



Inclusion driven through passion.

THE SEND INFORMATION REPORT 2023-24

School Vision Statement for Children with Special Educational Needs and Disabilities:

Our vision is driven through a passion and commitment to include everyone:

- we pride ourselves in forming positive and impactful relationships with all individuals
- We identify children with Special Educational Needs and or Disabilities (SEND) and ensure the correct provision is made in accordance with the 0-25 Special Educational Needs and Disability (SEN) Code of Practice, September 2015
- We are dedicated to the ongoing development of an inclusive curriculum and therapeutic environment for pupils with SEND which will then be of benefit to all pupils
- We remove barriers to allow all children to access the full curriculum, and make progress and attain alongside and in line with their peers.
- We prioritise and invest in bespoke training for staff
- We have an ongoing commitment to creating the right environment, effective adaptations and scaffolding for all pupils to thrive, we aim to reduce the need for drastic adjustments to the curriculum
- We plan carefully for smooth and effective transitions at all stages of education
- We model and set high aspirations and expectations for every child and young person and member of staff
- We provide opportunities and experiences for all of our children, as well as their wider families, giving advantage to the disadvantaged
- We develop competence striving for excellence in skills, knowledge and understanding
- We foster character and self-belief and encourage our children to become the best versions of themselves
- We nurture and empower a life-long passion for learning in all the people we serve
- We make great learning the foundation of every lesson
- We have designed our curriculum to meet the needs of all
- We strive to create a culture of excellence for all



Inclusion driven through passion.

Roles and Responsibilities in the School for children with SEN

Role	Responsibility
Class Teacher (s) Nursery Mrs Seed Reception Miss Falconer-Poppleton and Mrs Hodgkinson Year 1 Miss Begum and Mr Woodyet Year 2 Mr Unwin and Miss Philburn Year 3 Mr Rahman and Mrs Rania Year 4 Miss Munir and Miss Heptonstall Year 5 Miss Wilding and Mrs Kausar Year 6 Mr Prendergast, Mrs Smith and Miss McDowell	To provide good quality first teaching by: <ul style="list-style-type: none"> • Taking into account the views of parents/carers and young people • Identifying and assessing individual need and tracking progress • Planning and delivering a challenging and adapted curriculum which ensures the progress of all children • Using prior knowledge as a starting point for learning • Adapting teaching strategies to meet the needs of all learners • Creating a classroom environment where all pupils understand expectations and know where to find support • Creating a classroom atmosphere which encourages and values the contributions of all children • Supporting the identification, planning and provision for children needing extra support and raise initial concerns to the SENCo. • Devising personalised Support Plan or ITP with support from the SENCo. • Implementing the advice from outside agencies to support the learning and progress for identified children



Inclusion driven through passion.

Role	Responsibility
SENDCo Miss Mohamed Deputy SENDCo Miss McDowell	To develop, alongside the Executive Principal, the strategic development of SEN provision, within the school, by: <ul style="list-style-type: none">• Creating an overview of the needs across the school• Providing a report for the termly Monitoring and Standards Team• Facilitating training for support staff where appropriate• Providing advice for all staff• Working in partnership with pupils, parents/carers and professionals to improve outcomes• Liaising with a range of agencies and ensuring the implementation of support programmes
Pastoral Team Safeguarding Officer/ Attendance officer: Mrs Cassin Pastoral/ SEND assistant: Mrs Murphy	To assist in the early identification on SEN children, share any information relevant that may affect a child's learning and cause additional needs and to support Early Help Assessment (EHA): <ul style="list-style-type: none">• Regular meeting in SENDCo and principal.• Share any information on new pupils to the school that may relevant with SENDCo and staff.• Work with SENDCo regarding EHA.• Share necessary information regarding children with SEN from vulnerable families.



Inclusion driven through passion.

Specialist Support Staff

EYFS

Mrs Nelson
Mrs Rana
Mrs Topham
Mrs Madden
Miss Woodcock
Miss Johnson
Miss Slater
Mrs Faisel
Mrs Sultana

KS1

Miss Ungrureanu
Miss Garlick
Mrs Noor
Mrs Jan
Miss Kelly

LKS2

Mrs Fitzpatrick
Miss Rehman
Miss Dhanjal
Miss Majeed
Miss Owen

UKS2

To support the work of the class teacher by:

- Working directly with children who have Special Educational Needs and Disability (SEND) by supporting them within the classroom and targeting areas of focus from their Additional Support Plans
- Working in partnership with the class teacher by contributing to planning and feeding back on progress towards individual targets and learning outcomes
- Supporting identified children through mentoring sessions, draw and talk, lunchtime nurturing group under the direction of SENDCo
- Identified children will attend 'The Hive'. This room is run by The Hive Team and is overseen by the SENDCo, where children receive intensive intervention for Mathematics and English as well as building social and resilience skills.



Inclusion driven through passion.

<p>Mrs Shah Mrs Bramwell Mrs Gee Miss Rash</p> <p>The Hive Team Mrs Iqbal Mrs Gilligan</p>	
<p>Principal</p> <p>Mr N Fowler</p>	<p>The day to day leadership and management of all aspects of the school including the provision made for children with Special Educational Needs (SEN).</p>

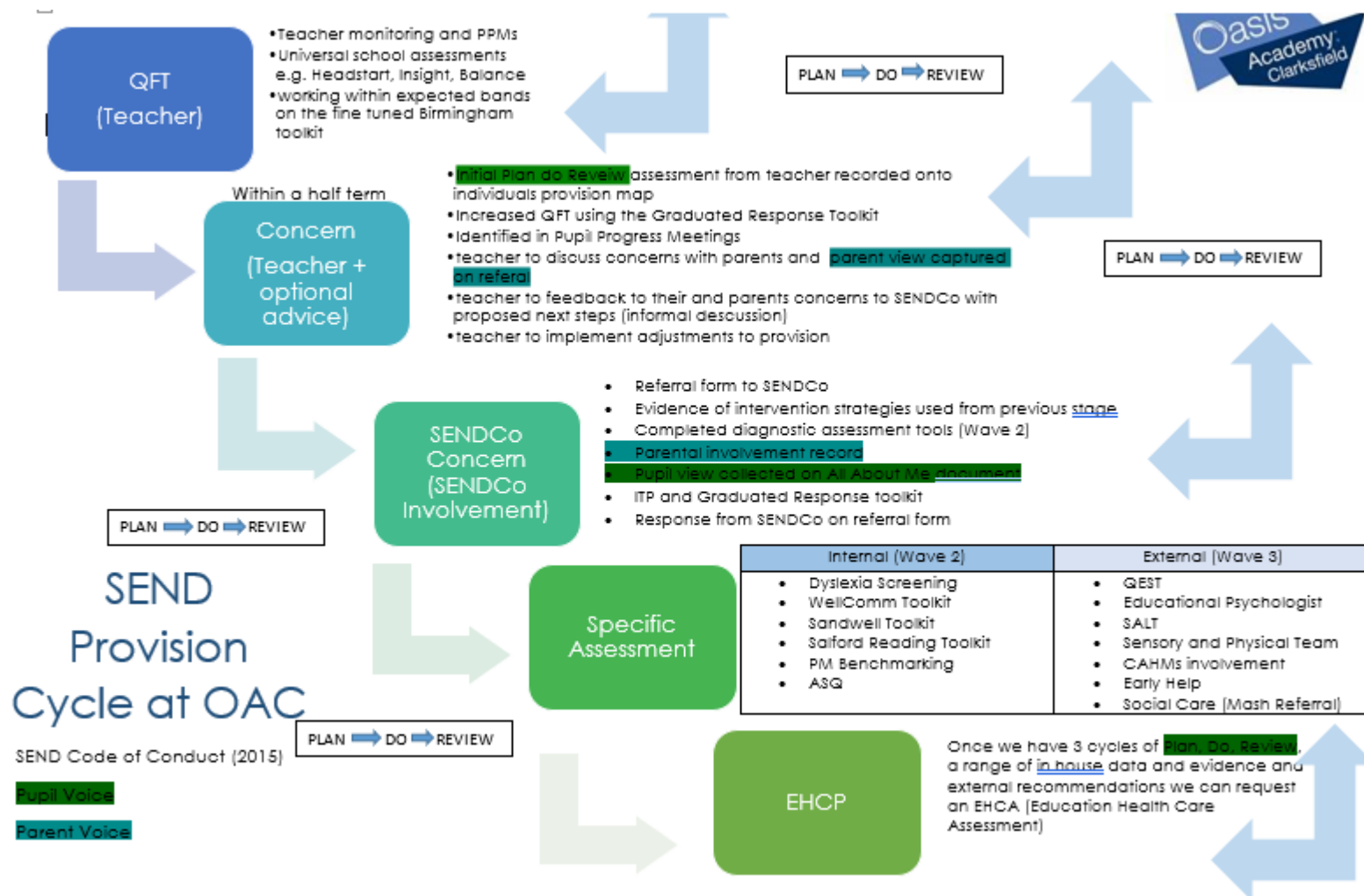


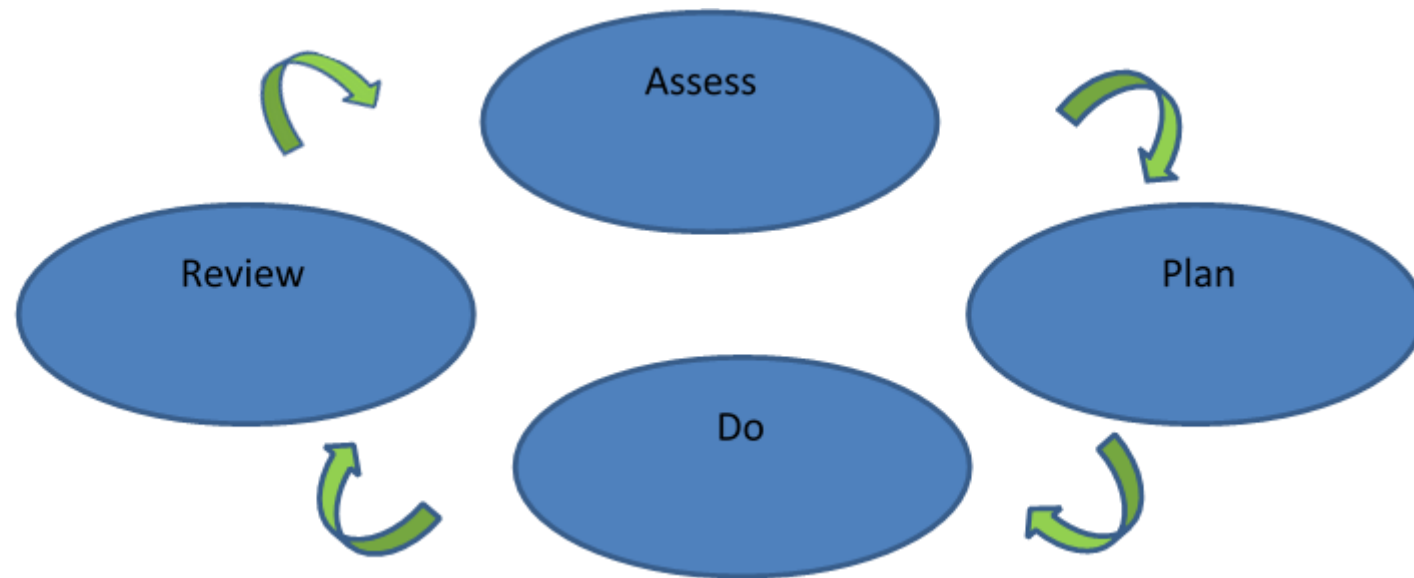
Inclusion driven through passion.

How are Children with Special Educational Needs Identified?

- When children have a Special Educational Need or Disability (SEND) before they start our school, we work with the people who already know them and use the information already available to identify what their needs will be in our school setting.
- If you are worried about your child, please discuss your concerns with your child's class teacher, by asking for a meeting with them. The class teacher may then speak with the SENDCo to seek further advice
- If a teacher is concerned, they will discuss the issues with you and implement ways of working together to support your child.
- Where a child continues to make little or no progress, despite support matched to the child's need, Special Educational Needs support is then put in place.
- Difficulties with social and emotional wellbeing may also trigger a need for additional support
- Four types of action should be taken to ensure effective support. The following cycle will be used to provide your child with additional support:

Inclusion driven through passion.





What does this mean?	
Assess & Review	Meetings are held each term to look at progress of all children. There will be discussions with key staff to plan for additional support and the outcomes expected from this intervention. You and your child will be invited to contribute to these discussions. In some cases it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service. A referral for support for an outside agency will only be made with your consent. At the termly parents evenings you and your child will be invited to review the support and the targets that have been in place and work together to plan for the next term.
Plan & Do	Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in a Support Plan, an Individual Target Plan or provision map – depending on level and type of additional need. This will take into account your child's strengths as well as areas of difficulties. It will identify ways in which you can help your child at home. Identified additional provision will then be carried out until the next review.



Inclusion driven through passion.

How will teaching be adapted to meet the needs of my child?

Our teachers are skilled and supported to adapt teaching to meet the needs of each class. Their planning takes into account the individual needs and requirements of all children though:

- Learning adapted to the needs of the child, ensuring that all children can experience success and challenge
- Grouping arrangements that maximise learning opportunities for all
- Support staff used flexibly to help groups and individuals with a long term goal of encouraging and developing independent learning skills
- Where required, more specific and personalised interventions to develop key areas of their learning and children may attend The Learning Support Centre provision if more intensive, targeted intervention is required. This decision is made by the SENDCo, the class teacher and the Senior Leadership Team.
- Integrating resources and strategies as recommended by specialist agencies

How are staff kept up to date with the Special Educational Needs in the school?

The school recognises the importance of the National Award for Special Educational Needs Accreditation, Miss Mohamed has completed the award and Miss McDowell is in the process of completing (with a February 2024 completion date). The SENDCos actively engage in a range of opportunities to share best practice and keep abreast of current, local and national initiatives and policy to support children with SEN. The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff develop provision for children who have the most complex needs. Specialised training for teachers and support staff is an important part of ensuring that they have the appropriate skills and knowledge to support the needs of children with SEND.

What specialist support can the school access to support my child?



Inclusion driven through passion.

The school works with a number of specialist agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

Please speak to the SENDCo or Pastoral Team if you need any guidance:

- Behaviour Support (Jigsaw)
- Healthy Young Minds
- Community Paediatrician
- Educational Psychologist
- POINT Parents of Oldham in touch- POINT
- Special Educational Needs and Disabilities Information and Advice Support Service-SENDIASS
- Hearing Impairment Service
- Occupational Therapy
- School Nurse
- Social Care
- Speech and Language Therapy
- Virtual School for Children who are Looked After
- Visual Impairment Service
- Physical Impairments Service
- Quality and Effectiveness Support Team- QEST
- Additional and Complex Needs Support team- ACNS

How can the school help my child with transition?

Some children with SEND can become particularly anxious about transition. As a school we try to make this as stress free as possible for both you and your child.



Inclusion driven through passion.

When moving between classes a transition meeting will take place between the current teacher and the new teacher. If appropriate there will be opportunities for your child to visit the new class and meet key staff. A transition photo book can be used to assist with this change.

When moving to secondary school the SENDCo will liaise with all of the receiving schools, alongside the parents regarding any child with additional needs. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the setting and to reduce any anxieties.

There are many Special Education Needs terms that are abbreviated which can lead to confusion (even for us!)

ADD	Attention Deficit Disorder	ILP	Individual Learning Plan
ADHD	Attention Deficit and Hyperactivity Disorder	ISR	In School Review
ASD/ASC	Autistic Spectrum Disorder/Autistic Spectrum Condition	KS	Key Stage
ASP	Additional Support Plan	LA	Local Authority
BESD	Behavioural Emotional and Social Difficulties	LAC	Looked After Child/Children
CAF	Common Assessment Framework	MLD	Moderate Learning Difficulty



Inclusion driven through passion.

CAMHS	Child and Adolescent Mental Health Service	NC	National Curriculum
CAPS	Children and Parents Service	OT	Occupational Therapist
CIN	Child In Need	PEP	Personal Education Plan
CoP	Code of Practice	PHP	Positive Handling Plan
CP	Child Protection	PSP	Pastoral Support Programme
DCD	Developmental Co-ordination Disorder	P&FSW	Pupil and Family Support Worker
DDA	Disability Discrimination Act	SaLT	Speech and Language Therapy
DfE	Department for Education	SEN	Special Educational Needs
EAL	English as an Additional Language	SENDSCO	Special Educational Needs and Disability Coordinator
EHA	Early Help Assessment	SpLD	Specific Learning Difficulty
EHCP	Education, Health and Care Plan	TA	Teaching Assistant
ELP	Enhanced Learning Provision	TAC	Team Around the Child
EP	Educational Psychologist	UIFSM	Universal Infant Free School Meals
EWO	Education Welfare Officer	VI	Visual Impairment
FSM	Free School Meals/		
HI	Hearing Impairment		
HV	Health Visitor		