



SEND Information Report 2022

December 2022

Policy History

Date	Version	Update	Prepared by
July 2016	1.0	School Offer prepared ready for September	C. Beddows
September 2017	2.0	Details updated C.Beddows	
September 2018	3.0	Updated and checked	B. Kind/ C.Beddows
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We are a vibrant, happy, welcoming school and provide a stimulating and inclusive environment for learning. We take pride in responding to the learner's interests and ensure that lessons are challenging, fun and purposeful.

Our school has well-developed areas in the grounds to maximize the children's opportunities to play and learn. Our school incorporates a Resource Base for children with specific Special Educational Needs and/or Disabilities which underpins our overarching philosophy of Inclusion and Education for All. We also have a 40 place nursery on site, as well as before and after school provision.

We recognise the importance of parental involvement in a child's education and provide regular communication regarding events, news and children's progress. If you are considering our school for your child, please do not hesitate to arrange to visit us.

How might Etchells identify additional needs?

- Admissions information provided by parents and previous schools
- Concerns raised by parents/carers, teachers or the child
- Teacher observation, discussions with parents and SENCO
- Information and involvement of outside agencies (with parental consent)
- Planning, carrying out and evaluating interventions for your child

What should I do if I think my child may have additional needs?

- Arrange to see your child's class teacher by phoning the school office to make an appointment
- Contact Mrs Kind (SENCO) or Mrs Beddows (Head teacher)
- In some cases your child may need support from outside agencies, this will be discussed in consultation with the parents and SENCO

How will school staff support my child?

- As each child learns differently, their education programme will be differentiated to suit their needs wherever possible. This may be in the form of extension or support work. It could be through additional small group work with a teaching assistant in class or, if their need is more specific, they may be part of an intervention group that is focussed around their needs. Interventions are lead either by the class teacher or a teaching assistant.
- School adhere to Stockport's 'Entitlement Framework'. This document lays out the features of universal provision that Stockport Schools offer to children with SEND in mainstream classes and can be found at https://search3.openobjects.com/mediamanager/stockport/fsd/files/stockport_s_entitlement_framework_002_nov_2019.pdf

How will school and I know how my child is doing?

- Pupils are informally assessed as part of a teacher's ongoing planning, teaching and evaluation cycle.

- Each term children's learning is formally assessed and this is measured against the Age Related Expectations. This supports teachers and children in understanding the next steps they need to take in order to progress. It also highlights areas that may need to be revisited. Some pupils with additional needs may be working below the Age Related Expectations and they will either work towards previous year's expectations or they may be working at Pre-Key Stage Standards.
- During Autumn term you will be invited to an informal parents' evening where you can learn about the Curriculum for your child's year group. Parents of children with additional needs will be invited to a formal SEN Support meeting with the class teacher and the SENDCO (Special Educational Needs and Disabilities Co-ordinator) to discuss an SEN Support Plan. An SEN Support Plan details your child's strengths and needs, desired outcomes and aspirations, and the provision needed to support progress.
- During the Spring term you will receive a mid-term report about your child's progress. This also contains areas for development and suggestions for how you can support your child at home. You will be invited to another SEN Support meetings to review progress and make any necessary changes to your child's SEN Support Plan.
- In the Summer term you will receive an end of year report and there is the opportunity to attend an informal evening where your child can celebrate their work and achievements with you and meet the new teacher for the following year.
- If your child has an EHCP (Education, Health and Care Plan) you will be invited, along with other relevant professionals, to an annual review of this plan.

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 reflected in our Behaviour Policy. (Available on the school's website)
- It may be necessary for a child to have behaviour difficulties and strategies detailed in an SEN Support Plan as these difficulties are often linked to an additional need. This will be written in consultation with the class teacher, child and parents. Targets and strategies will be set in order to support a child with their behaviour and regular feedback will be given to the child and parents.
- If the SEN Support Plan does not have the desired impact, Stockport Inclusion Service may work with a child, either directly or by working with the class teacher. The specialist teachers visit school once a fortnight and work with pupils to help them understand their own and others' emotions and how they might approach things differently in order to improve their behaviour.
- Our exclusion rate is very low and we work very closely with parents/carers and pupils to avoid exclusion.
- At Etchells we work closely with the educational welfare officer (EWO) who monitors attendance and lateness.

Pupils with medical needs

- Staff have regular training from the School Nursing Team and are updated with regard to medical conditions and basic first aid.
- We also have named first aiders and named paediatric first aiders in Each Key phase.
- Etchells Primary adopt the Stockport Medication in Schools Policy.

What approaches are there towards teaching and adaptations to the curriculum for those with SEN?

- Initially pupils' additional needs are identified within teachers' planning and assessments. This could be areas that a small group of pupils may need guidance and support with within lessons e.g. focus on handwriting, number bonds etc. Or it could be that pupils need some extra focus outside of lessons via interventions. Parents will be made aware of any interventions and targets that are put in place for their child and they will be informed of the impact of these interventions at parents' evenings or SEN Support meetings.
- Children who require more specialist learning support maybe referred for fortnightly teaching from the Learning Support Service (LSS) with follow up work being carried out by school staff in between visits.
- Outcomes for children with an EHC Plan are set by Stockport Local Authority EHCP Coordinators based on information from school, parents and any outside agencies involved. Adaptations to the curriculum (where necessary and relevant to their outcomes) are made for each pupil with an EHC plan. Progress in relation to these outcomes are discussed annually with parents, the child (where appropriate), class teacher, SENCO and any outside agencies involved. The LA is also made aware of the progress pupil's make towards their targets.
- Those who have a Resource place and an EHC Plan will work towards individual outcomes. Provision can consist of a combination of discrete Resource Base therapy and learning sessions and being included in lessons in the child's mainstream classroom. This may happen with or without additional adult support depending on the needs of the child. Pupils may also solely be supported in their mainstream classroom where adaptations to planning and delivery are incorporated.
- As pupils have differing needs, the type of provision they will receive is based around what we believe is the most appropriate approach for them at that particular time. This can change depending on the suitability of the provision. Staff work closely together and engage in a monitoring and reviewing cycle in order to support pupils in their learning.

What specialist services or expertise do you access?

- Ethnic Diversity Service (EDS)
- Primary Jigsaw
- Speech and Language (SALT)
- Physiotherapy
- Occupational Therapy (OT)
- Sensory Support Service
- Educational Psychology Service (EP)
- Stockport Autism Team
- Stockport Inclusion Team

How can Parents/Carers work together with schools towards supporting progress?

- Ensure you attend your child's parents evening and reviews wherever possible. If you are unable to attend, please inform the office and it may be possible to rearrange another date/time.

- Work on targets set for your child either by their class teacher or on their EHCPs/SEN Support Plans at home where possible.
- Support your child with their homework and readily use a home/school diary to communicate with school staff.

Resourced School offer

Which pupils can access Resource provision at Etchells Primary School?

- Children with an Education and Health Care Plan
- Places are allocated by the Local Authority and then are named in an Education, Health and Care Plan

What is the Resourced Provision at Etchells Primary School like?

- Provision can consist of a combination of discrete resource base teaching and bespoke sessions in the child's mainstream classroom. Pupils may also solely be supported in their mainstream classroom where adaptations to planning and delivery are incorporated.
- As pupils have differing needs, the type of provision they will receive is based around the most appropriate approach for them at that particular time. This can change depending on the suitability of the provision. Resourced Support Integration Assistants (RSIAs), class teachers and the SENCO work closely together and engage in a monitoring and reviewing cycle in order to support pupils in their school learning and experiences.
- The amount of support a pupil receives is dependent upon their needs. Some pupils may only need 50% adult support. At times some may share adult support. Other pupils may need 100% support. However, we endeavour to promote pupils' independence and 100% support does not mean that an adult is constantly at a pupil's side.
- The needs of a pupil will determine how much time they spend within the Resource Base. We are a fully inclusive school and we work hard to ensure every child receives the education they are entitled to.
- For some pupils with additional needs, the focus of their learning may be based heavily around personal, social and life skills rather than academic skills initially.

Do you have any special facilities or resources?

- We have four accessible toilets; one in the main building, one in the Reception building and one in each of the Year 5 and 6 modular buildings.
- The toilet in the main building is equipped with a hoist, a bed and a shower.
- Our building and site is fully wheelchair accessible and has automatic doors at the main entrance.
- We have access to table risers so pupils in wheelchairs can comfortably access tables.
- The Resource Room has a range of Physiotherapy and Occupational Therapy equipment.
- We have a range of resources to assess and support Speech and Language Skills.

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Our school has eight Resource places.

Who do I contact if I want further information or would like to visit the resourced provision?

- For those pupils with Special Educational Needs who are new to the school we highly recommend both parents and pupils visit Etchells in order to meet relevant staff and to get a feel for the school, what we are about and what we can provide. Appointments can be made via the school office on 0161 437 1792.
- For those pupils moving schools, where possible the SENCO will work closely with practitioners from their previous setting in order to make transition a smooth process for parents and pupils.
- Alternatively you can contact the Local Authority on 0161 474 2525

For support offered to children with SEND and their families outside of school, please refer to Stockport's Local Offer. This includes training for parents/carers and access to weekend and holiday clubs.

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>