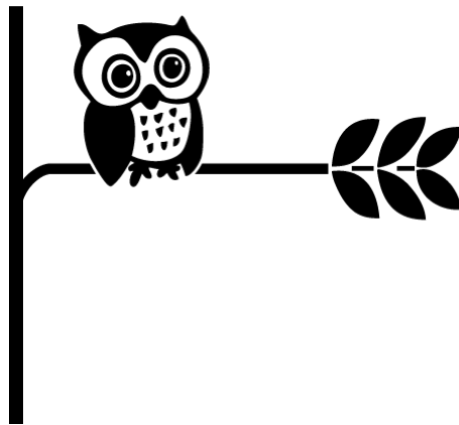


Oswald Road Primary School

SEND School Information Report

September 2022



HMI Inspection September 2018

"Overall, care of pupils who have special educational needs (SEN) and/or disabilities is a strength of the school's work. This is due to strong leadership in this area... One parent, reflecting the views of others, noted: 'The SEN provision at Oswald Road is second to none. I am beyond thrilled with the progress that my daughter has made.'... Transition is a strength of the school's provision, particularly for pupils who have SEN and/or disabilities."

1. What kinds of special educational needs do we provide for?

Oswald Road Primary School is a mainstream primary school. We believe that every teacher is a teacher of every child or young person, including those with SEND. *If children are not able to 'learn the way we teach' then we must 'teach the way they learn'.* Good practice for pupils with special educational needs is good practice for all.

Definition of Special Educational Needs and Disabilities.

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

2. Who is the SENDCo and who is the Inclusion Lead? How can parents contact them?

The school SENDCo is Helen Woolf who can be contacted by email: Helen.woolf@oswaldroad.manchester.sch.uk. Helen Woolf holds the National Award for SEN Co-ordination.

Helen Woolf works closely with the Inclusion Lead, Sam Barrett, who can be contacted on s.coombes@oswaldroad.manchester.sch.uk.

Learning Support Drop In sessions are available throughout the term and dates are posted on the school website. Appointments can be made via the school office.

3. How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

This is achieved through continual use of classroom observations and assessments of all pupils by the Class Teacher. Progress is tracked on a termly basis through pupil progress meetings. The SENDCo liaises closely with Class Teachers, Phase Leaders, SLT and the School Assessment Lead to analyse data and individually track pupils who are experiencing difficulties.

All children will be tracked on Insight, our internal tracking system. Attainment and progress will be measured via this, looking to progress over the year and/or progress over time. All children (unless working below the Year 1 curriculum) will access National Test Style Standardised score assessments. These assessments will be used as part of our assessment procedures in school and give a standardised score and a reading/maths age.

Progress of each child on the SEND register will be looked at individually, termly. Progress of children will be discussed at Pupil Progress Meetings termly and there will be moderation opportunities over the year.

At the end of each year, teachers will mark objectives being achieved for any child who is working well-below their chronological age curriculum in order to support starting points for planning for the next academic year. This will be completed on the objectives section of Insight.

For any child working below Year 1, but able to access subject specific learning, teachers will make use of Early Years assessment documents.

Pre Key Stage standards are not used across the year / years, and only used where needed at the end of a Key Stage.

School uses The Engagement Model as an assessment and planning tool for those children who are non subject specific learners and are not yet meeting pre key stage standards.

Class teachers discuss any initial concerns with their Phase Leader, who in turn directs these concerns to SENDCo, if appropriate, via the internal school referral process. If further action is deemed necessary, the parents are informed immediately by the Class Teacher. Class Teachers are responsible for advising parents prior to referral through to Phase Leader / SENDCo.

In most cases, pupils are only identified as SEN if they do not make adequate progress once they have accessed high quality first teaching (QFT), access to adaptations and intervention. Triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need
- Working continues over a period of time at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English and mathematics skills resulting in poor attainment in some curriculum areas
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school
- Sensory or physical problems, which create barriers to progress, despite the provision of personal aids or specialist equipment

Once identified as having a special educational need or disability, a child will be added to the school SEND central record so that 'additional and different' provision can be made for them and their progress can be monitored closely.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child / Adopted Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated by our Pastoral Team on the premise that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

The school may, with parental permission, seek the advice of external agencies such as Health, EP services, CAMHS and SALT (Speech and Language Therapist).

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).

School **do not provide** formal diagnostic Dyslexia assessments for pupils. This assessment would only be considered if a child had an EHCP / on EHCP pathway and school had received relevant professional advice.

School **do not accept** privately commissioned Dyslexia assessments to direct in-school provision. School will always read

and consider privately commissioned reports and any quality first teaching adaptations will always be considered.

4. How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance, contact the Class Teacher who is responsible for the progress of all children in their care. Appointments to speak with Phase Leaders can be made via the school office.

Appointments to speak with the SENDCo, Inclusion Lead and Pastoral Team are available through our Learning Support Drop In sessions, which are offered throughout the school year.

Appointments for a Learning Support Meeting can be made via the school office and dates are available on the school website on a termly basis.

To keep parents informed we have a comprehensive website with a Learning Support section, texting service and Twitter page. We also have newsletters, a notice board outside school (near the main entrance), two parents' evenings a year and one annual report.

Children who have an EHCP (Education, Health and Care Plan), issued by either Manchester or Trafford Local Authority, will have a SEND Pupil Passport, which details specific termly targets.

Progress the child has made against these targets is shared with Parents / Carers by the Class Teacher on a termly basis. The SEND Pupil Passport is updated by the Class Teacher on a termly basis.

In addition, non-EHCP children who are on the SEND central record will have a One Page Profile. One Page Profiles are updated annually by the Class Teacher.

For children with long-term, complex needs, it may be appropriate to request a statutory assessment of their needs. This can be a long and complex process but school will guide parents through each step.

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office, upon request.

We do have several bi-lingual staff who may be able to assist non-English speaking parents. We are also able to commission a translating service, if necessary, to support during meetings.

School works closely with a range of specialist schools in the Manchester area, who provide a mandatory outreach school support offer. Currently, our link outreach school is Ashgate Specialist Provision.

How do we involve and consult with the children about their education?

We are a Rights Respecting School and we have Rights Respecting Class Ambassadors who meet regularly. ALL children are eligible to become Ambassadors, regardless of special educational needs or disabilities. Pupil Voice is collected regularly across all phases by SLT, Subject Leads, Pastoral Team and Inclusion Team.

Children who have a Pupil Passport, are involved in discussions about their targets with their teachers, including how well they are progressing and what they need to do or need help with next.

5. How do we assess and review the progress that children make and how do we involve them and their parents?

Assessment for all children is a continual process and takes many forms, as laid out in the school's Policy on Teaching and Learning.

Termly Pupil Progress

It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEND in their care. This work is co-ordinated by the school's SENDCo. Throughout the school, children's progress in maths and

English is formally assessed by teachers every term, via both teacher assessment and standardised assessments. Termly pupil progress meetings take place within each year group and are led by the relevant Assistant Headteacher for that phase. Whole school data is monitored and evaluated on a termly basis by the School Assessment Lead and the school Senior Leadership Team (SLT). All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.

It is school policy for SLT to review progress for all vulnerable groups, including children on the SEND central record on a termly basis. This termly review is led by the school Assessment Lead.

Additional Assessments

Additional assessments for children with potential or identified SEND can also be carried out by the SENDCo, Inclusion Lead and Phase Leader, usually starting with targeted classroom observations. Further specialist assessments can then be commissioned, if appropriate, after consultation with Parents/Carers. Please note, school operates waiting lists for access to commissioned services ie Educational Psychology, Speech and Language Therapist.

School have a continued commitment to providing the best possible support to children with special educational needs and their families. As a result, school currently commissions the services of the following professionals. Please note, these professionals are not permanent employees and are on site at pre-arranged designated times:

- Teresa Regan, Educational Psychologist, Catalyst EP (on site on a case by case basis)
- Helen Adkins, Speech and Language Therapist (on site twice a month for approx. 2 hours)
- Tammy Brett – Counsellor (on site weekly)
- Suzy Strange – Play Therapist (on site weekly)
- Trainee Play Therapists (on site weekly)
- Place 2 Be Therapists (on site weekly)

EHCP SEND Pupil Passports

All Pupil Passports have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets, which are monitored and updated by the class teacher. The child is also encouraged to self-evaluate against their targets with the teacher. SEND Pupil Passports are formally reviewed and evaluated 3 times per year by the class teacher in partnership with Parents / Carers. As part of an extended parents evening meeting, parents and carers are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets.

Team Around the Child Meetings (TAC)

TAC meetings are scheduled for those children where there is significant ongoing EP involvement or in cases where school are considering submitting an application for an Education, Health and Care Plan (EHCP) to the LA, based on EP assessment. TAC meetings are scheduled by the SENDCo and mandatory paperwork is completed which forms part of any subsequent EHCP application. A range of people are invited to TAC meetings including Parents/Carers, Class Teachers, Specialist Teachers, EPs, SALTs, OTs, 1-1 Support Workers. Manchester LA requires evidence of regular TAC review meetings when considering applications for EHC plans. TAC meetings are currently scheduled as either virtual or in person meetings and relevant support to access technology is available, upon request, if required.

Person Centred Review Meeting / Annual Review Meetings

For children with a Statement of Special Educational Needs or/ and Education, Health and Care Plan (EHC), an annual review will be carried out by the school, in conjunction with the LA. This review is in the format of a Person Centred Review Meeting, as deemed best practice by Manchester LA. Annual Review meetings are currently scheduled as either in person or virtual meetings and relevant support to access technology is available, upon request. Parents and external agencies are invited to attend and / or submit reports. Manchester LA are responsible for co-ordinating Transfer Reviews in year 5, which are used to begin to establish the parent/carer's choice of high school in order to assess the

arrangements prior to the transfer. A member of the LA EHCP team usually attends Transfer Review Meetings in the school setting.

6. How do we support our pupils with SEND as they move on to high school or move to another school?

To support all the year 6 children with their transition to high school, a member of staff from each of the receiving secondary schools usually visits them and meets with the class teachers. All children are invited to attend open days at their new school in the summer term. Additional days are usually provided for children who are identified as vulnerable. The SENDCo coordinates additional meetings with the receiving High School SENDCo for those children with a high level of need. These meetings are attended by Parents / Carers and any other relevant professionals, where appropriate.

Additional visits to new schools are often arranged for pupils with complex SEND needs, supported by school staff, if necessary. These usually take place in the summer term. The number of additional visits will depend on the needs of the child and the capacity of staff at the receiving school.

School also offers support and assistance to Parents/Carers in terms of visiting prospective new schools or high schools. The Inclusion Lead co-ordinates such visits and attends the school with the Parents/Carers to provide additional support.

If a child makes an in year transfer to an alternative primary school, the SENDCos of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition and comply with GDPR guidelines. For children with a statement or Education, Health and Care Plan, a more formal transition meeting, involving all parties, may be arranged to plan the transition process. For children who transfer from our mainstream setting to a specialist setting, a formal transition meeting with the receiving school will be scheduled.

Where children with SEND move to another primary school, the SENDCo will contact the SENDCo of the receiving school to ensure all relevant information is shared. Parents planning such a move of

their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move.

School has strong links to specialist schools in the Manchester area including The Grange, The Birches, Ashgate and Bridglea Pupil Referral Unit. Throughout the academic year, the SENDCO and Inclusion Lead liaise with these specialist provisions to access outreach support, when necessary. When a child transfers to a specialist provision, the SENDCO liaises closely with both the LA and new setting to ensure the transition process is as smooth as possible. In addition, school offers support to parents in terms of facilitating additional visits to the new setting. School also endeavours to maintain links with children and families in their new setting.

Prior to pupils joining Oswald Road Primary School, our SENDCO and Inclusion Lead work closely with Early Years settings, Rodney House Early Years Outreach Support, Parents/Carers and children to ensure an informed, personalised transition plan for children with special educational needs is in place. This may include SENDCO attending transition meetings with relevant professionals and outside agencies, observations in the child's current setting, meetings with Parents/Carers and additional visits to Oswald Road setting to aid transition.

School also offers transition support to children who move between year groups and phases within school. During the summer term additional staff meeting time is allocated for teachers to discuss new cohorts, teachers may attend exit interviews with SENDCO, where provision for children with special educational needs are discussed in detail. In addition, school provides additional transition afternoons for all children to visit their new teacher and new classrooms. Parents /Carers are invited to join their child on one of these transition afternoons.

7. What is our approach to teaching pupils with SEND?

In accordance with the SEND Code of Practice 2014, school does everything it can to meet children and young people's SEN. Pupils

have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met.

All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching, which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012).

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional help to make progress in their learning. Additional intervention and support cannot compensate for a lack of good quality teaching. Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching and access to adaptations and intervention over a period of time.

Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school.

For children with Special Educational Needs, the class teacher, SENDCO, Inclusion Lead, Phase Leads and Teaching Assistants will liaise closely and make specific arrangements in the class, where necessary. This may involve grouping, teaching outside of year group expectations, a specific programme of work, modified tasks, different seating arrangements or extra adult support.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be shared with Parents/Carers and relevant staff, with adaptations incorporated into the classroom, if necessary.

Where a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, the provision and approach to teaching this child is laid out in their Statement or Plan, which is shared with relevant staff members.

We have high expectations of all children and staff meetings are dedicated to transition in Summer term. In addition, EHCP SEND Pupil Passports and One Page Profiles, detailing key information and targets, are updated by Class Teachers and saved on the shared drive in readiness for the new school year, as a further aid to transition.

8. How do we adapt the curriculum and learning environment for children with SEND?

The school provides a range of adaptive equipment from its own budget. Where required, specialist cushions / supports, writing slopes, footstools etc will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child. This includes adapted IT equipment when necessary. Designated laptops and IPADs are also available to support children with SEN needs, in addition to accessing scribes on a regular basis, should that be appropriate.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisational aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, pencil grip aid, IPADs and many more. We already have a very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Every child has access to computers in the IT suite with headphones. There are interactive whiteboards in all classrooms and a full-class set of i-Pads are available for use throughout school.

9. What else do we do to make the school safe and accessible?

The school has its own gated car park. Under normal circumstances, this is for use by staff and visitors only but it does

have a disabled parking bay, which can be made available to parents if their vehicle carries a blue badge. Access from the car park to the entrance lobby is via a tarmac pathway. The school has two floors and is wheelchair accessible. In addition to the normal children's toilet facilities, there is one disabled toilet. Most doors in the school have been adapted to allow for easier access for wheelchair bound pupils although all are accessible. There is a lift in the reception area, which allows for accessibility to the first floor of the school. There are also hygiene suites available in both the Early Years environment and the main school building to support children with self-care needs.

School staff are on duty on the school playground from 8:45am. All children are supervised as they leave school to ensure safe handover. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away). Teaching Assistants are also employed to help with the handover process at the start and end of the day.

10. How are staff trained and kept up to date? If we need more expert help and advice, what do we do?

The SENDCo and Inclusion Lead attend termly cluster meetings and passes relevant SEND updates onto SLT and staff, as appropriate. In addition the school SENDCo and Inclusion Lead attend the LA Vulnerable Children's Network meetings on a termly basis and feedback to the Headteacher and SLT. The SENDCo and Inclusion Lead meet with the designated SEND Governor on a termly basis.

To date, SEND CPD has been delivered by a range of agencies including the Children's Brain Injury Trust, Catalyst Educational Psychology Services, South Manchester Downs Syndrome Society and The Grange Specialist School. In addition, many of our Teaching Assistants have been trained to support children with a range of Special Educational Needs. Speech and Language training is delivered by our school based ELKLAN Lead, Sam Barrett. Staff have also benefitted from accessing a range of online training with a focus on supporting children with special educational needs.

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. There is a rigorous Performance Management process in place for both Teachers and Teaching Assistants and specific training will be made available to staff to support the needs of a particular child(ren), if the expertise is not already in school.

Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies such as our link Educational Psychologist. Again, with parental permission, some children may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Community Paediatrics, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school, in liaison with the appropriate agency.

Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the commissioning of an EP report, followed by regular Team Around the Child Meetings (TAC). These meetings involve parents, pupils and all agencies involved in the pupil's care. Following this process, and the advice of professionals involved, a decision would be made with regard to school submitting an application for an Education, Health and Care Plan (EHC) to Manchester or Trafford Local Authority.

School has strong links to specialist schools in the Manchester area including The Grange, The Birches, Ashgate and Bridgelea Pupil Referral Unit. Throughout the academic year, the SENCO and Inclusion Lead liaise with these specialist provisions to access outreach support, when necessary. Specialist teachers from these settings attend school to observe and offer specialist advice, when necessary. In addition, specialist teachers have delivered a range of CPD to school staff.

11. How do we know if what we provide for the children is effective?

All SEND children have either an Education, Health and Care Plan (EHCP), a SEN support plan prepared by the school EP (following Team around the child meetings (TAC), a SEND Pupil Passport, or in most cases, a One Page Profile, which is reviewed on a termly basis by the class teacher. All of these plans are reviewed regularly by either the Class Teacher or the SENDCo.

The SENDCo reports on a termly basis to both the Headteacher and designated SEND Governor on the efficient and effective use of resources for pupils identified as having SEND. For pupils with an Education, Health and Care Plan, annual reviews are carried out in accordance with the appropriate legislation and the SEND Code of Practice. All relevant paperwork is provided to the LA within the statutory timeframe. The relevant LA is responsible for any updates or amendments to the Education, Health and Care Plan.

The School Assessment Lead and SENDCo collect and analyse progress data for all pupils on the SEND record and use this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with Class Teachers, pupils and Parents /Carers etc) to make a judgement on effectiveness. The SENDCo attends termly whole school data meetings where progress of learners is discussed in detail. School provision maps are updated on a termly basis, which clearly detail additionality for SEND children in each phase. Children with SEND are expected to make the best progress that they can.

The progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team (SLT) and SENDCo to ensure that the effectiveness and efficiency of provision is maximised.

Pupil feedback is very important in our measure of effectiveness:

"I would give transition 10/10. I really love it, the visits help me feel happier."

"They help you learn in all your subjects."

"When I get stuck it helps having the teacher and going to the teacher."

"English lessons make me feel resilient because I don't really like writing but I still keep trying my best anyway."

"Our teachers encourage us and tell us not to give up. For example, I don't like maths because I find it difficult but I still give things a go."

"Art makes me feel creative because we get to make stuff. At the moment we are making old houses linked to our topic on the Great Fire of London."

"Doing science lessons makes me happy, I liked when we were learning all about our bodies. I also feel happy when we do maths because I like counting and doing sums. I'm really good at them!"

"When I win things it gives me self-confidence, like in PE when I win a race or something."

"Parents evening made me feel aspirational because my teacher told my mum and dad that in maths I am always the first one to understand new things. It makes me aspire to go to a grammar school."

"We do a lot of independent work in subjects like maths and English. I like doing work like this by myself because it means I can work quickly."

"Art makes me feel aspirational because I would like to use art when I grow up. I'd like to be an artist like Picasso!"

"I'd like to be an artist when I grow up, so art makes me feel aspirational. I like doing art at school and at home. I show my mum and my teacher my work and they tell me it's good."

"My teacher says my singing is amazing. I do singing in the Christmas performances and at afterschool singing club. When I grow up I'd like to be an actor in musicals like 'The Greatest Showman'."

Parental feedback is very important in our measure of effectiveness:

"The SEN provision at Oswald Road is second to none. I am beyond thrilled with the progress that my daughter has made."

"I am extremely grateful to you that the review paperwork you provided both years... is so comprehensive and easy... The intervention was very helpful."

"My husband and I would like to thank you both for your time and the meeting we had this afternoon. Talking about and discussing [our son's] needs and behaviour has been quite a sensitive topic for us, so to hear how compassionate and understanding you both were was very reassuring. Thank you so much for all your support and kind words."

"Thanks for having us at today's meeting, we are overwhelmed with the effort and thoroughness you and you and your team have gone to in welcoming our family to Oswald Road."

12. How are children with SEND enabled to take part in all the activities available in school?

Children with Special Educational Needs and Disabilities are welcomed and actively encourage to go on all trips (including residential). Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (eg through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by Class Teachers and approved by the Headteacher. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs, when necessary.

Before and after school care is available to all children at Oswald Road Primary School from 8am until school opens and from 3:30pm until 6pm during term time. This is run separately by Oswald Road Childcare Club C.I.C. (Owl Club) and further information, including their Special Needs Policy, can be obtained from the school office or by calling 0161 881 4266. Owl Club can be contacted directly on 07468 474939 or via email on manager@owl-club.co.uk.

As Owl Club is Ofsted registered, parents may be eligible for Working Tax Credits towards childcare costs.

There is a huge range of after school (and some lunch-time) clubs at Oswald Road Primary School throughout the year, varying on a termly basis. There are also holiday clubs available on site and information can be accessed, via the school website

The following list is a selection of the usual after school clubs that have been made available to all children, including those with Special Educational Needs and Disabilities:

- Drama
- Singing
- Y4 Science Club
- Sportspoint
- Clay Creators
- French
- Rock Choir Rockstars
- Creative Writing
- Musical Theatre
- We Are Adventurers
- Year 6 Girls Code Club (lunchtime)
- Art
- Spanish
- Dance Academy
- Street Dance
- Various other afterschool sports clubs run by our Sports Coach
- Hoot Camp (school holiday sports club)

13. How do we support children with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

Medical

The school has a variety of policies which cover health and wellbeing issues eg Medicines in School Policy, Accident / Incident Report Procedures Policy etc. These are available on the school website. School has a designated Medical Needs Co-ordinator, Amanda Clifton, who reports directly to the Headteacher, Deborah Howard.

Some medications, such as asthma inhalers, are kept in the classroom. All other medication is kept in a locked cupboard in the office. All medicine is recorded in a medicine book along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

For individual children with specific needs, Care Plans are written at a meeting between The Medical Needs Co-ordinator, the child's parents, the child (when appropriate) and the School Nurse (if appropriate). Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs.

There are currently 37 members of staff trained in First Aid and some of these are trained in the use of a defibrillator. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens.

Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact Parents/Carers in these

instances so it is really important that the office has up to date contact details, including home and mobile telephone numbers.

Emotional and Social

Oswald Road Primary School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. To support pupils and their families, the school liaises with all relevant specialist agencies such as CAMHS, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these professionals are based in school, some do come into school to carry out assessments and therapy, with parental permission. School also has links with a range of specialist schools who provide outreach support. School may, with parental permission, seek their advice and support for a child with particular emotional or behavioural difficulties.

In some cases, a member of the school Pastoral team may complete an EHA (Early Help Assessment) form with parents. This is an assessment and planning tool, which is used to gather information about children and families to help the family decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need.

The school's link Educational Psychologist can provide advice and strategies to support some children with emotional difficulties.

Bullying and Child Protection

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons. Anti-bullying day is observed and we have play leaders and buddies on the playground. Children with specific difficulties may be teamed up with a buddy or buddies to ensure their inclusion, safety and well-being on the playground. Additionally, all staff (including welfare) are made aware of vulnerable children.

E-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Any bullying incident is dealt with in accordance with the

school's anti-bullying policy, which is available on the website and from the office on request.

In accordance with legislation, the school has a Designated Safeguarding Lead (DSL) to deal with issues related to Child Protection and Safeguarding. Our school DSL is Donna Wealleans, Deputy Headteacher. All staff receive regular Child Protection awareness training.

Staff have received "Prevent" (anti-radicalisation) training. E-safety issues have been raised regularly with all children and letters are sent to parents to ensure children keep themselves safe.

14. What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?

School has a nominated member of staff for Looked After Children. This is one of the Deputy Headteachers, Donna Wealleans. The designated LAC teachers liaises with the SENDCo and other relevant staff members to contribute to the child's Personal Education Plan (PEP). Regular PEP meetings are attended by the school designated LAC Teacher.

15. What should I do if I have a concern or complaint about the provision for my child?

In order to deal with your concern or complaint in the quickest and most straightforward way, we ask that Parents/Carers please direct all concerns or complaints, via email, to the following address :

inbox@oswaldroad.manchester.sch.uk

This inbox is reviewed daily by the Headteacher. A copy of the school's Resolutions and Complaints Policy can be found on the school website.

16. Where can I find information about the Authority's Local Offer?

Information regarding Manchester's Local Offer can be found on the following website: www.manchester.gov.uk. A direct link to

Manchester's Local Offer can be found under the Inclusion section of the school website. This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers. If you do not have access to the Internet, please ask for assistance at the school office.

Appendix 1

List of personnel involved in SEND at Oswald Road Primary School

NAME	POSITION
Mrs Deborah Howard	Headteacher
Mrs Donna Wealleans	Deputy Headteacher / Safeguarding and Pastoral Lead/ Designated LAC Teacher
Mrs Helen Woolf	Deputy Headteacher / SENDCo
Mrs Sam Barrett	Operational Inclusion Lead
Ms Amanda Clifton	Health Lead
Mrs Ellen Martinez	SEND Governor
Mr Peter Martin	Chair of Governors
TBA	Assistant Headteacher for EYFS
Mr Richard Farrow	Assistant Headteacher for Years 1/2/3/4
Ms Jen Beech	Assistant Headteacher for Years 5/6
Ms Kat Rowe	Assistant Headteacher for Curriculum / Teaching and Learning

Appendix 2

Special Educational Needs and Disability (SEND) Jargon Buster for Parent

This document explains some of the terms and abbreviations used in special educational needs.

Annual Review:

The process of ensuring that an EHCP continues to describe the child's needs and how they should be met through a meeting held once each year.

Assessment:

Finding out what a child can and cannot do by observing them at early years setting or school and sometimes at home and by talking with people who know the child well

Behaviour Support Plan

A plan coordinated by schools for the development of long lasting help to those who have difficulty in learning and working alongside others.

Carer:

A person who is looking after a child but isn't their birth parent

Code of Practice (SEN):

A government document that schools, early years settings and local authorities follow when identifying children with SEN and meeting their needs

CAMHS - Children and Adolescent Mental Health Services

Your GP can make a referral to CAMHS or a referral can be made via the School Nurse

Department for Education (DfE):

A national government department

Differentiation:

The way in which the early years setting/school's curriculum and teaching methods are adapted to meet the needs of a child

Disagreement resolution (mediation):

Arrangements which all local authorities must provide to help prevent or resolve disagreements between parents/carers whose children have SEN and the local authority or school. These must include an independent service with trained mediators, designed to bring the different parties together in an informal way to try to resolve the disagreement through discussion.

Early Years:

Birth to five years old

Early Years settings:

All pre-school education provision, such as nursery classes , day nurseries, child-minders, Specialist Resource Centres including Pre-school Special Needs and Resource Team.

Early Years Foundation Stage:

The framework used by all early years settings which sets out standards and provides a flexible approach which supports learning and development until the end of the reception year at school

Education Caseworker:

A person who is employed and directed by the Local Authority to support families with children who have a special educational need.

Education Health Care Plan (EHC plan)

A legal document that sets out a child's needs and the extra help he/she should receive. The plan runs from 0 – 25 years if the child or young adult remains in education.

Educational Psychologist (EP):

A professional employed by the local authority or commissioned by the school / setting to assess a child's Special Educational Needs and to give advice to the Local Authority, schools and settings as to how the child's needs can be met

Further Education (FE):

Further education (FE) is used to describe the full or part time education that occurs following compulsory post-16 secondary education, which is usually distinct from that offered in universities (higher education).

Graduated approach:

A model which recognises that children may need different levels of support at different stages in their early years or school lives

Individual Education Plan (IEP):

A plan written by an early years practitioner/teacher/SENCO, outlining the way the child's needs are being met, and setting SMART targets and shared with parents. The IEP document is no longer a standard, compulsory document and schools can record this information as however they see fit.

Key Stages:

The different stages of education that a child passes through:

Early Years Foundation Stage – age 0-5 (Early years setting, Nursery and Reception);

Key Stage one – age 5-7 (Years 1 and 2);

Key Stage two – age 7-11 (Years 3,4, 5 and 6);

Learning difficulties:

Problems or conditions, which make learning harder for the individual than it is for most people

Local authority (LA):

A local government body that is responsible for providing education. For children with special educational needs the LA is responsible for carrying out Statutory Assessments and maintaining Statements/ECH plans

Mainstream school:

An ordinary school which is for all children, not just those with special educational needs

Maintained school:

A state school. This includes community, foundation and voluntary aided schools

Support Officer:

The person from the local authority who will deal with a child's case. This is the person that parents/carers and schools contact with specific queries about a child's Statutory Assessment or Education Health Care Plan

Occupational Therapist (OT):

A professional trained to give advice on equipment, adaptations and activities to support the learning/ social development of people with physical, emotional or behavioural difficulties

One Page Profile:

This straightforward [person-centred thinking tool](#) captures what is important to the individual, together with specific detailed information about how to support them, both inside and outside the classroom. It can be reviewed annually as part of transition or when necessary.

Paediatrician (Community Paediatrician):

A doctor who specialises in children's diseases and may be responsible for the continuing care of children with special educational needs both before school entry and in special and mainstream schools

Parent Partnership Service (Also known as Parent Support Service):

A service which provides information and support to parents/carers whose children have special educational needs. Phone the Parent Partnership Helpline **0161 209 8356**

PLP (Pupil Learning Profile):

A plan written by an early years practitioner/teacher/SENCO, outlining the way the child's needs are being met. The plan clearly evidences the

“assess, plan, do, review” cycle which forms part of the SEND Code of Practice. The plan is shared with parent by the teacher.

Provision mapping:

A way of identifying the range of provision available to all pupils in a school, which is additional to and different from the school’s differentiated curriculum.

Special Educational Needs (SEN):

The needs of children who have a learning difficulty, which means that they require special educational provision to be made for them. Children who have a learning difficulty find it harder to learn than the majority of children of the same age, or they have a disability which prevents or hinders them from accessing the education provided for other children

Special Educational Needs Co-ordinator (SENCO):

The person responsible for the co-ordination of special educational needs support within school or early years settings

Resource Base:

Based within a mainstream school providing a specialist additional SEN support.

Specific Learning Difficulties (SpLD):

Learning difficulties in specific areas, such as dyslexia or dyspraxia

Speech & Language Therapist / SALT

a professional trained to give specialist assessments, advice and treatment for

Children with communication difficulties

Statement of Special Educational Needs:

A legal document that sets out a child’s needs and the extra help he/she should get

TA: A Teaching Assistant supports children with their learning activities in the classroom. They work closely with teachers to make sure pupils enjoy learning and make progress.