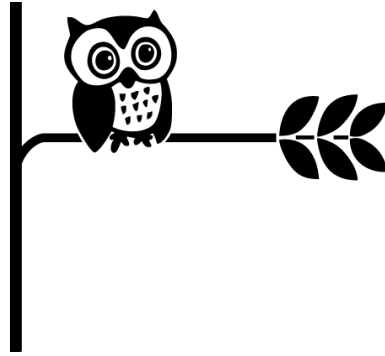


SEND Information



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 programmes 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 would be 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) would be 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 a SEND Resource Agreement would be invited into school at least once a year for their child's annual review meeting. Children who access booster or 'catch up' groups are invited in on a termly basis to discuss their child's progress with the class teacher.

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. Some children complete transition passports about themselves to inform their next teacher/school. 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 SEN Policy is currently under review to reflect the new SEND Code of Practice and the revised version will be available on our website in the New Year. 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 half 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 (Formerly School Action)

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 will be led by a teacher or a teaching assistant and is usually done in focus groups. Interventions at Wave 2 will be planned and reviewed by the class teacher half-termly to ascertain the effectiveness of the provision and to inform future planning.

Wave 3 (formerly School Action Plus)

If a child continues to have difficulty after a Wave 2 intervention 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. After an assessment is undertaken by the EP or Speech Therapist, a programme of support is sent to the school from the involved agency and is shared with the Parents/Carers. School may seek professional advice from a range of agencies including:

- Speech and language therapists
- Visual/hearing impairment teachers
- Health professionals
- Educational psychologists

Wave 3 interventions are a deeper intervention, offering more personalised solutions – they would usually be delivered by a SEN TA and may be on a one to one basis or in a small group.

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

If your child's needs are complex or severe we may suggest that we 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.

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 will be reviewed annually or sooner if required and would include Parent, teacher, SENCo and pupil.

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)** who is an experienced teacher and a member of the School Senior Leadership Team. Helen Woolf is currently studying for the National Award for Special Educational Needs Co-ordination at Manchester Metropolitan University. She is responsible for co-ordinating SEND provision across the school, from Nursery to Year 6. 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)** who provides and co-ordinates pastoral and nurture groups and works closely with families here in school. Debbie Carter is available at the beginning of each day providing a daily drop in session for Parents and Carers.
- **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.

- **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 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.

At Oswald Road Primary School we value the support and feedback from all our stakeholders. We have a very active School Council and conduct 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 Nina Jones at oswaldptachair@gmail.com.

If you would value some support/advice from other Parents of children with additional needs we have our SEND Parent Forum Group which meets on a termly basis. Please contact the school office for further information and meeting dates. 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. You can also contact the school SENCo either via email or the school office if your concerns have not been answered by your 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 outline and deliver initial provision. If progress remains a concern, the class teacher and SENCo will follow the process outlined in the school SEND Identification Strategy.

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 each year with you, your Parents and any other person who works with you.

