

Great Moor Infant School



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'Be the best that you can be'

School Offer 2021-22

Key contacts for SEND –

Mrs Y Dobson Headteacher

Miss E May SENDCo

Miss L Lightburn

Mrs D Heis

Mrs G Goss SEND Admin assistant

Mrs E Buckley SEND Governor

The 'Children and Families Bill' published in 2014 requires that each Local Authority keep under review information about services available for children and young people with Special Educational Needs and Disabilities (SEND). This is referred to as the 'Local Offer'.

The 'School Offer' provides information for parents/carers of children at our school, Great Moor Infant and Nursery, who have Special Educational Needs and/or a disability and all staff who support children with additional needs. It will be reviewed at least annually.

At Great Moor Infant school parents, all staff and Governors have very high aspirations for our SEND pupils. By putting in place building blocks for successful learning, it is our aim to enable SEND pupils to achieve highly in school.

The areas of SEND identified in the 2014 Code of Practice and provided for at Great Moor Infant School are:

- Communication and interaction
- Cognition and Learning
- Emotional and Social Development (including mental health / behavioural issues)
- Sensory and / or physical

2021 SEND Provision at Great Moor Community Infant School

In order to further outline the provision at Great Moor Infant School we have considered a number of questions...

How accessible is the school?

- Great Moor Infant School is highly committed to ensuring that the site is environmentally accessible. It is built on one level, has a number of accessible toilets, a hoist as well as hearing loops in three classrooms.
- All staff at Great Moor Infant School are dedicated to improving access to the curriculum for each pupil. Where necessary it is specifically tailored, creatively developed and expanded in order to meet the needs of individual learners.
- As well as teaching and learning, the wider curriculum of the school such as afterschool clubs, leisure and cultural activities or school visits are all inclusive.
- In partnership with the Education and Health Authorities, Great Moor Infant School endeavours to assist with the provision of specialist aids and equipment.

For further information see the Accessibility, Equality and Diversity Policy on the Policies section of our website

How will the SEND procedures help my child?

The SEND procedures at Great Moor Infant School will:

- identify the needs of all learners early and make required adjustments, intervention or support at the earliest opportunity.
- enable early identification of pupils with Special Educational Needs and / or Disabilities (SEND) and initiate further support

- through systematic, continuous assessment monitor, record and regularly review the progress of each individual and to provide an appropriate action plan
- fully integrate pupils with SEND through differentiation and appropriate provision
- develop a consistency of approach by ensuring that all staff are aware of pupils' specific needs and the planning, teaching and learning strategies used in school
- encourage and develop pupils' confidence and self-esteem
- work in partnership with parents/carers through discussions and practical help at appropriate stages
- consider involving the support of additional specialist agencies where appropriate
- ensure a consistency of approach throughout all key stages especially during transition

What support is available when my child joins the school?

- When a child with SEND joins our school we will make best endeavours to communicate with parents and carers, prior settings and professional agencies involved prior to welcoming them to school.
- All of our children have the opportunity to participate in an induction programme including: photo story booklet to discuss at home, story times with class teachers, (either recorded or in person) "stay and play sessions" during which Parents and carers have an opportunity to share information about their child on a 1:1 basis and children have an opportunity to play in the Early Years environment and familiarise themselves with staff and the basic geography of the school, half day sessions with reduced numbers of children to gradually experience the school routines
- Where necessary we may develop an Individual Induction Plan in partnership with you, your child and the setting attended previously.
- Early identification and a Graduated Approach to SEN is a key part of our SEND offer- for more information see the Gradated Approach section of the SEND Policy
- When children arrive in our setting with a SEND Support Plan or EHCP in place we will maintain the support

How does the school know if children/young people need extra help?

The 2014 Code of Practice sets out a graduated approach to pupils' needs. This is described in the Code and Practice and in our school as a cyclical "Assess, Plan, Do, Review" process.

- Assessment can take the form of observations made by teachers (including teachers from previous settings), parents and other professionals, formative and summative assessments. Pupils' strengths and needs in all of the 4 areas of SEND are considered in order that a picture of the whole child is developed. By considering the whole child in this way we can ensure that we nurture their strengths and offer appropriate provision to meet their outstanding needs.

How we measure the progress of your child in school?

- As of September 2021 at the beginning of reception all children are required to undertake the national baseline assessment
 - Progress of the early years child is measured in relation to age related expectations stipulated by the Early Years Foundation Stage Framework, we will also use supporting documents Development Matters and Birth to 5 to inform our knowledge
- If your child is in Year 1 or 2, their progress will be considered in relation to national curriculum year group expectations.
 - If your child is working below year group expectations in English and/or Maths their progress will be tracked using the Stockport SEND Standards in the relevant subject/s in order that their small steps of progress can be closely monitored
 - At the end of Year 1 a Phonic Screening takes place. This is repeated at the end of Year 2 should a child not meet the standard.
 - During Year 2 of Key Stage 1 all children are required to be formally assessed using Year 2 tests.

If your child is working below National curriculum in all areas and has complex SEND so they are not engaged in subject specific study their progress may be tracked utilising The Engagement Model.

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- Where needs are identified "reasonable adjustments" (SEND CoP 2014) will be planned and delivered to overcome pupils' barriers to learning (in all 4 areas of SEND). The specific adjustments made for a child will be bespoke to their needs and clearly link to the desired outcomes and aspirations.
- The pupil's progress in relation to their personalised "outcomes" or targets will be monitored and reviewed. The impact of the provision made for them will be carefully considered and further adjustments made to continually develop the whole child.
- The headteacher and SENDCo maintain strategic tracking procedures for all of our groups of children including SEND

How is extra support allocated to children?

- The school budget, received via Stockport LA, includes money for supporting children with SEND.
- The SEND budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support children, to enable additional learning interventions and to purchase specialist help if needed.

The SEND Code of Practice sets out a Graduated Approach to SEND provision:

- Where needs are identified "reasonable adjustments" (SEND CoP 2014) will be planned and delivered to overcome pupils' barriers to learning (in all 4 areas of SEND).
- The pupil's progress in relation to their targets or "outcomes" will be monitored and reviewed. The impact of the provision made for them will be carefully considered and further adjustments made to continually develop the whole child.

Some children may require an Education Health and Care Plan

- An Education, Health and Care (EHC) Plan provides support for children with significant and complex needs. A child with an Education Health Care Plan has a statutory entitlement to the support identified in the documentation.
- In order to apply for an EHC plan an educational psychologist must agree that the child/young person has a sufficiently high level need. Professionals involved with the child/young person must demonstrate that their needs cannot be met through the SEND support plan process and the school's notional SEND budget.

What support and interventions are regularly available?

A number of systems and strategies are utilised across school to make our school inclusive to all. For example in the early years Makaton sign of the week is a standard part of our learning for all pupils, visual timelines of the day are found in every class in school and all children receive discretely differentiated learning opportunities in order that everyone achieves success and reaches their full potential.

Some support, however, is offered on an individual need basis, for example some children require sensory integration tools to support their self-regulation in class, or a quiet distraction free space to complete high demand learning and some children require the support of "Social Stories" or "Comic Strip Conversations" to support understanding of social situations.

For a more exhaustive list of the type of support offered either to all pupils or some pupils on a need basis please see the Stockport Entitlement Framework outline of Universal Provision. A link to the Entitlement Framework can be found on our website.

A number of interventions are available within our school in order that pupils can be supported and challenged:

- Stockport Early Reading intervention (SERI)
- Motivational Maths
- Motor Skills United (focus on developing fine and gross motor skills)
- Friendship Group (developing team building and social skills)
- Targeted Literacy and Numeracy interventions
- Occupational therapy programmes ("Heavy Lifting and Deep Pressure for example)
- Speech and Language Therapy
- Wellcomm or Language Link group to develop receptive language

- Teaching Children to Listen Group to develop active listening skills
- Narrative group to develop expressive language
- Language for Thinking group to develop verbal reasoning skills
- Pupil Tutorial or "Special Time" is regular time designated for children with SEND to develop social and emotional understanding and well-being on a 1:1 basis with a familiar adult
- Talking Mats is a system used for children to communicate how they feel about things, including their own SEND provision

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

- Class teachers plan lessons to meet the specific needs of all learners within the class, and will ensure that learning tasks are adjusted in order to enable your child to access learning as independently as possible.
- To support all children the school delivers the curriculum in different ways. This may mean small group intervention or individual support. Interventions may be daily or two or three times a week and will vary from ten minutes to approximately thirty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.
- Children learn at their own pace so we closely monitor progress using individual SEND Support Plans.
- Support staff implement the teachers modified/adapted planning to support the needs of your child where necessary.

Could my child have a 'referral' from school to access additional support?

At times, as part of the Graduated Approach a referral for more specialised support may be necessary. Teachers and facilities from outside the school, including links with the support services for SEND are utilised according to the specific needs of the school/pupils. Typically the support of specialised services is sought via a referral document. Professional referrals will be made in consultation with parents and carers.

Professionals that school may suggest referral to include:

- Speech and Language therapy (school have purchased one morning per week SaLT support from an NHS provider and/or a child may be referred to the NHS "core" service)

- Occupational Therapy
- Physiotherapy
- Learning Support Service
- Educational Psychology
- Child and Adolescent Mental Health Service (formerly HYMS)
- Sensory Impairment Support Service
- Behaviour Support Service
- Ethnic Diversity Service
- Health Visitors (in nursery)
- School Nurses (from reception onwards)
- Specialist Nurses e.g. asthma, epilepsy, diabetic, incontinence
- Stockport Family School age plus workers
- Parenting team
- Other voluntary/charitable services also are available e.g. for bereavement

Who are the best people to talk to in this school about my child's special education needs?

SEND Leadership Team

Headteacher – Mrs Yvonne Dobson
 SENDCo- Miss Eve May
 Miss Lucy Lightburn
 Mrs Diana Heis

Other key SEND figures

The Governor with a special interest in SEND is Estelle Buckley

SEND Admin Assistant- Mrs Gill Goss

What are the responsibilities of the SEND Leadership team?

- The strategic management of all the support for children with SEND.
- Attend relevant conferences, courses and cluster groups.
- Monitoring the progress of those with SEND through the school's termly tracking and internal SEND review meeting procedures.
- Ensuring that the Governing Body is kept updated regarding any issues in the school relating to SEND.
- Ensuring that school is inclusive and accessible.

- Alongside the Governors, ensure that admissions to the school are carried out in line with LA policies.
- Developing the school's SEND Policy and procedures in line with LA and national best practice.
- Liaising with school staff and external agencies who may be coming into school to help support the wellbeing and learning of SEND pupils.
- Assisting in planning next steps for learners by supporting the class teachers and TAs. This will then be documented within an Individual SEND Support Plan by the class teacher.
- Leading reviews for SEND pupils who have EHC plans by gathering the views of all involved and establishing the progress made by a child, focussing on assessment levels and next steps.
- Ensuring that all members of staff working with SEND pupils in school are aware of a child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Organise and identify training to enhance the skills and knowledge of staff when considering the needs of individual pupils and standards across school.
- Ensuring that all children have access to the highest quality provision.
- Supporting teaching staff to prepare for Person Centred Reviews during designated time.
- Special Needs Support, gathering the views of all involved and establishing the progress made by a child, focussing on assessment levels and next steps.
- Collating all Early Years SEND documentation for the administrative support team.

*Every leader a leader of SEND, every teacher a teacher of SEND
(Stockport Entitlement Framework 2014)*

What are the responsibilities of class teachers?

- Participate in high quality training.
- Ensure that all pupils have access to the highest quality provision and that the curriculum is adapted to meet pupils' individual needs.
- Enable pupils to make excellent progress through the differentiation of learning, identifying, planning and delivering any appropriate, additional support required.

- Gather the views of the pupils themselves about their support and respond appropriately to their feelings
- Produce draft SEND Support Plans in advance of SEND PCR's
- Lead and carry out a PCR termly
- Co-produce complete SEND Support Plans with the views of Parents and Carers, the pupil and any professionals involved represented
- Create a One Page Profile for each SEND child and ensure it is up to date
- Lead classroom Special Needs Support for individuals, gathering the views of all involved and establishing the progress made by a child, focussing on assessment levels and next steps.
- Ascertain the child's views on how well he/she is progressing and what might support further learning.
- Ensuring that all members of staff working with specific pupils in school are aware of individual needs and what specific adjustments need to be made to enable progress.

What are the responsibilities of Teaching Assistants (TA)?

Great Moor Infant School employs a large number of highly skilled and committed TAs.

- Participate in high quality training.
- Our TAs may be allocated to a pupil or group of pupils with special educational needs and/or disabilities.
- They provide in class support under the direction of the class teacher or outside agency.
- TAs are skilled / trained in delivery of intervention programmes.
- All TAs at Great Moor Infants are imperative to the wellbeing of our SEND pupils.
- They come to know the pupils and families that they are supporting exceptionally well. Relationships are built on trust, kindness, knowledge and care.

What is the role of the Governors?

The Governing Body must:

- Ensure that the necessary provision is made for any pupil who has Special Educational Needs and / or disabilities
- Ensure that all teachers in the school are familiar with the SEND policy and are aware of the importance of identifying and providing

an appropriate curriculum and support for those pupils identified as having Special Educational Needs and / or disabilities

- Ensure that, where appropriate for the individual, pupils with Special Educational Needs join in the activities of the school with their peers in the spirit of inclusion
- Monitor progress of SEND pupils over time
- Consider and monitor implications on budget of SEND provision
- Adhere to the Code of Practice 2014 when carrying out their duties toward all pupils with Special Educational Needs and / or disabilities

Who is responsible for Health Needs and Care Plans?

- The Headteacher is responsible for health and medical needs.
- Care Plans are discussed with parents and are produced in conjunction with the school nurse team.
 - Some aspects of the Care Plan or Risk Assessment may be shared with the child.

How are the views of my child considered?

The 2014 Code of Practice prioritises the views and involvement of the child.

- Class teachers promote self-evaluation within their daily teaching.
- Before Person Centred Reviews, teachers meet with each child to gather his/her view. At Great Moor Infant School we gather the views of our children with SEND in a way that is appropriate to the individual child. Some children may have a simple talk with a familiar adult, others may communicate their "likes" and "dislikes" using "Talking Mats" or another appropriate system.

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

- The named Safeguarding and Child Protection Officers are Mrs Yvonne Dobson and Mrs Diana Heis. Eve May is also trained as a safeguarding lead and supports children and families in the early help process.
- All staff are trained in Safe Guarding and child protection and are responsible for ensuring your child's safety.
- A high percentage of school staff are trained first aiders.

What training does the staff supporting children and young people with SEND receive?

- All staff receive training from the appropriate personnel in order that individual needs can be met.
- Individual members of the team have further specialist training e.g. A number of TAs are highly trained to deliver the Stockport Early Reading Intervention (SERI) – this is a highly successful programme to support pupils with literacy skills.
- The SENDco attends Local Authority Briefings to keep up to date with any legislative changes in SEND and the most up to date practice and provision. This is then shared with all school staff through staff meeting and training.
- The SEND leadership team and lead Governor identify training needs.

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

- The school acknowledges that all pupils are fully included within school life.
- We aim to make provision for all pupils to access the curriculum including extracurricular activities.
 - We will always contact you before a planned activity if we think your child may require additional support, to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support your child may require to ensure full participation.

How will the school support my child in transferring to the next stage of education?

Liaison will take place between all year group stages throughout Great Moor Infants and into Great Moor Junior School. Meetings are held between teachers from the different key stages to ensure a smooth and seamless transition from the Foundation Stage to Key Stage 1 (KS1) and from KS1 to KS2.

- Where necessary we may develop a transition plan in partnership with you to ensure that they enjoy a smooth transition.

- If your child is moving to another school we will contact the SENDco there and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

How are parents involved in the school? How can I be involved?

We are committed to co-production. Parents will be kept informed and are encouraged to be involved at all stages of their child's education.

We hold twice yearly parents evenings for all parents and carers to talk to their child's teachers about their progress.

Parents of children with SEND are invited termly to attend a Person Centred Review. As per SEND Code of Practice guidance these will typically be aligned with opportunities that all parents have to meet and discuss their child's progress (the Autumn term and Spring term Parents evenings will constitute two of the three annual person centred reviews) but more time will be allocated to the discussion for our families with SEND.

Teachers are available on some occasions for informal discussion after school. It is important that parents and carers feel welcome to come into school to discuss any worries they may have, as they often have valuable information to contribute.

Individual appointments with school staff or professionals from other agencies to discuss specific issues regarding a child's progress must be made available to parents when mutually convenient.

The SENDco or headteacher are available to meet with parents to discuss a child's progress or any concerns/worries.

You can also become involved in school life by joining our very active PTFA and attending our community events organised by them!

What will happen if my child has a prolonged absence due to illness?

If your child has a prolonged period of ill-health and is going to be absent from school for a long length of time please contact the Headteacher who will liaise with the class teacher and the SENDCo to provide suitable learning activities. Please do not hesitate to contact us should you require further information. Key personnel are identified at the top of the document.