

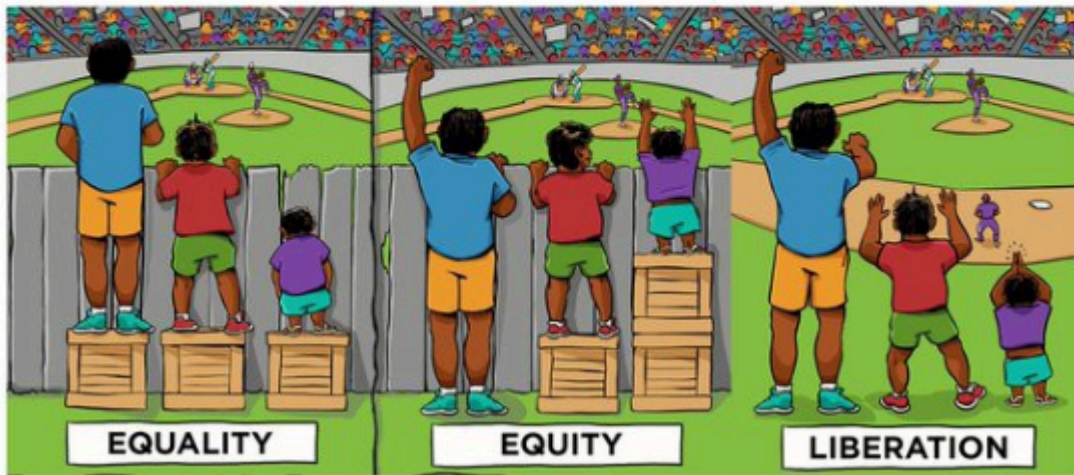
SEN Information Report



Isla

Meet Inclusive Isla! At Great Moor Infant School one of our core values chosen by our school community is “inclusive”. All our children are unique and deserve the opportunity to reach their potential during their time with us and beyond. We work hard to give each individual child what they need to overcome their barriers to learning and, wherever possible, to remove the barriers altogether!

**Don't just tell a different version of the same story.
Change The Story!**



FAQ "What types of SEN/SEND do you support at GMIS?"

At Great Moor Infant School we provide for each of the 4 areas of SEN:

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

We will work with you to consider your child's strengths and needs in each of these areas and provide the necessary support in one or more areas.

Please see the School Offer provision maps for more information about what the support might look like in each of these areas.

FAQ “Who is responsible for SEND at Great Moor Infant School?”

Every teacher is a teacher of SEN and every leader is a leader of SEN

SEND Code of Practice 2014

We aim for all our staff to be knowledgeable and attend regular SEN training. We want all our parents and carers to feel confident communicating with their child’s class teacher as they are the person who knows them best in school!

However, as with all schools, we have a Special Educational Needs and Disabilities Coordinator (SENDCo or SENCO) who oversees the support of our children with additional needs.

The SENCO at Great Moor Infant School is Miss Eve May.



To find out more about the SENDCo please have a look at their One Page Profile in the School Offer section of the website!

You can also speak to the Head Teacher, Mrs Yvonne Dobson or the Deputy Head Teacher, Mrs Gemma Healey.



FAQ "What does SEN/SEND mean?"

SEND stands for special educational need or disability.

When we agree a child has SEND it means they need a level of support that is *additional to or different from* the majority of children to reach their potential. This doesn't always mean a diagnosable condition and nor does it mean these needs are life long.

Working Together

At Great Moor Infant School we know how important it is to work well with parents and carers to achieve the best outcomes for our children.

We have pledged our commitment to working together with parents and carers by signing the Stockport Co-Production Charter.

Stockport Co-production Charter

The charter has been co-produced with families, children, young people and health, care and education colleagues.

The co-production charter is about the way we will all work together to create a culture where we will all:



To find out more about the charter visit:
www.sensupportstockport.uk



To give feedback please email:
SEND-IP@stockport.gov.uk



PACTS
Parents and Carers Together
Stockport



STOCKPORT
METROPOLITAN BOROUGH COUNCIL

Impact statements from parents and carers

"The support that E receives at school is fantastic. The level of knowledge of the teachers & certain strategies that have been put into place is amazing. He has really progressed since the beginning of the school year.

As E's parents, we know him so well and what works for him. We are so proud of what he has achieved so far in reception. His language and conversation skills have astounded us, from what he used to be like. He can engage with others, with less repetition and use age appropriate level language."

"I just wanted to let you know that your energy, care and dedication towards both our children has made an immensely positive impact on their lives. For M especially, we now have an EHCP and this is truly thanks to you. Your advice and guidance over the years to us has helped us become better parents. I just wanted to make sure you know that your hard work is seen and highly valued by the families you support."

"Thankyou soooo much I really appreciate the time and effort taken to support L's journey and for helping her get those needs a little more heard"

"We can't thank you enough for all your help and support over the years with K. We as a family have been very fortunate to have had someone like you to fight his corner at all times."

FAQ "When and how will I be involved in my child's learning?"

You will be involved from the moment your child gets a placement at Great Moor Infant School!

Starting School

We have multiple induction events to welcome children, parents and carers to our school, giving you the opportunity to talk to us about your child and discuss any concerns you may have about their development. If you feel you need more time to talk to us you can make additional appointments by calling the office on 0161 483 0242 or emailing

admin@greatmoor-inf.stockport.sch.uk

Mark any emails “FAO the SENDCo”. We will ensure you have enough time to share everything you need to.

Early Identification

We know that all children have different experiences before joining our school and learn at different rates. If no concerns have been raised prior to starting school, it is important that we initially allow the children to settle into school life and learn the expectations before we raise any concerns. However, you know your child better than anyone so if you have any concerns about your child’s development, you can discuss this with your child’s teacher at any time.

After a period of “settling in” if your child demonstrates a level of need that is *additional to or different from* the majority of children their age we will invite you to discuss their strengths and needs and make a plan of action together!

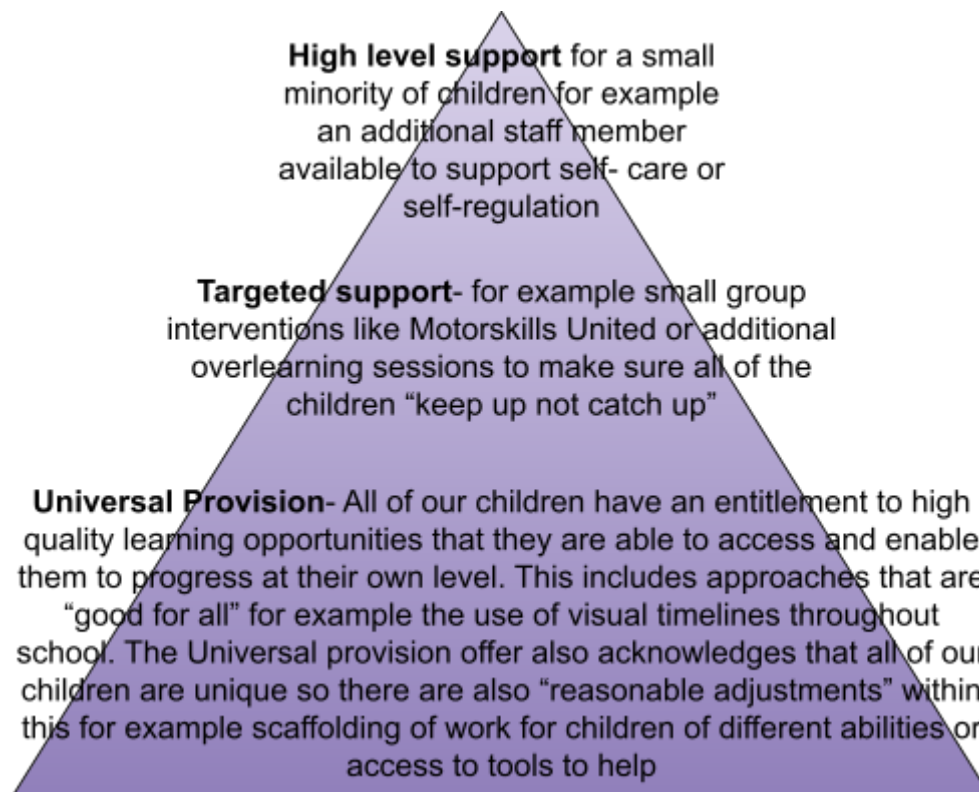
We will work with you to record your child’s strengths and needs on a One Page Profile.

FAQ “What is a One Page Profile?”

This is a short guide to the child and their strengths and needs. It is ideal for sharing with wider school staff and supply teachers so they can quickly find out what they need to know for a successful day!

What is a Graduated Approach?

The amount or type of support needed can change over time. We therefore have a “Graduated Approach” to ensure that we offer the *right support at the right time* for each individual child to succeed.



For more information about the Graduated Approach you can look at the Stockport Entitlement Framework.

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

For detailed information about what the graduated approach looks like in our school please see the School Offer Provision Maps.

SEND Support Plans

If your child needs “targeted support” in school that is *additional to and different from* most children their age we may ask how you would feel about making a written “SEND Plan” together, in addition to their One Page Profile.

You will be invited into school to do this with your child’s teacher and where appropriate the SENDCo. This meeting is called a SEND Review or Person Centred Review.

The SEND process in Great Moor Infant School is made up of “Assess, Plan, Do, Review” cycles.

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child’s needs. Note the child’s strengths and areas for development.

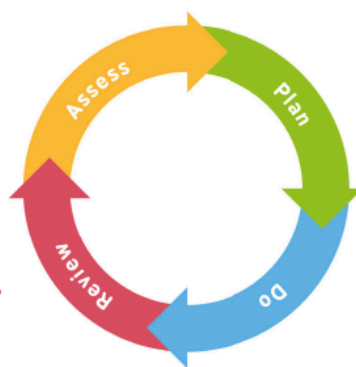
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan ‘outcome focused’ - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENDCo.

Continue with observations to see how the child responds to the support.

A cycle usually lasts a term, so 3 cycles take place in a school year. However, the cycles can be sped up if we need to review things more often. You are of course welcome to discuss your child whenever you need to- you don’t have to wait for their SEND review!

FAQ: "Will my child always have special educational needs and stay on a SEND Plan forever?"

SEND planning can last for as long as it needs to! A child can have a SEND plan for a while and once we all agree the aims have been met and they no longer require anything additional or different to achieve their very best we can agree to step back down to "Universal Provision". Sometimes a child needs a longer period of additional support to keep the momentum of their learning at the best level!

SEND Plans

At each SEND Review we will work with you to assess and review your child's progress towards the agreed outcomes and update their SEND Plan accordingly.

For children who are in the care of the local authority their SEN Plan will be in addition to their Personal Education Plan (PEP).

LAC funding is utilised at all levels of the graduated approach to ensure that Looked After Children, including those with SEN receive the right support at the right time.

SEND Plans explained...

We aspire for all our children to have 100% **attendance** including our children with SEND. The likelihood of achieving the outcomes we want are much better if they are in school as much as possible! We will explore whether there is anything we can do to help improve attendance

The SEND plan is formally reviewed 3 times in an academic year. We aspire to 100% of our **parents/carers attending their child's SEN reviews** because plans are always stronger if everyone who knows the child well is represented in it!

Sometimes significant changes take place in between formal SEND cycles and we can amend the plan together at any time we need to so we are always focussed on the child's current needs

Your child's specific characteristics may suggest that they have a diagnosable condition. Find out more about what we do about this in the **Diagnosis** section of the SEN Information report!

Find out more about the agencies we work with in the **Getting Help** section of the SEN Information report!

We are passionate about all of our children having **access to extra-curricular opportunities**. We will explore what we can do to support access to appropriate opportunities outside of school

SEND Support Plan				
Child name:	[Child Name]			
Year Group:	[Year Group]			
Review dates:	Autumn Term	Spring Term	Summer Term	Interim amendments
Was the carer present?				
Attendance:				
If attendance is below 90% what are the factors affecting this?				
Professional Involvements including medical				
Agency	Date carers agreed to referral	Date of referral	Date feedback received	Diagnosis or pending assessments
Social and Care needs				
Is the child accessing extra-curricular activities?	Yes/No	Is more help needed?	Yes/No	

The **Cognition and Learning** section might talk about strengths and difficulties with listening and focussing, memory of specific information and ability to process the information they have been taught

Your **Long Term Aspirations** for your child, and their aspirations for themselves are the most important part of the plan! They tell us what we are aiming towards!

Strengths and needs will be updated at each SEN review. Anything highlighted in orange is in Autumn term, Green is Spring and Summer is yellow. It's important that we all contribute to this because many children present differently at home to in school! You might also want to contribute some background information such as whether early milestones were met.

Agreed Outcomes are small targets that step towards the Long Term Aspirations. They need to make it clear what specifically we want them to learn/do and by when so it's really clear that progress is being made!

The **Communication and Interaction** section might talk about strengths and difficulties making clear speech sounds, remembering words, speaking in phrases, listening and attention, understanding and responding to spoken language by answering questions and following instructions.

The **Social, Emotional and Mental Health** section might talk about strengths and difficulties with making or keeping friends, identifying and responding to their emotions, understanding the actions and emotions of others and how they feel about themselves

Area of Development	Long term Aspirations of the child/carer	Assessment of strengths and needs Include specific data and description	Agreed Outcomes (SMART targets - specifically what we want the child to achieve and by when)	Provision that is additional to and different from their peers (what is it, how often and who is responsible?)
Cognition and Learning				
Communication and Interaction				
Social, Emotional and Mental Health				
Physical and Sensory				

Key:
 Highlight colour according to term: Autumn (Orange) / Spring (Green) / Summer (Yellow)
 No highlight: Ongoing
 Italic: Carer views
 Underlined: Agency recommendations

The **Sensory and Physical** section might talk about strengths and difficulties with big and small physical movements. It might also talk about over or under reactivity to what they touch, taste, smell and hear and how this affects their ability to settle and learn

Provision In this column we will write what is going to be done to support your child to meet the **Agreed Outcomes** (targets) We try to be as specific as possible. For example when we talk about an intervention we will say how often it will take place and for how long

FAQ "What is an EHCP?"

If your child's needs are such that they cannot be met through the school's Universal Provision and Targeted Support we will start to discuss an EHCP with you.

EHCP stands for Education, Health and Care Plan. It is a legally binding document that sets out a child/young person's strengths and needs, their short and long term outcomes (targets) and the support that they need to meet these aims. The EHCP will provide the school with "top- up funding" to help us provide what is needed.

We will work with you, and any external agencies involved, to apply to the Local Authority for an EHCP. We need to provide evidence of what we have done to support your child, such as implementing the "Graduated Approach" and seeking and following all the advice from specialist agencies.

All information is sent to the Special Educational Needs EHCP "panel"- requesting an EHCP Needs Assessment. Following approval, further investigation takes place. You and everyone involved in supporting your child will be asked to provide "Advice"- which will be assessed by the same panel. Once agreed a draft EHCP is produced by the EHCP case worker team. You will have the opportunity to request any amendments and a final plan will be produced.

The EHC plan will be reviewed annually.

Your child will continue to have a One Page Profile and SEN support plan which are reviewed at least three times per academic year so we can keep focussed on the small steps towards the long term aspirations.

The Voice of the Child

In addition to working closely with parents and carers it is vital that we give all children opportunities to express themselves. We often use Talking Mats as a tool to help children communicate how they are feeling. We encourage healthy, honest discussion so each child feels at ease telling us what they like and what helps them and what they would prefer to be different. We want all children to know their voice is heard and responded to.



Your child will have the opportunity to discuss their feelings about their peers in order that we can identify, and protect them from potential bullying.

If your child has a SEND Plan and/or a One Page Profile and goes to **Great Moor Infant School Wraparound** their One Page Profile, and where appropriate, their SEN plan will be shared with the staff. If your child has a SEND Plan and/or a One Page Profile and goes to **Great Moor Junior School Fun Club** (before and after school care) we will ask you if you are happy for us to share that information with them.

Getting Help

The Local Offer provides information about the support available in Stockport for children and young people with SEND, their families and carers.

<https://www.stockport.gov.uk/showcase/special-educational-needs-and-disabilities-send-local-offer>

Our staff receive regular training around how to support children with varied needs. However, sometimes we all need a little specialist advice. We are fortunate in Stockport to be supported by a number of specialist agencies.

Some examples of agencies we call upon for advice and guidance are:

- Speech and language therapy
- Occupational Therapy
- Physiotherapy

- Inclusion Service
- Sensory Support Service for children with vision or hearing impairment
- Educational Psychology


Sometimes we request advice or training to address wider needs in school. Sometimes we request advice on how to support an individual by completing a “Referral” form for the relevant service/s. We will always ask your permission before seeking advice about your child.

The outcomes of a referral vary from agency to agency. Sometimes advice is given verbally, sometimes written advice is given. Any advice given will be included in the child’s SEND Plan.

We are also supported by a variety of agencies who are not exclusively SEN related...

-Health Visitors and the School Nurse

We can make referrals to the school nurse with your permission. We also hold a termly clinic with the school nurse so you can book an appointment. Alternatively, you can contact them:

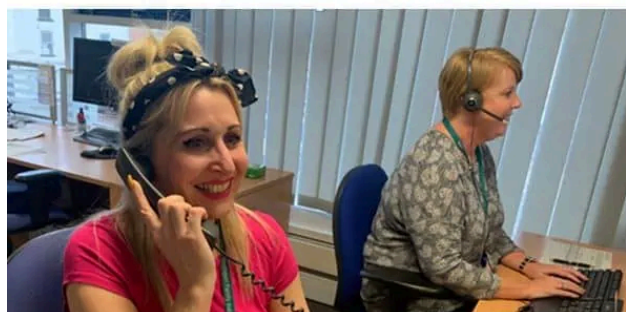
Stockport Health Visiting & School Nursing Advice Line 0-16 Years 

Advice Line

Families with children aged 0-16 can call our Stockport Advice Line on: **0161 835 6789**

The Advice Line is available Monday to Friday (excluding bank holidays) 9am – 5pm and provides support from Health Visitors and School Nurses on all aspects of child health, development and parenting including:

- | | |
|--|-----------------------------|
| ✓ Sleep | ✓ Infant feeding |
| ✓ Introducing family foods and solids | ✓ Healthy eating |
| ✓ Management of minor illnesses | ✓ Child development |
| ✓ Speech and communication | ✓ Behaviour |
| ✓ General Health & emotional wellbeing | ✓ Immunisations |
| ✓ School nursing service | ✓ Special Educational Needs |



-Stockport Family Help Hub including social care.

The Multi-Agency Safeguarding and Support Hub (MASSH) is the single point of contact for the public and professionals to report concerns, request advice and share information about a child and or family.

We can make a referral to the MASSH with your permission.

Alternatively, you can contact them yourself:

<https://www.stockport.gov.uk/contacting-the-massh>

Diagnosis

Teachers are not in a position to diagnose children, however they may recognise characteristics associated with a diagnosable condition. Should this happen, we will share our thoughts with you and listen. If you feel this is not the case! Similarly, if you note characteristics and feel this suggests your child may have a diagnosable condition we will listen.

FAQ "Does my child need a diagnosis to access the support they need?"

In short, no! A diagnosis in itself does not support a child. The SEND process is all about identifying and nurturing strengths and identifying and meeting needs. A diagnosis may help us all to understand a child, but it is not essential. Any decision to seek a diagnosis will be reached with you and only when we all agree it is in the best interests of the child in order to understand them better or to access condition specific local authority support.

FAQ "I think my child has a diagnosable condition and want them to be diagnosed. What should I do?"

First of all, discuss it openly with your child's class teacher and the SENDCo.

Different conditions have different processes and referral criteria for diagnosis for example:

Autism- Currently the Stockport Autism referral criteria is that a child must have had 3 Assess, Plan, Do, Review cycles.

<https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page;jsessionid=EF68A584D97643B636CB7361657E38A6?id=GA2iK4nkP4U>

ADHD ADD- Currently a child must be at least 6.5 years old to be considered for ADHD diagnosis

<https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=UgF5eeY4dT0>

Dyslexia- Currently dyslexia is not routinely diagnosed in Stockport; parents/carers would have to pay for this assessment. However we can identify "dyslexic traits" or "dyslexic characteristics" and offer support. The Inclusion Service can also support us in this.

<https://stockport.fsd.org.uk/kb5/stockport/fsd/service.page?id=tA66C2ydHsA>

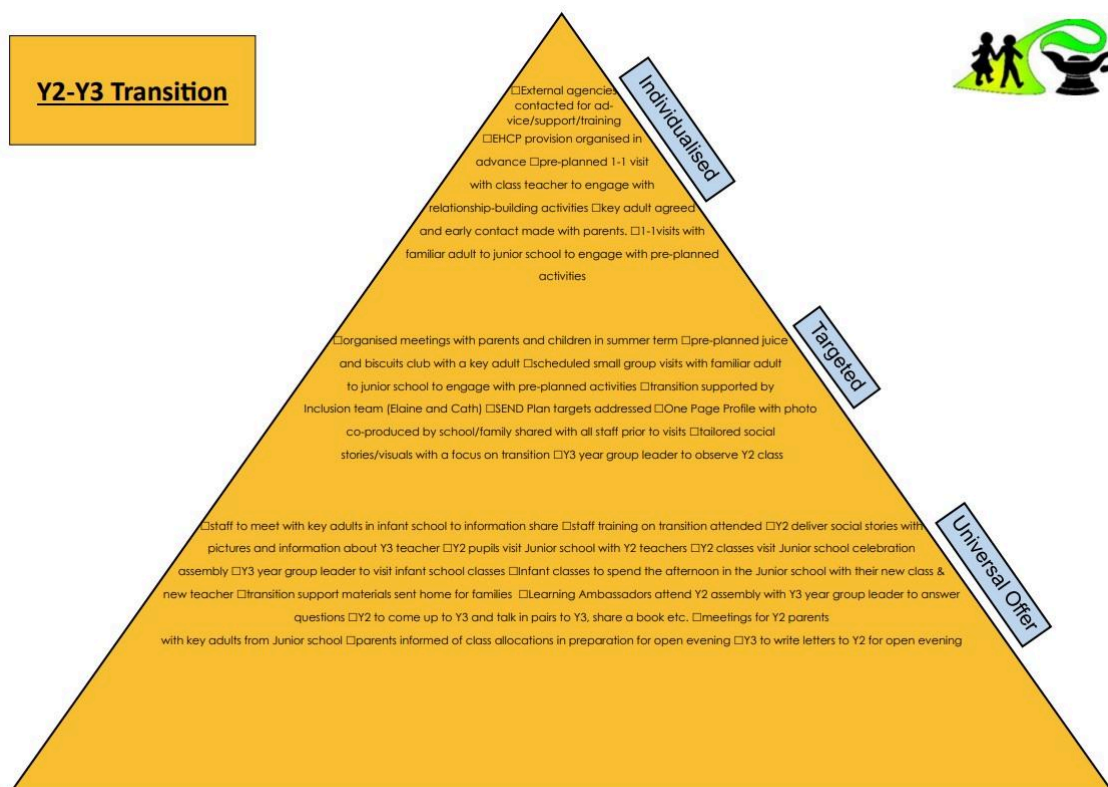
Moving up to junior school

Great Moor Infant School are two separate schools but all of our children at Great Moor Infant School automatically transfer up to Great Moor Junior School. You do not need to apply.

We understand that making the transition to junior school can be both exciting and nerve-wracking for children and their carers and a supported transition process is important for everyone.

Some children will require more support than others to make this transition successful.

This is the graduated transition offer



Approaches to teaching children and young people with SEN at GMIS

FAQ "How will my child be supported to access the same ambitious curriculum as their peers?"

At Great Moor Infant School all of our children receive high quality first teaching, including a number of strategies recommended by the *Education Endowment Foundation*

Special Educational Needs in Mainstream Schools Guidance:

Explicit instruction

Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice.

Common aspects of explicit instruction include:

- teaching skills and concepts in small steps;
- using examples and non-examples;
- using clear and unambiguous language;
- anticipating and planning for common misconceptions; and
- highlighting essential content and removing distracting information.

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully

complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Support could be visual, verbal, or written.

The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently. If the teacher is supporting a pupil with SEND, that scaffold may be in place for longer to promote confidence and competence that can be sustained once the scaffold is removed.

Flexible Groupings

In phonics the children are placed in groupings based on their assessment data so we can all be assured that the learning is specifically tailored to their next steps.

At times it is necessary to group children based on their needs, for example when the teacher is going to sit with a group of children to give intensive support around a shared need.

However, in the majority of lessons children with SEN are seated with peers with different abilities (and different personalities!) in order that all of the children get opportunities to learn from, and about each other, and no child is stigmatised based upon their abilities.

Please see the School Offer Provision Maps for more information about how adaptations are made to the curriculum and the learning environment of children and young people with SEN.

Subject Specific Adaptive Teaching

Please see the individual subject areas for how they are adapted to enable all our children to access a rich and varied curriculum

Making a complaint

If you need to make a complaint relating to SEND at Great Moor Infant School it will be addressed in line with the school complaints policy.