

Mottram St Andrew Primary Academy

Special Educational Needs and Disability (SEND) Information Report

This SEND information report explains how we support pupils with special educational needs and disabilities.

December 2024

Below are a range of frequently asked questions or concerns which many parents/carers ask.

If you are unable to find the answer to your concerns/queries, please contact the SENCO at:

llomas@mottramacademy.org.uk or the school office who can advise you further
office@mottramacademy.org.uk

Cheshire East Local Offer for children with Special Educational Needs and Disabilities can be found here:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

All our policies including our Accessibility Plan can be found here:

<https://www.mottramacademy.org.uk/page/policies/46691>

Our Vision

- Develop as successful learners who enjoy learning and achieve their full potential.
- Be happy and able to live safe, healthy, and fulfilling lives.
- Become responsible individuals who demonstrate our values of kindness, honesty, co-operation, and determination.

We are an inclusive setting catering for children with a wide range of needs who can demonstrate the capacity for accessing a mainstream curriculum with adaptive teaching and support.

Key Roles for SEND at Mottram St Andrew Primary Academy

Head Teacher: Miss Willerton

jwillerton@mottramacademy.org.uk

SENCO: Mrs Lucy Lomas

llomas@mottramacademy.org.uk

Chair of Governors: Mrs Karin Whitehead

Please email admin at:

office@mottramacademy.org.uk

Identification

How do we know if pupils need additional help?

The Code of Practice (Jan 2015) identifies 4 key areas of SEND:

- Communication and interaction
- Cognition and Learning
- Social and emotional mental health
- Sensory and/or physical.

Here at Mottram St Andrew Primary Academy, children with SEND are identified as early as possible. Initial identification is usually through comments or concerns raised by school staff who work directly with the child or by parents. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group or their profile against recognised characteristics of specific forms of SEND.

School staff receive training to support them in the identification of SEND and refer to the Cheshire East Toolkit. (<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/toolkit-for-inclusion.aspx>)

Concerns are initially raised with the school SENCO who would discuss them with those working with the pupil, the pupil's family, and the pupil themselves.

This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. The Code of Practice makes it clear that additional intervention and support cannot compensate for a lack of good teaching. Therefore, ordinarily available inclusive provision and differentiated learning is the first step to responding to a child who may have special educational needs. For children who require special educational provision, our school will follow the graduated response as set out in the Code of Practice and in the Toolkit for SEND. This acknowledges that some children will benefit from specific support from the school or require external agencies.

When a child is not making adequate progress, despite ordinarily available inclusive provision, we put into place a provision that is additional to or different from the provision usually available. SEND support is a cycle of assessing need, planning provision, putting in place the support and reviewing progress. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCO keeps a register of pupils requiring additional support, in order to monitor the progress of these pupils, and to plan for provision across the school.

What should I do if I think my child or young person needs extra help?

If you have concerns about any aspect of your child's education, the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school SENCO. Alternatively, the school SENCO can be contacted directly.

Where can I find the setting/school's SEND policy and other related documents?

The schools SEND policy and other relevant policies can be found on the school website by following this link:

<https://www.mottramacademy.org.uk/page/policies/46691>

How will you teach and support my child or young person with SEND?

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide offer:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

It is our aim that all children are given the opportunity to access appropriately challenging learning opportunities in an inclusive manner, which meets the needs of all our learners. Our priority is the provision of high-quality class teaching which is scaffolded and/or adapted to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group, or individual teaching etc. Professional development opportunities support class teachers and teaching assistants in differentiating learning opportunities for the pupils in their class.

The school has a range of intervention programmes available to support children who require support that goes beyond class-based approaches. Some of these intervention approaches are published or commercially available packages of support, for example, IDL digital programme, others are bespoke/personalised approaches, for example, social skills groups.

For those with significant or complex needs, the school seeks the advice of specialists, for example, Speech and Language Therapists, Occupational Therapist, Physiotherapy, CAMHS, Educational Psychologist and the Cheshire Autism Team.

Where additional levels of support are required, a SEN Support plan will outline the provision available to each child and will be available to parents. In addition, parents will be invited to be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent-teacher meetings. There is also the opportunity to contact the school SENCO via email or in person to discuss pupil's needs in more detail.

How will the curriculum and learning environment be matched to my child or young person's needs?

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide spelling aids, or for those with language processing differences, visual supports may be used to accompany auditory information. Information about individual pupils with SEND is shared with supply staff via the SEN Support Plan. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example, by re-visiting objectives covered in previous year groups. We aim to encourage independence in all learners, and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to scaffolding and/or differentiation with the Head Teacher and SENCO.

How will you and I know how my child or young person is doing and how will you help me to support their learning?

All school staff have high expectations for all learners. Monitoring of progress takes place on a day-to-day basis by class teachers, and they are often best placed to identify where progress is limited or excelling. For learners with the most significant needs, contact with families takes place. Formal monitoring of progress takes place twice a year in the form of a pupil progress meeting. Information about pupil progress is shared with parents at parent-teacher meetings which are held during the autumn and spring terms and via the annual school report to parents, which is sent home during the summer term. For learners with SEND, the school SEN Support plan will be discussed with parents at termly review meetings, and for those with EHCPs an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required.

How does the school consult with and involve children and young people with SEND in planning and reviewing their education?

The staff at Mottram strive to ensure that the opinions, thoughts, and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without attending (e.g. opinions expressed via writing, pictures or scribed). Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings.

How does our school assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?

The school's SENCO, along with the head teacher and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought and collated to inform decisions about future provision.

What pastoral support is available to support my child or young person's overall well-being?

We recognise that pupils with SEND can experience a range of social and emotional issues. Social and emotional wellbeing is addressed through our PHSE teaching and bespoke interventions are used to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised and is

generated through discussion with pupils and their families. School uses 'Emotionally Healthy Schools' resources. We also have assessment tools to support us in tracking and monitoring pupil's emotional literacy.

Please refer to our policies using this link:

<https://www.mottramacademy.org.uk/page/policies/46691>

Working together and roles

What is the role of my child's class teacher?

The class teacher has the overall responsibility for pupil's learning and their day-to-day well-being in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used efficiently (e.g. additional adults, physical prompts, interventions). The impact of this ensures each child is enabled to maximise their potential through an environment of challenge and success, developing aspirations and a desire to achieve.

How does the school ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Mottram St Andrew Primary Academy is committed to working in co-operation with all agencies involved with a child. To ensure our children are well supported, we regularly observe and discuss children, and attend and lead multi-agency meetings. Should it be necessary, an Early Help Assessment (EHA) may be suggested to support the understanding and sharing of information about individual children. We monitor the children's progress in detail twice a year, through pupil progress meetings where the progress of all children is discussed; these meetings include the progress, impact of interventions and specifically targeted support packages for all children with SEND. All reports, including copies of reports from external agencies, are stored on the staff server where all staff can access the relevant information for the children they are supporting. In addition, there is an ongoing dialogue between the relevant staff about any changes or recommendations that arise in between these meetings about individual children.

What expertise is available in the school or in relation to SEND?

- All school staff have a good awareness of SEND and attend further training when a specific need arises.
- Staff meet with the SENCO to develop their practice in relation to the specific needs of the pupils in their classes.
- The SENCO has 10+ years' experience in this role. She has completed the National SENCO award.
- Most teaching assistants are trained First Aiders.
- The School Nurse and Community team provide training to staff regarding medical conditions as needs arise.
- As specific needs arise, the SENCO approaches a range of agencies (e.g. Educational Psychology, Cheshire East Autism Team, CAMHS).
- Our SENCO attends half-termly consultation meetings with the educational psychologist and Cheshire East Autism Team specialist teacher. These meetings also afford an opportunity to discuss SEND issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.

Which other services do you access to provide for and support pupils with SEN?

The school works with a range of services. We seek advice from the Educational Psychology Team and the Cheshire East Autism Team at regular meetings. We also have links with health professionals, for example, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapists, Early Years Team and Cheshire East Autism Team. We have used external providers for pupils with English as an Additional Language (EAL), Pupils with Specific Learning Difficulties such as dyslexia and pupils in need of some Counselling support. Links with child health services is in the form of the school nurse.

What help and support is available for the family through the school?

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SENCO provides support to parents and carers as required. This might be completing forms with parents or signposting them to agencies who can help further. Information about parent support groups is shared with parents in several ways throughout the school year, for example, speaking directly to a parent to explain how to access Space4Autism support groups or via the weekly newsletter.

How will you support them to move on to the next stage?

Children with SEND and their parents meet with the SENCO of the local high school in Year 5 prior to the transfer and transition programme. Parents and children are encouraged to have an early visit to the high school to assess the provision and any special arrangements that can be put into place.