



'Only the very best will do'
Oldfield Brow Primary School
SEN Information Report

The intention of Trafford's Local Offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and, wherever possible, to meet the needs of pupils with a Special Educational Need in a mainstream setting where families want this to happen. Trafford's Graduated Approach provides guidance on the expectations of what should usually be available within schools' resources. The local offer information is available by clicking here:

[Trafford Local Offer SEND](#)

What kinds of special educational needs does the school provide for?

We are an inclusive mainstream primary school and provide support, as far as we are able, to children with a range of Special Educational Needs. These include difficulties relating to: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory/Physical conditions. Our staff receive training sessions both in school and externally to improve their knowledge and skills in supporting children with a range of needs. We work closely with a variety of outside agencies and parents to ensure we are always providing the best for each child and enabling them to reach their full potential using the resources available to us.

How does the school know if children need extra help and what should I do if I think my child may have Special Educational Needs?

Staff are trained to identify and recognise the strengths and weaknesses of each child they teach, through knowledge, observations and assessments. Should you have any concerns that your child may have Special Educational Needs, please speak to your child's teacher or the SENCO (Special Educational Needs Co-ordinator), Susan MacKenzie. We will work in partnership with you to address your concerns and discuss any

observations, assessments and interventions that will, in turn, help to create a clearer picture of your child holistically.

How will both you and I know how my child is doing?

School will ensure that your child's progress is monitored and assessed regularly. Appropriate provision to help your child may be made through small group work and sometimes targeted interventions. Specific targets may be shared with parents and the child, in the form of an Individual Provision Plan (IPP). These are reviewed and updated regularly (usually every 6 weeks) to ensure that progress is ongoing and to clarify the next steps. This is in addition to interim targets sent home each term and a full report of your child's achievement at the end of each academic year. At Oldfield Brow Primary, we recognise the importance of working as a team with parents and outside agencies to achieve positive outcomes for all of our children. We will help to prepare referrals to outside agencies, such as Speech and Language Therapy, where required, and can help to provide a bank of evidence outlining your child's strengths, weaknesses and progress.

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

All staff teach using a range of multisensory strategies, as each child learns differently, and we take time to find out how your child learns best and provide a range of opportunities to learn in this way. We encourage children to work together to support one another. Children in our school are always eager to help others. We differentiate and personalise our curriculum to engage and challenge our pupils, ensuring they reach their potential and enjoy their learning. This may be through altering the input and activity provided to meet the children's needs, providing additional resources, using computers to record their work or having extra support within the classroom. Classrooms provide a range of resources which children are encouraged to access independently. Opportunities to record work in a variety of ways are built in to planned activities, especially for those for whom writing is a difficulty. Many strategies to support children's differing needs form part of our Quality First Teaching.

How will school staff support my child?

Provision for children with Special Educational Needs is overseen and coordinated by Laura Heffernan and Amy Hopkins (SENCO team) and the headteachers Dawn Moody and Joanne Norbury. Working closely with all the staff and governors, provision is made that matches the children's individual needs in order to aid progression. Should your child require additional support, this can be provided in a variety of ways and, at Oldfield Brow, we ensure that it is tailored to meet the particular needs of your child and will provide the desired outcomes. This could be in the form of in-class support, short targeted sessions, small group work, intervention programmes or support with Speech and Language Needs, for example. We make reasonable adjustments to ensure the progression and well-being of all of our children, where required.

How is the decision made about what type and how much support my child will receive?

The school will work to identify any additional needs your child may have. Together with you, as parents, discussions will be held to create a holistic view of your child's needs. Appropriate strategies and support will be planned for, carried out and reviewed on an ongoing basis in line with Trafford's Graduated Approach. Targets and/or Individual Provision Plans (IPPs) may be put in place and shared with you and the child to identify areas for development and attain agreed outcomes. This cyclical approach - 'Assess, Plan, Do, Review' - will ensure that, as a team, the needs of your child are identified, planned for and supported. This review process ensures that targets are being met and that the next steps for progression are made.

If you have a complaint about the provision your child is receiving you are able to follow the schools Complaints Policy which can be found on the website. Of course, any concerns would be dealt with, in the first instance, by the class teacher.

How will my child be included in activities outside the classroom, including physical activities and school trips?

Your child will be involved in all aspects of school life. Adaptations and reasonable adjustments will be undertaken, where necessary, to ensure your child can access every opportunity on offer. We aim to offer additional adult support to ensure your child can access all aspects of the curriculum and broader school life. Close liaison will take place between school, parents and staff involved in providing the activity or hosting the trip, so they are always fully aware of your child's needs.

What support will there be for my child's overall wellbeing?

As part of our curriculum, we promote emotional literacy and positive mental health through our PSHE and PATHS (Positive Alternative Thinking Strategies) sessions and our assemblies. We use a restorative approach when dealing with disagreements between children and encourage children to speak to the member of staff they feel most confident with; this could be the teacher, teaching assistant, head teacher or midday assistant. All staff work as a team and where support information needs to be passed, all staff will be informed how best to meet the child's needs and which strategies work to support the child.

If a child has a medical condition then we work to formulate a Health Care Plan so everybody clearly knows what is expected of them and what to do in an emergency. We will work with parents and any health professionals to ensure the child is receiving the appropriate care and attention. This Plan is completed with parents, staff and any outside agencies necessary, so everyone involved knows what needs to be done and how (and also what would constitute an emergency).

Oldfield Brow Primary school promotes positive behaviour strategies. There are high expectations for behaviour in and around school and these are shared with the children and positively reinforced regularly. We work with Trafford Education Authority to monitor and promote attendance. If need be then a child's behaviour will be discussed with parents to ensure their support.

What specialist services and expertise are available at or accessed by the school?

All teachers are teachers of children with Special Educational Needs and the staff are qualified and, as a team, offer many years of experience. The SENCO has obtained the National Award for Special Educational Needs Co-ordination and the staff have been trained in school and by Trafford Education Services in a variety of aspects of Special Educational Needs. This ensures a working knowledge of the current Code of Practice.

The school works closely with a range of outside agencies including Speech and Language Therapy, Trafford's SENAS team, Occupational Therapy, Physiotherapy, Longford Park Outreach Team, the School Nurse, Health Visitors, Trafford's Sensory Impairment Team, Educational Psychology and Social Services.

What training have the staff supporting children with SEND had?

A range of training takes place on an ongoing basis. This can be internally or some staff may have external training to further develop their skills. Staff have had training on supporting children with a variety of needs which include difficulties relating to: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory/Physical impairments.

Staff are encouraged to further their knowledge and skills by attending courses of interest and relevance. All staff that are new to the school spend time with the SENCO so they know how to support all children and what approaches and strategies can be used in the classroom. Advice is regularly sought from other professionals in Education and Health.

How accessible is the school environment?

If your child has a Special Educational Need you should apply for admission through Trafford's Admissions Department (details below). You are most welcome to phone the school and make an appointment to look round. Children with disabilities or special educational needs are not treated differently as we are an inclusive school and all reasonable adjustments will be made. We have accessible toilets in the main school and work closely with the Trafford SEN Support agencies and the Community Nursing Team.

For those parents for whom English is not their first language, Trafford Council provide translation services, on request.

How are parents and children themselves involved in the school?

We welcome and encourage parents and pupils to discuss suggestions and ideas with staff directly, and through channels such as our Doodle Polls, Questionnaires and involvement with Friends of the School (PTA). Contact with your child's teacher is important and we will ensure time is given to listen to parents by telephone or in person, as required. There are two formal parents' evenings throughout the year. You will receive an 'End of Year' report in July and two interim progress reports. If your child has Special Educational Needs we may have additional review meetings where professionals involved in supporting your child can meet with you to discuss the next steps. Parents are invited in to hear readers, help on school trips and come to support school events, assemblies and drama productions. Parents are part of Friends of Oldfield Brow (PTA), which is run by parents who meet regularly to plan events to raise money for the school. Parents are also given the opportunity to come into school to work, learn and play alongside their child on special activity days. AS part of our desire to foster home school relationships and communication, parents and children can access Chatterday Homework activities to boost learning at home and provide opportunities to talk, debate, make, create and research together. This is accessible via the class webpages and is updated half-termly. In some instances, a Home School communication book may be necessary to support a child/family further. The class webpages are updated regularly and Mr Merrell's updates and newsletters keep parents and children abreast of key events. All children take part in class assemblies and drama productions, such as the Summer Show and Nativity. The voice of the child is important and the School Council meets to share ideas and agree outcomes. Children are also awarded Pupil of the Day as part of our PATHS programme and they are given responsibilities encouraging them to help throughout school such as playground leader, librarian or milk monitor.

How do you involve other agencies in meeting the needs of children with SEND and in supporting families?

We have regular involvement with a wide range of agencies and service providers in Education and Health. The SENCo and class teacher will work with you to provide suitable provision for your child and gather evidence of the impact as part of the Graduated Approach. School can also use this information to make certain referrals that may be necessary to further support your child/the family. This joined-up approach helps to give staff and parents advice on dealing with a range of needs and/or to offer additional targeted/specialist support for the child, through their observations, assessments and reviews. We work closely with a variety of services including the School Nurse, Community Nursing Team, Speech and Language, Educational Psychology and Social services to create a team around the child.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

The transition process at whatever stage of a child's education can be a daunting prospect. When moving classes and schools the current class teacher will liaise with the new teacher and/ or school to discuss the child's needs and what strategies, resources and interventions are working for the child and pass on relevant information through school systems. In certain instances a transition book may help, for example. This answers any questions the child may have about the move and provides photographs and labels about the new environment. The child can keep this book and can refer to it when they need to. Extra visits to a new school can be arranged and the number of visits provided will depend on each individual child and how much support they will require. For transition to KS3, the Year 6 teachers will liaise with the SENCo, parents, child and the receiving school to ensure a smooth and informed transition.

Who can I contact for further information?

The first point of contact if your child is already in our school is your child's class teacher or Laura Heffernan and Amy Hopkins (SENDCO team). All staff involved in supporting your child can help.

The school phone number is 0161 926 8646 and the email address is office@oldfield-brow.com

The SENDCO team can be reached on _sendco@oldfield-brow.com

The Headteachers are Dawn Moody and Joanne Norbury and can be reached on head@oldfield-brow.com

Comprehensive information about available services can be found on the [Trafford Local Offer for SEND](#)

What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: [@traffordfis](https://twitter.com/traffordfis)

Facebook: www.facebook.com/traffordfis

How do I arrange admission at the school?

For all children who wish a place at the school, the procedure is the same. Please contact Trafford School Admissions at:

<https://www.trafford.gov.uk/residents/schools/admissions> or

telephone: 0161 912 5007

Applications can be made online

SEN Acronyms you may encounter:

ASC/ASD Autistic Spectrum Condition/Disorder

ADD/ADHD Attention Deficit/ and Hyperactivity Disorder

CPD Continuous Professional Development

EAL English as an Additional Language

EP Educational Psychologist

EHCP Education, Health and Care Plan

EWO Education Welfare Officer

GLD General Learning Difficulties

HI Hearing Impairment

HLTA Higher Level Teaching Assistant

HV Health Visitor

IBP Individual Behaviour Plan

IEP/IPP Individual Education Plan

LA Local Authority

MLD Moderate Learning Difficulties

MSI Multi-Sensory Impairment

NC National Curriculum

OT Occupational Therapy

PD Physical Disability

PMLD Profound and Multiple Learning Difficulties

SEAL Social Emotional Aspects of Learning

SEND Special Educational Needs and Disabilities

SENAS Special Educational Needs Advisory Service

SENDCO Special Educational Needs and Disabilities Coordinator

SLT/SALT Speech and Language Therapist

SEMH Social, Emotional, Mental Health

SLD Severe Learning Difficulties

TA Teaching Assistant

VI Visual Impairment

YOS Youth Offending Service