



Outwood Primary School

SEND Information Report

At Outwood, we provide a rich, deep and humanising curriculum through an enquiry and dilemma solving approach. This engages the children intellectually, emotionally and physically to promote a love of learning and to become **aspirational** and **open-minded learners**. Our children will be **curious** problem solvers that are **respectful**, **resilient** and **nurturing**, who have an understanding and a “botheredness” about the world we live in. This is in line with, but also goes beyond, the requirements set out in the National Curriculum. Our diverse curriculum celebrates the world we live in and offers ongoing experiences to develop the children’s cultural capital.

At Outwood Primary School our curriculum is broad and balanced curriculum for all children. The Early Years Foundation Stage Curriculum and the National Curriculum are our starting points for planning which meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Some children have learning and assessment requirements that could create barriers to learning.

These learning and assessment requirements are likely to arise as a result of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. Our school ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

At Outwood Primary School we believe that every leader is a leader of SEND and that every teacher is a teacher of SEND. We recognise that ‘Special educational provision is underpinned by high quality teaching and is compromised by anything less.’ (SEND Code of Practice 0-25, 2015).

Definition of Special Educational Needs:

'A child has special educational needs if s/he has a learning difficulty which calls for special educational provision to be made'.

A child has a learning difficulty if s/he:

- Has a significantly greater difficulty in learning than the majority of children the same age.
- Has a disability that either prevents or hinders him/her from making use of educational facilities.

The Code of Practice breaks down SEND in to four main areas which are: Cognition and Learning, Sensory and/or Physical, Social, Emotional; and Mental Health and Communication and Interaction.

Who are the best people to talk to in the school about my child's difficulties with learning/Special Educational Need or disability?

At Outwood Primary School we believe that communication with parents is vital in order to understand a child's needs. Parents/Carers are encouraged to speak to class teachers, the Sendco or the Headteacher if they have concerns about their child. A mutually convenient appointment can be arranged where they can share their thoughts about their child's progress. We work hard to build positive relationships with parents.

If you are concerned about your child firstly, contact your class teacher who will discuss your concerns with the Special Educational Needs Coordinator (Sendco), Mrs Angela Clayton and Headteacher, Mrs Jenni Maude then further liaison will take place between home and school to provide strategies to support your child's needs.

The Sendco Mrs Angela Clayton is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you as parents are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing the progress they are making.
- Liaising with all the other outside professionals who may come into school to support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are recorded) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Your child's Class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the Sendco if necessary.
- Writing Individual Plans, taking in to account your views as parents and reviewing these with you at least once each term and planning for the next term.

- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom for all the pupils they teach with SEND.

The Headteacher Mrs Jenni Maude is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND, she is responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

Our SEND Governor Ms Anna Charles-Jones is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

How does the school know if children need extra help?

- The class teacher will monitor your child through on-going assessment, focus groups with the teacher and teaching assistants, marking and observation. Your child's needs will be targeted through effective class provision (Quality First Teaching) and catch up intervention. We use Stockport's Entitlement Framework to support class teachers with their delivery of quality first teaching strategies. Information about this framework is available on our school website.
- A child of school age or young person has a learning difficulty or disability if he/she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
- The class teacher will monitor your child through on-going assessment, focus groups with the teacher and teaching assistants, marking and observation. Your child's needs will be targeted through effective class provision and catch up intervention which the class teacher will discuss with you.
- If difficulties persist, information will be shared with the Sendco.
- A class-based observation will be carried out by the Sendco and advice given to the class teacher. The views of the child will always be sought.
- With parental permission further assessments may be done by the Sendco or outside agencies. These will give an accurate assessment of the needs of the child.
- A Send Support Plan may be formulated to meet the child's needs and reviewed regularly in partnership with the parents or carers.

How can I let the school know if I am concerned about my child?

Building positive relationships with families is a school priority.

Firstly, if you have concerns about your child you should speak to your child's class teacher. The class teacher may feel it necessary to involve Mrs Angela Clayton (Sendco) in discussions

and further liaison may take place between home and school regarding strategies to support your child.

Who will oversee, plan and work with my child and how often?

- Our Headteacher and Sendco oversee all the support and progress of any child requiring support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- Teaching Assistants may work with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

Who will explain this to me?

- The class teacher will meet with parents at parent consultation evenings (twice a year) to discuss your child. Further meetings will be planned as required to discuss your child's individual needs, support and progress.
- For further information the Headteacher and Sendco are available to discuss support in more detail and can be contacted by phoning the school office or via their email address.

What are the different types of support available to my child?

At Outwood Primary School children are supported at different levels depending on need, through Quality First Teaching, Send support or an Education and Health Care Plan.

Pupils with SEND will be supported wherever necessary in order to gain full access to the whole school curriculum and to make progress according to their potential. This is facilitated through the allocation of appropriate resources, including trained staff and the provision of specialist equipment where appropriate.

- The Class teacher will provide personalised adaptations to the delivery of the curriculum also known as Quality First Teaching. Such adaptations are recommended through Stockport's Entitlement Framework. For your child this would mean that the teacher has the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand. They will ensure that different ways of teaching are in place so that your child is fully involved in learning in class. This may involve more practical learning or the use of visuals. Specific strategies (which may be suggested by the Sendco or outside specialist staff) will be put in place to support your child.
- All staff involved assess, evaluate and monitor the progress the children make.

Quality First Teaching

If a child has emerging special educational needs, they will be supported by the class teacher or teaching assistant by;

- Specific group work within a smaller group of children. This group, often called an Intervention group, may be run in the classroom or another area within the school.
- A teacher or a teaching assistant who has had training will run these groups.

- He/ She will engage in group sessions with specific outcomes in order to help him/her to make more progress.
- A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. For more information on The Stockport Entitlement Framework please [click here](#);

https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=Uc-vb_eXkRM

All of the strategies that the class teacher uses to support your child is captured on a One Page Profile.

Send Support

If you as parents/Carers, the Sendco and the class teacher consider the child's needs to be increasing then the child may be placed at the Send Support level of need and will be supported by:

- Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups.
- Individual Send Support plans will be designed to maximise opportunities for independent learning, these will be reviewed regularly as part of the 'Assess, Plan, Do, Review' cycle of support.
- These plans can be used to support behaviour difficulties and be designed to maximise opportunities/strategies to support independent learning, these will be reviewed regularly as part of the 'Assess, Plan, Do, Review' cycle of support.

If your child has been identified as needing a higher level of support in school from a professional outside of the school the Sendco may refer your child to one of the many specialist services that support our school, such as:

- The ASD Partnership
- Sensory Service (for students with a hearing or visual need)
- Speech and Language therapy
- Occupational therapy service
- Physiotherapy
- Primary Jigsaw (Emotional support)
- Young Carers
- Mosaic (helping children whose parents have drug or alcohol related problems)
- Educational Psychologist
- Play therapist
- School Nurse
- Continence Team
- School Age Plus Worker
- Healthy Young Minds
- The Inclusion Team

For your child this would mean:

- Your child will have been identified by the class teacher/Sendco (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include: making changes to the way your child is supported in class, support to set personalised targets, a group run by school staff under the guidance of the outside professional e.g. a social skills group or individual work with outside professional.

Send Support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. This support is reviewed on a termly basis and adapted to meet the changing needs of your child.

Education and Health Care Plan

If your child's needs are significant then your child may require some specified Individual support. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/Sendco as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

An Education and Health Care Plan can be requested when all outside agencies working with your child are in agreement that they require an assessment of needs.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be providing for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at the Send Support level.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and your child needs more support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at the Send Support stage and

also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The EHC Plan will outline the type of individual/small group support your child must receive from the provision and how the support should be used and what strategies must be put in place. It will also have long and short term outcomes for your child.
- An additional adult may be used to support your child, if appropriate, with whole class learning, to run individual programmes or to run small groups.

What support will there be for my child's well-being?

At Outwood Primary School we are committed to developing the 'whole child'. Weekly whole school assemblies take place regularly and the children are praised and rewarded for their recent achievements. These awards are linked to our 'Acorn' Core Values.

The school use the 1decision PSHE programme. This provides a range of topics and modules to support the school in the delivery of PSHE. Regular circle times are planned and delivered which help children to understand their feelings and explore relationships.

Each term, the class teacher uses a Wellbeing assessment tool to track and monitor each child under a range of wellbeing indicators. Some children need more support and this may be provided by small group activities or 1:1 support offered by the class teacher or teaching assistant

If more support is needed then the Sendco, in consultation with parents, can make a referral to the School Nurse, our School Age Plus worker, the Behaviour Support Service, Primary Jigsaw or Stockport Healthy Young minds. These support services may come into school to work with children with specific needs, this is a service that works with the family, the child and the school.

If you have any concerns regarding your child's wellbeing please speak to your child's class teacher.

How is extra support allocated to children and how do they move between different levels?

- The school budget includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the Sendco discuss all the information they have about SEND in the school, including: the children getting extra support already, the children needing extra support, and the children who have been identified as not making as much progress as would be expected. It is then decided what resources/training and support is needed.
- All resources/training and support are reviewed regularly, and changes made as needed.

How are the teachers in school helped to work with children with SEND and what training do they have?

- The Sendco's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as; Autism training, ADHD training, Restorative Approaches, Early interventions in managing behaviour, Dyslexia training, supporting children with speech and language difficulties.
- Class teachers will be supported by the Headteacher and the Sendco in delivering Quality First Teaching for all children in their class. The Stockport Entitlement Framework is used to support leaders to support their teachers in order to ensure good universal SEND practice in all settings.
- The Headteacher and Sendco have attended training in developing skills in identifying and responding to mental health problems in children and young people.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, motor skills, deep pressure massage, narrative therapy, phonological awareness, intensive interaction, dyslexia.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, and numeracy. This is discussed at pupil progress meetings held between the Head teacher, Sendco and the class teacher.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. This is called the Stockport Send Tracker and is in line with the Pre-Key Stage Standards.
- At the end of each key stage (year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children with SEND will have an Individual plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

- The Sendco will also check that your child is making good progress within any individual work and in any group that they take part in.

How will my child contribute their views?

We value and celebrate each child at Outwood Primary School being able to express their views on all aspects of school life. School council meetings are an open forum for any issues or viewpoints to be raised. All children in school have individual outcomes which they have discussed with their class teacher and children who have SEND Support Plans also discuss their outcomes with their class teacher. Using pupil questionnaires we actively seek the viewpoints of children. SEND children lead our teaching staff in creating one page profiles about their likes, dislikes, interests, success and how they would like to be supported. Views of children with Education and Health Care Plans are sought prior to any review meetings. These views are captured in photographs where writing or communicating can be difficult for children.

Parent/Carer views are also captured during meetings.

What support do we have for you as a parent of a SEND child?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Sendco is available to meet with parents to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, sent to you in a report.
- Individual Support Plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, if this has been agreed to be useful for you and your child. The dojo system is also used as a quick way to ensure there is good communication between home and school.
- If you require further support then please head to the PACT website (Parents and Carers together in Stockport); copy and paste the following link into your search bar.

<https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=1Ql6RnyNP1E&familychannel=999>

How is Outwood accessible to children with SEND?

- The ground floor of the building is accessible to those with physical disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Outwood Primary School adjust the school environment where necessary to meet a child's needs

How will we support your child when they are leaving this school or moving class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school, with your permission, we will contact the new school Sendco and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are sent to the new school. We will also visit the new school with you should the need arise.
- When moving year groups within our school information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher and the current teacher. All One page profiles/Support Plans/EHC plans will be shared with the new teacher. SEND children will have a one page profile detailing their needs and how they like to learn. A transition book can be made to support them understand moving on. Each child will spend a transition period in their next class during the Summer Term.
- In Year 6 your child will be ready to transition to Secondary school. The Sendco will discuss the specific needs of your child with the Sendco of their secondary school, and arrange for the Primary to Secondary Inclusion team to be included if necessary. Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child at Outwood Primary.

Who can I contact for further information?

- The first point of contact would be your child's teacher to share your concerns.
- You could also arrange to meet Mrs Angela Clayton, our Sendco or Mrs Jenni Maude, our Headteacher.
- You can view our SEN Policy on our website.
- Contact Stockport SENDIASS at stockport@kids.org.uk or on 0161 480 3189 <https://www.kids.org.uk/sendias>
- Please view Stockport's Local Offer at <https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

Who should I contact if I am considering whether my child should join the school?

- Contact should be made via the school office to arrange to meet with the Headteacher Mrs Maude or our Deputy Headteacher Mrs Clayton would willingly discuss how the school could meet your child's needs.

Reviewed September 2023.

Angela Clayton