

SEN Information Report (2018 – 2019) St. Vincent's R.C.P.S

1. What kinds of special educational needs is provision made for at our school?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical – hearing impairment, visual impairment, sensory processing difficulties, immune suppression
- Communication and Interaction – autistic spectrum condition, Asperger's Syndrome, speech and language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder, selective mutism.

Our Deputy Head has recently taken over the role of SENCo and works closely with all class teachers and families to ensure that appropriate provision is in place in line with the SEN Code of Practice (2014). In addition to this the SENCo is supported by HLTA and SAL therapist on a weekly basis.

Our team of 22 teaching assistants have extensive experience and training in planning, delivering and assessing intervention programmes.

All our staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from our SENCo or other staff with relevant expertise.

SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students.

The school works closely with other local schools, sharing training opportunities including INSET days and input from outside agencies.

SLT meet once per half term to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our students. In addition to this SEN updates are provided at weekly SLT meetings.

Our school's Accessibility Plan, available on this website, outlines adaptations made to the building to meet particular needs and enhance learning.

2. What are school's policies with regard to the identification and assessment of children with SEN?

Our school's Assessment Policy which is available on request in school outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised as progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENCo would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. See SEN policy for further information relating to behaviour support.

Parents are always informed if, school staff consider their child to have an additional need. Parents and children (as appropriate depending upon age and capability) are involved in the planning required to meet any need. We often recommend initially, that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

At St. Vincent's a range of specific, more specialised tests are used (usually by the SENCo or SEND team) to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions:

To obtain further understanding of a child's learning difficulties, we use: **GL Special Educational Needs Assessment Toolkit** to assess: Dyslexia, various aspects of Literacy and Numeracy and Mental Health and Well-Being. We may also use any of the following :

- Salford Sentence Reading and Comprehension Test
- SPAR Spelling Test
- Phonological Assessment Battery (PhAB)
- Neale Analysis of Reading Ability
- Meares-Irlen Assessment (or Intuitive Overlays)
- Wilkin's Rate of Reading Test
- Dyslexia Screening Test (DST)
- Dyslexia Early Screening Test (DEST)
- Early Years Easy Screen (EYES)
- Sentence Completion Test
- Maths Screening Assessment
- Basic Number Diagnostic Test

Other specialised assessments which may be used in school to identify barriers to learning include:

- Social, emotional, behavioural checklists – e.g. Stirling Children's Wellbeing Scale, Strengths and Difficulties Questionnaire, Southampton Emotional Literacy Scales.
- Observation schedules e.g. for behaviour, concentration, attention.
- 'Developmental Dyspraxia' – assessment from Madeleine Portwood book
- Assessment of Hand and Fine Motor Skills

In addition, school commissions the services of an independent Speech and Language Therapist – Mrs. Helen Underhill who supports us in identifying the speech and language needs of our children using a range of specialist assessments.

Further information relating to identification and assessment of children with SEN can be found in our SEND Policy document.

3. What are school's policies for making provision for children with SEN whether or not they have Education, Health and Care Plans?

a) How do we evaluate the effectiveness of provision for children with SEN?

- use of a provision map to measure progress and achievement
- evaluation of individual education plans - 'My School Plan' and 'Class Action' plans 3x yearly
- use of assessment information/progress rates etc. pre- and post- interventions
- use of attainment and progress data for children with SEN across the school - part of whole school tracking of children's progress generally – 3x yearly
- use of pupil/parents interviews/questionnaires
- monitoring by SENCo – dedicated 2 days per week with support from HLTA and SAL therapist

b) What are our arrangements for assessing and reviewing the progress of children with SEN?

- our school's Assessment Policy (available on request in school) outlines the range of assessments regularly used throughout the school
- evaluation of individual education plans 3x yearly
- tracking of pupil progress generally as part of whole school tracking system – 3x yearly
- progress of children with speech and language needs is assessed and reviewed regularly throughout the year by SAL therapy services and the SAL therapist commissioned by school – Mrs. Underhill. This academic year (Au 1), Mrs. Underhill will conduct a screening of language skills in Reception to provide a baseline for language development and

identify children who may benefit from accessing specific programmes to develop language skills e.g. 'Boosting Language, Auditory Skills and Talking' (BLAST), Talk Boost.

- a cycle of consultation meetings, based on the assess-plan-do-review model takes place throughout the year for children involved with our Educational Psychology service
- An Annual Review is held for children with Statements of Special Educational Needs or EHC Plans; interim reviews can also be arranged throughout the year if deemed necessary
- when children are assessed by the SENCo or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the finding and how best to address need and meet targets
- when assessing children with SEN , consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests
- initial concerns about a child's progress are discussed with the SENCo and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

c) What is our approach to teaching pupils with SEN?

- the fundamental aim of our school and the very reason for our existence, is to enable each child to be all that they can be – to embrace and fulfil their unique potential following the example provided to us by Jesus Christ.
- unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- quality first teaching takes place in all class rooms with the setting of high expectations and the provision of opportunities for all to achieve; the impact of this is apparent in the results obtained in national tests at the close of each key stage – information relating to results obtained in recent years is available on this website (click on Ofsted icon on this website)
- provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SENCo and all staff members have important day-to-day responsibilities. **All teachers are teachers of children with SEND**

- a continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements
- children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively
- at St. Vincent's, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENCo, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.
- we acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset (with support from Rochdale Additional Needs Team if appropriate), without the need for disapplication. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

d) How do we adapt the curriculum and learning environment?

- the curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping,

photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.

- school always acts upon advice received from external agencies (e.g. enlarging of print for VI children; most advantageous positioning of HI children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays and exercise books for children with Meares-Irlen syndrome; use of brain breaks, sensory cushions, weighted blankets for children with sensory issues).
- we endeavour to ensure that all class rooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.
- we endeavour to ensure that all class rooms are ASC friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources. During the course of this year, a sensory garden will continue to be developed with our children and sensory areas will continue to be developed around the school.
- we endeavour to ensure that all class rooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of the 10 second rule to allow processing time, pre-teaching of key vocabulary. We commission the services of a SAL therapist (Mrs. Helen Underhill) to work directly with children in our school and provide training, support and advice to staff
- small group rooms are available in both key stages to provide quiet work areas for 1:1 or small group work

e) What additional support for learning is available for children with SEN?

- there are currently 419 children on roll. We have 22 teaching assistants employed in school, providing a higher staff to pupil ratio which maximises learning potential for all our children; most are trained to deliver a number of intervention programmes throughout the school. Some TAs are deployed in classes to support children on a 1:1 or small group basis or to cover the class in order that the class teacher can provide 1:1 or small group support. In Y6, three teachers are employed each morning providing additional support in the delivery of the literacy and numeracy curriculum.
- we follow the Code of Practice for SEN – 'Support and Aspiration – a new approach to SEN and disability'
- we teach a differentiated curriculum to ensure that the needs of all children are met
- we implement individual education plans ('My School Plan') with s.m.a.r.t. targets

- a large number of intervention programmes are in place for children who require additional support e.g. 'IDL' – a computer based multi-sensory programme to develop reading and spelling skills; Precision Teaching; Boosting Reading Potential; Numicon; Talkabout; Dealing with Feelings; Teodorescu's Perceptuo-Motor Programme; Stories for Talking; Toe-by-Toe; Power of Two
- individual laptops are used for children with recording needs employing programmes such as 'Clicker 6/7' to support recording across the curriculum
- for children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists, specialist teachers from Rochdale Additional Needs Team). Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home
- in addition to working closely with our SAL therapy colleagues within the NHS, we commission the services of a speech and language therapist – Mrs. Helen Underhill who works directly with children in school and provides training, advice and support to staff with regard to individual children and general or specific speech and language issues
- specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, sensory cushions, use of 'brain breaks', access to area of quiet retreat, personalised schedules or sequence strips

f) What activities are available for children with SEN in addition to those available in accordance with the curriculum?

- all extra-curricular activities (listed on this website) are available to all our children
- before and after school care is available to all our children
- residential trip to Robinwood available to all children
- Lego Club – 3x weekly at lunch times for children with social communication/interaction issues
- Playground to Podium – additional training and practice of physical activities

g) What support is available for improving the emotional and social development of children with SEN?

- specialist advice from our teacher for children with social communication/interaction difficulties – Julie Dalton from Rochdale Additional Needs Team
- specialist advice from our Educational Psychologist – Jo Lyons
- specialist advice from colleagues at Healthy Young Minds (formerly CAMHS)
- areas designated for ‘quiet retreat’ within or outside many class rooms
- Lego Club – 3x weekly at lunch times for children with social communication/interaction issues
- assessment tools and intervention programmes e.g. Southampton Emotional Literacy Scale, Stirling Wellbeing Scale, SEALS materials, Time to Talk, Talkabout, Dealing with Feelings

4. What is the name of the SENCo and contact details for the SENCo?

Our SENCo is Mrs. Deborah Gillan (01706 642469 d.gillan@st-vincent.sch.uk) who is available in school as SENCo on Tuesdays and Wednesdays Mrs. Gillan may be contactable through the school office on Mondays, Wednesdays and Fridays; Mrs Gillan SEN advocate on the SLT.

5. What is the level of expertise and training of staff in relation to children with SEN and how will specialist expertise be secured?

- Our SENCo has held the post for 12 months and in this time has completed a 4 day SENCO course with Jackie Lloyd regarding the SEN Code of Practice, in addition to relevant training from the previous year. She has liaised closely with outside agencies and parents in order to achieve the best possible outcomes for the children in her care.
- school employs a HLTA and a team of 21 TAs most of whom are trained to deliver a range of interventions on a small group and 1:1 basis e.g. . ‘IDL’ – a computer based multi-sensory programme to develop reading and spelling skills; Precision Teaching; Boosting Reading Potential; Talkabout; Dealing with Feelings; Teodorescu’s Perceptuo-Motor Programme; Talk Boost; Toe-by-Toe; Power of Two
- 8 members of staff are trained First Aiders
- staff are trained biennially by the School Health Team with regard to asthma, epilepsy, diabetes and anaphylaxis. The School Health and Community Teams also provide training to staff regarding specific low incidence medical conditions as needs arise.

- during the course of the last academic year the SENCo and relevant staff (i.e staff directly involved with children with specific need relating to the course) received SEN training in areas such as ASC and selective mutism, in addition to more general training e.g. narrative therapy, ASC, behaviour management, Clicker 7, 'I Can Boost', Team Teach, Lego Therapy.
- during the first term of this academic year whole staff training by specialists is scheduled in relation to sensory processing, ASC friendly class rooms and more general training to be undertaken by the SENCo in relation to Lego Therapy, I Can Talk Boost, Word Awareness and Multi-Sensory Spelling techniques. CPD training is offered regularly to enhance the school's Improvement Plan and afford personal development to staff.
- specialist information gained through research/training is disseminated via a report on the 'o' drive accessible to all staff or via a staff meeting or organised staff training sessions
- expertise and specialist training in relation to speech and language needs is secured via Mrs. Helen Underhill – speech and language therapist commissioned to work directly in our school. Mrs. Underhill will also guide staff regarding the development of language in the class room e.g. by implementing initiatives such as 'No Pens Wednesday' (Oct 2017).
- as specific needs arise the SENCo approaches specialists from a range of agencies (e.g. RANS, Occupational Therapy, Educational Psychology) to seek advice about raising awareness of the specific type of SEN. To enhance knowledge about a specific type of SEN (in order for the class teacher or TA working directly with a child with a particular type of SEN to adapt teaching and learning to meet the need appropriately) more specific training may be sought via the REAL Trust or directly through specialist agencies. It is planned that during the course of the next two years a specialist SEN Team will be established under the direction of the SENCo with members of staff specialising in specific areas of need and receiving in-depth training in relation to areas such as ASC and speech and language.
- general support and advice from SENCo - e.g. with regard to the implementation of specific programmes, creation and monitoring of Individual Education Plans, tracking of children with SEN
- particular support is given to NQTs, RQTs and other new members of staff. Should a pupil with a specific low incidence need be admitted to the school, then the Special Educational Needs Co-ordinator will pursue relevant training, in the first instance, for the class teacher and support staff concerned.
- our Special Educational Needs Co-ordinator attends termly 'Special Educational Needs Co-ordinator Cluster Meetings' funded by the L.A. organised to support Special Educational Needs Co-ordinators in their work in school, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.

- at the close of each school year teachers hold meetings with the class's next teacher to discuss SEN information in preparation for the following year.
- The Senior Leadership Team meet once per half term to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our students.
- our SENCo organises training on a needs basis and also staff may request specific training.

6. How is equipment and facilities to support children with SEN secured?

- through discussion with specialist agencies involved
- through discussion with parents
- through discussion with our Head teacher
- equipment and facilities to support children with SEN are non-negotiable at our school; whatever our children with SEN require, within reason they get e.g. an area of quiet retreat for a child with a diagnosis of ASC; provision of coloured overlays/exercise books for children with Meares-Irlen syndrome; provision of equipment e.g. sensory cushion, trampoline and implementation of strategies e.g. brain breaks for children with sensory issues
- we regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required). Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with visual impairments.
- our school's Accessibility Plan, available on this website outlines adaptations made to the building to meet particular needs and enhance learning.

7. What are the arrangements for consulting parents of children with SEN about and involving such parents in the education of their child?

- throughout the year there are 2 Parents' Evenings and there is an end of year annual report to parents.

- parents are invited to review their child's 'My School Plan' on a termly basis – these plans are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting
- our parents appreciate the 'open door' policy whereby the SENCo is easily contactable via the school office/telephone/e-mail. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child
- progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations
- progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g. with our speech and language therapist or with specialist support teachers from RANS or the Fair Access Team)
- the progress of children holding a Statement of SEN or Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary). At Y5 annual reviews transition to high school is considered with discussion involving parents and the LA. At Y6 annual reviews the SENCo of the receiving high school is usually invited to attend.
- parental survey forms are used at annual reviews and throughout the year to obtain parents' views about their child's SEN, support in place to address needs and any modifications to this support which parents feel may be appropriate.

8. What are the arrangements for consulting children with SEN about and involving them in their education?

- children with SEND are represented in proportion to their numbers in the school on our School Council
- targets set for children are reviewed with them
- children's self evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their progress and the challenging targets set to support their development
- child survey forms are used at annual reviews and throughout the year to obtain children's views about their SEN, support in place to address needs and any modifications to this support which children feel may be helpful for them

9. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning the provision made at school?

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEN complaint procedure is as follows:

- the complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved,
- the complaint is dealt with by the SENCo or by a senior manager. If there is still no resolution
- the Head teacher should become actively involved
- if the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors
- the Governing Body will deal with the matter through their agreed complaint resolution procedures
- in the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.

10. How does the Governing Body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of our children with SEN and in supporting the families of such children?

- school commissions the services of an independent speech and language therapist (Mrs. Helen Underhill) to work directly with children in our school and to provide advice and support to staff in addressing speech and language needs throughout the school
- external support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from a member of the Educational Psychology Service. In addition, school may seek advice from specialist advisory teachers from Rochdale Additional Needs Service (RANS) for children with sensory impairment or physical/medical difficulties or social communication difficulties or from specialist teachers from the Fair Access Team to consider behaviours presented by children in school.
- the speech and language therapy and occupational therapy services (NHS) involved with individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children

- school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.
- our School Health Practitioner is available for advice and attends meetings in school on request following referrals to the service made by school.
- liaison meetings with St. Vincent's pre-school group are held in the summer term before children enter our Reception classes. Liaison with other nurseries in the area also occurs.
- school has also enlisted support from 'Caritas' – the social support service from the Salford Diocese
- the Local Authority's Early Help Assessment procedures are adhered to by school whereby help and support is offered to children and families when low level issues emerge and before problems escalate. We currently have 3 active EHAs in school with regular Team Around the Family meetings engaging appropriate agencies to ensure positive outcomes for the children and families involved.
- the Education, Health and Care planning process ensures that there is more holistic support around children in receipt of an EHC Plan and their families.

11. What are the contact details of support services for the parents of children with SEN, including those for arrangements made in accordance with clause 32?

Barnardo's Independent Support Service

Unique Mill Enterprise Centre, Belfield Road, Rochdale, OL16 2UP 01706 – 515717 rochdale.services@barnardos.org.uk

Rochdale Parent Carers Voice – 07901 854741

Family Action – 01706 515741

Family Information Service – 01706 719900

For children aged 0-5

Area SENCO Team – Early Years, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU
01706 – 927862 or 927863 or 927864

Statutory Assessment Team

Rochdale Borough Council, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU
01706 – 925981 sen@rochdale.gov.uk

Rochdale Additional Needs Service

RANS Leadership Team, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU
01706 - 926400
rans@rochdale.gov.uk

Educational Psychology Service

Rochdale Educational Psychology Service, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU
01706 – 926400 educational.psychologyservice@rochdale.gov.uk

Children with Disabilities Team

Children with Disabilities Team, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU
01706 – 925900 [cwg@rochdale.gov.uk](mailto:cwd@rochdale.gov.uk)

Details of Family Services Directory

Rochdale's Family Services Directory lists all support services for families in the borough and can be found at this location:
rochdale.fsd.org.uk

12. What are the contact details of support services for supporting children with SEN in transferring between phases of education?**Transition from setting to school - EY Team, EPS, SEN Team**

Area SENCO Team – Early Years, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU
01706 – 927862 or 927863 or 927864

Rochdale Educational Psychology Service, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU
01706 – 926400 educational.psychologyservice@rochdale.gov.uk

RANS Leadership Team, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU
01706 - 926400 rans@rochdale.gov.uk

Key Stage 1 to Key Stage 2

Rochdale Educational Psychology Service, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU
01706 – 926400 educational.psychologyservice@rochdale.gov.uk

RANS Leadership Team, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU
01706 - 926400 rans@rochdale.gov.uk

Key Stage 2 to Key Stage 3

Rochdale Educational Psychology Service, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU
01706 – 926400 educational.psychologyservice@rochdale.gov.uk

RANS Leadership Team, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU
01706 - 926400 rans@rochdale.gov.uk

For any child with a disability not already known to Children’s Social Care Services who you think may need a service from them to support transition at any stage, contact

Children with Disabilities Team, 4th Floor, Number One Riverside, Smith Street, Rochdale OL16 1XU
01706 – 925900 [cwg@rochdale.gov.uk](mailto:cwd@rochdale.gov.uk)

For any child with a disability who is already in receipt of Social Care Services and needs Social Care help to support transition at any stage, contact

Rochdale Children’s Social Care, Crossfield Mill, Crawford Street, Rochdale OL 16 5RS
0300 303 0440 social.services@rochdale.gov.uk

13. Where is the Local Authority’s Local Offer published?

- the Local Authority’s Local Offer can be found at this location:

www.rochdale.gov.uk/localoffer

Our school's Local Offer can be found on this website

