



Celebrating Difference, Achieving Together

Alma Park Primary School Primary School SEND Information Report June 2024



This report contributes to Manchester Local Authority's Local Offer and complies with section 69 (2) of the Children and Families Act 2014 and Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.



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At Alma Park Primary School, we work hard to identify and address the individual needs of all our pupils and to provide a caring, stimulating and inclusive environment.

We recognise that you know your child best and you may feel that they need some additional help or support for some or all of their time at school. This information is to inform you of the types of support available for your child at Alma Park. It will help you to understand who can help and how this support can be accessed.

Children with Special Educational Needs and Disabilities (SEND) have learning difficulties or disabilities that make it **significantly** harder for them to learn compared to most peers of the same age. They will need extra or different help. Schools and other agencies can help most children overcome their difficulties quickly and easily. However, a few children will need extra help for some or all of their time in school. This might be to help them with all or some of their learning, their physical or sensory needs, understanding and managing their emotions and relationships or communicating with others.

How will I know if my child needs extra help or might have SEND?

All pupils at Alma Park receive Quality First Teaching. This means that a range of teaching and learning styles are used and appropriate learning objectives set for all children within a curriculum matched to their needs. Class teachers assess all children's progress and attainment to identify their strengths, needs and learning styles. Classes are often supported by teaching assistants and pupils are frequently offered additional small group work or catch-up programmes where needed. The progress of every child is monitored closely to help inform any decisions around special educational needs, with concerns from parents/carers and staff in school being used to initially identify a possible need.

Children experiencing a high level of difficulty accessing learning and the curriculum when they join us or as they change during their school life may be considered to have SEND. A health diagnosis would be used to identify a child as being SEND due to a disability.

SEND stages and terminology

The SEND Code of Practice gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a step-by-step approach. You will be consulted at all stages of this graduated approach and staff will inform you of the additional work they do with your child.

If you feel that your child may need some additional support or have SEND please speak to their class teacher as soon as you can. They will be able to advise you and to discuss your child's needs further with relevant staff if you both feel that this is appropriate. All staff in school have the opportunity to meet regularly with the school's SEND team to seek advice and support. Staff in school refer to this meeting as a "SEND surgery". You will be informed of any specific targets set for your child or changes made to your child's provision as a result of this discussion.

If your child continues to make only limited progress despite being offered extra support and intervention, or if there is a very large gap between them and their peers, they may be offered higher levels of individualised support:



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Special Educational Needs Support (SENDS)

This might involve for example:

- More help from a teaching assistant in class
- Small group or individual programmes out of class, delivered by a teacher, teaching assistant or therapist
- Alternative teaching methods, resources or specialist equipment such as sign language, ICT resources, radio aids, mobility aids etc.
- Therapeutic programmes
- Advice and/or delivery of programmes from specialists outside school e.g., Occupational therapist, Speech and Language therapist, Teacher of the Deaf, health professional or Educational Psychologist.

Education Health and Care Plans (EHCP)

If your child's needs are complex, lifelong or severe **and** they are failing to achieve well, it might be appropriate to ask the Local Authority for a Statutory Assessment. Statutory assessment may result in your child having an Education Health and Care Plan (EHCP), which would describe your child's SEND and the special help they should receive. EHCPs usually involve the Local Authority recognising the extra resources needed to help your child, although the school continues to fund a significant proportion of this. Additional resources often include staff time, specialist support and/or equipment.

How will staff record and report the extra support for my child and how will my child be involved in this?

Class teachers plan for every child in their class. Some children with SEND will have a few specific, relevant targets recorded in a Personalised Learning Plan (PLP). This helps everyone involved to focus on clearly defined and measurable steps to ensure they are making progress towards their targets. PLPs are reviewed termly.

Children may also be involved alongside key staff in creating a One Page Profile (1PP) or About Me Profile that documents their strengths, what is important to them, and how they best like to be supported. Parents and carers are warmly invited to contribute to these profiles.

The image shows a digital form titled 'ABOUT ME' with a green header. It contains several sections for text input, each with an 'Add text here' prompt. A central section features a silhouette of a person with the text 'Click here to add a picture'. At the bottom, there are logos for 'Alma Park Primary School' and 'SEND Support'.

For all children at SENDS an information form will be completed to record the move to SENDS and the date that you have been informed. The extra support is reviewed at least termly and decisions will be made as to whether to continue, to swap to a new intervention, or to allow a period of consolidation in class. We will usually discuss this with you at Parents' Evening where there will be an opportunity for you to talk to support staff as well as your child's class teacher. For some children, the additional support will have ensured accelerated progress. If this is the case, children will be removed from the SENDS category and you will be informed of this action and the reasons why.



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All children with an EHCP will have a formal annual review meeting in school to which their family, school staff and any other professionals involved will be invited. The meeting will result in a collated report that will be forwarded to all relevant parties including the Local Authority. We will ensure that all children can express their thoughts in the review. Each child has an opportunity to work with a well-known adult to document what their hopes are, what is working well for them at school and at home, and what they think could be better. These views will form a central part of the review, and all children will have their views represented by the known adult regardless of whether they want to attend the review themselves. We recognise that some children may not wish to attend and will always give them the option, though as children move through KS2 they will be strongly encouraged and supported to do so.

What kind of extra help or support is available at Alma Park and how are staff trained to meet the needs of pupils with SEND?

We will always endeavour to access training that will enable us to meet the specific needs of every child and where necessary, specialist training is brought into the school. There is a comprehensive annual staff training programme to ensure we keep up to date with the best teaching and learning methods. We offer a range of interventions and support strategies. Staff who work with children with SEND receive additional specific training to help them best support the pupils they work with. This might for example involve staff:

- attending courses about specific interventions such as Elklan, Better Reading Partnership, Early Words programme, Rapid Phonics, First Class at Number
- attending network meetings at local schools that specialise in meeting the needs of deaf or visually impaired or autistic pupils.
- working alongside specialists such as Speech and Language (SALT) or Occupational Therapists (OT) to enable them to deliver programmes
- visiting other settings to observe best practice
- learning to use new technologies and/or computer programmes such as Lexia and Clicker

All staff receive deaf awareness training and there are opportunities for staff to learn to use British Sign Language. Teachers and teaching assistants have also received training in the use of the Soundfield system. All staff including lunchtime organisers have been trained on the use of positive language to improve pupil engagement, and we have had training on Attachment. Several of our TAs are trained to deliver speech and language programmes to help children develop their understanding and processing of language. Some are also trained to deliver programmes devised by Occupational Therapists to improve children's gross or fine motor skills. Several staff members have undertaken training for children with Autistic Spectrum Conditions.

Children with medical needs have individual health care plans which record the management of their needs and any medications used. Staff are regularly trained in first aid, asthma, epilepsy and the use of epi pens. If children come into school with a specific health care need, we consult school health to access appropriate training and support.



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How does Alma Park support children's emotional and social development?

We have a promoting Positive Behaviours Policy which is known, used and adhered to by all staff across school. Our high expectations of children's behaviour are lived out and widely celebrated. Children are rewarded through certificates, star badges, postcards of praise and stickers. Children who need specific support with their behaviour are additionally supported by our pastoral team which consists of Learning Mentors and Behaviour Guidance and Support workers. Some children may benefit from individual behaviour plans. For some children we will occasionally seek advice or support from an Educational Consultant or Outreach schools.

Good attendance and punctuality are supported, promoted and celebrated across school. For children with SEND, excellent attendance and punctuality is paramount in ensuring progress and that children are benefiting from all the extra support available to them.

Positive and respectful attitudes towards all others are expected and modelled by all staff. Bullying is not tolerated at Alma Park and any incidences reported to us of children being unkind or unpleasant will be thoroughly investigated with support provided as appropriate for both perpetrators and victims.

'Bullying and incidents of unpleasant behaviour are very rare. Leaders deal effectively with incidents of bullying or name-calling. This helps pupils to feel safe.' (Ofsted 2023)

We recognise that children may have concerns that we may not be aware of. Children are encouraged to drop a note in our worry box asking for someone to speak to them, which our staff respond to on a daily basis. We also offer interventions to support children's social and emotional needs. Such programmes include our enhanced transition programmes, Cloud 9 therapeutic work, lunchtime art club and Friendship Groups.

Who might provide extra support for my child at Alma Park?

We have a highly experienced team of staff who may be involved in supporting your child at Alma Park. They include:

Your child's teacher, who will always make sure that tasks set are appropriate and accessible for your child. If you have any concerns about your child's needs, attainment or progress please talk to your child's class teacher at the earliest opportunity.

Teaching Assistants (TAs), who support all pupils in class. We have several additional TAs who help support groups and individual children with their learning. Many TAs are trained to deliver specific intervention and support packages.

Learning Mentors (LM) and Behaviour, Guidance, Support workers (BGS), who work across school to support children with their learning and/or behaviour, emotional and social needs.

The SENDCO (Clare Turnbull) and Assistant SENDCO (Jo Young) coordinate the provision of SEND in school in consultation with the Headteacher and other senior leaders.



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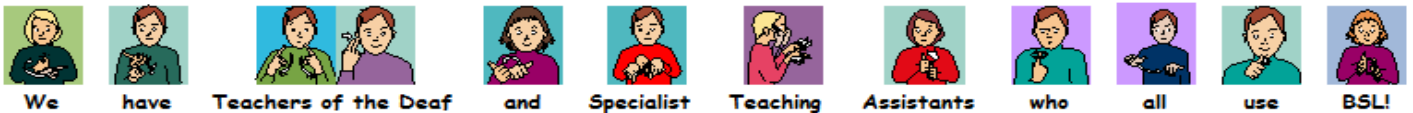
What other specialist services and expertise are available at or accessed by Alma Park?

We do not currently have a link School Nurse, but we can contact School Health for advice regarding some medical needs.

A very small number of children with language and communication needs may be referred to a Speech and Language Therapist (SALT). This might be either via the NHS or via our link Speech and Language Therapist (Rachel Tuckley) who works with us in school 1 day per week. If you or your child's teacher are concerned that your child has difficulty pronouncing some sounds or words, we can also refer them to SALT clinic, following a period of monitoring and discussion

We sometimes request advice from specialist schools or an Education Consultant. For children with the highest level of need who are failing to make progress even with high levels of additional support, we will consult our link Educational Psychologist (EP) as to whether they meet criteria for EP assessment.

Does Alma Park have a specialist area of SEND?



We are exceptionally proud to be an officially designated resource provision for profoundly deaf children who require signed support to access the curriculum. There are specific entry criteria for children to access a place in the resourced provision and places are only offered if the Sensory Support Service considers signed resource provision necessary for several years. It is also important to appreciate that a child's need for resourced provision is subject to regular review. It is expected that all children accessing the resource provision will have an EHCP or be undergoing assessment for an EHCP. We **all** benefit hugely from the expertise of the specialist signing staff who work in our school.

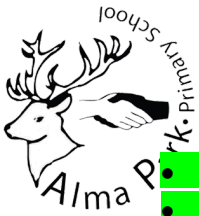
Since 2017 we have also had an assessment unit for deaf Nursery and Reception age children. For these children there may be a number of pathways including remaining at Alma Park or transitioning to an alternative resource provision, the child's local mainstream school or specialist provision.

In September 2023, Alma Park recognised that a very small number of children starting school were struggling to access learning within a mainstream classroom. In response to meeting this need, Alma Park generated 'Acorns', a temporary provision to meet the very high needs of these children, as a 'stepping stone' to seeking a place in a school with specific resource provision or specialist setting.

Acorns is led by the school Inclusion Lead, a level 4 Teaching Assistant and two further Teaching Assistants.

Entry Criteria (NB this list is not exhaustive)

Children accepted into Acorns temporary provision will typically:



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- Have complex, high-level needs linked to social communication difficulties
- Be pre-verbal/significantly impaired communication skills
- Experience significant emotional or behavioural dysregulation
- Be working broadly within 0-18 months of the Prime Areas of Development as set out in the EYFS Framework.
- Be within EYFS or Key Stage 1 year group
- Require in-depth discussion, consultation and agreement with all relevant stakeholders
- Require an integration/reintegration plan agreed as required and reviewed regularly taking into consideration the best interests of the child and the best interests of the other children accessing the provision

Exit Criteria

As Acorns provision is a temporary measure, a child's time within the provision will end typically;

- When a gradual, successful reintegration into a mainstream classroom has been achieved
- When a child is beyond Key Stage 1 age
- Following an agreement with parents that Acorns cannot meet the child's needs
- When a child transfers to a specialist setting or mainstream setting with resource provision.

How does Alma Park monitor the effectiveness of SEND provision?

We monitor the progress of all pupils and this includes termly data analysis of children's progress in Reading, Writing and Maths. This data enables us to evaluate our provision for all children including those with additional needs or SEND. Governors are informed of our provision and support for children with SEND and of the progress this group of children are made through a detailed annual report as well as more frequent discussions about any school, local or national changes in the area of SEND. One of the School Governors works with us in leading SEND in school. Her name is Fran Jones. Fran meets regularly with the SENDCO to evaluate Alma Park's provision, compliance and effectiveness in SEND. In addition, we invest in external Quality Assurance which validates our judgements whilst also ensuring we are focussed on appropriate areas for development.

How accessible is the school environment and will my child be fully included in the life of the school?

Alma Park is a single-story building with multiple access points, all of which are wheelchair/walker friendly. There are three accessible toilets: at the main entrance, in KS1 and in KS2.

Having the Deaf and Hearing Needs (DHN) provision on site means we are able to offer technological support for any pupils who need radio aids, hearing aids and transmitters. All our classrooms have Soundfield Systems, as does the school hall. Use of computers and laptops/iPad enable all children to have access to new technologies to support their learning.

To ensure their maximum progress it may be appropriate for children to work individually or in small groups in intervention rooms or break out spaces. This is particularly the case for our



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deaf children who spend some of every day in the resource room to focus on their communication skills and have intensive language and literacy work.

However, for the most part children will be working in classrooms alongside their peers, often in collaborative, mixed ability groups. We believe that this approach enables children to learn from each other and to develop fully inclusive and respectful attitudes. All children are encouraged to take part in all activities both within and outside of school. Where necessary, extra support will be provided to ensure full participation by all children and parents are fully informed as to the trips and activities open to every child.

On occasion children have accidents or injuries and require different physical support than they have previously needed. We will always work with families to ensure that we can respond quickly and fully in such situations, seeking advice from school health and conducting home visits as needed.

What happens when my child moves on to a new class or setting?

We understand how difficult it can be for children with SEND as they move into a new class or a new school and will provide extra support as appropriate to ensure moves are successful. This might take the form of extra reviews or meetings with you and any new staff, additional visits to the new environment with opportunities to take photos and sometimes transition passports. Children already at Alma Park will always be supported by a well-known member of staff to help prepare them for these changes.

Additional reviews may be held at the end of KS2 for pupils with an EHCP to consider appropriate secondary provision. Once a High School is identified, a member of their staff (often the SENDCO) will be invited to a review to consider any additional transition arrangements e.g., extra visits, travel training etc.

Additional information for parents and carers

Please be aware that we cannot offer diagnoses. We ask parents and carers to contact their GP if they think their child may have medical, physical or sensory needs. We encourage parents to ask their GP for a referral to CAMHS if they are concerned that the child may have mental health needs, an Autistic Spectrum Condition (ASC or ASD) or Attention Deficit Hyperactive Disorder (ADHD). The SENDCO, Clare Turnbull, is also able to refer to CAMHS but parents and carers need to be aware that referrals are unlikely to be accepted without significant supporting evidence.

Parents and carers have the right to ask the Local Authority directly for Statutory Assessment of their child's needs. The Information, Advice and Support can guide you through this process. We would ask you to be aware however that children who it is thought will manage in mainstream schools, albeit with support, are less frequently assessed for an EHCP. Having a diagnosis (e.g. of ASC, ADHD or dyslexia) does not mean that a child needs an EHCP.

Where can I find further information?

Our SEND policy is on the Alma Park website and can be found [here](#)
The details of our accessibility plan can be found [here](#)
Manchester has a comprehensive Local Offer, which can be found [here](#)



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If you want advice from professionals outside school you may find the following contacts helpful:

Information, Advice and Support 0161 209 8356 Parents@Manchester.gov.uk

School Admissions: 0161 245 7166

Manchester Families Service Directory: <http://manchester.fsd.org.uk>

The following documents, produced by the Department for Education (DfE) may also be useful:

- [SEND guide for parents and carers](#)
- [Easy Read information on SEND reforms](#)

What should I do if I am still concerned or unhappy about what school is providing?

We want to work with you in partnership to ensure a joint approach to meeting your child's needs. You are very welcome to discuss your concerns or your child's needs with the Head teacher (Mr. Williams), Deputy Head teacher (Ms. Hughes) or Assistant Head teachers (Ms Solley, Mr Mason, Ms Clark). Please ask at the school office if you wish to speak to any of these people. As with any aspect of school life your views will be taken seriously. Any complaints are heard through the school's complaints policy and procedure.