

Oughtrington Primary School SEND Report 2024/25

This is the school SEND information and responses to questions from Warrington LA Local Offer. Oughtrington Primary School is a primary academy working in The Beam Trust, catering for children between Reception to Year 6 (age range: 4 – 11). We value the individuality of all children and are committed to giving all our children every opportunity to achieve their full potential. We actively seek to remove the barriers to learning and this means equality of opportunities must be a reality for all our pupils.

Answers to Parent and Carer Questions

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| 1. | How does the school know if children/ young people need extra help? | <ul style="list-style-type: none"> ● Information may be received from previous settings, parents/ carers, other professionals in external agencies; ● All staff follow the schools graduated approach to help identify if a student shows to have additional learning needs. ● Teachers' observations show pupil is struggling with a particular difficulty causing them to not be meeting age related expectations; ● Trained staff provide on-going teacher assessments and tracking of pupil progress which will identify possible areas of need; ● Children may be identified as needing additional support through regular Pupil Progress meetings; ● Concerns are raised by parents/ carers and these may lead to an assessment which identifies a particular need; ● Staff identify a change in the pupil's behaviour through a restorative practice approach ● Concerns raised through family services and social care which may lead to further assessment, which identifies a particular need; ● A pupil asks for help as they find an area of learning more difficult – this would be explored further by the class teacher. ● Pupil profiles are created for all year groups to identify those with additional learning or medical needs and to state what support they may need in school. |
| 2. | What do I do if I think my child has Special Educational Needs? | <ul style="list-style-type: none"> ● If there are any concerns, parents are encouraged to speak, in the first instance, to the child's class teacher. ● Parents can also speak to our Special Educational Needs Coordinator (SENCo) and Assistant SENCo on their own, or with the child's class teacher. ● If your child has not started at Oughtrington, the SENCo would be the first point of contact. |

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| | | <ul style="list-style-type: none"> ● Parents can ask for assessments to be carried out from outside agencies if they wish and these will be done based on waiting lists and assessment timescales ● A Graduated Approach can be completed with parents and class teachers to monitor progress. ● Parents will be supported to gain parenting training, if they wish through outside agencies. |
| 3. | How will the education setting staff support my child/ young person? | <ul style="list-style-type: none"> ● All of our class teachers are teachers of SEND and the school embraces an inclusive approach to whole school learning. ● The class teacher is responsible for daily differentiated lessons to suit all children's specific learning needs; ● If a pupil has additional needs related to more specific areas of their education, then a Graduated approach may be implemented following discussion between you, class teacher, pupil and SENCo. This document will provide specific provisions that will be continually update throughout the school year ● Research based interventions will be set up by the class teacher and SENCo to support learning within the classroom and these interventions will be monitored and evaluated half termly (minimum) by the class teacher, teaching assistant and SENCo/Assistant SENCo to ascertain the impact of the provision and to inform next steps. ● Occasionally, a pupil may need expert support from an outside agency. If they meet the criteria, referral forms are then completed in conjunction with parents/ carers and forwarded to the appropriate agency. That agency may conduct a series of assessments, and following these provide a programme of support to the school and/ or parents/ carers. The recommendations from professionals will be included within the Graduated approach. ● Our Provision and Intervention Plan is reviewed half termly by the SENCo, intervention support staff, senior leaders and class teachers. ● Training is provided throughout the year to teachers, support staff and whole school staff to ensure that all are up to date with the latest SEN policies and practices. ● Children with an EHCP will have a specific learning plan suited to their needs and will be updated with their parents/carers every term. |
| 4. | How will the curriculum at your education setting be matched to my child/ young person's needs? | <ul style="list-style-type: none"> ● If a child is identified as having SEND: ● The curriculum is adapted and delivered in different ways according to a child's needs and recorded on the school's Provision Map. The 'Waves of provision' approach is taken: ● WAVE 1 Quality First Teaching (QFT) – class teachers routinely use their knowledge of pupil's levels and learning styles to differentiate work to match children's needs; ● WAVE 2 – If pupils have been identified with specific needs, their work may need to be further adapted, to remove barriers to learning and enable them to access the curriculum more easily. ● WAVE 3 – If the school feels it is appropriate, specialist equipment, resources and a Graduated Approach will be completed with the potential for outside agency support when necessary. |

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| | | <ul style="list-style-type: none"> ● Teaching Assistants (TAs) in school provide support to the teacher across Waves 1, 2 and 3 provisions. TAs may work with a child 1:1 on specific focused tasks or in a small intervention group and this will be planned by the class teacher and SENCo. ● Specialist equipment may be given to a pupil to help them, such as a visual timetable, a wobble cushion, or adapted equipment. ● Work may be adapted to support the child's needs through: pace of completion, support offered, concrete objects and visual aids introduced or by breaking it down into smaller chunks. ● Pre and post learning opportunities and support may be offered if appropriate. ● If the child has received support from outside agencies such as EP (Education Psychologist) support or SALT (Speech and Language Therapy) support, these programmes and recommendations will be incorporated into the child's daily learning where possible. |
| 5. | How will both you and I know how my child is doing and how will you help me to support my child's learning? | <ul style="list-style-type: none"> ● Through regular discussions with the class teacher and any teaching assistants who work with your child's class/ group during parent evenings ● Meeting appointments can be made with the class teacher, or the SENCo, through the school office. ● Parents' Evenings are held twice a year, in the first half term of the Autumn term, and the towards the end of the first half term of the Spring term. An option to meet class teachers after the end of year report is also available. The SENCo can also be invited to these meetings. ● A full written report will be sent home near the end of the academic year ● Graduated approaches are drawn-up where needed in consultation with parents/ carers and children and will be reviewed with them when needed ● Annual review meetings are held for children with an Education & Health Care Plan (EHCP) annually. ● If an external agency is coming into school to assess your child, provision will be made for you to meet with them and discuss your child and any thoughts you have about their progress, additional needs, aspirations, etc. ● Recommendations received from an external agency are discussed with parents/ carers and pupils (at age appropriate level); copies of reports will be shared also. ● If a child has specific medical needs, staff will always meet with you and a health worker (if involved) to write a medical care plan. ● Children with EHCP targets will have learning plans which will be looked at termly and their long term targets will be broken down into achievable goals. |
| 6. | What support will there be for my child's overall emotional health and wellbeing? | <ul style="list-style-type: none"> ● We have two staff members who are trained 'Emotional Literacy Support Assistants' who can offer highly differentiated social and emotional support through interventions and 1:1 work ● Our Safeguarding Team and staff go on regular training to ensure they follow the most up to date policies and practices to keep children safe in education. |

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| | | <ul style="list-style-type: none"> ● We have comprehensive policies to deal with medical issues, based on current good practice and accepted guidelines. ● If all school support has been exhausted, the school has access to external agencies and professionals, to support behaviour, attendance and emotional wellbeing. Currently external agencies used in school include Warrington's mental health team and SEMH specialist teachers ● The whole school have been trained to use restorative practice approaches and this is being implemented within each classroom to support positive behaviours and relationships |
| 7. | What specialist services and expertise are available at or accessed by the education setting? | <ul style="list-style-type: none"> ● We are supported by a range of professionals who we can access support from as appropriate; some of these specialist services and experts are provided through the Local Authority, and some are independently resourced. The range includes: <ul style="list-style-type: none"> ● Educational Psychologist ● Specific Learning Difficulties specialist ● Speech and Language team ● Occupational Therapy ● Sensory Support team (Hearing and Visual Impairment) ● School Health ● Social Services ● CAMHs (Child & Adolescent Mental Health Services) ● Child protection/ safeguarding team ● ASD/ ADHD specialist nurse ● Mental Health support team ● Therapy Dog- Pets As Therapy and for children's Emotional Wellbeing ● Access to these services is prioritised according to need and availability. This would be dependent on school judging that the child meets the required criteria for this support. |
| 8. | What training are the staff supporting children and young people with SEND had or are having? | <ul style="list-style-type: none"> ● The SENCo is a qualified teacher, who also has the National Award for Special Educational Needs Co-ordination and a masters in Inclusive Education. ● The Head Teacher and Assistant SENCo have the National Award for SEN Coordination. ● Those staff working with children with Speech and Language Difficulties will be supported by the SENCo and are trained in speech and language programmes where needed. ● The SENCo and assistant SENCo attends regular SEND training within the Local Authority and other SENCo clusters to maintain up to date knowledge of SEND practice and to share and develop good practice. ● Some staff have had specific recent training related to individual children, for example, to provide physiotherapy programmes, support medical conditions, etc. |

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| | | <ul style="list-style-type: none"> ● If a child has been supported by the Visual Impairment team or Educational Psychologist the year group will be supported by these services and the SENCo to implement specific programmes and interventions. ● The school has had whole school training on Restorative education to support the social and emotional needs within each classroom. ● Support staff have regular training from the Speech and Language team to help run up to date programs and interventions ● The Hearing impairment team comes in termly to support those children with a hearing impairment. They also work closely with teachers and support staff to ensure that the right support is given in the classroom. ● Individual training has also taken place for our children with medical needs. We have had training support from the ADHD team and Diabetic nurses ● Whole school have had training in Neurodiversity from a Specialist Teacher |
| 9. | How will my child be included in activities outside the classroom including school trips and provision for access to afterschool clubs? | <ul style="list-style-type: none"> ● Oughtrington endeavours to include all pupils in all activities and will work closely with parents/ carers to try to ensure barriers to participation are removed and reasonable adjustments made wherever possible. ● A risk assessment will be carried out for individual's participation where required; this will be verbally shared with pupils and families where appropriate to ensure the correct provision is in place. ● Trips and activities are always available to all. ● The child's parent/ carer may accompany their child on a trip or activity to offer support if they wish to. This would be considered through the risk assessment process. |
| 10. | How accessible is the Oughtrington school environment? | <ul style="list-style-type: none"> ● Oughtrington has worked hard to ensure that are school is accessible to all: ● All classrooms are on one floor and are wheelchair accessible ● We are able to access additional resources to help children who have sensory impairments and take advice from the visual and hearing impairment team. ● There are two accessibility toilets on the school grounds. ● Resources that are required for children with additional needs are acquired through our school budget or other funding that may be available at the time. ● Staff are trained to use any resource and we ensure this training is kept up to date. ● As a school we are happy to discuss individual access requirements and we will make reasonable adjustments wherever possible. We carefully consider the layout and use of the building in relation to the needs of the individual child in order to meet their needs appropriately. ● For more information, please refer to our Equality and Accessibility Policy on the school website or upon request from the school office. |

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| 11. | How will the education setting prepare and support my child to join Oughtrington, transfer to a new education setting or the next stage of education and life? | <ul style="list-style-type: none"> ● The SENCo liaises with other settings at the point of transition, both into school in the Early Years, and out of school to secondary education. ● Children entering Reception: ● If the child is already known to an agency offering some support, e.g. Speech and Language, the SENCo, or someone designated by them, will liaise with the relevant agency. Additional meetings and observations may be arranged in advance of the child accessing the provision. Social stories and visual aids will also be given to the children to support them with their transition. ● When children enter Reception, there are many transitional visits planned between their nursery setting and primary school setting beforehand ● During the first few weeks, parents are invited to see the classroom, meet the teachers and Teaching Assistants through an Information Evening. ● Transition within school from one-year group to another is carefully planned with individual pupils needs discussed prior to visiting their new classroom; All teaching staff have handover meetings where they can handover and discuss keys documents and information, such as positive behaviour plans, medical plans, one page profiles, data, record of interventions and Graduated approaches ● When a child joins from another setting, the school makes contact with that setting to support transition. Similarly if a child leaves during school, Oughtrington staff will endeavour to liaise closely with the receiving setting. ● The school endeavours to listen and take account of views of parents and carers regarding the needs of pupils with SEND when they join school. If the child needs a gradual transition into their new provision, we will work with parents/ carers to develop a Pastoral support plan to support the individual needs of their child. |
| 12. | How are Oughtrington's resources allocated and matched to children's special educational needs? | <ul style="list-style-type: none"> ● Children with an EHC plan will have their own budget to support them. Money is used to provide recommended resources or to deploy staff to offer medical support or specialist intervention, or to access specialist training. ● The school's provision mapping identifies categories of need on an individual, group, class and whole school basis. Funds are allocated to best meet the needs of all our pupils and spending is regularly reviewed. ● Further support or resources may be allocated to your child following assessments by the SENCo, or outside agencies (e.g. children's Speech and Language Therapy team). |
| 13. | How is the decision made about what type and how much support my child will receive? | <ul style="list-style-type: none"> ● The Headteacher and SENCo will allocate resources and support based on a child's individual need, following discussions with the class teacher and where appropriate, advice from external professional agencies and parents/ carers. This will be in line with the SEND Code of Practice. |

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| | | <ul style="list-style-type: none"> ● The allocation of support will be informed by the school's own internal assessment procedures and any external professional reports. Any plans or interventions will be discussed with parents/ carers and reviewed regularly. ● Support will be reviewed and changed according to the ongoing review of need which will be discussed with staff, parents/ carers and child termly. ● For pupils with an EHC plan, further consultation will take place with all stakeholders to determine support 'addition to and different from' that which is available to school. |
| 14. | How are parents involved at Oughtrington? How can I be involved? | <ul style="list-style-type: none"> ● All parents/ carers are encouraged to contribute to their child's education. This may be through: <ul style="list-style-type: none"> ○ Discussions with the class teacher; ○ During parents evenings or other arranged meetings; ○ During discussions with the SENCo, or other professionals; ○ Parents/ carers are warmly encouraged to support and help with school activities |
| 15. | Who can I contact for further information? | <ul style="list-style-type: none"> ● If you wish to discuss your child's educational needs, please contact one of the following: ● Your child's class teacher or the Teaching Assistant who works in their classroom or with your child. ● SENCo – Mrs A Titchner ● Assistant SENCo- Mrs J Clayton ● Headteacher – Miss G Marsland ● SEND Link Governor-Yvonne Poskett ● Appointments can be made with any of these people through the school office. ● There are a number of LA contacts who can provide more information including: ● Parent Partnership (SENDIASS) ● School Health advisers |
| 16. | How can you support my child's medical needs? | <ul style="list-style-type: none"> ● We will work closely with you and your child to gain a better understanding of your child's medical needs ● The governors will work closely with all school staff to ensure that necessary arrangements are made, where possible to ensure that your child can access all areas of the school ● A medical form will be completed if your child has medical needs that require medication to be taken at school or there are certain procedures that need to take place during the school day ● An individual risk assessment will be completed for your child to assess their medical needs and this will be shared with all school staff to ensure the correct support and procedures take place ● The school will work closely with medical professionals, where needed to ensure all working staff have a clear understanding of your child's specific needs |

| Answers to Children's Questions: | | |
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| 1. | How does the school know if I need extra help? | <ul style="list-style-type: none"> ● Through something that you or your parents/ carers have told us. ● We might have noticed that you are struggling with work in class. Your behaviour or attitude might tell us that you need support. You may not be making the usual progress in your work. ● Other services working with you or your family may tell us you need extra support |
| 2. | What should I do if I think I need extra help? | <ul style="list-style-type: none"> ● Speak to your parents/ carers and ask them to talk to your teacher. ● Speak to your teacher or another adult who works in your class. ● You can add a comment to your work to tell the teacher you found it tricky or didn't understand. ● All adults in school will want to help and support you, including other teachers you have worked with, support staff and Oughty Owl staff |
| 3. | How will my work be organised to meet my individual needs? | <ul style="list-style-type: none"> ● We can adapt your work in different ways to support you. ● We can give you different resources to help you. ● We can break your work into smaller chunks. ● We can give you some extra work on a new topic before you start it so you feel more confident. ● We may give you help in a small group to help you learn a new skill. ● We will listen to you and understand what you find difficult so that we can offer the right kind of support. ● We will give you additional support should you need it. |
| 4. | How will I be involved in planning for my needs and who will explain it and help me? | <ul style="list-style-type: none"> ● Your class teachers and Teaching Assistants will speak to you. ● You will be involved in reviewing and planning targets. You will discuss how you learn best. |
| 5. | Who will tell me what I can do to help myself and be more independent? | <ul style="list-style-type: none"> ● The adults who work with you will support you. ● You might have a list of what you need to do written for you or a visual timetable. ● Your teacher and TA will set you targets to help you and break big tasks into smaller ones. ● We will have lot of resources in the classroom you can use to help you to complete your learning task independently |
| 6. | What should I do if I am worried about something? | <ul style="list-style-type: none"> ● Speak to a friend, a parent or carer, or an adult in school – we all care and want to help! If you worry a lot, you may have a worry book/ diary and use that to communicate with adults at home. ● Ask to speak to Ms Brown who can offer support and a safe place to talk ● Specific strategies may be used as appropriate, e.g. worry monsters used in the classroom |

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| 7. | How will I know if I am doing as well as I should? | <ul style="list-style-type: none"> ● We will talk to you regularly. ● When your teachers mark your work, they will tell you. ● Your teacher and TAs will give you feedback during lessons. ● Adults will review your targets with you. ● You can ask your teacher if you are doing well. |
| 8. | How can I get help if I am worried about things other than my work? | <ul style="list-style-type: none"> ● Talk to us about what is worrying you and we will work with you and find people to support you. ● You can tell your teacher, Teaching Assistant, or any member of the school staff. ● Use your worry monsters to let your teachers know how you are feeling each day |
| 9. | Are there staff in school who have had special training to help young people who need extra help? | <ul style="list-style-type: none"> ● All of our teaching staff have regular training in areas of SEND. ● Staff are trained in lots of intervention programmes to help you with your learning. ● We have a trained SENCo and Assistant SENCo ● We have Teaching Assistants and Teachers who are trained to help you when you feel sad, worried, and anxious. ● We have Pastoral Support in school who can offer help and support ● We have two staff who are trained ELSA's who can offer a 6 week programme to help you understand your feelings. |
| 10. | Can school staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions) | <ul style="list-style-type: none"> ● We can get help from lots of different professionals to help with your needs as appropriate, including: <ul style="list-style-type: none"> ○ Educational Psychologist ○ School Health Adviser ○ Occupational Therapist ○ Parent Partnership ○ Early Help team ○ CAMHS ○ Counselling services, such as St Joseph's, NSPCC ○ Visual and Hearing Impairment team ○ Speech and Language team ○ Orthoptist ○ Physiotherapist ○ ASD/ ADHD specialist nurses ○ Play therapy ○ Art therapy |

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| | | <ul style="list-style-type: none"> ○ Medical professionals such as epilepsy team |
| 11. | If I have difficulty in taking part in school activities what different arrangements can be made? | <ul style="list-style-type: none"> ● We will work closely with you to help you access the school activity you want to take part in ● We will make necessary arrangements if deemed possible to ensure that you are able to access all activities and events in school ● We will work closely with your family to get all the information we need to ensure you get the best support |
| 12. | What help is there to help me get ready to start school? | <ul style="list-style-type: none"> ● We will speak to you and your parents/ carers before you start. We will visit you at your nursery or speak to your previous school so that we have lots of information. ● We will usually hold a meeting with the people who help you now so that we have everything in place to help you. ● We will make sure that you can visit your new classroom and teacher and meet the people who will help you before you start. ● We will provide you with a social story to support you with your new transition |
| 13. | I have specific medical needs, how will I be supported? | <ul style="list-style-type: none"> ● Your teacher and school SENCo will work closely with you and your family to gain a better understanding of your medical condition and how to help you. ● We will support you to access all school activities and events, making arrangements if possible. ● We will create a special assessment known as a risk assessment with your family and yourself so you know what support you will get in the day and how we will be working together to keep you safe. |