



SEND Information Report September 2024

How do staff at St. Martin's know if my child needs Special Educational support?

"A pupil has SEN where learning difficulties or disability calls for special educational provision i.e. provision that is different from and/or additional to that normally available to same age peers."

At St Martin's, pupils are identified as having a SEND through a variety of ways including:

- Baseline assessment results
- Progress measured against NC
- Standardised screening and assessment tools
- Independent work produced by pupils
- Observations of behavioural, emotional and social development
- Pupil Progress meetings
- Parental concerns
- Information from outside agencies
- Information from previous educational settings
- Existing EHC Plans

Our school provides additional to and/or different from provision for a range of needs in line with the 4 main areas of need in the Code of Practice:

Communication and Interaction i.e. Autism Spectrum Disorder, Speech and Language difficulties, Developmental Language Delay	Cognition and Learning i.e. Dyslexia, Specific Learning Difficulties, memory difficulties, visual processing, Dyspraxia
Social, Emotional and Mental Health Difficulties i.e. Attention Deficit Hyperactivity Disorder (ADHD), Anxiety, Attachment difficulties.	Sensory and Physical Needs i.e. Visual and Hearing difficulties, this could also include physical difficulties such as cerebral palsy.

If our staff think that your child has a SEND, this may be because they are not making the same progress as other pupils or they are making progress that is significantly slower than their peers. We will carry out observations and assessments if necessary and will look at the information we have gathered to determine the levels of progress. We will then share our findings with you and will discuss appropriate ways forward. We will follow a 'graduated response' and use Oldham's Graduated Response Toolkit to support us. Further detail about this can be found here: <https://www.oldham.gov.uk/grt>

Who should you contact if you think your child may have a special educational need or disability?

- Class teacher (first point of contact)

- SENCO: Mrs L Mack
- Wellbeing and Safeguarding Lead: Mr N Mack
- Pastoral Lead: Mrs L Minnock
- Headteacher: Mrs H Woodward
- SEND Governors: Mr Philip Lowe and Ms Sheree McCabe

If you think your child may have a SEND or you have information you want to share with us, the first point of contact is the class teacher. This is the person who knows your child best in school and who has overall responsibility for your child's progress and wellbeing. The class teacher may support your child through teaching (High Quality Teaching) or through specific intervention programmes.

The SENCO will work with the class teacher, and/or the Wellbeing and Safeguarding lead and Pastoral lead to support in the identification of SEND, help set appropriate targets, choose suitable interventions, address any concerns that have been raised and coordinate any support from outside agencies. They will contact you regarding the outcomes of any external assessments and to discuss your child's needs, on-going support and/or progress.

How does St. Martin's involve pupils and their parents/carers in identifying SEND and planning to meet need?

Initially, we will discuss any concerns about a child with their parent/carer.

We believe in strong home-school links so you would be involved in all decision-making about your child's support. We use 4+1 meetings frequently to liaise with parents.

When we assess SEND, we discuss if understanding and behaviour are the same at school and home. We are then able to work with you to ensure we are all supporting your child in the same way. This will help us all to monitor and improve progress.

Pupils who have been identified as having SEND will have a One Page Profile, a Support Plan and/or Health Care Plan to show how they are being supported. Progress is reviewed termly by staff and discussed with parents/carers at Progress Meetings or additional Person Centred Reviews. This is part of our 'graduated response' process.

We offer support and advice as to how parents/carers can best support their child at home with learning and pastoral issues and have a very strong pastoral team to encourage positive home/school relationships.

How does St. Martin's adapt the curriculum so that it meets the needs of children with SEND?

All our staff are trained to ensure learning is accessible for every child. We are committed to High Quality Teaching within our classrooms and have high expectations for all of our learners. Classroom activities may be modified and/or scaffolded so that children are able to access the learning in the classroom to the best of their ability.

We use additional programmes and interventions in order to support our pupils with their SEND. These are used to teach children in a small group or on an individual basis.

Your child may also have access to a variety of resources to support their learning, including, but not limited to:

- Sit 'n' move cushions
- Sloping boards
- Pen/pencil grips
- Visual timetables
- Individual behaviour charts/plans
- Sensory/movement breaks
- Fidget/sensory toys/tools
- Quieter working environment
- Use of technology
- Scaffolds (e.g. writing frames, task planners, modelled examples, word banks etc.)
- Fluid groupings

How do staff at St Martin's modify teaching approaches to include all children?

All our staff are trained so that we are able to adapt to a range of SEN and Specific Learning Difficulties including: Dyslexia (SpLD); Speech, Language & Communication Difficulties (SLCN); Autistic Spectrum Disorder (ASD), Behavioural, Social & Emotional Difficulties and Mental Health issues.

In addition, we also seek advice from other services if we believe a pupil needs a period of specialist therapy and ensure that recommendations made by them are fed into children's one page profiles/support plans. These services include Speech & Language Therapy (SALT); Hearing Impairment Service (HI); Visual & Physical Impairment Teams (VIPI); and the Child and Adolescent Mental Health (CAMHS) services if your child is over the age of 8 or to the community paediatrician if your child is under the age of 8.

Together with parents and pupils (dependent on their age and ability), we review the pupil's progress. We agree what everyone will do to support the pupil's learning. This will involve: setting clear targets for the pupil's achievement; agreeing how we will work together and what we will each do; agreeing a date to review how well the pupil is doing and whether we are making a difference, and what the next steps will be.

We use a number of multi-sensory approaches to teaching incorporating a range of sensory experiences when planning a lesson in order to ensure that each child is engaged and able to access the learning in a way that suits them.

Our SENCO works with all stakeholders and will co-ordinate your child's support and facilitate next steps in their learning alongside our school counsellor, Pastoral Leader and Wellbeing and Safeguarding Lead. Each class has at least one well-trained teaching assistant who works alongside the teacher to support in adapting and delivering the curriculum. Staff (including teaching assistants) regularly attend training so that they can keep up to date with developments in SEND and external services are also utilised in training our staff.

We use Oldham's Graduated Response toolkit to support with the delivery of High Quality Teaching and to provide us with ways of supporting our pupils.

- <https://www.oldham.gov.uk/grt>

How do staff at St. Martin's ensure my child is making progress towards their targets?

Pupil progress is continually monitored by the class teacher and teaching assistants throughout every lesson and assessment is on-going throughout the year. Evidence is gathered about your child's strengths, areas for development and progress and will be shared with you during parent's meetings.

Class teachers and support staff meet termly with the school leadership team to discuss the progress of each child. In these meetings, we discuss what we are doing to make sure all pupils make good progress and raise any concerns about progress or development.

For pupils with SEND, teachers discuss progress with parents at regular review meetings which are held three times a year. Targets will be reviewed and new targets may be set for the next term. The SENCO and outside agencies may attend if appropriate.

Pupils with an EHC Plan will be formally reviewed through the Annual Review process and all adults involved with the child's education will be invited to contribute, either in person or via written report.

What specialist services and expertise are available at or accessed by our school?

When required, we seek support from other professionals to support our children and parents including:

- Specialist teachers and support staff
- Local authority services (Educational Psychology Service, QEST (Quality and Effectiveness Support), Additional Educational Needs Service)
- Speech and Language Therapy (SALT)
- Community Paediatrician
- Visual Impairment team
- Hearing Impairment team
- Sensory and Physical Support Service
- Occupational Therapy
- Child and Adolescent Mental Health Services (CAMHS)
- School Nursing Team
- Early Help
- Primary Outreach Service (support for pupils with social or mental health difficulties)

What training have the staff supporting children with SEND had or are having?

The Head teacher & SENCO attend relevant training in order to keep their knowledge of SEND and the strategies and interventions up to date along with current developments with SEND. The SENCO attends termly SENCO Development Days and SENCO Forums and is currently completing the National Award for Special Educational Needs Coordination. In addition, we hold regular SEND surgeries supported by our specialist advisory teacher which enables teaching staff to seek advice and support about particular needs in their classes.

The SENCO has also achieved a Post Graduate certificate in specific learning difficulties with a focus on Dyslexia and is currently completing the NASENCO qualification.

During recent years the staff have received training in:

- Social stories
- Autism Level 1
- Autism and Girls
- Development of social and emotional skills
- Early support key working
- Elklan Speech and language
- BLAST speech and language
- Emotional Literacy
- Narrative Therapy
- Sensory Circuits
- Lego therapy
- The Boxall Profile
- WellComm
- Bounce (Measuring School Wellbeing)
- De-escalation and Positive Handling
- Embedding Mastery in Maths
- Trauma Informed Schools
- High Quality Teaching Strategies
- Outdoor Learning
- Reviewing and Writing Support Plans using SMART targets
- Inclusive Learning

- Zones of Regulation
- Communication Boards
- Clicker
- Colourful Semantics

How will my child be included in extra-curricular activities and trips?

St. Martin's is an inclusive school which enables every child to access all areas of the curriculum – including extra-curricular activities and trips.

We currently have a number of extra-curricular school activities which many pupils, including those with SEND, choose to take part in. These include sports clubs such as football, cross-country and multi-skills as well as other clubs such as choir and cooking club. Our breakfast club is also held daily with a variety of activities on offer.

We engage in a wide variety of regular educational visits/trips which pupils with SEND are included in. We provide additional, trained staff to support inclusion and make adaptations for pupils with SEND if needed. Where necessary, we work in partnership with parents to ensure the inclusion of children with SEND or health issues and endeavour to ensure visits are accessible for all through the use of a thorough risk assessment process.

How accessible is the school environment?

Both our main school building and additional nursery building are accessible for all children and their families. Internally, our school hall is only accessible via steps so we utilise low-level handrails to enable those with mobility difficulties to move around with greater ease. Parts of our Reception outdoor provision and Nursery outdoor provision are accessed via small steps and again, we utilise low level handrails to support those children with mobility difficulties.

We seek the ongoing advice and support from the Visual Impairment Team and the Sensory and Physical Support Service to ensure our environment is accessible and safe for all learners.

For further information, please see our Accessibility Plan which covers the following:

- how we increase the extent to which disabled pupils can participate in the curriculum
- how we improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- how we have improved the availability of accessible information to disabled pupils

What support is provided for my child's wellbeing?

Staff are highly skilled in making sure that children's well-being is a priority and we have a dedicated Pastoral Team who focus on supporting your child's social, emotional and mental wellbeing.

Alongside high-quality teaching, our experienced Pastoral Team and Teaching Assistants run many interventions centred around well-being – including Talkabout, ELSA and Time to Talk as well as highly personalised 1:1 programmes of work.

Both our Pastoral Lead and Deputy Headteacher have Trauma Informed Practitioner Status and as a school, we strive to support children and their families who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.

How do we support pupils in their transition into and out of school?

Transferring to our school:

- We meet with parents and children before they start at St Martin's. Families are encouraged to look around the school and sometimes, additional visits are needed so that children can familiarise themselves with their new surroundings.
- The SENCO, Pastoral Lead and Wellbeing and Safeguarding Lead liaise with the child's current school so that we can gather all the necessary information about the child's needs. This information is then shared with the new class teacher and any other adults involved so that measures for a smooth transition can be put in place.

Transferring from our school:

- We contact the receiving school's SENCO to enable us to pass on all records and information so that any specific support or arrangements can be put in place.

Transferring from our school in Y6:

- We encourage our families to attend the local secondary school's information evenings and transition days prior to children moving to secondary school.
- We organise additional visits, if necessary, to help vulnerable pupils to become more familiar with the new school surroundings, meet key members of staff and begin to become familiar with new routines.
- The SENCO forwards relevant SEND information and records for each pupil to the receiving school. A representative from each secondary school is invited to each pupil with SEND summer review meeting, which parents also attend.

Transition between classes:

- Class teachers meet at the end of the summer term and pass on detailed information regarding pupils with SEND. Where needed, SEND children will be given an opportunity for enhanced transition such as: additional visits to the new classroom with a familiar adult to ensure the transition is as smooth as possible. In

some cases, additional adults supporting your child may move into the next year group with them.

How do additional funds work and how are resources allocated and matched to children's special educational needs?

Schools receive funding annually for all pupils, including those with Special Educational Needs and Disabilities, from the school budget. This allows school to provide resources needed by the children and to secure positive outcomes for children and enable all children access to the curriculum.

The head teacher decides on the allocation of funds according to a child's additional needs and it may include:

- The provision of additional Teaching Assistants who are used to provide support to enable children to access the curriculum
- The use of Teaching Assistants for targeted support and the delivery of specialist programmes
- The provision of external specialists for additional and more in depth assessment and advice
- The provision of specialist equipment and resources
- Additional training and support for staff where necessary
- Adaptations to the classroom environment

If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be a submission to request additional funding which will be allocated through an Education Health and Care Plan. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

Where can parents get additional support and information?

Here at St Martin's we have an 'open door' policy. Parents can contact school to arrange to meet with members of staff to discuss any issues. We have a school website where the policies and information around SEND can be accessed.

We actively encourage home-school links. In addition to welcome meetings, information evenings, parents' evenings, review meetings and annual reports, parents can also communicate more informally e.g. via phone calls or sending a note into school.

Parents are also encouraged to speak to specialist advisors to help receive the support they need. In Oldham, we have a parent/carer forum, which is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. You can contact them at: www.pointoldham.co.uk

Information on how to access authority wide services is available from the Oldham Council Local Offer at: www.oldham.gov.uk/local_offer

What can you do if you are not satisfied with school's provision for your child?

Your initial point of contact is always the class teacher. Explain your concerns to them first. Further advice may then be sought from the SENCO.

If you are not satisfied that your concern has been addressed, speak to the head teacher then ask for the school Governors representative.

If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Freepost – RRGY-TJSR-GHGZ

PO Box 40

Level 8, Civic Centre

West Street

Oldham, OL1 1XJ

Tel: 0161 770 1129

cypf.complaints@oldham.gov.uk

Formerly known as Parent Partnership, Oldham Special Educational Needs and Disability (SEND) Information Advice and Support (IAS) Service is a FREE confidential, impartial and independent service operated by POINT Services which provides independent, individual information and advice for parents of children with special educational needs.

<https://cyp.iasnetwork.org.uk/service/oldham-sendias/>

<https://www.point-send.co.uk/>