



Medlock Primary SEND Information Report September 2022-2023

The Role of SENCo (Special Educational Needs Co-ordinator) is held by Patricia O'Dwyer

What is the school ethos/approach to SEN and Disability?

SEND (Special Educational Needs / Disability) needs are viewed as issues around accessing education that mean a child needs 'more than' or 'different to' the high quality, personalised and differentiated teaching they get from their teacher.

Pupils with additional SEND issues fall into four areas:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health difficulties

Sensory or Physical needs.

Medlock Primary School supports children with all categories of SEND. The nature of the issues a child displays influences the nature of the support provided in school as well as directed engagement with additional outside agencies such as the NHS.

What should I do if I think my child has a Special Educational Need or Disability?

If a parent has any concerns about the progress their child is making in their learning or in their social development, they should discuss their concerns with their child's class teacher. The School SENCo will also be available (upon request) to discuss any issues.

How will I know how my child is doing in school? How will I be involved in discussions about, planning for, and involvement in, my child's education?

If a teacher has concerns about a child's progress or learning profile they will raise this immediately with the child's parents to find out if similar issues are also present in the home environment.

Additional support will then be discussed and actions agreed upon.



If issues remain, it may be decided to classify a child as needing SEND (Special Educational Needs / Disability) level support and they would be added to the Additional Needs Register.

A follow up meeting is held and actions and outcomes are discussed along with possible next steps. Meetings are held termly to review progress. Where appropriate, professionals from other services (Educational Psychology, Speech and Language, Play Therapy etc) are consulted and assessment work or direct support may be requested. These meetings are called 'Team Around the Child' meetings and would be held at regular intervals to evaluate the outcomes for the child. Team Around the Child meetings would involve the parent, teacher, SENDCo (Ms O'Dwyer) and any specialist support working with the child. The views of the child are sort and presented at the meeting. It may be decided at the 'Team Around the Child' meeting that additional support is needed. If this is so, an EHCP (Education Health and Care Plan) can be applied for. This is a legal document that outlines the nature and format of support provided for a child in school and beyond.

At every stage, the input of parents and the children themselves is seen as vital to the effective delivery of appropriate provision.

SEND is taught on a cycle of Assess, Plan, Do, Review, focusing on the outcomes achieved by pupils; and with the overarching success criteria of independence in the classroom.



Funding for Additional SEND Support at Medlock Primary - How are equipment and facilities to support pupils

secured? Element 1 funding is the money all children receive for their school placement.

Element 2 funding is the money provided to schools to support children with additional needs. The amount of Element 2 money a school gets depends on the area it is in and the size of the school. This is a fixed amount paid to the school yearly. It is used to meet the needs of all of the SEND children in the school. We ensure this money has maximum impact possible for the most pupils possible. Provisions paid for by the Element 2 funding are accessed through internal referral matched to displayed need and availability.

Element 3 funding comes through the Statutory Assessment Process. If a successful application is made through the Statutory Assessment process an EHCP (Education Health and Care Plan) is issued. This will detail what provisions are put in place and the allocation of additional

funds issued to support delivery. EHCPs are legal documents that schools, NHS services and Children's Services have a legal obligation to fulfil. Element 3 funding is aimed at supporting the children with the highest level of need.

The Funding break down at Medlock Primary school is as follows.

Step 1 - Quality First Teaching (Element 1)

- The high quality differentiated and personalised teaching that all children receive.
- In the class intervention work. Additional targeted sessions planned by the class teacher and delivered by the regular class / year group team. This would usually be triggered by an identified gap in a child's learning.
- 1 to 1 sessions with Teaching Assistants, class teacher or SENCo to complete diagnostic tests. These tests would be used to identify areas to be targeted with intervention work or to investigate why a child's progress is not moving forward as quickly as their peers.



Step 2 - Quality First Teaching + Additional Specialist Support (Element 2)

Additional support could include:

- Additional 'specialist' sessions from professionals with specific training to support identified areas of need. This could be Medlock staff or professionals from other agencies and organisations.
 - In depth assessment from Speech and Language therapist.
- Speech and Language therapist supporting class teacher in differentiated learning opportunities within the classroom or through specialist support / intervention work.
 - In depth assessment from Educational Psychologist.
- Custom made Educational Psychology intervention programmes. Programmes matched to individual needs of a pupil or group of pupils.
 - Play therapy.
 - Sensory programme - professional guidance for the implementation individual provision within the classroom.
 - Bespoke motor skills intervention.
 - Specialist support staff working one to one with children working within an EHC plan.
 - Specialist resources and technology to support learning and disability needs, both in the school and home settings.
- Commissioned outreach work from special school professionals to impact on quality first teaching for children with specific needs, such as ADHD, Autistic Spectrum Condition, communication disorders or Global delay.
 - Multi-agency working.
 - School SEND target setting meetings.
 - Changes to the physical school environment to allow for 'reasonable adjustments' to be made.

Individual Provision (Element 3)

- Individual provision needs, as identified by a child's statement of educational need or their EHC plan. This may take the form of staffing or specific resources or technology.



How does Medlock Primary school support pupils with SEND during transition to High School?

Medlock Primary School supports all pupils during periods of transition. When children join Nursery or Reception staff seek as much relevant information as possible through home visits, close liaison with the Health Team and the Children's Centres pre-school network. We endeavour to make the first experiences of school as positive as they can be, whatever specific needs a child displays. This is then carried forward at each stage. Additional 'getting to know you' sessions are held for those children who need them. When a pupil needs additional support to acclimatise to a physical setting, they are supported in this over an appropriate timescale. Across Upper Key Stage 2 parents are supported in making an informed choice on which High School to select. One focus of the termly SEND meeting will look at what actions will need to be in place to support both the parents make an informed choice as well as the actions needed to enable the child to move seamlessly into Year 7.

Where a child is transitioning with an EHCP a meeting will be held in Year 5 to discuss high school choices. These choices are available to look at on the school website.

How we meet children's special educational needs?

Every effort is made to accommodate the needs of children when said needs require 'more than' or 'different to' provision. We work closely with partner agencies, such as NHS Speech Therapists, Occupational Therapists or Educational Psychology, in order to make reasonable adjustments to a child's provision in order to maximise their learning opportunities. This includes the use of technology, physical support materials (such as magnifiers or writing boards) as well as staff ratios and specialist support.



What Specialist agencies work in Medlock? What training do the staff have to support a child with SEND?

All staff at Medlock undertake training through Continuous Professional Development to improve our practice.

Medlock has obtained the '**Dyslexia Aware School**' award. To help us attain this status we work with Teresa Weir, a Dyslexia specialist, in policy and practice. She is also working alongside teaching and teaching assistant staff to train them in the delivery of targeted intervention work, building the capacity of staff and improving outcomes for children.

Further training opportunities through **Catalyst Education Psychology** were implemented for all staff in Summer term 2020 focusing on supporting the Social Emotional & Mental Health Needs of pupils, followed by training in Spring 2021 on Key Visuals to Support Communication.

We have commissioned the services of a **Speech and Language Therapist** for one and a half days per week. This weekly access allows us to assess individual children, have specialist support work alongside Medlock staff in the delivery of bespoke programmes as well as providing training opportunities for Medlock staff enabling them to deliver interventions effectively. Whole school training on Colourful Semantics & EYFS Speech & Language has been undertaken by staff. Training on Wellcomm which is an intervention supporting speech & Language Needs was delivered in September 2020 and is used throughout Early Years and Key Stage 1 and 2 to support vocabulary development and to identify and support children. From January 2021 Medlock has increased the amount of access to the Speech and Language therapy service in order to meet the needs of all children.

Medlock also has a strong **pastoral team**. We work closely with Children's Services and the Early Help Hub in order to jointly provide the support families need to make a positive impact on outcomes for their children. Medlock Primary School believes in Early Help Support and acts to support families as soon as issues become apparent. We have a team who have undertaken training for Early Help Assessments. Each Year Group offers weekly Pastoral Sessions in addition to whole class sessions to address particular needs within the Year Group. These sessions maybe Gardening, Lego Therapy or Forest School to support Mental Health and Communication needs



Play Therapy is used to support children who have experienced trauma, bereavement or have attachment issues and a dedicated nurture space is used to support children in developing emotional competencies. A Play Therapist is in school for a day and a half each week. From January 2021 school are also working with 'Place2Be' mental health charity to provide pastoral support for identified children.

Medlock are recognised as champions of **Young Carers**, recognising and supporting the Mental Health impact this role may have on the young person in our school.

Children with SEND, as all children at Medlock, are supported in school in a variety of ways to ensure their voices are heard. House captains and 'Worry Boxes', including a virtual Worry Box on our website, allow them to have their opinions heard and worries addressed.

Special Educational Needs/Disabilities and Looked After Children - known as Manchester Children

Children with 'LAC' (Looked after Child), sometimes also have SEND needs and may have an EHCP. Children's individual needs are identified, monitored and interventions in place to support. Personal Education Plans are completed termly with the child's views being central to this, in conjunction with school, parent/carer and the Local Authority. There is a termly Personal Education Plan meeting for each Looked After Child.

Outcomes for Children with Additional Needs or Disabilities

All pupils' progress is monitored. Termly pupil progress meetings support teachers in monitoring that pupils reach their targets. The SENDco is always on hand to ensure strategies can be discussed to maximise the learning opportunities for all SEND pupils. The Engagement Model assessments would be used for children working below the standards for national curriculum assessments. Individual assessments are undertaken including Wellcomm assessments for Speech & Language Needs, Sandwell Assessment for Maths, Boxall Profile for Social Emotional & Mental Health Needs and specialist staff sought to support target setting and assessment for individual pupils needs. The Accelerated Reading program offers a reading age to support monitoring and progress, in addition to this the Salford Reading Test is used in interventions for Reading and Comprehension ages. This rigorous monitoring and progress leads to the SENDco being able to assess the impact and effectiveness of what Medlock are offering to pupils with Special Educational Needs/Disabilities.



Where can I find support or information for parents with children with Special Educational Needs?

Coffee Mornings for all parents are held at school. All parents are welcome and it is a place where you may want to discuss or share your views surrounding Special Educational Needs or Disabilities. On our website you can find information for parents of children with Special Educational Needs and/or disabilities. **Manchester's Local Offer** is available to view on Medlock Primary School Website under the S.E.N.D. 'tab' This offers a range of signposts for parents to access to support their child's needs.

Support for parents with children with SEND can be found at

Manchester Parent Carer Forum <https://manchesterparentcarerforum.org.uk/> and the

Special Education and Disability Advice Support Service Manchester <https://www.iasmanchester.org/for-parent-carers>

What to do if you have a complaint:

If families are not satisfied with the help and support they have received they can put their concerns to the governing body. This can be done in writing by care of the school office or in person during the governor surgeries. Further support can be found with Manchester City Council's Parent Support Service, 0161 245 7300

https://secure.manchester.gov.uk/info/500132/special_educational_needs/628/information_advice_and_support_ias_manchester

Further information or questions:

If you would like to discuss anything further please contact the SEND Team: SENDco Ms O'Dwyer, Assistant SENDco Miss White or Assistant Sendco for Early Years Ms McColgan on Medlock's Main number, 0161 273 1830, or drop in to see us.