Radcliffe Primary School

Children and Families Act 2014 SEND Information Report

2024-2025

1. The kinds of special educational needs for which provision is made at the school

The code of practice defines SEND:
A child or young person has SEND if they have a learning difficulty, or disability which calls for special educational provision to be made for him or her.
A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

❖ has a significantly greater difficulty in learning than the majority of others the same age; or

❖ has a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

We welcome everybody into our school and endeavour to include and support all children as having SEND categorised under the following headings by the 2014 Code of Practice – Four Broad Areas Of Need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

The graduated approach to SEND within the Children and Families Act 2014 and as detailed in the SEND 0-25 Code of practice 2015 and the SEND Toolkit, underpins our approach utilising an Assess, Plan, Do, Review cycle model (**APDR**).

Where a learner is not progressing at a similar rate to that of their peers, or fails to match their previous rate of progress, despite quality first teaching, it may be that the learner has SEND.

There can be many issues which can impact on progress and attainment, such as attendance and punctuality, disability, health and welfare, including Children and Young People in Care and those in receipt of pupil premium funding, difficulties where English is not the first language, or worries which distract the child from learning. We understand that children who experience barriers to learning are vulnerable. However, this does not mean that all vulnerable groups have SEND. Only those identified as having a learning difficulty which requires special educational revision, in one or more of the areas of need described above, will be identified as having SEND.

2. Information about the school's policies for the identification and assessment of pupils with special educational needs (mainstream schools)

Assessment at Radcliffe Primary takes many forms. We take into consideration all information gathered about the learner, assessments of attainment and progress, class

teacher input , SENDCo advice, discussions with parents/carers, advice from previous schools/settings and/or advisory services.

Tools processes and practices for gathering this information include:

- All learners are assessed by their class teacher on a daily basis through questioning and live marking
- Formal assessment takes place every half term and progress is monitored using the iTracker tool
- Limited, or no progress being made in curriculum areas is flagged and discussed in 'Pupil Progress Meetings' with class teachers
- If class teachers have a concern about a child in relation to one of the four broad areas of need then they will follow the school SEND policy, where the process is clear and linked the the Bury approach
- Informal visits/meetings with class teachers, SENDCo, support staff
- Parents and carers will be informed of any concerns are invited to meetings to discuss next steps and be involved in decision making and any referrals needed
- On-going consultation with class teachers and support staff around the learner's needs
- Person centred planning and review meetings
- Close liaison with outside agencies such as; Educational Psychology, Sensory Needs (Hearing Impairment and Visual Impairment), Speech and language Therapists, Additional Needs Team (Cognition and Learning); Speech Language and Communication; Medical Conditions; Physical Difficulties; Communication Difficulties; Complex Needs), Social Care, School Nurse, Healthy Young Minds and CLAS

3. Information about the school's policies for making provision for pupils with special educational needs

Provision for learners at Radcliffe Primary with identified SEND includes support and intervention. There are four strands to our support strategy:

- Assess, Plan, Do, Review
- Grouping for teaching purposes
- Additional adult resources
- Alternative curriculum and teaching methods

The main strands to our intervention strategy:

- In-class support
- A combination of both in-class support and withdrawal activities
- Withdrawal from a mainstream lesson for specific intervention programmes – short timed sessions
- Use of integrated learning packages and software such as Read, Write Inc (RWI)
- Pastoral mentoring including access to Healthy Young Minds

The processes and practices applied throughout our provision include:

- The use of a range of assessment tools to monitor learner progress on an on-going basis and, if adequate progress is not being made then appropriate support is put in place
- Learners with a statement of educational needs, or an Education, Health & Care Plan, will have person centred reviews

- Parents of learners, who are in possession of a statement of educational needs, or an Education, Health & Care Plan, will have regular meetings with the SENDCo and class teacher, in addition to the twice yearly parent's evenings
- Outcomes from Learning Support Plans are reviewed and new goals are set with the learner's and parent's input at the termly meetings
- Feedback is sought from parents and learners on the effectiveness of support, to enable on-going development of support packages
- Wherever possible, learners with SEND are taught in mainstream classes
- Specialist teaching in small groups or individually for SEND learners is also used, based on an individuals need
- Where a learner has a statement of educational needs, or an Education, Health & Care Plan, this will outline the resources needed to provide appropriate support
- The school tries to ensure that no child is excluded from educational visits or out of school activities because of their SEND or disability
- Additional support is available to leaners who are vulnerable, and those that experience a wide range of emotional, social and behavioural difficulties
- The school has a fully inclusive policy, and learners regardless of SEND or disability are fully integrated in all aspects school life

4. The name and contact details of the SEND Co-ordinator at Radcliffe Primary

Miss B McKenna

Telephone: 0161 723 4538

Email : Radcliffeprimary@bury.gov.uk

5. Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured

The SENDCo is a qualified teacher at the school with 25 years teaching experience in a primary setting, she has responsibility for Pastoral Care, Vulnerable groups, community cohesion, inclusion and parental engagement, she is also one of the schools Deputy Designated Safeguarding Lead. The SENDCo has a wealth of experience as well as a vast range of recent and relevant training in order to ensure that this role can be fulfilled effectively.

The school has access to specialist SEND training and support staff through the Bury Primary Learning Collaborative alongside termly SENDCo network meetings hosted by the Additional Needs team within Bury and the Oak Outreach Programme.

The SENDCo delivers CPD to all staff and specialist training is secured where necessary. This might be delivered in school by external training providers, such as the Educational Psychology service, specialist teachers and health care professional, or attendance at external training events.

6. Information about how equipment and facilities will be secured

The first £6000 of additional funding for SEND learners (above and beyond the average educational funding per child) should be met by the school from the dedicated schools grant. Where the value of a learner's additional needs are greater than £6000, then the learner is classified as 'High Needs' and an application for support funding can be made to the Local Authority. Provision allocated to a child is recorded and monitored on the school's costed provision map.

Where a learner has needs within the realm of Sensory Difficulties, the Sensory Needs Team in consultation with the SENDCo will provide an appropriate and agreed level of support including the provision and monitoring of specialist equipment.
Feedback is sought from parents and learners on the effectiveness of support, to enable on-going development of support packages.
Parents of learners, who are in possession of a statement of educational needs, or an Education, Health & Care Plan, will have regular meetings with the SENDCo and class teacher, in addition to the twice yearly parent's evenings.

7. Arrangements for consulting parents of children with special educational need, and involving such parents in the education of their child

Parents will be informed if their child is in need of SEND and an individual APDR is written. APDR's are shared with parents by class teachers reviewed every six weeks and progress, targets and next steps discussed.
If the child requires outside agency involvement, parents will need to give consent and copies of any reports received by will be shared. The SENDCo will meet with parents to discuss any reports and next steps whenever needed.

8. Arrangements for consulting children and involving them in their education

Children are encouraged to share any concerns they have about their learning with class teachers and teaching assistants. The class teacher will put support in place then discuss with parents and SENDCo if appropriate.
Wherever possible, learners with SEND are involved in meetings arranged with parents to discuss and set desired outcomes and to review progress made towards these. During these meetings, they are invited to contribute to give their own opinions about provision and their own learning experiences.
Where the learner has an Education, Health and Care Plan, a Person Centred Annual Review is held and the child will attend for part, or all of the meeting.

9. The arrangements made by the Governing Body in relation to complaints from parents of pupils with Special Educational Needs concerning the provision made at the school

We strive to meet the needs of all children and are committed to reviewing how we meet individual needs. Parents and children are encouraged to be part of this process, but if they have a concern about the support or provision arrangements that are in place for their child they are encouraged to follow the steps below. These steps are in line with our school complaints procedure which can be found on the school website.

Step 1

The first point of contact is the class teacher. Arrange a meeting with the class teacher to raise your concerns and agree on next steps.

Step 2

Allow time for the agreed next steps to be put into place. If you are still concerned contact the SENDCO using the contact details in Section 1 to arrange a meeting so that an action plan can be made. Mr Van Hecke may attend the meeting.

Step 3

Allow time for the agreed actions to be put into place and reviewed with you. If you are still not satisfied a complaint can be made to the SEND governor. It will then be heard formally by the Governors.

Step 4

If the complaint reaches this step it will be heard by a Governing Body's Complaints Committee.

10. How the Governing Body involves other bodies, including health and social services, local authority support services, and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting families of such people

The SENDCo has termly meetings with the link Governors who have oversight of the procedures of the school.
Radcliffe Primary uses and has access to, a wide range of services. These include the school nurse, speech therapy, visual impairment and hearing impairment teams, social care and Bury Healthy Young Minds. The SENDCo also refers parents who need further support and advice to Bury SEND Information Advice Support Service (SENDIASS).

11. Contact details of support services for parents of our children with SEND , including those for arrangements made in accordance with Section 32 (mediation)

Bury SEND DIAS
Barnardo's
Blue Pit Mill
Queensway
Castleton
Rochdale
Lancashire
OL11 2YW

Additional information is set out in Bury Authority's Local Offer **www.bury.gov.uk**

12. Radcliffe Primary's Arrangements for supporting pupils with SEND between phases of education or schools
All teachers have transition meetings to ensure that the next teacher is aware of children with SEND and their needs. Some children may need more support during the transition of year groups and they will have an individualised transition arrangements. During transition to other schools, a planning meeting will be held with staff from the new school, parents and the child to discuss their individual needs and ensure that a planned and supported transition is in place. Assessment and progress data, attendance, behaviour information and information about friendship groups is collected and shared at the planned meeting.

13. Information on where Bury's Local Offer is published
www.bury.gov.uk

Date to be reviewed: September 2025