

SEND Information Report 2026

Local Authorities and schools are required to publish information about the services they expect to be available for children and young people with SEND aged 0-25. The Local Authority refers to this as the 'Local Offer' and information will be available on the Oldham Council website.

We look forward to working with pupils and parents/carers to ensure fully inclusive access to our learning by meeting the needs of children with SEND in a mainstream setting, wherever possible.

Please also see our SEND Policy and Accessibility Plan, available on our school website.

Our SEND Register shows that we currently have 61 children receiving SEND Support and a further 30 children who have been identified as concern. We also have 14 children with an EHCP. Five of the children at 'SEN Support' are likely to require an EHCP. These figures change termly following meetings between the class teachers and the SENCO. Children who are new to school, eg. Nursery are given time to settle before being raised as a concern, unless they were on the SEN register at their previous setting or have involvement from an Early Years SEND Practitioner.

We cater for a wide range of differing needs and have children requiring current support under the following categories:

- Speech, language and communication needs (SLCN);
- Social, emotional and mental health issues (SEMH);
- Autistic spectrum disorder (ASD);
- Moderate learning difficulties (MLD)
- Hearing Impairment (HI)

How do we identify individual special educational needs?

- When children have identified SEND before they start at our school, we work closely with the people who know them and use the information already available to identify what their special educational needs and disabilities (SEND) will be in our school setting and how we can put appropriate provision in place.
- If you tell us you think your child has a SEND need we will discuss this with you and monitor it. We will share what we discover with you and agree with you what the next steps will be and what you can do to help your child.
- If our staff feel that your child has a SEND need this may be because they present differently within the classroom, or they are not making the same progress as other children. Our children are very closely tracked and if they are not making the expected progress, they will have learning adapted to meet their needs by the class teachers. If progress is still not satisfactory, we will then involve the school Special Educational Needs Co-

ordinator (SENCO). The SENCO's role will be to support the class teacher in making further adaptations, assessing their understanding of what we are doing in school and sometimes using screening tests to find out what is causing the difficulty. If the child still does not make progress they will be put on our SEND Register, in order to receive SEN Support. Our school follows The Graduated Response as detailed in the Oldham Local Offer.

- We are able to identify particular traits as belonging to certain conditions through the training we have had. However, we are unable to diagnose children with ADHD or ASD because a diagnosis must be given by someone in the medical profession. If we require further help, we may contact the specialist SEND Team or refer your child to outside agencies, such as Speech and Language Therapy or Community Paediatrics.

If my child has SEND who will be involved?

- Before any SEND are identified your child's class teacher will make sure your child's learning is suited to them. They will adapt the way they teach to ensure the child is supported before seeing the SENCO (see below) about the need for anything additional. If SEND is identified, you will be asked for your views in the setting of targets. Staff will use any strategies, equipment or approaches identified as helpful to your child's progress. Class teachers and teaching assistants work together on the progress of your child, which may include small group work on interventions and/or going to a different classroom for certain lessons. Your child's views will also be a part of this process, where possible.
- The Special Educational Needs Coordinator, Mrs Buckley, will help the class teacher in identifying children with SEND and advise on what else can be tried within the classroom. If your child is working below their year group expectation, staff will ensure that PIVAT assessments are completed. This will involve the class teacher setting appropriate targets and choosing suitable interventions to help your child make progress. The SEND team also coordinates the involvement of outside agencies such as Educational Psychology, Paediatrics or Speech and Language Therapy. You will be contacted regarding outside agency involvement and the outcome of assessments.
- Directed by the class teacher or SENCO, Teaching Assistants sometimes help to support your child's learning in class, either by directly working with them, or by working with others in the class to allow the class teacher to work directly with your child. They may also take children for small group intervention work, designed to help your child make greater progress.

How do we involve parents/carers in identifying SEN and planning for the best outcomes?

- We are a child and family centred school, so you will be invited to take part in all decision making about your child's SEND.
- When we assess SEND, we discuss it with you to determine whether your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way.
- We will ask you to share your views in the setting of targets to support your child's learning. You will also be involved in monitoring your child's progress in

termly review meetings with the class teacher and any other relevant members of staff. This is usually at parents evening.

- Your child's views will also be a part of this process, where possible.

How do we adapt the curriculum so that we meet the needs of all children?

- Our Inclusion Strategy maps out our approach to teaching and supporting children with SEN. Where 4 tiers of support are explained.
- All teachers deliver high quality teaching and have high expectations of all the children in the class. Lessons are planned to match the needs of individuals or specific groups of children. Adaptations are provided so that every child is able to learn at their own pace and in their own way. We will provide additional resources as required or as recommended by agencies involved with your child.
- We have a range of interventions and resources in school to support children with SEND. These are tailored to suit individualised learning and to also support children who may have difficulties in other areas such as speech, language and communication, social skills or motor difficulties.
- We have trained staff so that we are able to adapt to a range of SEND - specific learning difficulties, autistic spectrum disorder (ASD); speech, language and communication needs (SLCN); hearing impairment (HI) and social, emotional and mental health difficulties (SEMH).
- There is an ongoing CPD cycle for all staff with a focus on SEND to ensure staff are kept updated.
- Teachers and Teaching Assistants are trained according to the needs of the children in their care. Additional training includes delivering speech and language programmes, BLAST, WellComm and Lego Therapy.
- Some children who are unable to access learning in the mainstream classroom, make spend some time in the Sycamore room where a bespoke curriculum is provided to meet their individual needs and targets.
- The effectiveness of our Inclusion Strategy is monitored regularly by the SENCO, the senior leadership team and subject leaders. We also have external visitors from the trust or supporting teams with the local authority to assist with quality assurance. Regular monitoring and feedback will ensure we are continually improving our provision for SEND in our school.

How do we assess and review pupil progress towards the outcomes we have targeted for children?

- We use the Arbor software, recommended by the Academy Trust, to check the progress of all children in Reading, Writing and Maths. We use PIVATS to assess progress in smaller steps and at a slower pace than the usual national curriculum levels, for our children with SEND.
- We check how well a child understands and makes progress in each lesson through ongoing assessments and evaluations.
- Our Senior Leadership Team monitor the progress of all children every term at tracking meetings and reviews. We discuss what we are doing to make sure all children make good progress, including those with SEND.
- For children with SEND, teachers discuss progress and review support with parents at parents' evenings for the first two terms. In the final term the class teacher will hold

a SEND review. On some occasions the SENCO maybe involved. This means children on SEN Support or with EHCPs will have 3 reviews each year. The Annual Review are held for those with EHCP. This is reported to the Local Authority.

What equipment or resources do we use to give extra support?

- We use visual timetables and pictorial/photographic cues (InPrint) throughout school.
- Various ICT Programs where appropriate.
- We deliver bespoke speech & language programmes provided by the Speech Therapy Service. A therapist will demonstrate to school staff how to use the programme, and this will then be taught and assessed after a given period of time.
- We use iPad Apps for children with communication difficulties as well as other ICT equipment and programs to support specific needs.
- Any specific physical requirements will be assessed individually, and equipment will be provided to meet those needs with the help of Local Authority SEND 'Sensory and Physical Impairment Team.'
- Advice and equipment from the HI and VI Services.
- Stair lifts and disabled toilets for wheelchair users or those who require these facilities.

Which extra support services do we involve to help us meet SEND?

- We use a wide range of services to support our children and families- for more information visit the Oldham council website.
- We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (eg. speech, language and communication needs, hearing impairment, visual impairment, emotional needs, ASD, etc)
- We get support from other Local Authority services, SEND Specialists (QEST), Educational Psychologists, Speech Therapy, Community Paediatrics and Occupational Therapy as well as working collaboratively with other Oldham schools.
- We get support from The Moving and Handling Service for children with physical difficulties, who may need assessment for special seating or other specific equipment.
- We get support from Physiotherapy for children who need any physical interventions.

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

All children should be happy at school so that learning is as effective as it could be.

- To help children who face emotional difficulties, we offer time with a teacher or a specific adult.
- A TA may also deliver a Social Skills intervention to a group of children.
- We have a mental health leader in school who is timetabled to meet with these identified children weekly.
- We offer time in our 'Forest School'.
- In some circumstances, children may be referred to counselling services outside school eg CAMHS or Tog Minds.

- We have a Mental Health in Education practitioner who is in our school once a week.

How will my child be included in activities outside the classroom?

As an inclusive school, every child has the opportunity to access all areas of the curriculum. Therefore, provision for trips and activities will be adapted, wherever possible to meet individual needs. Any child needing specific help will have this discussed between school and home before any visit or activity.

- We have a number of after school activities, which are open to all children. Should any child need support to access these activities, school will make the necessary arrangements.
- All children have the opportunity to take on job roles within school such as midday monitors, librarians and sports leaders.
- During our Wellbeing Wednesday all of our children are able to choose an extra curricular activity, including those with SEND.

How will school support my child in their transition into school and out of school when they leave us?

At Greenacres we recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any move is as smooth as possible.

- For children entering Greenacres Nursery or Reception class, information will be gathered from parents/carers and all involved agencies, regarding any SEND. This is done by visiting families in their homes or other pre-school settings. Any necessary support will be put in place on the child's entry into school. Additional visits to school are encouraged for those children who may find the transition difficult between home and school.
- Meetings will be arranged for those children who are already known to Early Years SEND Services to make school aware of their needs to ensure the correct support is in place.
- Children with disabilities may require the support of the Local Authority Physical Impairment Team and / or the Moving and Handling Team.
- Advice and training from the medical profession will be sought, if necessary.
- Transition within school is supported with extra visits to the new class for children with SEND, where this is considered necessary.
- School encourage visits from local secondary schools and staff are made aware of any pupils who will need extra support around transition.
- We make sure all relevant information is discussed with the secondary SENCO, who is invited to a transition review with the class teacher and SENCO during Term 3. All paperwork is then passed to the Secondary School so that they may prepare for your child's arrival in September.

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

- If your child continues to make little or no progress, despite high quality teaching, targeting their needs, the class teacher and the SENCO will assess

whether the child has a significant barrier to learning. Where this is the case, agreement about the level of SEND support that is required will take place. The support will be carefully monitored to look at the impact. If there is no impact, or very little, it may be necessary to apply for an Education Health and Care plan (EHCP) to further support the child's needs. Schools receive funding for all pupils, including those with Special Educational Needs and Disabilities, and they meet pupil's need from this funding (including equipment). The local authority may contribute, if the cost of meeting an individual pupil's needs is more than £10,000 per year and outside agencies agree that an EHCP is required.

- If the Local Authority agree to statutory assessment of a pupil's needs, then proceed to issue an EHCP, parents will have a say on the outcomes they feel are important for their child and how the additional funding should be used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

Who can I contact for further information?

- For initial concerns contact the class teacher and then the SENCO, Mrs Buckley.
- There are a number of parent support groups, please see the Oldham Authority Local Offer
- Oldham's parent/carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver, meet the needs of disabled children and their families.

What to do if you as a parent/carer are not happy with the decision or what is happening?

- Your first point of contact is the person involved in the decision – this may be the class teacher, SENCO or the Principal. Explain your concerns to them and if you are not satisfied that your concern has been addressed, speak to the Principal, Katie Thornton. Alternatively you can speak to our SEND governor, Tara Atkinson (Reception teacher).
- If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Complaints and Representations Officer Freepost –

RRGY-TJSR-GHGZ
PO Box 40
Level 8, Civic Centre
West Street Oldham,
OL1 1XJ

Tel: 0161 770 1129

cypf.complaints@oldham.gov.uk

The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs. Vis http://www.oldham.gov.uk/pps/info/12/about_the_service for more information