does the Board of Directors involve other people in meeting the needs of pupils with special educational needs and in supporting families of such pupils?

Directly funded by the school	Teaching assistants Higher Level Teaching Assistants Educational Psychology Service Rochdale Additional Needs Service (not Visual or Impaired Impaired) SENco Community Liaison Officer Additional Teacher to support small group intervention (1 day a week) 1:1 support for pupils up to 15 hours a week. This may be in class or at unstructured times during the school day dependant on your child's needs.
Paid for centrally by Local Authority but delivered in school	Special Needs Assistants (working with Statemented Pupils or pupils with an Education, Health Care Plan)
Provided and paid for by the Health Service but delivered in school	Occupational Therapy Speech and Language Therapy Epilepsy /Community Nurse School Nurse



SEN Information Report **September 2018**

	Visually Impaired and Hearing Impaired team (Rochdale Additional Needs Service)
Provided by the Health service and delivered outside of school	Occupational Therapy Speech and Language Therapy Child and Adolescent Mental Health Service (HYM)
11) Contact details of support services?	
<p>The Rochdale Council website has information about the services that are available. This can be accessed at: http://www.rochdale.gov.uk/schools_and_children/special_educational_needs/send - the local offer.aspx</p> <p>The contact details for some services are below;</p> <p>Speech and Language Therapy: 01706 837197</p> <p>Occupational Therapy Service: 01706 837093</p> <p>Child and Adolescent Mental Health Service : 01706 676000</p> <p>Rochdale Additional Needs Service: 01706 926400</p> <p>School Nurse: 01706 676300</p>	
12) How will we support your child to make a successful move into the next class or secondary school or other love or transition?	
Transition arrangements are in place for all children. All classes have opportunities to spend time in their new class in the Summer Term. Our staff have transition meetings each Summer term to pass on important information about all pupils, but with a particular focus on the needs of children	

with SEND. This is to ensure that strategies and resources that have proven to be successful for those pupils are ready to be implemented in September. Our pupils on the autistic spectrum have a transition booklet made with them in the Summer Term to help them get ready for the change in class in September.

If your child is moving to another school we will liaise closely with our receiving High Schools to ensure a smooth and successful transition for our pupils with SEND. We will:

- * Contact the school SENco and ensure s/he knows about any arrangements and provision that need to be made for a pupil
- * Pass on all records about your child as soon as possible
- * Where needed, additional transition arrangements will be put in place
- * Prepare children on the autistic spectrum by creating a transition booklet