



Oldham's Local Offer is an online resource that details services, support and guidance available to children and young people with special educational needs and disabilities (SEND) aged 0-25 and their families.

All schools and academies in Oldham are expected to identify and support pupils with Special Educational Needs to make the best possible progress and make the provision they're providing as a school transparent and accessible to everyone

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

Littlemoor Primary School is a fully inclusive school and we are proud of the way the school manages the needs of all of our children- including those with learning difficulties and those who may require special educational provision. Our Special Educational Needs Coordinator (SENCo) is Miss Suzanne Carrington. If you have any queries regarding special educational needs please contact the office on 0161 624 4188

Children who have a learning difficulty may find it harder to learn than other children their own age, or they may have a disability which hinders the educational provision provided . Children may experience difficulties within one of the areas outlined below (as described in the SEN code of Practice 2014)

- Communication and Interaction
- Cognition and Learning;
- Social, Emotional and Mental health
- Sensory and/or Physical

Children do not necessarily have a learning difficulty simply because their first language is not English, although sometimes children who have English as an Additional Language may also have a learning difficulty.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

For a child who already has an already identified or suspected SEND, (Special Educational Needs and Disabilities):

Before a child is admitted to Littlemoor we ask parents/ carers to complete an admission form which includes a section about whether a child has, and the names and contact details of any professionals already supporting their child. We then meet with the parents/ carers and other professionals who already know them and use the information already available to identify how we can meet their current and any emerging needs in our school setting. We also liaise closely with other providers in the local areas and any information regarding a child's additional needs will be passed on at a Person Centred Review meeting in the summer term before a child starts at Littlemoor in the Autumn term

If you tell us you are concerned about your child's development or think your child may have additional needs:

We will discuss this with you and investigate further. We will share with you what we find and agree with you what we will do next and what you can do to help your child. Depending on the outcome of this we may also signpost you to other professionals such as the school nurse.

If staff are concerned about a child's development or lack of progress:

Staff observations/ assessments and termly pupil progress meetings help to identify whether a child is not making the expected progress and is below age expected levels. Staff also monitor other factors which may indicate a need such as a child's behaviour, self-esteem, ability to follow instructions or ability to form relationships. Staff may liaise with other professionals for advice as part of this process.

3. How does the school know how my child is progressing ?

- In Nursery and Reception staff carry out on going assessments/ observations throughout the year and use these to monitor children's progress towards the Early Learning Goals in the Early Years Foundation Stage Profile, (EYFS Profile). Records against all Areas of Learning are updated on a half termly basis. (minimum)
- In Key Stages One and Two, (Years One – Six), we measure children's progress in learning against the National Curriculum statutory requirements. Records are updated half termly (minimum) for Reading, Writing and Mathematics using a whole school assessment approach `Target Tracker ` Staff also use their ongoing observations/ assessments to identify any areas of concern, eg observation during PE lessons which may identify a physical difficulty or behaviour at playtimes. For children who are not working within National Curriculum levels, we assess using a tool kit called PIVATS which allows us to demonstrate small steps of progress made by the child in core areas of learning as well as their personal, social and emotional learning and behaviour.

- Each child's progress will be discussed at our termly pupil progress meeting. This is a meeting between class teachers and the senior leaders in the school to discuss the progress each child has made over the preceding term. Things that are working well will be noted and any necessary changes to the existing support will also be discussed. If any change is suggested for your child then you will be informed.
- If your child has individual targets these will be set out in a SEN Support Plan (SP) , Individual Behaviour Plan (IBP) or PSP (Pastoral Support Plan). Your child may have additional ` I Can targets ` if they require extra support in certain lessons or at break or lunch times. These targets are shared with parents and carers who are given a copy. Staff will make regular comments as to your child's progress towards their targets and invite you to do the same. Staff regularly discuss a child's progress towards his/ her SP targets with him/her and meet with parents/ carers at least three times a year to review the Sp or IBP

4. How will I know how my child is doing and how will I know how to help & support them at home?

- Information is available to be shared with you at scheduled meetings and at any other time you may wish to request it.
- Support Plans include strategies for both school and home which are designed to support your child in achieving his/ her targets.
- On some occasions we may operate a `home/school ` book which your child will bring home daily so comments from parents and teachers can be shared and responded to as needed
- If your child has a Statement of SEND or a EHCP (Education and Health Care Plan) we will discuss progress at Annual Reviews and our expectations for your child are shared .

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

- All work within class is planned for and activities are personalised according to each child's level of attainment
- As well as adapting the learning activities to match individual children's specific needs, we use approaches that support all of the children's different learning styles. We are aware that some children learn best when active, (kinaesthetic learners), some are very visual learners, some benefit from collaborating with others while some prefer to work on their own. As such, we provide a broad and varied curriculum which makes effective use of both the indoor and outdoor environment.
- We provide additional resources and specialised materials where required to ensure your child can access the curriculum
- All of our staff are trained in a variety of approaches which means we are able to adapt to a range of SEND for example: specific learning difficulties including Dyslexia, Autistic Spectrum Disorder, Speech, Language and Communication needs and Social and Emotional and Mental Health needs.
- Homework will be set as appropriate to allow your child to repeat and practice new learning and share it with you.

6. How will school staff support my child/young person?

The level of support your child receives will depend on their needs which we know can change over time. It is our aim to be responsive to any developing and emerging needs.

- Many children will have their additional needs met through excellent targeted classroom teaching also known as Quality First Teaching. This means teaching where:
 - The teacher has the highest possible expectations for all pupils
 - Teaching is carefully planned to build on to what the child can already do and understand so as to accelerate progress
 - Different ways of teaching are put in place so the child is fully involved in learning
 - Specific strategies (which may have been suggested by the SENCO or another professional) are put into place to support the child's learning
- Some children may take part in specific group work, (intervention groups), with a smaller group of children. Such groups are put together to address specific gaps that have been identified in a child's learning and will be closely monitored to ensure that they are resulting in good progress for the child. These groups may be:
 - Run in the classroom or outside the classroom
 - Run by a teacher or teaching assistant who has had training to run these groups (usually school staff but sometimes from an approved outside agency which would only be done with a parent's permission)
- Some children may have needs that require one to one support. This support may be:
 - To deliver a specialist package (for example a programme devised by a speech therapist, occupational therapist, physiotherapist)
 - To access certain parts of the curriculum
 - Individual teaching programmes to improve literacy or maths skills
 - Support with medical/physical needs
 - Support to manage social situations and emotional needs

It is at this stage that the child's name will be officially added to the school's Special Needs register and more individualised targets put in place through an SEN Support Plan or Pastoral Support Plan

For children whose needs are severe, complex and lifelong the school, (or you), can request that the local Authority carry out a statutory assessment (an Education Health Care Plan) of the child's needs. This is a legal process you can find out more about by looking at Oldham's Local Offer.

After a request has been made to the Local Authority they will decide whether they think the child's needs, (as described in the paperwork provided), seem complex enough to need a statutory assessment. If they do they will ask you and all professionals

involved with the child to write a report outlining the child's needs. If they do not think this is necessary, they will ask the school to continue with the support they are providing and may make suggestions as to how this can be further improved. If they do decide to carry out statutory assessment the reports requested by the Local Authority will be carefully collated and they will write an Education, Health and Care Plan. The Education, Health and Care Plan will outline the support the child will receive from school and any other agencies involved in their care and what strategies must be put in place. It will also have long and short term goals for the child. It will then be regularly reviewed, with you and the child providing input as to how well it is meeting their needs.

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

- The type and level of support is determined by what the level of your child's need and how best we can support them. Staff are advised by the school SENCO. The support being provided is discussed with parents/ carers at IEP meetings.
- Children with an Education, Health and Care Plan will have resources allocated appropriately and carefully depending on the content of the plan. If the plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told by the Local Authority if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

8. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips and choose visits that are accessible to all. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Where a child has additional needs or SEND this will be taken into account at this stage and additional control measures put in place to enable them to participate fully.
- For children with significant needs they may require an individual risk assessment. We understand that including parents to ensure that a child is able to take part in any trip or activity successfully may make both the parent and child feel more at ease. We will talk to you about what will work best for your child.

9. What support will there be for my child/young person's overall wellbeing?

- Your child's class teacher has overall responsibility for the pastoral, medical and social care of every child in their class on a daily basis making them a parent's first point of contact. For children with SEN the class teacher will liaise with the SENCO for further advice and support. This may also involve liaising with outside agencies too, such as health and social care professionals.

- Littlemoor Primary School has a dedicated non class based Pastoral Team including a non-teaching SENCo , Safeguarding Manager and Social , Emotional and Mental Health Lead who deal with both parents & children and a range of associated educational and family based needs . You can make an appointment to see a member of the team through the main office.
- Littlemoor Primary School has a high number of Teaching Assistants for Pastoral Support to work directly with individuals or small groups of children to provide support with a range of social, emotional and behavioural issues.
- When a child has a medical need we will work with you and any relevant medical professionals to put together a Health Care Plan which we will review with you at least termly or more frequently if the need arises.

10. What specialist services and expertise are accessed by the school?

We work alongside any external agencies that we feel are relevant to individual children's needs. Relevant agencies include the following:

- Support from Local Authority Advisory Team (QEST)
- Support from the Local Authority Behaviour Team (Jigsaw)
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychology
- Social Services
- GP
- Paediatrician
- School Nurse
- Parent Partnership
- Mental Health Service for Children and Young People in Oldham (CAMHS)

Any discussions with the above professionals include parents and the child as appropriate. Together we review the child's progress, agree what everyone will do to make learning more effective and set appropriate targets

All information from outside professionals will be discussed with you so you are aware of any recommendations they have made. If you do not have a face to face meeting with the relevant professional and receive a written report instead, the SENCO will be happy to meet with you and discuss the contents.

11. What training have the staff supporting children/young people with SEND had?

We have a strong commitment to continuous staff training and development. We consider it very important to keep up to date with the most recent research and its findings regarding SEN

- Our SENCO has completed the NASENCo (The National Award for SEN Coordination -a statutory requirement for all SENDCOs - from Manchester Metropolitan University)

- .Our SENCO has completed the PGCERT in ASC (Postgraduate Certificate in Autism Spectrum Conditions) from Manchester Metropolitan University

Team Teach Trained

Restorative Practice training (amongst others)

- All staff have received training in supporting pupils with Autistic Spectrum Disorder/ Social and Communication Difficulties

- .A high number of staff, are Team Teach trained – a proactive course in supportive physical intervention for helping staff deal with challenging behaviour

- All staff have been trained in supporting children with behavioural difficulties

- All teaching assistants have been trained in delivering a range of reading, writing, phonics and maths programmes

- Some Teaching Assistants have been trained to deliver the BLAST Speech and Language Intervention Programme and the ELKLAN and WELLCom language programme

The above is not an exhaustive list and all staff have received further SEND training or INSET on SEND. The school has a continuous programme of auditing the skills and expertise of staff and providing the relevant training to fill any gaps identified

12.How accessible is the school environment?

- Littlemoor School is wheelchair accessible with access via ramps at all main entrances. The school is all on one level and open plan with no stairs.

- When a child starts school with a disability which may restrict their accessibility to the school environment, parents/ carers meet with us before they start to explore the accessibility of the school with their child's needs in mind. We carry out a risk assessment and we implement any additional changes required as quickly as possible. The school also liaises with Oldham's Advisory service to ensure appropriate adaptations are made.

- Emergency evacuation plans are drawn up for any wheelchair users/people with limited mobility with a designated route and an alternative route clearly identified.
- We regularly audit the school's accessibility with a range of other professionals (e.g. LA architect, physiotherapists, occupational therapists, health and safety officers)
- We liaise with outside professionals when required to assist us in supporting families with English as an Additional Language.

13.How are parents and young people themselves involved in the school?

(The school strives to create an inclusive environment and curriculum. All of the areas mentioned below relate to all pupils and their parents and carers, including those with SEND, with the exception of those listed for specific classes or groups.)

- We hold a meeting for new parents/ carers prior to your child starting our school.
- We hold annual Lunch and Stay and Play sessions for parent's and carers which offer you the opportunity to see your child in action in their classroom
- We hold regular Parent Workshops* to share information about child development and the curriculum, (see Parents section of our school website for more details)
- We hold Parent/ Teacher Consultation meetings* in the autumn and spring terms and offer a drop in session for parents and carers in the summer term
- We send written reports home at the end of the summer term
 - All pupils are fully included in all our school activities. For further information our website is regularly updated with upcoming events or alternatively please contact our school office.

*The school can arrange for an interpreter to be present to support parents and carers if requested for meetings or events

- There is a School Council with representatives from all classes from Reception to Year Six. The children are voted in by their peers for this role and the School Council meet on a regular basis to help to develop school policies, make decisions about the curriculum and learning environment and support fund raising activities. The School Council also help with activities during Anti Bullying Week each year.
- The Senior Leadership Team regularly visit classrooms and carry out observations of lessons. During these they make time to speak to the pupils and find out what they think about their teaching and learning.
- If your child has a ECHP or statement we keep you informed of your child's progress through the Annual Review and by sharing targets through the structured conversation as laid out in Annual Review guidelines well.

- Children with a Statement of SEND or an ECHP are invited to contribute to their Annual Review process and are asked their opinions and feelings about their education. This is shared with you and Oldham Local Authority
- Children on the SEND register who have a SEN Support Plan regularly discuss their learning and progress with their class teacher. Many children will attend their own `Person Centred Review` (PCR) where they have the opportunity to discuss their learning and progress with their parents, carers and other professionals involved . Pupils also work together with staff to set their own targets.

14. Who can I contact for further information?

The SENCO, , Headteacher and Senior Leadership Team at school would be happy to expand further on any of the information given above. Please feel free to contact the school directly with any queries.

16. 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?

General Arrangements:

- We encourage all new children to visit the school prior to starting, when they will be shown around and meet the staff.
 - Induction days are planned for pupils and parents/carers for all children starting in Nursery & Reception and information will be gathered regarding any SEN a child may have so that the necessary support can be put into place for September
 - Additional visits to school are encouraged for those children that may find the transition into school challenging. Meetings will be arranged for those children who are already known to Early Years SEN services so school is fully aware of the child's needs.
 - We have a transition programmes in place for Year 6 pupils starting secondary school and when children leave our school transition meetings are held and SENCOs from each school will meet and share the relevant SEN information. For some children booklets or `communication passports` are made with the pupils to help prepare them for their new academic year in a new setting and the changes they will face.

17. 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 Oldham Government Website

http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities_local_offer/1446/sen_support

Further Support for families is offered through

Oldham SEND IAS (Special Educational Needs Independent Advisory Service) 0161 667 2055. (Office hours are 9am to 5:30pm Monday to Friday) Facebook: <https://www.facebook.com/OldhamSENDIAS/>:

Oldham SEND IAS Service also hold a drop in session in conjunction with POINT (Oldham's parent Carer Forum) every Sunday from 1:30pm to 4:30pm at MAHDLO Youth Zone, Egerton Street, Oldham OL1 3SE.