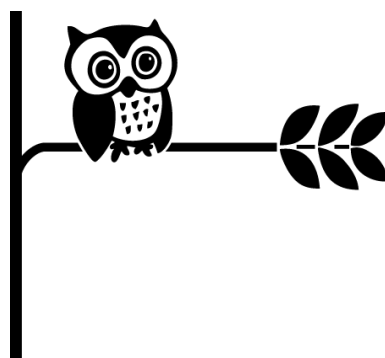


SEND School Information Report

January 2016



Support for your child at Oswald Road Primary School

Our job is to help your child achieve the very best they can at school and to achieve their full potential. You know your child best and you may feel that they need some additional help or support for some or all of their time at school.

Support can be given for a variety of reasons to help children achieve their full potential. Not all children will need extra support with their learning but the progress of all children at Oswald Road Primary school is monitored closely to ensure support is provided where necessary.

This booklet is to inform you of the types of support available for your child in school. It will help you understand who can help and how this support can be accessed.

Teaching and Learning

Children learn and develop in different ways. Teachers know and understand this and use different teaching styles to plan work at different levels in order to meet the needs of all pupils in their class. This is called "Quality First Teaching." All pupils at Oswald Road Primary School receive "Quality First Teaching" from their class teacher. Our aim is to provide the highest quality learning environment for your child and for them to achieve their full potential.

All our classes are supported by teaching assistants and pupils are offered additional support or catch up / booster interventions, where needed.

Some children also need support at break/lunchtime and we offer a range of pastoral groups to support a number of children who need different provision at lunchtimes or break times.

At Oswald Road Primary School the progress and attainment of all pupils is reviewed on a termly basis by the Senior Leadership Team, of which the School SENCo is a member. These termly pupil progress meetings help identify children who may need additional support to meet identified needs. The progress and attainment of SEND children is reviewed on a half termly basis to ensure provision is matched accurately to need.

Parents and Carers are informed about their child's general progress and targets through the twice yearly Parent's Evenings and the annual school report. Parents and Carers of children with special educational needs/disability (SEND) are invited into school by their child's class teacher on a termly basis to review and discuss their child's IEP (Individual Education Plan). In addition, Parents and Carers of children who have a Statement of SEND or an Education, Health and Care Plan would be invited into school at least once a year for their child's Person Centred Review Meeting.

If a child continues to have difficulty after intervention or has a high level of difficulty when they join our school, they may be considered to have special educational needs/disability (SEND) and are placed on the SEND register. This decision is made in partnership with Parents and Carers.

Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help eg. modified tasks, extra time or breaks in formal assessments.

School and other agencies can help most children overcome their difficulties quickly and easily. A few children will need extra help for some or all of their time in school.

This means they may have difficulty with:

- some or all of the work in school
- reading, writing and mathematics
- understanding and processing information
- expressing themselves
- understanding others
- organising themselves
- sensory perception or physical mobility
- managing their behaviour or emotions
- making friends or relating to adults

At Oswald Road Primary School teaching and learning opportunities are adapted and continually evaluated (with support of external agencies when required) to ensure the needs of all our learners are met. Parents and Carers should not feel unduly anxious about such additional support as it allows children to receive the specific help they need to make the next steps in their learning journey.

In addition, every effort is taken to ensure transition times are successfully managed. One Page Profile documents have been developed for children who have special educational needs as this document provides vital information for all staff who may come into contact with a child ie. supply teacher, lunchtime organiser. Further information regarding One Page Profiles can be found on our school website. Teachers take part in transition meetings so they have complete knowledge of the needs of all children in their class. Additional visits to new classes or new schools are also arranged to support and re-assure pupils and Parents/Carers.

SEND Stages and Terminology

The Special Educational Needs Code of Practice gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a step-by-step approach. Our school SEND Policy is available on our school website. Parents /Carers will be consulted at all stages of our graduated approach and the class teacher will inform you of the additional work they, or other adults in school, do with your child.

Class teachers will assess your child on a termly basis to identify strengths, needs and any extra help they require. The process is as follows:

Wave 1 (Quality First Teaching)

All pupils in school receive quality first teaching which is also known as Wave 1. Wave 1 is the effective inclusion of all pupils in high-quality every day personalised teaching. Such teaching will, for example, be based on clear

appropriate objectives that are shared with the children and returned to at the end of the lesson. Teachers use a lively, interactive range of teaching styles and make maximum use of visual and kinaesthetic teaching techniques (the latter being a learning style which involves the student carrying out a physical activity, rather than listening to a teacher talking or watching a teacher) as well as auditory/verbal learning.

Wave 2

If a pupil has needs which are related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills, then they may be considered for a Wave 2 intervention which is a targeted catch up provision for children to 'put them back on course'.

This decision for inclusion in Wave 2 interventions is made by a child's Class Teacher, after discussion with Parents / Carers. The Class Teacher is responsible for advising parents if their child is accessing a Wave 2 intervention group and this is done on a termly basis. Wave 2 interventions take place in the afternoon as all children access quality first differentiated maths and English lessons each morning.

The Wave 2 catch up intervention groups are planned, organised and reviewed by the Key Stage Phase Leaders who meet regularly with the Class Teachers in their phase to ascertain the effectiveness of the additional provision and to inform future planning. In addition, Key Stage Phase Leaders attend termly pupil progress meetings with each of the teachers in their phase. The SENCo provides support and advice to Key Stage Phase Leaders and Class Teachers, when necessary, with regard to Key Stage Provision Maps. Wave 2 interventions are led by a Teacher or a Teaching Assistant and are usually delivered in small focus groups.

Wave 3

If a child continues to have difficulty after inclusion in Wave 2 intervention over a period of time, or, has a high level of difficulty when they arrive at school, they may require support from an outside agency such as an Educational Psychologist or a Speech and Language Therapist.

School may seek professional advice from a range of agencies including:

- Speech and Language Therapists
- Occupational Therapists (referrals made to Health via the School Nurse)
- CAMHS (Children and Adolescents Mental Health Service)
- Visual/hearing impairment teachers
- Health professionals
- Educational Psychologists

After an assessment is undertaken by an outside agency, a programme of support may be sent to the school from the involved agency and this would be shared with the Parents/Carers and Class Teacher. This may result in children receiving a Wave 3 intervention, which is a deeper intervention, offering a more personalised solution. Wave 3 interventions are usually delivered by a Teaching Assistant or a Higher Level Teaching Assistant (HLTA) and may be on a one to one basis or in a small group, depending on the level of need identified and the recommendations outlined in the professional reports.

Please be advised that Parents / Carers may commission their own private professional reports. However, due to quality assurance issues, assessment for privately commissioned reports must take place off site. School is not able to accommodate private sector providers on site during the school day. Parents /Carers are at liberty to share privately commissioned reports with school but please be advised that these reports will not be used to prioritise SEND provision within school and cannot be submitted by school as supporting documents for Education, Health and Care Plans (EHC).

Education, Health and Care Plan – EHC Agreement (Formerly Statement of Special Education Needs.)

If your child's needs are complex or severe or they are failing to make progress, despite intensive intervention, we may suggest that school make an application for an EHC Agreement to the Local Authority. This document will describe your child's SEND and the special help they should receive. Manchester Local Authority require a detailed evidence base as part of the school application process. This evidence base must clearly reflect the Assess, Plan, Do, Review Cycle as outlined in the SEND Code of Practice (2015). The evidence base would usually be gathered over a period of at least two terms before consideration for an EHC plan. A full Educational Psychology report is also necessary, as this forms part of the school application process. Please note, Education, Health and Care Plans (EHC) are only granted to those children with the very highest level of need.

Education, Health and Care Plans usually involve the Local Authority providing extra resources to help your child. These could include money, staff time, special equipment or attendance at a school with specialist resourced support. This additional provision is reviewed annually in school or more frequently, if required, through the Person Centre Review Process.

From September 2014, all children and young people from age 0-25, who have significant special educational needs will undergo an Education, Health and Care (EHC) assessment (unless the Parents/Carers of the

young person decide to opt out of the new system). This will lead to an EHC Plan instead of a Statement of SEND. For children and young people who already have a Statement of SEND, the transfer of Statements into EHC Plans will be a gradual process and this is the responsibility of the Local Authority.

A Team Approach at Oswald Road Primary School

Here at Oswald Road Primary School we have an experienced team of staff who may be involved in supporting your child in school. These include:

- **Your child's teacher** who will always make sure that learning is differentiated appropriately and that tasks set are accessible for your child. Your child's teacher is available at the end of each day or a meeting can be scheduled either directly or via the school office. Please talk to your child's teacher if you have any concerns regarding your child in school.
- **Teaching assistants** support all pupils in class. Here at Oswald Road Primary School we have several additional teaching assistants who help support groups and individual children with their learning.
- **Our School SENCo (Helen Woolf)** is an Assistant Headteacher here at Oswald Road. Helen is an experienced teacher and a member of the School Senior Leadership Team. Helen is currently studying for the National Award for Special Educational Needs Co-ordination at Manchester Metropolitan University. She is responsible for the strategic overview of SEND provision across the school, from Nursery to Year 6, ensuring provision is matched to need. Helen is also a member of the SENCo Chorlton School Cluster which meets regularly every half term to share good practice.
- **Our School Pastoral Lead (Debbie Carter)** works closely with our Pastoral Assistant Headteacher, Donna Wealleans. Debbie provides and co-ordinates pastoral and nurture groups and works closely with children and families here in school. Debbie Carter is available at the beginning of each day providing a daily drop in session for Parents and Carers. Debbie is also our Health Lead and works closely with our school SENCo, Helen Woolf.
- **Our Specialist Reading Recover Teacher (Sarah Greenway)** – Sarah Greenway is a specialist teacher who delivers a targeted reading intervention to identified children in Key Stage One.
- **Our Operational Inclusion Lead (Sam Coombes)** – Sam co-ordinates and delivers a range of interventions across all phases working closely with Phase Leaders, Class Teachers, Teaching Assistants and SEND 1-1 Teaching Assistants. Sam is involved in many aspects of SEND provision and works closely with our school SENCo, Helen Woolf.

- **The SEND Administrator (Helen Allsop)** who is a member of our office staff and provides administrative support to our school SENCo.
- **A Designated School Governor** who works with the SENCo in leading SEND across the school.
- Sometimes school may commission **Specialist Support** to work with identified children with a particular focus eg. Speech and Language therapists or Occupational therapists.

To ensure we have a whole school approach and our staff have the skills and knowledge to support children with SEND, there is a programme of on-going training both in school and elsewhere and staff regularly attend specialist training courses. Recent training has included Fischer Family Trust, Reading Recovery Training, Inference Training and Write Away Together Training. In addition, the school SENCo provides a structured programme of in-house workshops throughout the academic year for all staff covering areas such as Dyslexia, Dyspraxia, Downs Syndrome and Autistic Spectrum Disorder.

The Common Assessment Framework (CAF)

As part of our support for all children here at Oswald Road Primary School, we have regular opportunities to consult support services and health agencies through a multi-agency approach which sometimes includes completing the **Common Assessment Framework (CAF)** to support the family as well as the identified pupil. School and the family will meet and discuss and plan together the best use of advice and support from other agencies, with a view to achieving the best outcome for the child and family.

Professionals who might attend a CAF meeting include:

- **The School Nurse** who works closely with us and can advise and assess any medical needs. If a care plan is required this would be done in conjunction with the Parent and school nurse and would be reviewed annually.
- **A Speech and Language therapist** who works with children in school can offer advice as to whether your child would benefit from this support or assessment.
- **An Educational Psychologist** may give advice or complete an assessment for a child.

- **Outreach support** from specialist schools.
- Our link **High Schools SENCo** who liaises to support successful transition to Year 7.

As Oswald Road Primary School we value the support and feedback from all our stakeholders. We are a Unicef Rights Respecting School with each class having a Rights Respecting Ambassador and we conduct various pupil voice activities throughout the year. In addition, we have a thriving Parent and Teachers Association – 'Friends of Oswald Road School' who organise a range of fantastic family friendly fundraising events throughout the year, raising vital school funds.

Parents and Carers may wish to join our PTA (FORS). If so, please contact oswaldptachair@gmail.com.

If you would value some support/advice from other Parents of children with additional needs we have our SEND Parent Forum which takes place on a termly basis. Please contact the school office for further information and meeting dates. In addition, a SEND termly newsletter is distributed to all Parents / Carers providing further information and advice regarding activities and events both in school and the local community. If you would like advice from professionals outside school you may find the following numbers and websites useful:

Parent Partnership – 0161 209 8356 - parents@manchester.gov.uk

Manchester Families Service Directory – www.manchester.fsd.org.uk

Autistic Society Greater Manchester – 0161 866 8483

The British Dyslexia Association – 0845 251 9002

The Dyspraxia Foundation – 01462 455016

Headway: The Brain Injury Association – 0808 800 2244

Lancasterian Sensory Support Service – 0161 445 0123

Living with ADHD – www.livingwithadhd.co.uk

Manchester Autism Resource Centre – 0161 945 0040

Manchester Asian Parents Carers Project – 0161 227 8708

Manchester Mencap – 0161 728 8109

Manchester Speech and Language Therapy Service – 0161 248 1208

National Autistic Society, Greater Manchester – 0161 998 4667

National Blind Children's Society – 0800 781 1444

National Deaf Children's Society – 0808 800 8880

National Down's Syndrome Society – 0333 1212 300

South Manchester Down's Syndrome Support Group - 07593 542 107

Rodney House Pre-school Outreach Team – 0161 230 6854

SEND Local Offer Hub Drop In Sessions – 0161 998 7280

The Sensory Team at Manchester City Council – 0161 219 2658

Sleep Manchester (sleep problems) – 0161 448 8895

Statutory Assessment Service – 0161 245 7439

Frequently Asked Questions

Who should I talk to if I am worried about my child?

Your child's class teacher is always best placed to answer any questions you may have relating to any aspect of school life. They may consult other staff members involved with your child. In addition, Parents / Carers can also consult the relevant Key Stage Phase Leader, should they remain concerned:

Early Years Foundation Stage (EYFS) – Laura Tracanna

Key Stage One (KS1) – Jen Dyson

Lower Key Stage Two (LKS2) – Jen Beech

Upper Key Stage Two (UKS2) – Chris Keeley

Parents / Carers can also contact the school SENCo, either via email or the school office, if their concerns have not been answered by the child's class teacher or the relevant Phase Leader.

What types of support will be available to my child? How will teaching be adapted?

There are many types of SEND support available at Oswald Road Primary School. These range from full time 1-1 support to short 20 minute intervention sessions. Support for all children begins in the classroom with 'Quality First Teaching', where the class teacher plans differentiated activities in all lessons, including a range of learning styles and outcomes. If a teacher feels that a child needs more support, they will share this information with you as a Parent/Carer and may propose Wave 2 catch up interventions for a period of time. If progress remains a concern for either Parent/Carer or class teacher, it may be agreed that a SEND referral is necessary.

The class teacher would complete the school SEND referral form and email to the school SENCo for further review and advice.

How will I find out about my child's progress?

You can attend regular Parent's Evenings throughout the school year. In addition, you can email the class teacher or call the school office to arrange an appointment to meet with the class teacher to discuss any concerns.

How can I support my child?

Stay in regular contact with school – we want to work in partnership with Parents and Carers. Attend all Parent meetings and support your child in following tasks and homework set by school. Encourage your child at all times and let us know of all successes outside of school. Always talk to your child's class teacher if you have any concerns or worries about your child.

Children and Young People's Questions

How does my school know if I need extra help?

Your class teacher at Oswald Road will be keeping a close eye on your learning every day. They will soon pick up if you have found something difficult or misunderstood a concept. Or sometimes they will pick up a problem after a little assessment. Sometimes you might go to work with one of our TAs to play some games or complete some work if you are struggling with something.

What should I do if I think I need extra help?

If you feel like you are struggling or that you could do with more help, just ask your teacher. They will be delighted that you have asked as it shows them that you are taking responsibility for your learning!

The teachers are all very friendly and welcoming at Oswald Road, so please don't be afraid to chat to us.

If however, you would prefer not to speak to your teacher about something you are struggling with, you can tell a Teaching Assistant or any member of staff – everyone is here to listen to you and help you.

How will my work be organised to meet my individual needs?

All of our teachers at Oswald Road are excellent at differentiating learning to meet the needs of all of our learners. This means that they will change a task to suit you. They are very good at making things easier or harder for their pupils but making sure you are still challenged at the same time...because let's face it, learning without a little bit of challenge is just boring!

How will I know if I am doing as well as I should?

All of our staff at Oswald Road are very approachable and would be happy to discuss any worries you have at any time. When you have completed a piece of learning your teacher will feed back to you either orally or through our marking code. They

will give you praise for what you have done well and pointers for what to improve next time. In KS2, you might have a meeting with your teacher to discuss your progress so far and what you need to work on to become even better!

If you have an Individual Education Plan this will be reviewed each term with you, your teacher and your Parents/Carers. You can discuss your progress at any time with your teacher.

If you have a Statement of Educational Needs or an Educational Health Care Plan, this will be reviewed at least once a year with you, your Parents and any other person who works with you through the Person Centred Review process.