

Alexandra Park Primary School SEND Information Report 2023-2024 - reviewed at the Governors meeting 28/03/24

The school's Special Educational Needs Co-ordinator is Charlotte Millward



At Alexandra Park Primary School, we are committed to enabling all children to 'Care, Aspire, Achieve'. This includes supporting all children to enjoy school, make good progress and have the opportunity to take part in a variety of enriching experiences and opportunities. Underpinning everything we do is the determination that children leave our care prepared for the next part of their academic journey, and for adulthood, by learning how to be good citizens, form strong and supportive relationships and have the skills needed to confidently contribute to the local community and lead happy and successful lives.

High quality teaching is at the heart of our approach and we focus on ensuring that children with Special Educational Needs and Disability (SEND) have access to excellent teaching and provision which supports their achievement and enjoyment of school. We use carefully implemented interventions and class teachers work effectively with teaching assistants to offer additional support where needed. The progress and attainment of every pupil is reviewed every term by the Senior Leadership Team at which time provision may be adjusted to meet identified needs.

You may have concerns about your child's progress or wellbeing and feel that they need additional help. This leaflet has been designed to inform you of the types of support available for your child at Alexandra Park Primary School. It will give you information on who can help and how this support can be accessed.

If your child continues to have difficulty after interventions or has a high level of additional need when they join the school, they may be considered to have Special Educational Needs (SEN).

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)

The Code of Practice identifies four areas of SEND need. Children will be identified by their primary area of need. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time.

The 4 categories of Special Educational Needs are:

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory/ Physical

Cognition and Learning

Cognition and learning difficulties can affect children's ability to learn and do well at school. Specific learning difficulties (SpLD) include a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children and young people experiencing social, emotional and mental health difficulties may be:

withdrawn or isolated
hyperactive and lack concentration
immature in relation to social skills
displaying behaviour that challenges which could be arising from other
complex special needs

This could mean mental health difficulties such as anxiety or depression or they could be self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. They may have disorders such as **attention deficit hyperactive disorder (ADHD)** or attachment disorder and may be frustrated and struggle with school routines and relationships.

Communication and Interaction

Communication and interaction conditions may include children and young people who have speech, language and communication needs and/or autism. Children may have difficulty in communicating with others; they may have difficulty saying what they want to or understanding what is being said to them, be delayed in using language and shy away from talking.

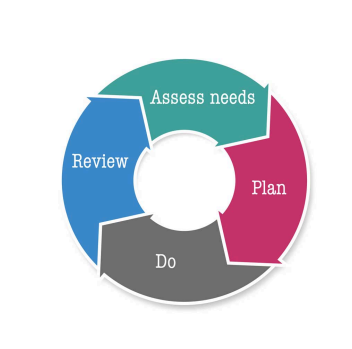
Sensory and/ or physical

Children with sensory or physical needs may have a disability, such as;

physical disability
vision impairment
hearing impairment
multi-sensory impairment (both hearing and vision difficulties)
dyspraxia

They may need specialist equipment to access learning and other opportunities available to their peers. They may also need support to help with daily tasks such as eating or travelling.

If your child is identified as having a Special Educational Need 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 coordinators (SENCOs) and the SEN information report.

Please see our schools Special Educational Needs (SEND) Policy for further information.

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.jsessionid=ACF4E0FED275FD6B7C6FDAC482DC1383?localofferchannel=0>



Stockport Entitlement Framework

Over recent months the Local Authority has worked with parents, early years settings, schools, colleges and a range of professionals to develop Stockport's Entitlement Framework. This document will help teachers and school leaders to further improve how they support children and young people with Special Educational Needs and Disabilities and help parents to understand the how the needs of their children should be met.

This document was launched with schools and early years settings in September and October 2019. This document can be found at

<https://www.stockport.gov.uk/documents/stockport-entitlement-framework>



In order to make our offer for Alexandra Park Primary School accessible and user friendly, we have structured the information in this SEND Information Report around a set of **Frequently Asked Questions**.

How does the school know when a child needs extra help?

At Alexandra Park Primary School, children are identified as having Special Educational Needs through the following ways:

- Admissions information provided by parents and previous schools and settings
- Concerns are raised by the parents/carers, teachers or the child

- Ongoing marking and assessment by the class teacher identifying lack of progress or concerns in certain areas of the curriculum or through in-house language and motor skills assessments
- Observations by staff in school identifying barriers to learning, including social/behavioural concerns including changes or behaviour, speech and language concerns or difficulties with motor skills
- Information provided by external agencies including health diagnosis through paediatrician, speech and language assessments or through Early Help and Prevention teams that offer support to families

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.
- If you have further concerns, contact Mrs Millward who is the school's SEND and Inclusion Lead
- 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
- 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 TAC (Team around the Child) meeting will be arranged where relevant agencies are invited along with parents/carers to plan a package of support to help your child.

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.
- The class teacher and SEND lead 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 formative 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 occasionally 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 my child be able to contribute their views?

- Every child's views are captured on their SEND plan and valued by all.
- 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. The school council is regularly asked to feedback on any aspect of school life that they may be worried about or that can be improved.

How will Alexandra Park Primary School support my child?

- Each pupil's view and opinions on their own learning is central to our inclusive provision in school.
- Every child who has SEND identified will have a SEND Support plan or an Education, Health and Care Plan (EHCP) if deemed necessary via rigorous assessment.
- Continuous dialogue between class teams and pupils is used to ensure children's understanding of their next steps. Opportunities for pupil voice are regular and shared with all staff.
- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or a Learning Support Assistant in class.
- If a pupil has needs related to more specific areas of their education, such as phonics, numeracy, literacy, speech and language, social skills development or motor skills, then the pupil will be placed in a small intervention group. This will be run by the class teacher, a specialist teacher or one of our Learning Support Assistants. The length of time of the interventions will vary according

to need but will generally be for a term. The interventions will be regularly reviewed by all involved to check the effectiveness of the provision and to inform future planning for the pupil. These interventions are recorded on each child's SEN support plan. Each child's level and category of need is recorded on SIMs (this is an electronic record relating to each pupil).

- Pupil progress meetings are held each 1/2 term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Each class team is fully supported by the School Inclusion Team throughout the year. Cohort transition inclusion meetings with staff teams are timetabled during the Summer Term.
- The class teacher will meet with you at Parents'/Carers' evening in the Autumn and Spring Term and is available to meet with you following end of year reports. The class teacher and SEND Lead are available to meet you to discuss ongoing concerns and to update you on progress with interventions.
- Occasionally a pupil may need more expert support from an outside agency such as Learning Support Service, Speech and Language Service, Occupational Therapy service, Educational Psychologist, Behaviour Support Service, HYMS or Primary Jigsaw. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The school currently employ a bought in Speech and Language Therapist, currently Ellie Hulme, for one day per week to enable timely access to SALT assessment and intervention. She also supports class teachers with looking at universal provision and has provided training to key members of staff.
- All staff are trained in Dyslexia friendly approaches. We last had training on these approaches from the Learning Support Service (LSS) in the academic year 2020-2021.
- Our SEND lead oversees all support and progress of any child requiring additional support.
- The Governors of Alexandra Park Primary School are responsible for entrusting a named person, Mrs Millward, to monitor SEND. Mrs Millward, Mr Brooke, Mrs Wood and Mr Read monitor Safeguarding and Child Protection procedures. The responsibility of the Governors is to provide both support and challenge to the Headteacher and staff so that the school is as inclusive as possible and that all pupils and staff are treated in a fair and equitable way. The Governors monitor and review the accessibility plan and all other statutory policies as defined by the Department for Education.

How will the curriculum be matched to my child's needs?

When a pupil has been identified with SEN, teachers will use adaptive teaching techniques to support a child within the lesson.

What is adaptive teaching?

Essentially, adaptive teaching begins by having the same learning intentions for most children, with no lowering of expectations. For all children to be able to achieve these

learning intentions, it will be necessary to 'adapt teaching' to ensure access through the use of strategies such as:

- Breaking down content into smaller chunks or steps
- Varying levels of support, including effective support from TAs as well as the teacher
- Removing unnecessary expositions, i.e. keeping your spoken language at an amount and at a level that will enable maximum access, with visual support
- Supporting different means of expression and action, such as utilising technology
- Intervening appropriately, i.e. in the classroom/lesson wherever possible, to minimise the need for out-of-class interventions (though these will still be appropriate and necessary for some pupils)

Examples might include:

- Checking on the understanding after a whole class introduction, and providing access to key information to support the learning
- Directing a TA to scaffold the learning for a specific pupil or group of pupils while ensuring that the development of the pupil's independence and their confidence in themselves as a learner is not compromised as a result
- Observing when a pupil or group of pupils seems to be struggling with a new concept or idea, and creating opportunities to dig deeper into any misconceptions that may have arisen, before these have the chance to become entrenched

The curriculum and learners with 'the highest level of SEND'

For a small number of pupils in our school, the curriculum offer may need to be significantly different to that which is provided to their peers. This will be done in consultation with SLT, our SENCO and any appropriate outside agencies such as Speech and Language and the Inclusion team.

How will I know how my child is doing?

- The class teachers and TAs are always visible and available at the start and the end of the day to offer you support, discuss immediate concerns and arrange appointments when needed.
- You will be able to formally discuss your child's progress at Parents Evenings but are welcome to make an appointment to speak to your child's class teacher and/or Mrs Millward at any point in the year.
- Your child will receive a detailed written report at the end of each academic year. In addition, all parents with children who have an identified special need, will meet with the class teacher (and in some cases, specialist teachers providing additional support) on a termly basis to review and update the

SEND Support Plan. This may be done during one of the formal parent's evenings that takes place during the year.

How can I work with the school to support my child's learning?

- The class teacher may suggest ways of how you can support your child at home. This is in addition to home learning advice which is provided each half term and information meetings on helping your child with reading or maths.
- You may be given specific advice to support your child's learning further during Review meetings which are held to discuss progress and to set new targets for learning
- The SENCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with your child's behaviour or if they need additional support to improve their emotional health or well-being. This could include signposting you to a member of the Inclusion Team or Primary Jigsaw to offer more specialist advice.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

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

Alexandra Park Primary School offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- Members of staff such as the class teacher, Mrs Millward (SENCO) and SLT are readily available for pupils and their parents who wish to discuss issues and concerns.
- Lessons are planned for all year groups to support understanding of feelings and emotions, along with where to access support if needed. We teach Zones of Regulation across school and sometimes as a discreet intervention to support children who may find understanding feelings and emotions more difficult.
- The Pastoral Team and trained Teaching Assistants may work with small groups and individual children on a variety of nurturing activities, including time for children to discuss their concerns, developing social skills, and supporting transition to secondary school for some pupils that need additional time to support a successful transition.
- Specialised support for some pupils is available through the Inclusion Team and Primary Jigsaw. This can include one to one support for a number of sessions, normally taking place within the school day, along with support and advice for parents and carers.
- We are currently working in partnership with Beacon Counselling and the NHS' young people's Mental Health Support Team. This is for children across Stockport who are experiencing low level mental health issues such as worry, anxiety and low mood. A referral can be made to this team after consultation with Charlotte Millward. Please speak to your class teacher or contact Charlotte for further information about this service.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- We have a positive approach to all types of behaviour management and a consistent system of rewards and sanctions.
- This is understood by children and staff and followed consistently.
- If a child needs support with behavioural difficulties, strategies are identified in consultation with professionals, parents/carers and children and are outlined in their SEND Support Plan. This is reviewed on a regular basis with the class teacher, parents/carers and the pupil.
- If needed, a My Plan is implemented to support the child's engagement and behaviour for learning.
- Behaviour needs that are consistent or of a high level of concern are recorded on CPOMS and then referred directly to the SLT. Parents/carers are contacted so that school and home can work together to improve behaviour.
- Our exclusion rate is very low and continues to reduce further as a result of our positive behaviour approach. It is reported to governors termly. On the very rare occasions that we have made an exclusion we have seen a long term improvement and parents/carers have ensured that this is an effective measure by supporting us.
- Our administrative team works closely with the Education Welfare Officer to monitor lateness and attendance.
- The school has a structured system for following up concerns around attendance and lateness and aims to work in a supportive way to overcome obstacles to full attendance.

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 and Diabetes training and has included training on the use of EpiPen's.
- 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.
- The SEND Lead communicates regularly and efficiently with all NHS services and Paediatricians to ensure that all needs are communicated well.

How accessible is the school environment?

- Our school environment is fully accessible and includes several rooms that are used for small group interventions, a lift to enable pupils with limited

mobility movement from one part of school to another and we have a wet room for some pupils with additional medical needs.

- We have a strong link with the Ethnic Diversity Service to enable us to support children with English as an Additional Language.
- The Accessibility Plan is available on the school website.

How will my child be included in activities outside of the classroom including school trips?

- We believe that all children should be included in all parts of the school curriculum.
- We aim for all children to be included on school trips and will endeavour to provide the necessary support, making reasonable adjustments.
- A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety needs are accounted for. This may include additional one to one support to enable a child to take part in a trip.
- In the very unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities will be arranged that will cover the same curriculum areas.

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

At times it may be necessary to consult with outside agencies to receive more specialised expertise to help school and parents/carers to best support their child. These can include:

- GPs
 - School Nurse/ Health Visitors
 - Educational Psychologists
 - Paediatricians
 - Occupational Therapists
 - Sensory Support Service
 - Physiotherapists
 - Ethnic Diversity Service
 - Signpost Young Carers
 - Social Services
 - Family Help Social Worker
 - Mental Health Support Team
 - The Inclusion Team
 - Parent Partnership
 - Primary Jigsaw (Emotional Health and Wellbeing)
 - CAMHS (Child and Adolescent Mental Health Services)
-
- Speech and Language Therapists:

We currently employ Katherine Barlow 2 days a week through a Service Level Agreement. Katherine is an NHS highly specialist speech and language therapist. Katherine supports staff at school to correctly identify and support children who have speech, language and communication needs.

What training are the staff supporting children and young people with SEND had or are having?

- Mrs Millward (SEND Leads) has completed the National Award for Special Education Needs Coordinator (NASENCO).
- All members of staff have received training to support children with additional needs within the classroom, including children with specific learning difficulties.
- We have a regular programme of additional training which includes ways to support children with speech and language difficulties, autism, attachment, anxiety, dyslexia and ADHD. We also train teaching assistants to deliver interventions such as Read, Write Inc phonics and Precision Teaching.
- Many members of support staff have been trained in Mental Health First Aid and/or Level 2 counselling.
- One LSA is qualified as an Emotional Literacy Support Assistants.

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. Parents/carers are invited to meet their child's future class teacher at an Open Evening. 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 visits.
- 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 are the school's resources allocated and matched to the needs of an SEN child?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. The Headteacher and School Business Manager decide on the budget for SEN in consultation with the school Governors, on the basis of the needs of the children currently in the school.
- Resources are allocated, including the deployment of staff for individual pupils or groups of pupils, based upon an assessment of needs for each pupil following pupil progress meetings. This will include a discussion on children already receiving extra support, children needing extra support and children who have been identified as not making as much progress as would be expected.
- The allocation of our budget is monitored by the Governors and the Local Authority. All resources and training and support are reviewed regularly and changes made as needed.
- If your child receives additional top up funding from an EHCP or has access to a Personal Budget, the way in which this is spent will be planned collaboratively to ensure the best possible outcomes for the individual.

Who can I contact for further information?

- The first point of contact is your child's class teacher.
- Your next point of contact is the SEND lead Charlotte Millward or the Headteacher, Mr Brooke.
- Mr Brooke and members of staff from the Foundation Stage are happy to speak to prospective parents. We also arrange show rounds at different points in the year. Please contact the School Office to arrange an appointment
- You can email the head teacher at the following address:
headteacher@alexandraparkprimary.uk
- You can also contact Parent Partnership on 0161 286 4230

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 the class teacher, SEND Lead or 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 isn't 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.

This has been written in conjunction with other school policies including the Safeguarding Policy, the EYFS Statutory Framework 2023 and the Behaviour Policy