

SEND Information Report

2024-2025

What does SEND mean?	Information about SEND at Alexandra Park Junior School
	<p>The term SEND is used in the Code of Practice, across the 0-25 age range but includes learning difficulties or disabilities. (SEND Code of Practice 2015).</p> <p>A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer children will require such support. (Code of Practice 6.15)</p> <p>Children or young people will have needs and requirements which fall into at least one of the four areas, frequently more than one. We take into consideration the impact that these combinations of need will have upon the child's ability to access the curriculum.</p> <p>The areas of need are:</p> <ol style="list-style-type: none"> 1. <u>Communication and Interaction</u> e.g. speech and language difficulties, autistic spectrum disorder 2. <u>Cognition and Learning</u> e.g. dyslexia, dyspraxia, dyscalculia or general learning difficulties 3. <u>Social, Emotional and Mental Health</u> e.g. children/young people who are withdrawn or isolated, disruptive, impulsive or hyperactive, or who lack focus and concentration 4. <u>Sensory and/or Physical Impairment</u> e.g. visual impairment, deafness, milder hearing impairment, physical difficulties* (Code of Practice 6.28-6.35)

	<p>*It is important to note that not all behaviour issues are linked to social, emotional and mental health and may reflect other underlying difficulties such as ASD.</p> <p>Children and young people with some health or disability conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition. (Code of Practice xviii)</p> <p>Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should establish whether a lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. (Code of Practice 6.24)</p>
<p>How does Alexandra Park Junior School identify children who may have a SEND or may need additional support?</p> <p>What happens if school have a concern about your child's progress?</p>	<p>Please refer to the SEND Flow Chart (SEND Zone)</p> <ul style="list-style-type: none"> • In most cases, children have already been identified with an area of need, before they start at Alexandra Park Junior School. The child's infant school, Health Visitor, or doctor have recognised an area of need during their Early Years and KS1 education. • On entry to Alexandra Park Junior School, we work with the people who already know the child, before they start our setting, such as parents, teachers, SENCO and in some cases other professionals. We then use this information to plan for the needs of the child in our school environment. • All children are tracked through Pupil Progress meetings, 4 times per year and interventions are set in these sessions. Progress is also mentioned during SEND reviews and are also discussed as part of SEND drop ins or surgeries. • If a teacher notices a child not making the expected progress then a cause for concern is completed outlining the provision that has been put in place so far and then a meeting is

	<p>arranged with parents to discuss for next steps. This is our first step of the Graduated Response.</p> <ul style="list-style-type: none"> • We then follow the Plan, Do, Review cycle that in some cases may follow advice from professionals. • If parents have a concern about their child they are able to contact Miss Varley to arrange an appointment.
<p>Alexandra Park's approach to teaching SEND pupils includes:</p>	<p>Please see Whole school provision maps (SEND Zone) for the four areas of need and provision for specific learning/medical needs</p> <ul style="list-style-type: none"> • High quality teaching, with appropriate adaptations in place; <ul style="list-style-type: none"> - Seating plan - Cooperative learning groups - Inprint - Vocabulary, sentence starters - Talking Tins - Questioning - Pre tests for clear starting points. - Peer assessment and partners - Classroom environment - Word Aware - Knowledge organisers • Evidenced based and bespoke interventions include: <ul style="list-style-type: none"> - Phonics - Reading Comprehension

	<ul style="list-style-type: none"> - Inference - Digi Smart - 1:1 Editing - Pre -Teach Maths - Numbots - RRI - <u>Wellcomm</u> - Precision Teaching - Fine and Gross motor intervention - Bubble Writing - Tuition
<p>What happens once my child has been identified as needing SEN Support?</p>	<p>As part of the review meetings, together with parents, we identify the main areas of difficulty and set SMART outcomes to focus on. These outcomes will be specific and measurable. We will also set out everything we, as a school, will do to help your child to achieve their outcomes, along with ideas/strategies that you can do at home. You may find them to be a useful way of supporting your child's learning in the home environment.</p>
<p>If children require SEN support, what will school provide for them?</p>	<p>In school, we have a whole school provision map (See school SEND Zone). This is linked to each area of need and some are subject specific.</p> <p>Support can be provided in lots of different ways. Some of these include:</p> <ul style="list-style-type: none"> • Focus group sessions in Reading, Writing and Maths with adapted work and resources. • Activities to develop social interaction with others such as Lego Therapy, Social Speaking, Social Stories. • Targeted interventions - following advice from other agencies (e.g. Speech & Language therapists, Educational Psychologists, Occupational therapists, etc.)

	<ul style="list-style-type: none"> • Pre -Teaching • Precision Teaching - Plus 1, Power of 2 • Phonics • Numbots • Wellcomm • Inference • RRI • Manipulatives • Drawing and Talking • ELSA <p>Support is allocated according to the needs of the child. It sometimes becomes necessary to prioritise children with more complex needs.</p>
<p>How will the curriculum be matched to a child's need?</p>	<ul style="list-style-type: none"> • All identified children are levelled regularly in all areas of their learning/development in order for staff to support and adapt their learning to match their need. • All class teachers deliver quality first teaching which includes adapted learning for all children. • Throughout school there are age appropriate interventions to support children with their learning in Literacy, Maths and their Oracy skills- ranging from one to one and small group support. Our teachers and SENCO will work together to identify interventions that a child will receive to support their progress, perform a baseline assessment and evaluate the effectiveness of the intervention regularly.
<p>How will school know if the extra support is working?</p>	<ul style="list-style-type: none"> • SEND Reviews • Pupil Progress Meetings • Intervention Progress meetings • Pupil Voice

<p>What happens if the support that school provides does not appear to be working?</p>	<p>If this is the case, we will call upon the advice of other agencies, with your consent. These include medical professionals</p> <ul style="list-style-type: none"> • The school nursing service • Community Nursing Team • Speech and Language therapists • The Community Pediatricians • Occupational Therapist • Healthy Young Minds (Child and Adolescent Mental Health Service) • Educational Psychologist • QEST (a service who can complete assessments and give more specialised SEN support.) • Mental Health in Education Team • Mind • Positive Steps • Early Help <p>Before any referral is made, we will talk to you about why we think this kind of involvement will be useful. It will not be forced upon you, if you do not agree. The SENCO will go through this with you, if the need arises.</p>
<p>What happens if my child has high level needs that require more specialised support and/or funding?</p>	<p>At this point we will need to consider applying for Statutory Assessment. This is a process where we have to submit evidence to an external panel, to determine whether an Educational Health Care Plan (EHC plan) is a suitable way forward (see below for an explanation of an EHC plan). If this is agreed, and an EHC plan is produced, school will receive additional funding. This funding is used to support your child in reaching their full potential, including adult support, resources, etc. This should hopefully then lead to a faster rate of progress.</p> <p>What is an EHC Plan?</p>

	<p>Click the link below to find out more.</p> <p>https://www.youtube.com/watch?v=axMjmY1-7WU&feature=youtu.be</p>
<p>What training do school staff have, in supporting children with SEN?</p>	<p>Miss Varley (SENCo) has successfully completed the National Award for Special Educational Needs Co ordinator qualification and also the NPQSL</p> <p>Training is based upon the needs of individual staff and individual children.</p> <p>As a school, we make sure that any member of staff who is supporting a child with SEN has access to relevant training and support, so that they are better able to cater for the child's personalised needs.</p> <p>Recent CPD has included:</p> <ul style="list-style-type: none"> • What is SEND? • Wellcomm • Phonics • Bubble Writing • Basic Skills
<p>Will my child be left out of any activity because of his/her SEN?</p>	<p>Alexandra Park Junior School is fully inclusive, which means that we take steps to make sure that ALL children are included in every aspect, regardless of a particular difficulty. When arranging trips or activities the needs of ALL children are considered.</p> <p>Support that is available for improving the social emotional and mental health of pupils with special educational needs. Pupils are well supported by:</p> <ul style="list-style-type: none"> • An anti-bullying policy, • Expectations for learning policy • Teaching and learning policy, • Admissions policy • Accessibility policy

	<ul style="list-style-type: none"> • Targeted support for individual pupils. • Children's Leadership Team • Pupil Voice • MIND
<p>What happens if/when my child moves to a different school?</p>	<p>School staff will liaise with people from your child's new school and inform them of their needs. We will also explain what steps have been taken to support them, including whether or not external agencies have been involved so that they are ready to support the child once they move on. If it is a Secondary school transition, we will invite parents, and a representative from the new school, to a meeting in school. This will give you an opportunity to ask any questions you might have about how your child will be supported as they move up.</p>
<p>Where can I find out more information?</p>	<p>You can speak to our school SENCO - Special Educational Needs Coordinator (Miss Varley); your child's class teacher; the Headteacher (Mrs Seabright) or the SEN governor in school (Mr Widall). Please contact the school on 0161 770 8321 or info@alexandrapark.oldham.sch.uk.</p> <p>Oldham's Local Offer - https://www.oldham.gov.uk/info/200368/children_with_disabilities</p> <p>POINT https://www.point-send.co.uk/</p> <p>Oldham SEND Information Advice Support Service - www.iassoldham.co.uk</p> <p>Family Information Service - www.oldham.gov.uk/fis</p> <p>You can add your child's details to the Children's additional needs and disability register, this means that you will receive updates and alerts when new services and resources are added to the Local Offer</p>

	https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities_local_offer/1042/add_your_child_to_our_additional_needs_register
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