

SEND Information Report

What is our vision for pupils with SEND?

At OAHM we embrace the fact that **every child is different** and, therefore, **the educational needs of every child are different**. In our school, pupils will be provided with high quality teaching adapted to suit the diverse needs of all learners. We are an inclusive school and offer a range of provisions to support children with additional needs to help them achieve our aims:

1. Be happy and feel secure.
2. Be included.
3. Achieve the very best of which they are capable.
4. Have access to a broad balanced and relevant curriculum.
5. Demonstrate personal development and growth.
6. Make good progress.
7. Experience wider activities leading to greater independence.
8. Make effective independent decisions.
9. Have resources allocated to ensure their needs are met.
10. Be actively involved and informed of their curricular targets.

How do we decide whether a child has a special educational need?

All children are assessed throughout the school year by their class teacher. Teachers are always checking how well the children are doing as they mark books and work with the class.

Some children will be making less progress than we would expect. With some extra help, most of these children will begin to catch up. This extra help might be different work or equipment in class time, or extra booster sessions.

A few children will still struggle to catch up, even when this extra help has been put in place. When this happens, we would usually say that the child has a Special Educational Need (SEN).

The SENCO will now carry out **more detailed assessments/observations** to find out what type of SEND the child has. If we need more information about a child's needs or the type of support that they need, we may ask for help from **other professionals** such as speech and language therapists or educational psychologists.

Once we have decided that a child has SEND they will be added to the **SEND register**. This is a list of names that the SENCO uses to check how well children with SEND are doing at the academy. The SENCO will now be watching the child's progress and helping teachers decide what different help the child needs.

Working together

We will ask you and your child to work with us at every point of this process. The class teacher will discuss any decisions with you. Sometimes the SENCO will meet with you too.

Diagnosis

As teachers, we are not qualified to formally diagnose any conditions. Any formal diagnoses would need to be made by an appropriately qualified professional and we can signpost you to the most relevant service.

How do we involve pupils, parents/carers and other providers in identifying Special Educational Needs?

If you tell us that you think your child has a special educational need, we will discuss this with you and check it out. We will share with you what we find and agree together what we will do next. When we assess special educational needs we will discuss with you if the child's understanding and behaviour are the same at school and home, we take this into account and work with you so that we are all helping your child in the same way.

Parent view

If a pupil has an identified special educational need before they start at OAHM, we work with the people who already know them and use the information already available to identify what support they will need in our school setting.

Previous schools/nursery providers

What support will my child get?



We establish **One Page Profiles** (see picture) for all pupils on the SEND register. The profile is written by the class teacher with help from you and your child. It says what your child is good at and what they need help with. It lets staff know what helps your child to learn best and will be shared with all adults working with them. The profiles are discussed 3 times a year at SEND Review meetings or parents' evenings.

We may use a SEND tracker to assess your child and set clear next steps for their learning. This includes targets for your child to work on, to help them to continue to make progress.

We may create a Behaviour Communication Plan to help us to support your child effectively. This will include things to say and do that will help your child communicate and follow school routines.



How will I know how my child is doing?

SEND Review meetings

The class teacher will meet with you three times a year to discuss your child's progress and share ideas about how best to support them at home and in school. We will provide longer slots at parents' evening for these meetings to take place. We will send home paper copies of these meetings too. These termly SEND review meetings may be held with the Senco, if this is appropriate.

Annual Reviews: We hold annual review meetings for children with EHCPs or support plans. All professionals involved will be asked to attend, alongside parents/carers. Depending on the child's age, they may also take part in the review and share their perspective. This will be a chance to look at how they are progressing towards their targets, celebrate successes and decide if any changes need to be made. We will think about what's working well and what could be better.

Letters: We will send letters home to let you know about any interventions or groups that your child takes part in. We will discuss any progress made during these small group sessions at SEND review meetings/parents' evening.

Informal meetings/chats: Want to share some news or worries? Pop in and ask to arrange a time to meet with the class teacher. The SENCO can come along too if this would help.



How do we adapt the curriculum to meet special educational needs?

All our staff are trained to recognise individual needs and can adapt teaching and learning approaches so that every child is able to learn at their level. We place a lot of emphasis upon **quality whole class teaching** that is inclusive of all pupils. We differentiate all work to match different children's abilities.

We use additional interventions so that we have something at the right level for pupils with special educational needs.

These interventions can help pupils to develop key skills that will support their learning in the classroom. During Covid 19, these interventions will be given to pupils in year group bubbles, this will make sure that children in different bubbles are not mixing.

Available Interventions:

Rainbow Room and Moonlight room - nurture support including circle time, snack time and cooperative play

Speech and language interventions - for developing speaking and listening skills, social communication and understanding of language. These could be individual sessions or a small group.

Small group **booster sessions** - such as phonics boosters or reading interventions

Pre-teaching - quick preview sessions before a unit of work starts to help pupils to be prepared for the learning

Post-teaching - quick sessions revisiting and recapping learning to help pupils to keep their skills and knowledge

Precision Teaching for basic skills

Wellcomm Communication Interventions in EYFS and KS1

How do we check that children with SEND are making good progress?

Teachers and teaching assistants **check how well a pupil understands** and makes progress in each lesson.

Pupils are assessed on national **tracking** grids. Teachers look at these at least three times a year.

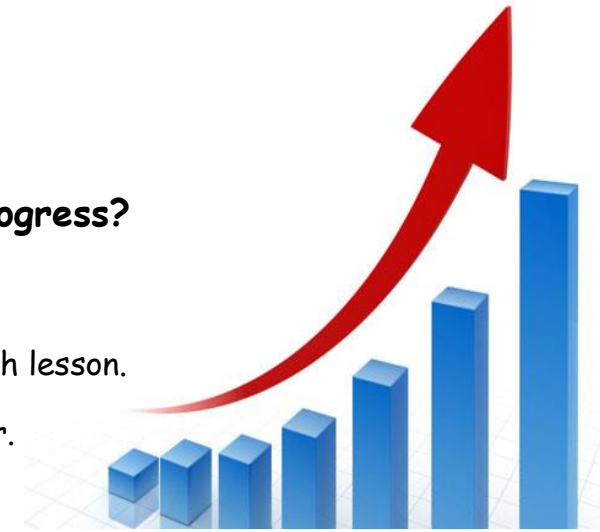
For some pupils, we use an **SEND tracker** to assess progress that is in smaller steps.

These trackers are completed three times a year.

We work together as a staff to **moderate work** to check our assessment judgements are correct.

Our **senior leadership team** check the progress of pupils every term and discuss what we are doing to make sure pupils make good progress. We are always thinking about how we can best support pupils to make progress, asking: is there anything else we can do?

For pupils with special educational needs teachers **discuss progress with parents** every term or more often if we believe this will help.



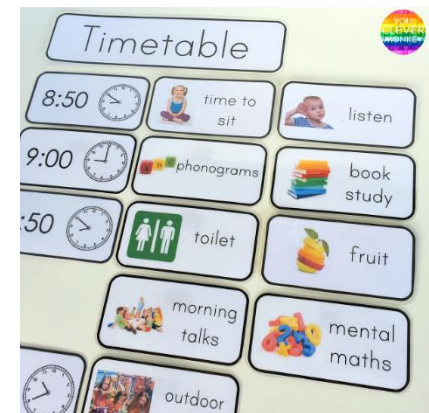
What equipment or resources do we use to give extra support?

We use a range of equipment to support pupils in class:

wobble cushions, writing slopes, pen grips, chew toys, workstations, picture timetables, visual support for communication and/or countdown timers for pupils who need it.







We use **ICT** to provide interactive activities and visual media to support children in all areas of the curriculum.

We already have a wide range of equipment and resources at the academy. However, if we notice that your child needs a piece of equipment that we don't have, we have a small budget for buying such things.





Key SEND Staff in school

 <p>Amy Newsome Senco and Deputy Principal Behaviour Lead</p>	 <p>Amanda Tasker Elklan Speech and Language support worker</p>	 <p>Adam Pickersgill Nurture Staff Lead Behaviour Learning Mentor</p>
 <p>Robyn Harrington Nurture Staff Rainbow Room Teaching Assistant</p>	 <p>Rhea Laidlaw Nurture Staff Teaching Assistant</p>	 <p>Michelle Shields Nurture Staff Teaching Assistant</p>

What extra support do we bring in to help us meet special educational needs?

We get support from our **Educational Psychologist**, Jayne Smith, who we have employed for around 4 days per term. Jayne may work with class teachers to develop their whole class teaching; assess individual pupils or provide staff training. If we would like your child to work with Jayne, we will discuss this with you first and complete a referral form.

We have some support from the **Speech and language therapy** team (SaLT). We can refer to this service to arrange for a Speech and Language Therapist to assess a child. They can advise on strategies and programmes to help support language and communication difficulties. If we would like your child to work with the Speech and Language service, we will discuss this with you first and complete a referral form.

We sometimes get support from Occupational therapy for pupils who need support with their motor skills (movement).

What other activities are available for pupils with special educational needs?

We have a number of **after school activities** for all pupils including those with special educational needs.

Pupils with special educational needs are always included in **educational visits**. We choose visits that are accessible for all and comprehensive risk assessments are undertaken for every trip.





Updated 1st September 2021

How do we prepare children with SEND for changes?

We find that lots of children cope well with the changes that are thrown at them on a daily basis at the academy. However, we always like to prepare children as best we can for the times when they do need extra support.

We have admission meetings/home visits for all children coming into our **Nursery** where specific needs can be discussed.

We ensure that children with SEND, where needed, have a detailed transition plan as they **move from class to class**. One page profiles help us to make sure transitions are smooth and that new teachers are aware of how to best support your child.

We work closely with the special educational needs coordinator (SENCo) of a child's **previous school** if they join us part way through the year.

We work closely with the special educational needs coordinator (SENCo) of the child's chosen **secondary school** to ensure the transition is as smooth as possible. We will share One page profiles and any relevant information to support this move. Sometimes children like to see photos of their new school, key staff members and important places. We work closely with you, your child and the new school to help make this transition as smooth as it can possibly be.

Additional visits are arranged to the child's high school should they be required.



How does additional funding work?

Schools receive funding for all pupils with special educational needs and they contribute to very expensive items and targeted support.

If a pupil's Education and Health Care Plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.



Where can parents/carers get extra support?

There are a number of parent support groups - www.autism-care.com, www.family-action.org.uk, parents@manchester.gov.uk

Every local authority publishes a local offer informing parents of services available to them -

http://www.manchester.gov.uk/info/500132/special_educational_needs/6181/manchesters_local_offer_for_children_and_young_people_with_sen_and_disabilities



What can you do if you are not satisfied with a decision or what is happening?

Your views are important and it is important that people listen to them and that you are satisfied with what happens.

If you have a concern then the first point of contact is always the person responsible - this may be the class teacher, the SENCo or the head teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the head teacher then ask for the school governors representative.

The Information, Advice and Support (formerly parent partnership) can be contacted on parents@manchester.gov.uk