

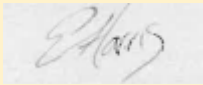
Care, Aspire, Achieve

Alexandra Park Primary School

SEND Information Report



September 2024

Author	SENCO- Charlotte Millward
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The definition of Special Educational Needs

"A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010."

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision 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 pupils will require such support. Such improvements in whole class provision tend to be more cost effective and sustainable. "

(Special Educational Needs and Disability (SEND) Code of Practice, September 2014)

Who can help my child?

The designated teacher responsible for coordinating SEND provision (SENCO) is Charlotte Millward.

Catriona Tate is the school governor with specific oversight of the school's arrangements for SEN and disability.



If you have any concerns about your child and/or the support they are getting at school, please come and see me. You can call me on 0161 480 557/ option 3, or come into school where I will be happy to meet with you.



I regularly meet with Charlotte, our SENCO, to review the school's arrangements for supporting children with Special Educational Needs and Disability.

How does the school know if my child needs extra help/ has Special Educational Needs?

At Alexandra Park Primary School, our teachers know all our children very well. This enables us to draw on many different strategies to ensure all needs are being supported. This happens on a day-to-day basis during all lessons. However, there may be a time when children need, further support. This may be because they are working significantly below their peers and have difficulties in one or more of the following areas:

Cognition and Learning Communication and Interaction, Physical and Sensory Social, Emotional or Mental Health (further details of these are found below).

Following ongoing observations and assessments and after discussion with our SENCO, we would produce a SEND support plan which details the aims we have for a child with SEND. We work with parents at each stage as we recognise that they know their child best. If parents have any concerns about their child's progress or development they should discuss this first with their class teacher.

What should I do if I think that my child may have Special Educational Needs?

- Speak to your child's class teacher. They are normally available after school for informal conversations but can make a longer appointment with you at a time that is mutually convenient. They may invite our SENCO to that meeting or arrange for a further follow up meeting.
- Stockport Council also has an Early Help Hub which was launched in May 2020 and offers support and advice to families and a central point of contact so families can discuss any concerns they may have about their child from birth to 25 years old. The contact number for the SEND Hub is 0161 217 6028, choose Option 2.
- Once families have shared their concerns, the SEND Hub team will work with them to provide support or signpost them to support.
- In some cases, we will complete an Early Help Assessment (EHA) with the parents/carers to get a fuller picture of your child's needs and to prioritise their needs. The EHA assessment can then be used, with parental permission, to refer to outside agencies like speech and language so that a more specialised assessment can be completed.
- In some cases, if several barriers to a child's learning are identified, then a TAF (Team around the Family) meeting may be arranged where relevant agencies are invited along with parents/carers to plan a package of support to help your child.

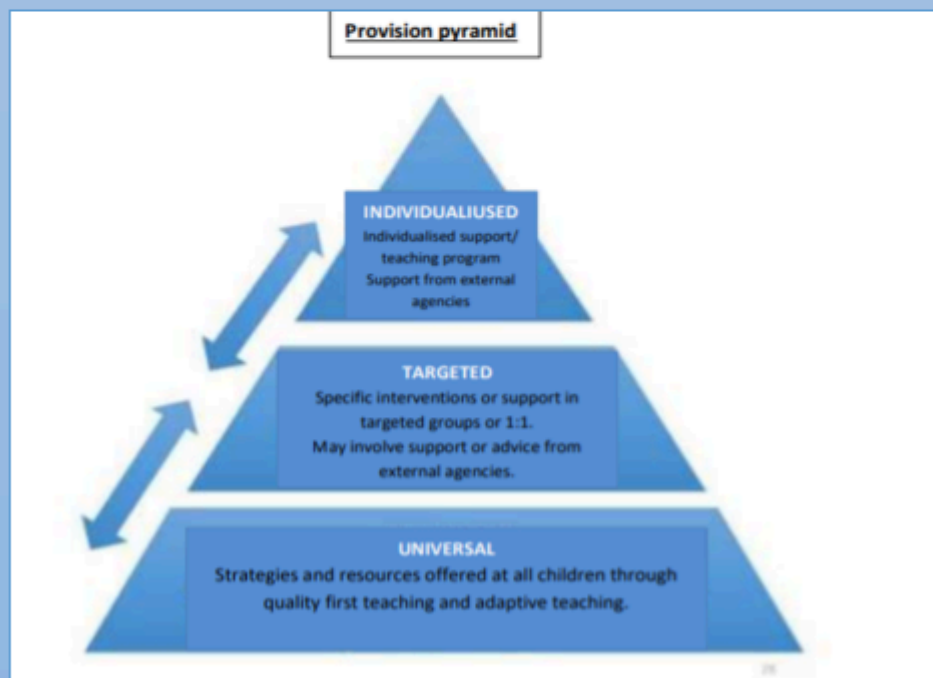
How does Alexandra Park Primary School support my child?

The following information explains how Alexandra Park Primary supports children under the four broad areas of need. The SENCO identifies the areas of need for each child in order to know what actions the school should take to support your child.

However, many children have needs which fall into more than one of these areas and therefore your child may access support from one or more of these areas of need.

-As a school, we use a graduated approach to identify which children may need support in any of the following four areas: cognition and learning, communication and interaction, sensory and physical, social and emotional and mental health.

- All staff ensure that we create an inclusive classroom environment through the use of 'Adaptive Teaching'. This means that teaching is scaffolded and adapted so that all children have the opportunity to meet the high standards set. Some of these are detailed in a Provision pyramid (sometimes called a provision map), which shows the range of strategies used at a 'Universal' (offered to all children), 'Targeted' (specific groups of children) and 'Individualised' level (children who need support specific to their individual needs).



Communication and Interaction

“Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.” (Special Educational Needs and Disability (SEND) Code of Practice, September 2014)

“The ability to communicate – to say what you want to say and to understand what other people are saying – is fundamental to life chances” (Jean Gross, Time to Talk, 2013). Speech and Language is central to our Care, Aspire, Achieve values.

In addition to ensuring a high level of speech and language training for all teachers and teaching assistants, teaching assistants at our school may deliver targeted, comprehensive and progressive interventions, including speech and language, within the classrooms where possible and externally as groups or 1:1 where necessary.

We currently employ a speech therapist two days a week through a Service Level Agreement. They support our staff at Alexandra Park Primary to correctly identify and support children who have speech, language and communication needs. She provides a staff training package which includes training staff in:

- Wellcomm - Speech Link - Lego Therapy - Narrative Therapy - Social Skills group
- NELI (Nuffield Early Language Intervention) - Talking Mats - Language Link
- Colourful Semantics – Emotion Coaching -Word Aware

As part of the school's offer, the speech therapist may see your child at school.

Cognition and Learning

“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.” (Special Educational Needs and Disability (SEND) Code of Practice, September 2014).

All pupils at Alexandra Park Primary School have access to a broad and balanced curriculum. Teachers have high expectations of all pupils and plan lessons to address areas of difficulty and remove barriers to learning through Adaptive Teaching. The class teacher's use different assessment methods including Assessment for Learning and Assessment of Learning and are therefore able to quickly identify children who are not making the expected progress. The class teachers are accountable for the progress and development of the children in their class and this progress is reviewed by the Senior Leadership Team, at the end of every term. The school's open-door policy, Seesaw communication system and Parents Evenings ensures that parents and carers have opportunities to express any concerns that they have about their child's development.

Alexandra Park Primary School recognises the importance of high-quality teaching and that Adaptive Teaching is the first step to supporting a child who may have a Special Educational Need. All teaching staff follow recommendations from the various Education Endowment Foundation (EEF) Guidance Reports, Stockport Entitlement Framework and our graduated response, using our provision maps across all 4 areas of Special Educational Need. We are committed to early intervention. All our interventions are robust, measurable and chosen because research has proven them to be effective. Teaching Assistants are trained to deliver any targeted interventions and this is rigorously monitored by class teachers and SLT. Some of our interventions are; Read, Write Inc one to one tutoring, Fresh Start, Fluency Bee and Pre-teach (where a child is introduced to lesson content prior to the whole class lesson).

If we are concerned that your child is making less than expected progress, the SENCO may decide that further assessment from the Inclusion Team or an Educational Psychologist may be beneficial. The school receives three visits per year from the Educational Psychology Service. An Inclusion Teacher from Stockport Inclusion Team visits the school for one afternoon fortnightly. Our Inclusion teacher is currently Nicola Pritchard.

Social, Emotional and Mental Health

“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.”

(Special Educational Needs and Disability (SEND) Code of Practice, September 2014)

Alexandra Park Primary School aims to ensure that the school is a caring community where all members of school live and work together in a supportive way and an environment where everyone feels happy, safe, valued and secure. All staff have high expectations of behaviour and reward systems are used to ensure that children are rewarded for both good behaviour and showing behaviour attributed to the school values of Care, Aspire, Achieve and Learning Behaviours. These are referred to throughout the school day and are also taught explicitly through PSHE lessons and other areas of the curriculum where appropriate, They are also taught through assemblies and daily Class Forums.

Every Friday, class teachers choose some children who have demonstrated our school values to be awarded a star towards their Viking Award. When a child receives 5 stars for a value, they receive a badge to wear daily in school.

Children who are in need of some additional support with social, emotional and mental health needs will be identified and class teachers will work closely with parents, SLT and our SENCO to develop plans to support each child. These may include a child having targets set on a Daily Report Card, having an Individual Behaviour Plan (IBP), having a My Plan or targets added to a SENCO support plan where appropriate. The school receives support from the Inclusion Service when required.

Sometimes children may struggle with their mental health. Our school has adopted Zones of Regulation as a Social and Emotional Learning approach and all our TAs can all deliver a Zones of Regulation intervention. The Zones of Regulation is an intervention which helps children to manage difficult emotions, known as 'self-regulation'. Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library. From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

In school, our teaching assistants may also support children in other ways such as regular check-ins with children. Four TAs and our SENCO have completed Level 2 Counselling Level 2 and one of our TAs is currently undertaking training to be an ELSA (Emotional Literacy Support Assistant).

If additional support is required our SENCO may work with you to complete referrals to a Mental Health Support Worker, Tamara Patten (Tam). Tam works for Stockport young people's mental health support team and works within our school one day per week. This is a service for children and teenagers in schools and colleges across Stockport who are experiencing low level mental health issues such as worry, anxiety and low mood. Their mission is to help young people reach their full potential, by offering the right support, in the right place, at the right time. They take a joined-up approach, based on each young person's individual needs. They help parents understand their child's anxiety and low mood; and offer guidance and training to school staff. Our aim is to establish a whole school approach towards positive mental health and wellbeing. The service is run by mental health practitioners from Pennine Care NHS Foundation Trust and Beacon Counselling. Their appointed School Wellbeing Workers provide pupils with a safe, confidential space to work on their emotional wellbeing:

Our SENCO can also refer to Primary Jigsaw or CAMHS for further assessment and support.

Sensory and/or Physical Needs

“Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.”

(Special Educational Needs and Disability (SEND) Code of Practice, September 2014).

The school works with Stockport Occupational Therapy service and will deliver intervention programmes provided to school. We also can deliver Motor Skills United and Write from the Start.

What happens if my child is identified as having Special Educational Needs?

If your child is identified as having Special Educational Needs (SEN) then a graduated approach will be applied. The individual will receive cycles of Assess, Plan, Do, Review (APDR). Children are supported with a SEND Support Plan or with an Educational Health and Care Plan. The level of support that each individual requires will be determined collaboratively with parents/carers.

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Please find our schools Special Educational Needs (SEND) Policy in the policies section of the website.

How are decisions made about the type and level of support that my child will need?

- All decisions are made collaboratively between the pupil, parents/carers, school staff and external agencies to ensure the best outcomes for the child. We hold separate SEND Parents Evenings so that we can co-produce the SEND support plan.
- The class teacher and Senco regularly discuss the child's needs and the support that would best enable them to learn.
- Different children require different levels of support and these can be quite specific to individuals.
- Decisions are based upon ongoing school assessments, external agency assessment and observations from the School Inclusion Team.
- We strongly value the ongoing dialogue that we encourage staff to have with parents/carers to ensure your voice is heard and you feel supported.

How will I be involved in discussions about and planning for my child's education?

- EHCPs, SEND Support Plans and One Page Profiles are created collaboratively and parents/carers voice is valued and encouraged.

All parents/carers are encouraged to contribute to their child's education. This may be through:

- Discussion with the class teacher; informally or during parents evenings
- Discussion with the School Inclusion Team and other professionals involved

How will the school prepare my child for joining the school and transferring to a new school?

Many strategies are in place to enable a pupil's transition to be as smooth as possible. These include:

- We encourage all new children to visit the school prior to starting so that they can become familiar with the staff and our working environment. This will include transition sessions for parents and children and home visits from staff in our Early Years Foundation Stage (EYFS) prior to starting school
- If necessary and appropriate, we can arrange additional visits for children with specific transition needs. We are happy for parents/carers to request these.
- Mrs Millward and the EYFS staff are happy to meet parents for further discussion on specific needs prior to their child starting school.
- All pupils in school have transition sessions with their future class teacher during the summer term and there is dedicated staff meeting time for inclusion handovers. Additional transition reviews for children with a high level of need and EHCP will be arranged.
- For transition to high school we liaise with the schools involved and arrange additional visits where appropriate.
- Some children benefit from extra visits and we arrange Transition Meetings if necessary, for children with a higher level of need and EHCPs. Parents are invited to attend these. The Pastoral Team work with children who need additional support to make a successful transition to secondary school.
- We have handover meetings with SEN staff from our feeder Secondary Schools and liaise with the SEN departments of other high schools as necessary to ensure that we share our in-depth knowledge of each child with SEN.
- All relevant paperwork is transferred via a safe system.

How will my child be able to contribute their views?

- Every child's views are captured on their One Page Profile which runs alongside their SEND plan.
- A person centred approach is adopted by the school.
- Teachers discuss targets and feedback with individual children.
- When reviewing individual plans and profiles children are encouraged to contribute to their strengths, the ways that they prefer to learn and to their areas for development.
- Some of the older children are invited to contribute their views to TAC (Team around the Child) meetings if appropriate
- Regular pupil voice is collected regarding all aspects of school life.
- Children are encouraged to talk to staff if they have any concerns, in particular, relating to their emotional health and well-being. We have a wide variety of school councils including a Well-being Council. Our school councils are regularly asked to feedback on any aspect of school life that they may be worried about or that can be improved.

How will the school support my child with any medical needs?

Pupils with medical needs

- The school's Managing Medical Conditions Policy is in line with guidance from the Local Authority.
- Staff have regular training and updates of conditions and medication so that they are able to manage medical situations that may arise. This includes Asthma, Epilepsy, Anaphylaxis and Diabetes.
- If a pupil has a specific medical need, then a detailed Health Care Plan is compiled with the school nurse and in consultation with parents/carers.
- Our SENCO communicates regularly and efficiently with all NHS services and Paediatricians to ensure that all needs are communicated well.

Who can I contact for further information?

- The first point of contact is your child's class teacher.
- Your next point of contact is our SENCO Charlotte Millward or the Headteacher, Mr Brooke.
- Mr Brooke is always happy to speak to any prospective parents. Please contact the School Office first to arrange an appointment or to arrange to attend our Nursery and Reception Show Round Events.
- You can email the head teacher at the following address: headteacher@alexandraparkprimary.uk
- You can also contact Parent Partnership on 0161 286 4230

For more information, and for contact details, parents may wish to access the Local Offer:

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child. The local offer can be found at

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

Parents may wish to contact PACTS which is Stockport's official parent/carer forum for families of children with SEND.

<https://pactstockport.co.uk/contact/> 07786 101 072

Are there a range of services with which the school can liaise?

There are a number of agencies who work regularly with our school. We call on these agencies when a need has been identified. These agencies are only contacted with parents' permission. These include:

Educational Psychologist (E.P.)

Inclusion Team (Cognition and Learning & Social and Emotional)

Speech and Language Therapist (SALT)

Physiotherapy

Occupational Therapy (O.T.)

School Nurse

Primary Jigsaw

Sensory Support Services

School Age Plus Worker

Social Services

These agencies work in different ways, at different times, depending on the needs of the child – this may involve staff training, meeting with parents or working directly with a child.

In addition to this, Mrs Millward also meets with agencies who form a Team Around the School. This involves a linked school age plus worker, school nurse, education welfare office and a social worker. Parents have always given permission for issues to be discussed at these meetings, and this then helps school to signpost parents for further support.

What are your Admission arrangements?

Pupils with Special Educational Needs will be admitted to Alexandra Park Primary School in line with the school's Admissions Policy which can be found on our website. Alexandra Park Primary School ensures it meets the duties under the Local Authority Admissions Code of Practice. For children with an EHCP, priority is given if Alexandra Park Primary School is the named school in the plan.

Access to the full life of the school

All pupils, whether they have a Special Educational Needs or not, will be involved in the full life of the school. Empowering every child is a core priority. We believe that every child has a voice and we are committed to helping them use it to positively impact their own lives, the school and the wider community. We have a range of school councils and we also hold regular class forums. We also have a wide range of after school clubs.

When learning outside of the classroom e.g., school trips, swimming, after school clubs and homework, we will work with you to ensure that your child is included, this may be arranging additional support or making reasonable adjustments.

What do I do if I have a complaint?

All complaints will be taken seriously and treated with care and sensitivity.

If you have any comments or concerns please address them to your child's class teacher or SENCO in the first instance. The majority of concerns expressed by parents are dealt with on an informal basis within the school itself. If you feel the situation is not resolved then the next step is to contact the Headteacher. If it cannot be resolved at this stage, the parent / carer is directed to the Chair of Governors. Information regarding the formal grievance process can be found in the Complaints Procedure Policy.