

ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL
SEND – SCHOOL OFFER



Introduction

Welcome to our Special Educational Needs and Disabilities (SEND) page. We hope you will enjoy reading about the variety of ways in which St Peter's Church of England Primary School is able to support SEND pupils to reach their full potential.

Our school has a Special Educational Needs Co-ordinator (SENCO) who is responsible for the management of provision and/or support for identified pupils with SEND. They will also coach and support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.

Our Special Educational Needs Co-ordinator is : Miss N Marney
Our Governor with responsibility for SEND is : Mrs S Lord

At St Peter's Church of England Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfill their potential. We have high expectations and targets for all of our children. We are an inclusive school and believe that high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding staff team at St Peter's who look after all of our children.

We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children;

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of the high quality, personalised teaching at St Peter's. It may take the form of additional support from within school or require involvement of specialist staff or support services.

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of particular individual needs of pupils with SEN within the classroom.

The objectives of our SEND provision are:

- To identify children with SEND as early as possible.
- To consult with parents/carers to identify the strengths and needs of the child, and agree an education plan to build on the strengths and support needs.
- To meet every child's needs by providing a broad, balanced, relevant and differentiated curriculum.
- To identify and use support that is available in school.
- To refer the child to outside agencies where appropriate.
- To seek and consider the child's own views wherever possible.

As of September 2014, all schools are required to publish details of its school offer, detailing support for pupils with special educational needs and/or a disability to compliment the Rochdale LA Local Offer. Below are details of the current school offer at St Peter's Church of England Primary School and the Local Offer for Rochdale.

What is Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with Special Educational Needs (SEN) and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level Special Educational Needs (SEN) as well as the options available to support families who need additional help to care for their child.

What will it do?

The Rochdale Local Offer will provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.

Below are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These when answered by agencies, schools and colleges provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Below are St Peter's Church of England Primary School's responses to these questions.

How does the school know if children need extra help, and what should I do if I think my child may have special educational needs?

When children are transferring to St Peter's Church of England Primary School from another school setting, we endeavour to contact a child's previous school to ascertain any special needs they may require support with in school.

Pupil progress is monitored termly by our Class Teachers, Assessment Co-ordinator and the Senior Leadership Team. Class Teachers are confident in identifying concerns at the early stages so that additional support may be offered when required. Teacher concerns are taken directly to our SENCO and discussed. A range of school-based strategies and interventions to support children are available, and often these are very effective in enabling most children to catch up and achieve in line with their peers.

If a pupil struggles to make progress over time, there may then be a need to discuss next steps in provision with parents/carers with further assessment to identify a child's primary area of need. Following this, we may offer extra support within school, perhaps in the form of targeted intervention groups. All children monitored on the school's SEN Register have a termly Individual Provision Maps, which gives details of any provision that is different from or additional to those provided as part of the school's differentiated curriculum. Individual Provision Maps are written on a termly basis (or as necessary) and provision is reviewed to ensure maximum impact for our pupils. Parents receive copies of Individual Provision Maps each term, and shall also be invited to attend termly reviews.

If parents/carers have any concerns regarding the learning of their children, we operate an open-door policy at St Peter's. Class Teachers are available to discuss concerns, as is our SENCO. If necessary appointments can be arranged at mutually convenient times across the week.

How will the school staff support my child?

This is dependent upon the level of support required by individual children.

Support group timetables are set up at the start of every school year to match the needs of the children on roll. These groups are regularly reviewed throughout the school year, and may vary in line with the current SEN profiles and needs of our children.

Early assessment of Literacy and Numeracy, by Class Teachers, the SENCO and in some cases specialist teachers enables children to be placed in our targeted Literacy or Numeracy intervention groups, should they require this. These groups are usually of about 6 children.

At St Peter's Church of England Primary School we provide a number of intervention groups as necessary including;

- Literacy support to target key reading and writing skills and handwriting.
- Numeracy support focussing upon acquiring key skills and basic mathematical concepts;
- Therapeutic Play groups focussing on social and emotional skills;
- Motor skills intervention groups for children with mobility needs.
- Speech and language groups
- Interventions for specific needs or diagnosis

*Groups offered year-on-year depend on the current needs of pupils in the school.

How will the curriculum be matched to my child's needs?

The National Curriculum is differentiated for children within class as part of our quality first teaching, to provide appropriate curriculum access for all children at St Peter's Church of England Primary School.

Access to the curriculum may be provided in a variety of ways- through a range of different tasks; additional resources/apparatus; extra time to complete; support from an adult; group work; talking partners etc. We constantly strive to work in an inclusive way throughout St Peter's.

How will I know how my child is doing and how will you help me to support my child's learning?

We have regularly scheduled parent's evening meetings to keep parents/carers informed about their child's progress within school. Staff are usually available to speak with parents just before or after school. Should it be necessary, additional meetings can be arranged with Class Teachers and our SENCO at mutually convenient times.

If a child is on our SEN Register, their parents/carers are invited to attend a termly review to discuss their child's progress and talk about what the school is providing.

All support group feedback is monitored and evaluated by our SENCO to ensure maximum impact for the children involved.

Our open-door policy is crucial in enabling parents to provide support at home. The Individual Provision Maps for children requiring provision that is different from or additional to that provided as part of the school's differentiated curriculum will be sent home to parents on a termly basis.

Full written reports are sent home annually in the Summer Term.

What support will there be for my child's overall well-being?

We offer weekly PSED sessions in each class, which gives children a weekly session to discuss and learn about social, health, safety and emotional issues.

Positive relationships are developed between our children and staff, so that children feel confident in knowing they can talk to someone if they need to. There is good liaison between school staff and outside agencies (if required) to build up a team around the child and share important information.

All children have access to our Therapeutic Play intervention group if necessary, which can focus on individual issues such as social skills, behaviour, anger management, bereavement etc. to support any pupils who require such support and this is allocated when the need is identified. We also have a councillor, Speech and Language Therapist, Learning Mentors and specialist training Teaching Assistants, which pupils access as identified need requires.

What specialist services and expertise are available at or accessed by the school?

We liaise with the Rochdale team, which offers a full range of support services and advisors. If there were concerns over a child's learning that we needed support in addressing within school, we would submit a referral to one of these agencies, who would then visit to advise us. Included are: Occupational Therapists; Educational Psychologists; Physiotherapists; Behaviour Support; Language and Learning Support; Speech and Language Therapists; Physical and Sensory Support; Child and Adolescent Mental Health Services; Assisted Technology Support and Medical services.

Please see Rochdale Council's Local Offer (A link to the website can be found on this page) for details of services commissioned to support schools.

What training are the staff supporting children with SEND had or are having?

Our SENCO has received National Award for SEN Co-ordination (NASEN) training at Manchester Metropolitan University.

Teaching Assistants are offered targeted training regarding the specific needs of the children they work alongside. Recent training include; OT training, Sign along, Planning provision, Autism, Active listening and Primary Talk.

All teaching and learning support staff have been provided with updated training regarding the new SEND code of Practice.

How will my child be included in activities outside the classroom including school trips?

Advice from specialists is taken so that St Peter's can make reasonable curricular changes/adaptations for children with specific needs.

Before trips are carried out, risk assessments and accessibility arrangements are carefully considered.

For mobility impaired children, arrangements are made in advance, so that they can have as much access to the full experience as possible.

How accessible is the school environment?

Our school building offers ramp/lift access throughout, which makes the full curriculum accessible to all learners.

How will the school prepare and support my child to join the school; transfer to a new setting / school / college or the next stage of education and life?

At St Peter's our links with other local schools are very good. When children prepare to join our school we aim to arrange for them to visit us first, so that the child can meet their new class teacher in advance. If a child has a Statement of Special Need or EHCP (Education, Health and Care Plan), this will be transferred in advance so that the SENCO and Class Teacher have the opportunity to put adequate provision in place before the child begins with us.

When leaving us at the end of Key Stage 2, the Year 6 Teacher and SENCO will meet with the High Schools that pupils are moving to. Any SEN needs are discussed at this meeting, Individual Provision Maps and other appropriate documents are transferred and it may be felt appropriate for some children, who may feel a little more uneasy than others during this time, to attend special transition sessions and groups.

How are the school's resources allocated and matched to children's special educational needs?

Many children with Special Educational Needs prefer to learn through visual and practical ways. Practical resources are stored in our Inclusion room at St Peter's, so are available during every support session.

Some resources are specific to certain children and are accessed frequently, so are therefore available in classroom spaces too.

For children with Statements of Special Educational Needs or EHCP, the Teaching Assistant working with this child will have a bank of resources and activities to support that child's area(s) of need.

How is the decision made about what type and how much support my child will receive?

Every child is different; therefore support groups and interventions are offered to target their particular needs.

Upon entering our school assessments are carried out regularly and used to inform children's strengths and next steps for learning.

Candidates for support groups are identified by Class Teachers and discussed with the SENCO. Further assessment may be carried out by our Specialist Support Teachers.

In line with the SEND Code of Practice 2014, parents are always kept informed of the school's decision to support their child. This is usually a step taken following substantial communication between home and school where there have been concerns over a child's progress over time. This level of support is referred to as 'School SEN Support'.

For some children in need of additional support, further specialist assessment may be required and referral to one or more of the agencies detailed above in Question 10. Children accessing this would still be referred to as requiring 'School SEN Support'.

We will always keep parents/carers informed and will seek permission before assessing or referring.

For a small number of pupils, much more intensive support is required if a child has complex needs. They may have a Statement of SEN or EHCP which provides legal entitlement to specialist support from outside agencies and allocated time for 1:1 adult support and small group work. If a child does not already have a Statement or EHCP, but the school and parents/carers agree that the child meets criteria for statutory assessment, parents/carers will be invited to meet with the SENCO and/or Headteacher to discuss the prospect of making an application for an EHCP.

At St Peter's we take four types of action to put effective support in place for every child – Assess, Plan, Do, Review – this is the graduated approach called SEN Support. This ensures that the level and type of support required at any stage is carefully matched with each child's individual needs.

Who can I contact for further information?

Miss N Marney – SENCO – 01706 648 195

Is there any additional provision you have developed/are developing during the year?

We continue to train our staff in line with the range of SEND we currently have within our school cohort; be it through sharing ideas/expertise; visits to other settings; training courses or visits from advisory teachers/professionals.

Future action plans involve buying and training staff in a number of new screening and assessment tests in order to aid the accurate identification of children with SEN at St Peter's.

We are also currently investing in a number of new Intervention Programmes and support materials to be delivered throughout the school in line with the New Curriculum 2014, such as reading and speech and language interventions.

How can I find out more?

The SEND Code of Practice published in July 2014 is available on the DFE website.

www.gov.uk/government/publications/send-code-of-practice-0-to-25

Rochdale Council also publishes information regarding provision for SEN across Rochdale. This is called the Local Offer. All local authorities publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

This information can be found at:

http://www.rochdale.gov.uk/schools_and_children/special_educational_needs/send_the_local_offer.aspx

Rochdale Council Local Offer - SEN Provision Map 2014: Appendix A

The SEND Local Offer is web-based but we recognise that not all families are able to access this information. Families who need support to access the Local offer can:

- Visit their local library, where staff will be able to show them
- SEN@rochdale.gov.uk
- 01706 925981
- SEN Assessment Team, Number one Riverside, Rochdale, OL16 1XU
- Parent Partnership (SEN) Family Action 01706 515741

Current SEN Updates

Children and Families Bill 2013

The Children and Families Bill takes forward to Coalition Government's commitments to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and Special Educational Needs (SEN).

The Government is transforming the system for children and young people with Special Educational Needs (SEN), including those who are disabled, so that services constantly support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and Aspiration: A new approach to Special Educational Needs and Disability: Progress and next steps by:*

- Replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving co-operation between all services that support children and their families and particularly requiring local authorities and health authorities to work together;

- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with Special Educational Needs (SEN) and to publish a “local offer” of support.

Pupil Premium

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for Free School Meals (FSM) at any point in the last 6 years (known as “Ever 6 FSM”). Schools also receive funding for children who have been looked after continuously for more than 6 months, and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM), and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases, the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives Free School Meals (FSM). Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- Performance tables which show the performance of disadvantaged pupils compared with their peers.
- New Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Legislation supports that the vast majority of children's SEN should be met within a mainstream school. For those children and young people with assessed needs that are over and above those which can be met within a mainstream school with additional support, a resource base or special school may be considered (see below)

Through multi-agency assessment and planning, we match pupil needs to this provision so that we can agree an appropriate placement.

(http://rochdale.fsd.org.uk/kb5/rochdale/fsd/family_results.page?familychannel=4-4&sortfield=title&sorttype=field for links to school websites)

All providers	Mainstream (inclusion)	Additionally resourced provision	Special School	Other providers
Who is this for:	Most children and young people (CYP) with SEND	CYP with complex SEN – needs significantly more - specialist assessment	CYP with complex and multiple SEN – specialist assessment	
Level of service	Universal & targeted	Targeted & specialist	Specialist	
Early Years	All providers are inclusive and meet most SEN	N/A	Springside Newlands	N/A
Primary	All schools are inclusive	Marland Hill Primary (HI)	Springside school Newlands school Brownhill school (BESD)	
Secondary	All schools are inclusive	Matthew Moss (HI) Wardle (PD)	Redwood school Brownhill school (BESD)	
16 - 19	St Anne's Academy Sixth Form Cardinal Langley Sixth Form College Rochdale Sixth form College Hopwood Hall College Bury College Oldham College There are other providers across Greater Manchester – if you wish to apply /	N/A	Redwood school	Local Work Based Training providers: - Rathbone ; Rochdale Training ; KYP ; Skills Solutions ; There are other providers across Greater Manchester – if you wish to apply / some have eligibility criteria.

	some have eligibility criteria.			
19 - 25	Hopwood Hall College - Steps	N/A	N/A	Local Work Based Training providers: - Rathbone ; Rochdale Training ; KYP ; Skills Solutions ; New Bridge Horizons There are other providers across Greater Manchester – if you wish to apply / some have eligibility criteria.

Services have a responsibility to spend public money wisely and fairly, therefore local provision should always be considered first. Where it is agreed that a child or young person's needs are unusually complex and that local provision cannot meet these needs, we will assess a child's needs and an independent school or a school out of the borough may be considered. The following providers are used for some children and young people in Rochdale in these circumstances.

	Independent special school	Independent Specialist Providers 14 - 16		
Who is this for:	CYP with unusually complex and multiple SEN – specialist assessment			
Level of service	Specialist; low incidence			
Early Years	Sea Shell Trust (HI; MSI; ASD; SLD) Inscape House Nugent House Belmont School Rossendale Bright Futures	N/A		
Primary	Sea Shell Trust Nugent House Inscape House Wilsic Hall School Eastwood Grange Ashcroft School Cedar House School Underley Gdn School Wings Belmont School Rossendale Bright Futures	N/A		

Secondary	Sea Shell Trust Inscape House Wilsic Hall School Nugent House	Nisai Learning		
16 - 19	Sea Shell Trust Wilsic Hall School Bridge College	Nisai Learning		
19 - 25		Bridge College; Royal College Manchester; Royal National College for the Blind; New College Worcester (HI)		

How to request an Education, Health and Care (EHC) needs assessment

We are improving our assessment process so that it is quicker and easier – we have a draft version of the new assessment process – we are trialling this with the new My Plans.

An EHC assessment is intended for children and young people who need significantly more than will be provided through the ‘local offer’. They will typically have complex needs and at least two agencies involved in providing extra, specialist support. They are likely to need a high level of support throughout life.

How everyone works together to identify a child’s SEND (local authority; schools; other providers; services) and how we all include parents/carers and children & young people with SEND

For children and young people who have low incidence disabilities and may or may not have a statement or My Plan – including **physical disability; visual impairment (VI) and hearing impairment (HI); social communication and interaction difficulties (e.g. ASD); speech, language and communication needs**, – families may access services from **RANS (Rochdale Add Needs Service)** by a referral from a health professional, a school or setting; or parent/carer can contact us direct - <mailto:rans@rochdale.gov.uk> or contact RANS Leadership Team, Telephone 01706 926400

RANS:- We determine if we are the right service to be involved on the basis of a child’s needs. The level of the child or young person’s needs; what barriers they need help to overcome and how well they are able to function. We work alongside colleagues in all other teams and settings so that families get a co-ordinated service (‘tell my story once’). We work to build the capacity of a setting to meet a child/young person’s (cyp) needs as well as working with the child/young person and their family. Central to the way we work – we listen to the views of children and young people, involving them in decisions that affect them.

The educational psychology service (**EPS**) works with educational settings (0-25) and with families, through consultation, to identify a child’s needs and develop strategies to enable them to overcome barriers to learning. We support schools in monitoring a child’s progress; evaluating intervention programmes and ensuring they are able to access the next step in their learning journey (e.g. through coping strategies, independence skills). We also offer consultation and interventions packages for individuals and groups of children and young people. Requests for

our services come through schools referrals.



parent information
leaflet.doc

Intervention packages include: cognitive behavioural therapy; selective mutism; solution focused brief therapy; social skills training; social stories etc

All services in Rochdale use a person centred approach to identifying needs – what is important ‘to’ you as well as what is important ‘for’ you. All professionals, the child/young person and parents/carers contribute to one assessment document and then to one My Plan.



My Plan version 4e

We start with child and parents completing the person centred plan section of My Plan and professionals fill in the summary of their assessments – they try to do assessments together so that they come to a shared view of the child’s needs.

Together we agree what action is needed to support a child so that they make good and outstanding progress and their achievements will be at least as good as other children who started from the same level. We work together to help the child take steps towards their aspirations for the future.

All staff are trained in person centred thinking and the principles of key working. They have all been trained to use the Rochdale education, health and care (EHC) Plan called ‘My Plan’.

Options for a personal budget

Who is eligible? If you have an EHC plan and if a child’s needs are complex and cannot be met by what is available in the mainstream school or special school and from the other services that are usually available (e.g. health services); or from the social care services described in the local offer – then you can ask for a personal budget. A personal budget can be agreed if it means that the actions and targets in the EHC plan (My Plan) can be met. Everyone must agree what the budget is to be used for and this must be described in terms of what the child will achieve. A personal budget can give flexibility to how resources are used – for instance, education and social care and/or health payments can be used to pay for one personal assistant to work in a number of settings with the child (and maybe support their travel). It means we can think of individual solutions to individual needs.

A personal budget can be ‘cash’ (you are given a budget that has to be managed as a separate account to your family budget); it can be ‘notional’ (services use the money in the way you have all agreed. You do not have to manage it.); it can be paid to an organisation that manages personal budgets on behalf of parents and they will see that it is used as agreed in the My Plan.

Some of the children who have been through the pilot of My Plan will not be eligible for a personal budget because their needs can be met by what services are already providing.

How to ask for one – At a My Plan meeting or review you will discuss what needs to happen to achieve the targets set for your child. You can discuss ideas for actions that may need a flexible or different way of working – “can we look at a personal budget to do this?” Everyone will consider the ideas. You will all have to decide: if it is necessary; if it will help; what budget is available and if it can be done.

What information, advice and support is available for having one – We are looking at how we can support families who have a ‘cash’ personal budget and we will build on the support that is there for social care Direct Payments. More information will be added here.

Assisted Home to School Travel

Eligibility – Below is the link to Rochdale’s transport policy. This explains what help is available to support you getting your child to school. Where transport is provided, **we must always think ahead to how we will support the development of independent travel skills or assisted use of public transport so that every child is equipped for adulthood by the time they school.**

http://www.rochdale.gov.uk/the_council/policies_and_plans/children_and_young_people/school_transport_policy.aspx

RANS works with children and young people with VI to develop independent travel skills. Where transport is provided – it should not be ‘forever’ except for the few most complex children. We must review arrangements every year from this point of view.

Health care provision (nursing; therapies etc)

Information about all health services can be found on Healthwatch Rochdale

<http://www.healthwatchrochdale.org.uk/>

and on the **Family Services Directory** –

http://rochdale.fsd.org.uk/kb5/rochdale/fsd/family_results.action?sortfield=title&sorttype=field&familychannel=4-5-1

Childcare

Information is on the Family Services Directory –

<http://rochdale.fsd.org.uk/kb5/rochdale/fsd/family.page?familychannel=2>

Social care provision (support for families –children with very complex needs)

e.g personal care packages

See Short Breaks Statement –

http://www.rochdale.gov.uk/the_council/delivery_strategies_and_review/children_and_young_people/short_breaks_statement.aspx

Support for preparing for adulthood

This is on the Family Services Directory – See Transitions Support Services – http://rochdale.fsd.org.uk/kb5/rochdale/fsd/family_results.page?familychannel=4-6&sortfield=title&sorttype=field

We have specialist services that support transition to adulthood – **RANS** see below

There is a **Raising Participation Team** – they make sure there are good options for education, employment and training. There are personal advisers for every young person provided by **Positive Steps** to support them in the move from school into the next stage of education, employment or training – details

Support for preparing for adulthood - RAISING PARTICIPATION TEAM

The Raising Participation Team is responsible for ensuring that young people over the age of sixteen are engaged in either school, FE (further education at college) or training.

To get Information, Advice or Guidance – you will be assigned a personal adviser from Positive Steps. They work in all schools and start working with you before you are 16 so that you are prepared for the next step after Y11 – whether it is education, training or a job. Schools also have a responsibility to give you information, advice and guidance to help you make informed decisions about what you want to do and what options are available to you.

If you want to do 'A levels' you will move on to the 6th Form College.

If you want to do some training Positive Steps will arrange this for you. Training tends to be short (usually a 2 month course). It can include a 'traineeship' which is preparation for an apprenticeship.

You can do work based learning – Rochdale has an organisation called **RADAMA** that finds work based learning opportunities for young people.

RADAMA is the partnership of Rochdale Learning Providers working collaboratively to promote learning opportunities, raise standards and celebrate success.

RADAMA aims to represent the local providers through skills and network groups, to develop high quality, effective, responsive and reactive learning opportunities to meet individual's needs.

Your Positive Steps Adviser will set up work based learning for you if this is your chosen option. For more information about RADAMA see their website:-

<http://www.radama.co.uk/page2.php>

They also have a **'live' vacancies page** on their website and this is updated every week:-

<http://www.apprenticeshipvacanciesinrochdalemiddletonandheywood.co.uk/>

If you don't have any GCSEs:-

- You can join the Youth Contract programme. You will choose whether to carry on with Positive Steps support or whether to access the Prince's Trust programme for this.
- Redwood School offer Internships for students with significant learning difficulties (SLD – severe learning difficulties)
- You can also access various study programmes – GCSE English and Maths (aiming to achieve a 'C' grade so that you can go on to A levels); you can also study Functional Skills' – this includes...

When you reach the age of 18 – if you have a statement of SEN services are provided by Adult Services instead of Children's and we take over from the SEN Assessment Team to monitor your progress and placement. The type of provision on offer changes too.

If you are at college this is not likely to be somewhere you go every day – a full time course is 16 hours (usually 3 days).

You will have a personalised package and this may well involve a number of organisations over the week. You can do work experience and voluntary work as well as training. You can do sports and leisure activities – a range of activities can be put together to give you a full week that meets your needs, interests and aspirations. Your Positive Steps Adviser is your point of contact – they will co-ordinate everything and make sure things work out.

We (The Raising Participation Team) track your progress and achievements; we will track that you are still engaged in some education, employment or training (we call this EET). We will have been informed what you wanted to achieve from your education, employment or training and we will check that you are on track to achieve your aspirations and goals (for example – getting a job; being in supported employment; independent living)

How to access any of these options (how it works):- In your last year at school (usually Y11 or Y14) your Positive Steps Adviser (your PA) will complete a Learning Difficulties assessment (LDA) with you. (This will be done as part of the My Plan in future).

Your qualifications + assessed needs will be matched to the range of options open to you. Your PA will follow up your choices to see if providers can meet your individual needs and what support they need to provide for you. There may be an

application process – if so your PA will guide and support you through it. If your support needs change, your PA will support you to sort this out. (They will make sure this happens but this is also an opportunity to help you speak for yourself so you will be involved in the discussions).

Where to get information, advice and support – Information is available online from Rochdale's Family Services Directory

<http://rochdale.fsd.org.uk/kb5/rochdale/fsd/home.page>

During the year we arrange a number of events to help you think about the options so that you make the best choices for you. You can find out about these through your school or PA.

In March we have a Skills Event – this is like a marketplace with employers on stalls and careers information. This is for all young people.

In October we hold an Education Event – Future First for Y10 and Y11. This year it will be October 18th 2014

We also arrange Pathway Information Sessions about the range of opportunities for young people – these are briefings for other services, schools, governors and parents/carers – so that they have good information when they advise you.

What to do if you're not satisfied (making a complaint):-

If you are not happy with a placement offer and you do not think this is being handled in the right way or not getting sorted out – first talk to your PA; if you are still concerned you can ask the Escalation and Resolution Panel to review everything and they will decide if something else can be done. There are senior managers on this panel and they will decide what, if anything will be done about your concerns. If they think everything is being done correctly and that you have the right options they will make sure someone meets with you to explain their decision and arrange to support you to move forward. Fill in the form attached here and send it to...

If you then want to take things further you can follow the Council's Complaints procedure. This means that someone who is not involved in services gives an independent view:-

http://www.rochdale.gov.uk/the_council/contact_us/complaints_and_compliments.aspx

If you are not happy with the support or information you get - the provider of that service will have their own complaints procedure for you to follow (ask your PA for help with this). You can also then ask the Escalation and Resolution Panel as above.

What **Positive Steps** do

Finding paid employment – we work with Job Centre (the Disability Employment Advisers) and training providers to look at training and employment options from the opportunities that are available locally.

REDS – Rochdale Employment Development Service - work with a range of employers to provide sheltered/supported employment – social workers in adult services refer young people to this service.

Careers guidance (Positive Steps) - We work for Rochdale council to support young people with their transition points – education to training or employment from the age of 14 up to 25. The local authority and schools tell us which young people we will be working with, but you can also self-refer. We also work with Rochdale young people who may be going to school outside Rochdale. Everyone who has a statement of SEND will have an adviser. Positive-Steps advisers are allocated to young people when they reach 14yrs of age. We work with and on behalf of young people with SEND – collaborating with parents, schools and other services to ensure the most positive transitions and outcomes for young people. We arrange to see the young people in school (parents can contact us) – we attend parents evenings for ‘drop in’ conversations. If parents want to meet us, schools will set up a meeting for you in school. You can email us on positive-steps.org.uk

Your career adviser will give you a card with their contact details on it.

We work with young people in school to provide careers advice and guidance – this impartial. We use interviews and group work to find out what young people are interested in and aim to help them eventually find a job. We identify support to prepare them for independent life and independent living. We work in partnership with staff in schools to develop careers education programmes and work related learning that is tailored to the needs of the young people. When young people are approaching transition we work closely with other teams and families to support this transition together. We are involved in the learning disability assessment.

We also work with young people who are not in education, employment or training (NEET) or at risk of becoming NEET and this will include any other young people with SEND.

We will give you impartial information and advice about the options available to you. When you have made your decision we make sure that the staff where you are moving on to get all the information they need so that you and they are well prepared and the transition works well. We help young people complete applications and prepare for interviews. We attend reviews where there are careers related things to discuss or sort out – everyone at the meeting can then discuss and work things out together – we will agree who will do what (and when it will be done) in order to help you achieve your aspirations

We work with young people with SEND in mainstream schools to mentor them – this helps them to make choices and prepare for transition to training and employment.

If there are gaps in provision (you want something that does not exist) we let the local authority know what you want so that they can try to set it up.

If a young people needs specialist equipment or building adaptations we will work with your school or adults' support worker so that together we can make sure you have what you need.

Because we work with other services we make sure that things are in place to link training and employment with independent travel work. We will support young people to make the right contacts to help you into independent living, housing or leisure activities if this comes up when we are working with you - so that we can help you overcome ALL barriers not just those linked to education, employment or training.

We will see you at least once a year (if everything is sorted out) and more often whilst we are working with you to set things up. (We will always try to see you as often as you need)

We have a 'community team' who work with young people who have a statement (or EHCP) and are NEET – we help you move into EET

Positive Steps advisers are all NVQ Level 6 (post graduate) Careers Advice and Guidance qualified (a degree is Level 4)

Advisers have to be members of the Careers Development Institute (registered) and we have to do 20 hours career development study and training every year. We are all able to communicate with young people whatever their means of communication

Twice each year we ask everyone we work with to complete a survey about our service so that we can keep improving what we do and how we do it. We summarise all the responses and publish them so that you know what the feedback is from everyone. We include what we are going to do about what you have said. We have a focus group every year which includes young people in every school – we talk about careers education and access to careers advice and support. We publish what young people tell us and the actions we then take. Schools' surveys usually include questions about our service and they tell us what parents say about our service so that we can improve.

If you're not happy with what we have offered you or work we have done with you – you can contact us at <http://www.positive-steps.org.uk/index.php/contact-find-us/rochdale> to tell us; tell your adviser (we always follow up with our managers – they make sure there is a resolution).

You can also contact our managers directly at Positive Steps

3 Union Street

Rochdale OL16 1DY United Kingdom

Phone: 0800 195 8528

We work with the LOCAL AUTHORITY and health services to use the Rochdale escalation and resolution panel; mediation process and disagreement resolution process

We evaluate our effectiveness by knowing that all young people are EET (and if not – why not and what we are doing about it); showing that young people achieve

aspirational destinations and that they stay with training until it is completed/achieved. Our client surveys are how we check that our view of how well we are doing is correct.

Services such as RANS focus on Preparation for independent living from an early age – providing support and strategies for developing skills

Leisure and social activities - Services such as RANS focus on this from an early age – there are regular gatherings of children and young people with sensory impairment that helps them build up confidence and sense of identity. (In an inclusive environment and at home they may be the only person with a sensory impairment and it is important that they can share experiences with others)

Where to get information, advice and support

The **Parent partnership Service (PPS)** provides independent information and advice if your child has special educational needs:-

<http://www.family-action.org.uk/>

This **leaflet** explains what they do:-

http://search3.openobjects.com/mediamanager/rochdale/fsd/files/rochdale_parent_partnership_leaflet_-_family_action_1.pdf

Rochdale parent/carer forum will provide a link to other support groups -

<http://www.theparentforum.co.uk/information/>

Rochdale Youth Service provides a **youth forum for disabled young people**.

The forum are involved in developing the local offer and the new ways of working

<http://rochdale.fsd.org.uk/kb5/rochdale/fsd/organisation.page?id=aoPQBBDT91RU>

Barnardo's Disability Youth Forum (Crazy Frogs) is working in partnership with the youth service forum

http://www.barnardos.org.uk/rochdale/rochdale_what_we_do.htm

What to do if you're not satisfied (making a complaint)

Arrangements for escalation and resolution:- We are looking at an escalation and resolution panel that will take a fresh look at issues that are causing disagreement. This will be a panel of more senior managers so that decisions can be made and a parent representative to see that decisions are made in the best interests of the child.

Arrangements for mediation:- We commission disagreement mediation and resolution services from Lancashire County Council. They understand the issues but have no vested interest in the outcomes so they offer a fair and impartial service. This helps both sides consider the issues and agree solutions that are likely to need compromise on both sides.

Arrangements for notifying parents of their right of **appeal to the SEND Tribunal** (ditto notifying young people with SEND of their own right of appeal to the SEND Tribunal):- The Parent Partnership Service will tell you how to make a formal appeal if this is relevant to your situation (it only applies at certain stages in the statutory assessment process).

They will also advise disabled young people about appeals because for the first time you will be able to appeal on your own behalf.