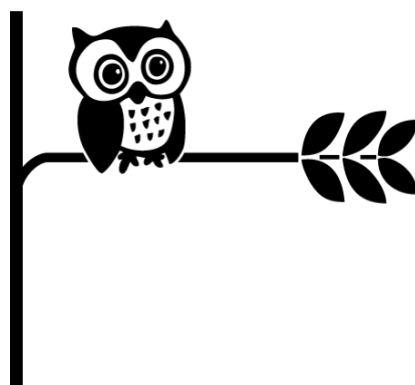


Oswald Road Primary School

SEND School Information Report

September 2026



HMI Inspection September 2023

"The school identifies the needs of pupils with SEND quickly and accurately. Teachers are provided with up-to-date information on the additional learning needs of individual pupils. Additionally, teachers are provided with useful tools to help them adapt the delivery of learning activities effectively. This means that this group of pupils can access the same curriculum as their classmates. Pupils with SEND take part in all the school has to offer."

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 are the Learning Support Team at Oswald Road? How can Parents/Carers contact them?

- **Helen Woolf – Deputy Headteacher/ SEND Strategic Lead**
Email - helen.woolf@oswaldroad.manchester.sch.uk
- **Donna Wealleans – Deputy Headteacher / Pastoral Strategic Lead / Safeguarding Lead / LAC & Adopted Teacher**
Email – d.wealleans@oswaldroad.manchester.sch.uk
- **Jen Beech – Assistant Headteacher / SENDCO Y2- Y6**
Email – j.beech@oswaldroad.manchester.sch.uk
- **Vicky Morris – Assistant Headteacher / SENDCO EYFS - Y1**
Email – v.morris@oswaldroad.manchester.sch.uk
- **Sam Barrett – Operational Inclusion Lead / EKLKAN Lead**
Email – s.coombes@oswaldroad.manchester.sch.uk
- **Amanda Clifton – Pastoral Manager / Health Lead / Safeguarding Lead**
Email – a.clifton@oswaldroad.manchester.sch.uk
- **Amy Nelson – Attendance & EBSA Lead**
Email – a.nelson@oswaldroad.manchester.sch.uk

Learning Support Drop In sessions are available throughout the term and dates are posted on the school website for parents to book a slot and meet with the relevant member of The Learning Support Team.

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 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 are tracked on Insight, our internal tracking system. Attainment and progress is 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 on a termly basis. 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 in Key Stage 1 and 2 who are working below the national curriculum standards and are not yet engaged in subject-specific study.

Class teachers discuss any initial concerns regarding a pupil with the relevant SENDCo. If further action is deemed necessary, Parents / Carers are informed by the relevant SENDCO and the school monitoring system will be discussed and applied, following parental consent. Following this graduated approach, if concerns remain, the pupil will be discussed at the termly monitoring meeting with the SEND Strategic Lead, on completion of the monitoring period, and parents will be informed by the relevant SENDCo of the outcome.

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, as part of the classroom Ordinarily Available Provision (OAP). 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 and the support of the school pastoral team
- 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. The Class Teacher will also produce a SIS (Student Information Sheet) plan which will be reviewed on a termly basis by the relevant SENDCO and shared with parents.

Factors which are NOT SEND 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). Please note, school staff have 15 working days to complete any paperwork requested by private providers regarding assessments.

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.

School do not provide advice or guidance with regard to parental Education Health and Care Plan (EHCP) applications. Parents can seek further advice via the Manchester Local Offer or the Manchester SENDIASS service (sendiass@manchester.gov.uk)

School are unable to offer advice, support or guidance on the appeals process and will signpost Parents / Carers to the relevant SENDIASS service. School do not attend SEND Tribunals or Mediation sessions. Please note, school only attend a tribunal if requested to do so by the court. School will complete relevant reports requested by Parent / Carers and / or the Local Authority regarding these legal processes. The school report deadline applies ie 15 working days.

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 relevant SENDCo can be made via the school office, should parents wish to raise concerns.

For those pupils who are already being monitored on the school SEND central record, appointments to speak with the Learning Support 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.

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. Parents / Carers can also access one Learning Support Meeting per term.

All children who are on the SEND central record have a personal SEND Information Sheet (SIS) which is used internally. This student information sheet is reviewed and updated termly or as required by the Class Teacher. The SIS plan is also reviewed by relevant SENDCO in the termly pupil progress meetings. This plan is shared with Parents /Carers.

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 and the extended Learning Support Team. All children 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 relevant 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 / SENDCO 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, in line with the APDR (assess, plan, do, review) process.

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 (Headteacher).

Additional Assessments

Additional assessments for children with potential or identified SEND can also be carried out by the school SENDCOs, usually starting with targeted classroom observations, via the school monitoring process.

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.

In addition, school are now required to complete NHS referrals for both ADHD and Autism clinical pathways. Due to capacity issues, and a sharp increase in requests, school also now operate a waiting list for ADHD and Autism referrals.

Please note the following school time frames for these referrals:

- Autism – 2 terms of intervention must be evidenced before school are able to submit a referral to either Manchester or Trafford LA. Further information regarding this referral process can be provided by The Learning Support Team.
- ADHD (Attention Deficit Hyperactivity Disorder) – Further information regarding the referral process waiting list can be provided by The Learning Support Team.

School has 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 only:

- Teresa Regan, Educational Psychologist, Catalyst EP (on site on a case-by-case basis)
- Suzy Strange – Play Therapist (on site weekly)
- Cat Haynes – Place2Be Therapist
- Emily Carlisle- Place2Be Therapist

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 SEND Strategic Lead 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. Both Manchester and Trafford Local Authorities require 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 / EHCP Annual Review Meeting

For children with a Statement an Education, Health and Care Plan (EHC), an annual review will be carried out by the school, chaired by Helen Woolf, in conjunction with the LA. This review is in the format of a Person-Centred Review Meeting, as deemed best practice by Manchester and Trafford 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.

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, Rodney House, The Birches, Ashgate and Bridglea Pupil Referral Unit. Throughout the academic year, the SEND Strategic Lead and Inclusion Lead liaise with these specialist provisions to access outreach support, when necessary.

When a child transfers to a specialist provision, the SEND Strategic Lead 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 Learning Support Team work closely with local 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 the EYFS 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 their year group 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).

The foundation of our “quality first teaching” approach at Oswald Road Primary School is based on the researched based principles of the Education Endowment Foundation (EEF).

The Education Endowment Foundation (EEF) "Five-a-day" principles are five well-evidenced teaching approaches designed to improve outcomes for all pupils—especially those with Special Educational Needs and Disabilities (SEND)—by integrating them into daily classroom practice. These approaches include:

- **Explicit instruction** - teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.
- **Cognitive and metacognitive strategies** - managing cognitive load is crucial if new content is to be transferred into students’ long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.
- **Scaffolding** - When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.
- **Flexible grouping** - Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.
- **Using technology** - Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning.

High quality teaching, adjusted and adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. This is referred to as Ordinarily Available Provision (OAP). 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, have been monitored, via the school monitoring process, and provided with access to adaptations and intervention over a period of time, as part of Ordinarily Available Provision (OAP).

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, relevant year group SENDCO, Inclusion Lead and Teaching Assistants will liaise closely and make specific arrangements in the class, where necessary. This may involve flexible 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. The pupil SIS plan will also be updated in line with advice received.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child is laid out in their Plan, which is issued by the relevant Local Authority. This plan is shared with relevant staff members and reviewed as part of the statutory process.

We have high expectations of all children and staff meetings are dedicated to transition in summer term. In addition, SEND Information Sheets (SIS), 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 and readers 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 adapted work, classroom adjustments 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, now and next boards, 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.

Curriculum Subject Leaders have adapted all Subject Intent documents, detailing suitable SEND adaptations and adjustments. In addition, curriculum grids are available on the school website which detail a range of appropriate curriculum specific SEND adjustments. Curriculum Subject Leaders regularly review and monitor curriculum content for all pupils, including those pupils with additional needs.

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 SEND Strategic Lead attends termly cluster meetings and shares relevant SEND updates onto SLT, wider Learning Support Team and staff, as appropriate. In addition, the SEND Strategic Lead attends the LA Vulnerable Children's Network meetings on a termly basis and feedback to the Headteacher and SLT. The SEND Strategic Lead meets 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. 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 shared with relevant school staff, following 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 and are chaired by Helen Woolf (Deputy Headteacher / SEND Strategic Lead). 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 Learning Support Team 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) or a SEND Information Sheet (SIS), which is reviewed on a termly basis. All of these plans are reviewed regularly to inform best practice, in line with the APDR (assess, plan, do, review) process.

The SEND Strategic Lead 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 relevant LA is responsible for reporting directly to the Parent / Carer regarding any updates or amendments to the Education, Health and Care Plan.

The School Assessment Lead, SEND Strategic Lead and SENDCOs collect and analyse progress data for all pupils on the SEND record and use this, in conjunction with information gathered from other sources (learning walks, professional dialogue, discussions with Class Teachers, pupils and Parents /Carers etc) to make a judgement on effectiveness.

School provision is updated on a termly basis on our internal school tracking system, Insight, which clearly details 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) to ensure that the effectiveness and efficiency of provision is maximised.

Pupil feedback is very important in our measure of effectiveness:

"Oswald Road has supported me by caring for my needs."

"The best thing about our school is being understanding to everyone."

"The school has supported me because when I need help they help and encourage me"

Parental feedback is very important in our measure of effectiveness:

"Thank you for all you have done over the past years for my son. He loved so much in studying in you group (boys to men) at Oswald rd School. You have worked hard along with SEND support team and I know that the children's successes and achievements reflect your skills as you have supported, nurtured and motivated the children in their activities. I would particularly like to thank you for giving time I really enjoyed your company. You have worked incredibly hard along with all the others staff members in the Oswald rd primary school to give us support. I personally, want you to be aware how much we value all you have done and thank you for your ongoing commitment. We will miss you so much I wish you a happy, healthy years to come."

"The SEND team at Oswald Road Primary School are fantastic. The support and interventions that they have incorporated into my son's education plan is efficient, effective and person centred. It has helped my son to feel socially included, able to access the curriculum easier to develop his learning and skills with reasonable adjustments put in place to meet his needs.

The SEND team have great understanding of autism, they have excellent communication and are extremely caring and dedicated at all times. They go above and beyond to make X's school experience positive.

I feel grateful to have such an amazing team to look after my son and to see the progress he has made since he started the school has made me happy and given me hope for his future. I have to say it is the best decision I ever made sending my Son to Oswald Road Primary School. Thanking the SEND team always for their continuous help and support, I am so grateful."

"Our experience of the SEND provision in school is fantastic. All staff work incredibly hard to ensure the needs of our child are met. We have annual meetings which are conducted thoroughly and efficiently, and an open dialogue that enables us to communicate as needed. In the classroom, our child is supported by a wonderful lady who is able to bring out the best in him both academically and socially. His engagement has improved massively since she has been involved and we are very grateful to everyone for all the help we receive."

"X has been welcomed into Oswald Road Primary School since he started. He has always been well supported from the classroom, playground team and SEND team. We have always felt he has been seen for what he can do and not what he can't and the positivity from all the staff about him and his abilities has been wonderful. We have had regular meetings with the SEND team, our questions have always been answered, support put in place when needed and we have always felt well supported and listened too. He has thrived in the environment at school and I guess the proof is in the fact he loves going into school!"

"Thank you so much for your kind words and for all the support you have given XX and our family throughout his time at Oswald Road Primary School. We are truly grateful for everything you have done, especially taking us to visit The Birches and helping us through the process. Your support has meant a lot to us. We hope XX settles well and continues to make good progress in his new school. Thank you again for your encouragement and kindness."

"We are very appreciative of all the efforts taken by the teaching staff and all those involved in XXX's care in following this plan. Thank-you."

"We have found it so easy to communicate with school regarding xx's needs and have been met with such compassion, empathy and respect as well as tangible and effective strategies. We consider ourselves to be VERY lucky to be part of the Oswald Road School community and hope that you are really proud of the warm, open minded, responsive and flexible school environment that you have created."

"Obviously we'll keep school update with the progress of the diagnostic pathway, and I would like to stress again how well supported we feel by the school throughout this journey!"

"I just wanted to add how great the teachers have been in supporting his needs during this time, we really appreciate it"

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 (Owl Club and Early Birds) is available to all children at Oswald Road Primary School from 7:30am until school opens and from 3:30pm until 5:45pm during term time. This is run in house by our school wraparound managers and therefore school's policies are followed.

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 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:

- Singing
- Sportspoint
- Sewing
- Guitar Gang
- Creative Writing
- We Are Adventurers
- Spanish
- Musical Theatre
- Rock n Roll Choir
- Awesome Art
- Reading Rockstars
- Junior Rock Band
- Awesome Art
- Rockukelele Club
- Holiday Owls (school holiday 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 care needs.

There are currently 52 members of staff trained in First Aid and all 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, health care professionals, specialist outreach schools and the relevant Local Authority, 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.

From September 2025 we expanded our pastoral offer with a new Place2be practitioner, Emily Carlisle, who joined our team alongside Cat Haynes.

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 teacher liaises with the Learning Support Team 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. How do we support pupils in our 2 year old provision?

At Oswald Road Primary School we understand that every child develops at their own pace. We provide a nurturing, stimulating environment where children can learn, play, and grow with the support they need. We regularly observe and monitor children's progress to ensure they are developing well across all areas of learning.

It is important to note that a delay in development does not necessarily mean that a child has SEND. Some children may simply need additional experiences, opportunities, or support to develop new skills. If extra help is needed, we work closely with families, adapt learning opportunities, provide support tailored to individual needs, and seek specialist advice when appropriate.

We adopt a strengths-based approach, celebrating what children can do and recognising that children develop in different ways. Some children may show strengths in one area while requiring support in another. Our focus is on supporting the whole child and promoting confidence, wellbeing, and independence.

We always consider factors that may affect a child's development, such as premature birth, adoption or foster care experiences, significant family changes, or other life events. Understanding a

child's individual circumstances helps us provide the right support at the right time.

Strong partnerships with parents and carers are at the heart of everything we do at Oswald Road Primary School. We believe children make the best progress when families, practitioners, and professionals work together and share information openly.

If we have any concerns about a child's development, we will discuss these with parents sensitively and respectfully. Conversations take place in a private, supportive environment and focus on both the child's strengths and any areas where additional support may be beneficial. We listen carefully to parents' views, use clear and simple language, share examples where appropriate, and avoid making assumptions about diagnoses. Parents are given time to reflect, ask questions, and discuss next steps. The Nursery Manager, Natalie Turton, would always be present for these meetings and it may be necessary for a member of the wider school Learning Support Team to attend, if necessary.

At the end of any discussion, we will celebrate the child's strengths, explain any proposed support, and agree next steps together. Where appropriate, we may suggest seeking advice from specialist services. We reassure families that support is ongoing and that there will be regular opportunities to review progress and discuss any concerns.

When additional support is needed, we follow the SEND Code of Practice graduated approach: Assess, Plan, Do, Review. This cycle helps us identify needs, put support in place, monitor progress, and make changes where necessary. Early intervention helps children achieve the best possible outcomes and reach their full potential.

16. 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.

17. 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 staff involved in SEND at Oswald Road Primary School

NAME	POSITION
Mrs Deborah Howard	Headteacher
Mrs Donna Wealleans	Deputy Headteacher / Pastoral Strategic Lead / Safeguarding Lead/ Designated Adopted and LAC Teacher
Mrs Helen Woolf	Deputy Headteacher / SEND Strategic Lead
Ms Jen Beech	Assistant Headteacher / SENDCO Years 2 - 6
Ms Vicky Morris	Assistant Headteacher / SENDCO EYFS – Year 1
Mrs Sam Barrett	Operational Inclusion Lead / School ELKAN Lead
Ms Amanda Clifton	Pastoral Manager / School Health Lead / Safeguarding Lead
Mrs Amy Nelson	Attendance and EBSA Lead

Ms Kathryn Whalley	Nursery Manager (3/4 year old provision)
Mrs Natalie Turton	Nursery Manager (2 year old provision)
Stephen Bradley	SEND Governors
Victoria Wilshaw	
Mr Peter Martin	Chair of Governors
Mr Craig Taylor	School Business Manager
Mrs Ellie Linton	School Office Manager

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

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

EHCP Link 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

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. See Local Offer via the school website.

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.