Alexandra Park Junior School

To Learn, Be Happy and Achieve Our Best

THE Pinnacle LEARNING TRUST

SEND Information Report

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Contents

1) Types of SEN we support at Alexandra Park Junior School
2) How we identify SEND
3) How we work with parents
4) How we listen to and support pupils
5) How we check and review progress
6) Supporting transitions and preparing for the future
7) How we teach pupils with SEN
8) Our skills and training
9) How we review our support
10) Making sure all pupils can join in
11) Supporting Emotional and Social Wellbeing
12) Working with other professionals
13) How to share concerns or make a complaint

Types of SEN we support at Alexandra Park Junior School

Area of Need	Difficulties
Communication and Interaction	Children and young people who have speech, language and communication needs may have difficulties understanding what is said to them or have difficulties saying what they want to. They may find it difficult to understand and use social rules. Children and young people with autism are likely to have particular difficulties with social interaction as well as language communication and imagination which may impact on how they relate to others. Individual children may have difficulties with some or all aspects of language and it is therefore important to understand each child's individual profile of language difficulties.
Cognition and Learning	Where children and young people learn at a slower pace than their peers even with appropriate differentiation they may require additional support. The term learning difficulties covers a wide range of needs including moderate learning difficulties, severe learning difficulties through to profound and multiple learning difficulties. Specific learning difficulties are where one or more specific area of learning is affected for example dyslexia, dyscalculia and dyspraxia.
Social, emotion al and Mental Health	Children and young people with social emotional and mental health difficulties can present with a wide range of behaviours. For example, they may become withdrawn or isolated or display challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have neurodiverse conditions such as ADHD or may have attachment difficulties. When looking at this area it is also important to ensure that an assessment to determine causal factors such as undiagnosed learning difficulties or difficulties with communication as well as mental health are thoroughly explored.
Sensory and/or physical	Where children or young people have a disability which prevents or hinders them from making use of the educational facilities generally provided, they may require special educational provision. Children and young people with hearing impairment of vision impairment or multi-sensory impairment may require specialist support and/or equipment to access their learning or assistance support.

How we identify SEND

At Alexandra Park Junior School, we are committed to identifying Special Educational Needs and Disabilities (SEND) as early as possible so that appropriate provision and support can be put in place.

All class teachers are aware of SEND and carefully monitor pupils' academic progress, social development and wellbeing. Through our ongoing programme of assessment and high-quality teaching, teachers regularly identify gaps in learning and adapt strategies to support pupils within the classroom.

Progress is closely tracked through teacher assessments, pupil progress meetings and the review of interventions to evaluate their impact.

SEND may be identified in a number of ways, including:

- Parent or carer concerns
- Transition or SEND meetings from Infant school or previous educational setting.
- Feedback or reports from external professionals involved with the child or family
- Teacher assessments and progress tracking (Over time and over the year)
- Pupil progress meetings
- Reviewing the impact of interventions
- Pupil views
- Reports from specialist assessments

If a pupil is not making the expected progress despite high-quality teaching and targeted classroom strategies, the class teacher will raise concerns with the Special Educational Needs Coordinator (SENDCo) using a Cause for Concern form. Parents or carers will be contacted to discuss these concerns and the possibility that the child may have SEND.
The SENDCo will gather further information by:

- Discussing progress, attainment and behaviour with the child's teacher(s), parents and child.
- Comparing the child's development with peers and available national data
- Seeking the views of parents or carers and child.
- Discuss new strategies and interventions to try for a 6-week period.
- Consulting external professionals where appropriate (e.g. speech and language therapists, Educational Psychologists or paediatricians)

Based on this comprehensive review, the SENDCo will determine whether the child requires SEN support.
If SEN support is needed, and with parental consent, the child's name will be added to the school's SEND register. The SENDCo and class teacher will then work collaboratively with parents/carers and the child to create a tailored SEN Support Plan, outlining clear outcomes and the provision required to help the child make progress.

SEND Flowchart

What do I do if a child in my class is not making progress?

ASSESS
First you need to complete a Cause for Concern form. You must say what the concerns are, what the evidence is and what QFT strategies have been put in place and/ or Wave 2 interventions and what the impact has been. This will then need to be emailed to the SENDCo Miss Varley.

PLAN
The SENDCo will look at books, planning and may observe child. The SENDCo will suggest next steps. In some cases, a meeting will be held with child, parent and teacher. A plan will then be put together support the pupil's progress.

DO
Interventions and targeted support will be carried out for no less than 6 weeks. Starting point will need to be recorded and attendance will need to be logged.

REVIEW
A review meeting will be held with the SENDCo, class teacher, pupil, parents and SENDCo to measure the impact of support.

Sufficient Progress Made

Needs met through HQT/ OOAIP in the class.

Little or no progress

With permission of parents, pupil will be on the SEND Register. A new plan will be developed with the class teacher, pupil, parents and SENDCo. A discussion about possible outside agency support will also be discussed.

Possible referrals that can be made:
*QEST *EP *SALT
*School Nurse *CPS
*Occupational Therapy *HYM
* TOG MIND
*Early Help

One Page Profile

Outcomes and Support Plan

Strategies and Interventions

In some cases, despite having taken all relevant and purposeful action to identify, assess and meet needs the pupil may not make expected progress. The SENDCo will work with parents to request an EHC assessment if felt needed.

How we work with parents

We are committed to working in close partnership with parents and carers to ensure the best possible outcomes for children with Special Educational Needs and Disabilities (SEND).

Communication and Progress Updates
Parents will receive termly updates on their child's progress. Where appropriate, the SENDCo may attend these meetings to provide additional guidance and support.

Targets and priorities for all children identified as having special educational needs will be reviewed termly by the child's Class Teacher and the SENDCo. The child's SEND Support Plan will then be updated accordingly and shared, ensuring that everyone understands their role in supporting the child's progress.

It is important that parents agree with the targets set for their child. Parents are encouraged to take an active role by commenting on and contributing to their child's SEND Support Plan. The SENDCo is always available to meet with parents to discuss the child's targets and priorities in more detail.

Working in Partnership
We recognise that parents and carers are the experts when it comes to understanding their child's strengths, needs and aspirations. We aim to ensure that parents have a clear understanding of:
- Their child's identified needs
- The support and interventions being provided
- The intended impact of this support

We also actively encourage parents to share information about how their child is progressing at home, as this helps us to evaluate the effectiveness of provision and adapt support where necessary.

Record Keeping and Ongoing Communication
Following discussions, a written record of agreed outcomes, actions and support will be made and shared with relevant staff to ensure a consistent and coordinated approach.
If concerns arise between scheduled meetings, parents are encouraged to contact their child's class teacher in the first instance so that matters can be addressed promptly.

How We Listen to and Support Pupils

We believe that *child voice is very important* and that every child should have the chance to share their thoughts, feelings and ideas about their learning.
How children are involved will depend on their age, needs and confidence. As every child is unique, we take a flexible, individual approach and work closely with you to make sure your child is included in a way that suits them best.

We encourage children to share their views in a variety of ways, including:
• Attending meetings to talk about their progress and next steps, where appropriate
• Sharing their thoughts with a trusted adult, who can then represent their views at meetings

If a child finds it difficult to express their views independently, they will be supported by a member of staff who knows them well. This adult may help by:
• Writing down their views on their behalf
• Supporting them to record their thoughts for their one-page profile

Children are also given regular opportunities to share their opinions through pupil voice sessions. These are not just for SEND, but cover all areas of school life and the curriculum.

In addition, children can take on active roles within the school community, such as being part of The Children's Leadership Team, Subject Ambassadors, OPAL Leaders and Sports Leaders, helping them to feel heard and valued.

How We Check and Review Progress

At Alexandra Park Junior School, we carefully monitor and review the progress of children and young people with SEND to make sure the support we provide is effective, meaningful, and tailored to their individual needs. Assessment is a vital part of helping children access learning and develop new knowledge. It allows us to adapt teaching and support so that every child can succeed and make progress.
We follow the Graduated Approach to meeting your child's SEND needs. This is a four-part cycle of Assess → Plan → Do → Review.

Assess

Teaching staff should work with the special educational needs co-ordinator (SENCo) in the school to assess the child or young person's needs, so that they give the right support.

It should draw on the views and experience of parents and the pupil's own views. Sometimes schools will seek advice from a specialist teacher or health professional. They should talk to parents and carers about this first.

Review

The school should review the child or young person's progress, and the difference that the help the pupil has been given has made, on the date agreed in the plan. Parents and the pupil should be involved in the review and in planning the next step.



Plan

If the school decides that the child or young person needs SEN support it will discuss this with parents. The school should agree in consultation with parents, carers and the pupil the outcomes that will be set, what help will be provided and a date for progress to be reviewed.

Do

The child or young person's class or subject teacher is usually responsible for the work that is done with the pupil, and should work closely with any teaching assistants or specialist staff involved.

Taken from SENCO Space – Oldham Council

As part of the planning stage, we set outcomes that we want your child to achieve. Whenever we run an intervention, we assess your child before it begins using a baseline assessment. This helps us measure the impact of the support and ensures it is making a positive difference.
We track progress towards these outcomes over time and adjust teaching, interventions, and support based on what works best for your child. This process is continual:

- If a review shows a child has made progress, they may no longer need additional provision through SEN support.
- For others, the cycle continues, with targets, strategies, and provisions revisited and refined to ensure ongoing progress.

We do this in a variety of ways:

- Reviewing small-step targets in your child's SEND support plan each term to make sure they remain appropriate, achievable, and meaningful
- Holding an annual review for children with an Education, Health and Care (EHC) plan
- Regularly tracking progress through whole-school pupil progress meetings, target-setting meetings, and SEND surgeries

The SENCo meets with all teachers termly during SEND surgeries or in planning meetings to:

- Discuss each child's progress
- Review and update targets in SEND support plans
- Plan next steps and adjust support as needed

Teachers also meet 4 times per year, with the Principal, Deputy Principal and SENDCo to review progress and ensure all children are supported effectively.

Some areas of learning are monitored more closely. For example, children's progress in phonics and targeted interventions such as WELLCOMM is regularly assessed to ensure support is having a positive impact.

We also value the role of external professionals in supporting assessment. We currently work with a private Speech and Language Therapist (SALT), who is in school one day each week. In addition to direct therapy, they carry out detailed language assessments to:

- Better understand your child's needs
- Plan targeted support
- Provide evidence for EHC plan applications or referrals to other professionals

This ongoing cycle of assessing, planning, doing, and reviewing helps us adapt support quickly and ensures every child is making meaningful progress towards their individual outcomes.

Class teachers and the SENDCo are always available to discuss your child's progress, answer questions, and provide guidance.

Supporting Transitions and Preparing for the Future

We understand that change can be exciting, but also challenging for some children. Our priority is to make sure every child feels happy, confident and well-prepared for the next step in their journey. We work closely with children and families to ensure transitions are smooth, well-planned and tailored to individual needs.

Between year groups

- To help children with SEND feel ready for a new school year, we:
- Ensure both the current teacher and next year's teacher attend a transition meeting where each child's needs are discussed
- Provide opportunities for children to spend time with their new teacher towards the end of the summer term

Take part in whole-school transition days, where all children meet their new teachers and spend time in their new classrooms before September

We also aim to keep routines as consistent as possible to support children's sense of security.
Additional support for transitions within school

We recognise that even small changes, such as moving classrooms or learning in a new space, can feel significant for some children. We plan carefully and communicate any changes with parents well in advance.

Where needed, children may be supported through:

- Visual supports and social stories
- Extra visits to new classrooms or learning environments during the school day
- Adjusted routines, such as entering school through a quieter entrance. Where a change of class means a different entrance will be used, children will be supported to become familiar with this in advance, helping them feel confident and prepared.
- Support from a familiar, trusted adult

For children with more complex needs, we use pupil passports (one-page profiles). These include important information such as likes and dislikes, motivations, medical needs and sensory preferences. This helps all staff quickly build positive, supportive relationships and understand how best to support each child.

Between schools

When your child is moving to our school from Glodwick Infant and Nursery School, we will work closely with staff, you and your child before enrolling at Alexandra Park Junior School. When you child is moving on from our school to another school, we will work together to decide what information should be shared with the new setting. This helps to ensure a smooth, supportive and well-informed transition.

Year 6 teachers, SENDCo and Pastoral Team, complete detailed transition documentation, which is shared with your child's new secondary school in advance. SEND documentation is also shared once your child has started, so that the new setting has a clear and up-to-date understanding of their needs. The Pastoral Team, spend time talking with children about the move to secondary school, helping to answer questions and address any worries or concerns they may have.

All children are offered transition visits to their new secondary school during the summer term. For children who may need additional support, extra visits can be arranged. These visits may also be supported by a familiar member of staff from our school to help children feel confident, secure and ready for the change.

Secondary schools also support this process by visiting children in the summer term and are invited to SEND Reviews to meet parents and children. Transition may include assemblies or small group sessions, giving children the opportunity to meet staff, ask questions and begin to feel familiar with their new environment.

Between phases (primary to secondary)

We work closely with local secondary schools to prepare children for the next stage of their education. The SENDCo from the secondary school meets with our SENDCo to discuss the needs of all children receiving SEND support, ensuring continuity of care and provision.

Children are supported to prepare for this transition by:

- Becoming familiar with a secondary school timetable
- Developing independence and organisational skills
- Addressing any gaps in learning

How We Teach Pupils with SEN

At Alexandra Park Junior School, we want every child to come to school feeling safe, secure, happy, and well-regulated. We achieve this by providing a learning environment that meets children's developmental and sensory needs and is supported by highly skilled and well-trained staff.

Your child's class teacher is responsible for the progress and development of all pupils in their class. High-quality teaching is our first step in responding to your child's needs. Every child has access to a broad and balanced curriculum, with adaptations and support tailored to their individual needs. There is no "one size fits all" approach; every child's learning is planned on a case-by-case basis.

Inclusive practice is a golden thread running through all subjects. It ensures that all learners, including those with SEND, can access the curriculum and acquire the knowledge and skills they need to meet the challenging end-of-key-stage expectations set out in the National Curriculum. Selected elements of the Graduated Response Toolkit are incorporated into classroom learning to support individual needs. More information can be found in our Curriculum Policy and the Oldham Graduated Response Toolkit.

How We Adapt Teaching, the Curriculum, and the Learning Environment
Our approach includes:

- **High-quality cooperative teaching and learning strategies** consistently applied across lessons to help children think deeply about the knowledge being taught and to manage cognitive load
- **Carefully sequenced curriculum planning** to help children build on prior knowledge, develop vocabulary, and deepen understanding over time
- **Adaptive practice** to support SEND, EAL, and inwardly mobile learners, using scaffolds, experiential learning, and other inclusive strategies
- **Focus on reading and vocabulary** through guided reading, 1-to-1 reading, access to class libraries, and reading across the curriculum

To support learning, we use a range of strategies across the curriculum, including:
1. Adaptive practice
2. Short-term planning and sequencing (including Rosenshine's Principles of Instruction)
3. Cooperative learning strategies
4. Assessment for Learning opportunities.
5. Retrieval practice (recalling information from memory with minimal prompting)
6. Scaffolded opportunities for purposeful talk (talk partners, Sentence stems)

Where children are not ready for formal learning, they may access Personalised learning opportunities. These focus on highly differentiated, sensory-based learning, using AET Framework. Approaches used include Organised Learning Systems, sensory circuits and Attention Autism.

Support from Teaching Assistants and External Professionals
Teaching assistants provide:

- In-class support under the direction of the class teacher and SENDCo
- Small group interventions
- 1-to-1 support where needed

Support may also be guided by the Speech and Language Therapist (SALT), who provides direct therapy and detailed language assessments. These assessments plan targeted support, track progress, and provide evidence for EHC plan applications or referrals to other professionals.

Interventions

All interventions are evidence-based, regularly assessed, and tracked to monitor progress. These include

- WELLCOMM
- Phonics (RWI)
- Reading Comprehension
- Inference
- Plus 1
- Precision Teaching
- Power of 2.

Interventions are delivered by trained staff and are tailored to individual children's needs.

Inclusive practice ensures that all children, including those with SEND, can:

- Engage fully with learning across the curriculum
- Access teaching that is differentiated and scaffolded to meet their needs
- Develop independence, confidence, and a love of learning

By combining high-quality teaching, curriculum adaptations, Pastoral support, targeted interventions, and evidence-informed strategies, we ensure that every child at Alexandra Park Junior School can learn, be happy and achieve their best.

Our Staff's Skills and Training

At Alexandra Park Junior School, we are committed to ensuring that all children, including those with special educational needs and disabilities (SEND), are supported by skilled, knowledgeable, and confident staff.

- **Curriculum adaptation:** Staff are trained to adapt teaching and learning so that all children can access the curriculum and achieve their potential.
- **Supporting a wide range of needs:** With guidance from the SENDCo, senior leadership tea and other external support agencies, teachers implement approaches to support children across all four broad areas of need, such as:
- Specific learning difficulties (e.g., dyslexia)
- Autism
- Visual or hearing impairments
- Speech, language, and communication difficulties
- Social, emotional, and mental health needs
- **Health and personal care:** A large number of our team are Paediatric First Aid trained and are able to support children with more specialist medical and care needs. This support is always carried out in conjunction with guidance and training from relevant medical professionals, ensuring that children's health and safety are prioritised at all times.
- **Professional development:** Our teachers and teaching assistants are committed to continually developing their skills to ensure the best support for all children.

The SENDCo has completed the National SENCo Award (NASENCo, 2016), providing expert leadership in SEND provision.

We maintain strong relationships with local authority and specialist teachers, including QEST, Educational Psychologists (EP), PIP, and POS, who offer guidance, advice, and quality assurance for provision and interventions.

We also refer to NHS specialists including Speech and Language Therapists, Paediatrics, Occupational Therapy, school nurses, and CAMHS for additional support and guidance.

- ELSEC Team (speech and language support)
- ELSA (Emotional Literacy Support)

Staff access a wide range of local authority training, from toileting routines to enhanced provision, and we ensure initiatives such as OAIP (Ordinarily Available Inclusive Provision) are embedded into everyday practice.

Whole-school training includes:

- OAIP (Ordinarily Available Inclusive Provision)
- ELSEC
- Inclusion

Specialist SEND training for key staff includes:

- Attention Autism
- Intensive Interaction
- Sensory Circuits
- Behaviour as Communication
- Lego Therapy
- Using the Zones
- AET Framework

Staff also access additional training as and when requested or recommended by professionals to meet the evolving needs of children in our care.

This combination of internal expertise, specialist partnerships, external training, and ongoing professional development ensures that children with SEND at Alexandra Park Junior School receive high-quality, evidence-informed support tailored to their individual needs.

How We Review Our Support

At Alexandra Park Junior School, we regularly evaluate the effectiveness of the support and provision we provide for children and young people with SEND. This ensures that all interventions, adaptations, and teaching strategies are meaningful, targeted, and have a positive impact on each child's learning and development.

We do this through a combination of internal and external monitoring, including:

- Close monitoring by the SENDCo and Senior Leadership Team (SLT) to ensure provision is implemented effectively.
- Termly assessments of children's individual progress across subjects, as well as in targeted interventions or Speech and Language support.
- Measuring the impact of interventions by comparing children's progress against baseline data collected before the support began.
- Reviewing progress against individual targets set in children's SEND support plans and sharing these at termly review meetings.
- Holding annual review meetings for children with an Education, Health and Care Plan (EHCP) to review outcomes and update all relevant SEND information.
- Gathering pupil voice, parent voice, and staff voice to ensure that feedback informs planning and provision.

We also use external monitoring and support to maintain high standards of SEND provision. Recent SEND reviews have highlighted key strengths at Alexandra Park Junior School:

- The head teacher, SENCO and SLT have a clear and ambitious vision for inclusion evidenced in the school based on a culture of belonging and pupils with SEND are settled well in class.
- Outcomes from initial screening and on-going assessments of progress of individual pupils with SEN are shared with staff and used to target support. Wellcomm/ ELSEC is used effectively across school to assess and support with closing the Oracy gap.
- The school is proactive in ensuring parents of pupils with SEN are well informed. They are made aware of local and national services that provide guidance and support to parents. The school offers a range of engagement events including stay and read, coffee mornings, festival craft events etc.

This combination of termly assessment, target review, pupil/parent/staff feedback, and external quality assurance ensures that the support we provide is effective, responsive, and continuously improving to meet the needs of every child with SEND.

Making Sure All Pupils Can Join In

At Alexandra Park Junior School, we are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), are fully included in school life and have equal opportunities to participate in activities alongside their peers.

All children are warmly welcomed into school each day by familiar members of staff at their entrance. This consistent and positive start helps children feel safe, valued, and ready to engage in the school day. We provide a range of extra-curricular clubs that change on a termly basis. All pupils, including those with SEND, are encouraged to take part. Where necessary, reasonable adjustments are made to ensure access, and additional staff can be provided to support children so they can participate fully and confidently.

Children with SEND are actively involved in the wider life of the school. They take part in pupil voice activities and are represented within groups such as The Children's Leadership Team ensuring their views and contributions are valued.

Where appropriate, and in line with individual learning and sensory needs, pupils with SEND attend assemblies and playtimes alongside their peers. All children also share breaktimes and lunchtime together in the dining room, promoting inclusion and social interaction.

Educational visits and trips are carefully planned and risk assessed to ensure they are accessible to all pupils. Reasonable adjustments are made wherever possible so that children with SEND can fully participate. This may include adapting activities, providing additional staffing, or making specific transport arrangements. Children with SEND are also supported to take part in after-school clubs and competitions, with adjustments made as needed.

In the rare event that a particular activity or visit cannot be suitably adapted, an alternative experience of equal educational value will be provided.

For further information about how visits are planned and delivered, please refer to the school's Educational Visits Policy.

Supporting Emotional and Social Wellbeing

At Alexandra Park School, every child's happiness and wellbeing is of utmost importance. We believe that when children feel happy, safe, and settled, they are in the best possible position to learn, be happy and achieve their best.

All children are supported by their class teacher and year group teaching assistants, who take time to get to know each child as an individual. Strong, positive relationships between staff and pupils are central to promoting emotional wellbeing. During the first few weeks of school, there is a particular focus on building trust, confidence, and a sense of belonging.

Some children may need additional support with developing relationships, settling into school routines, or building age-appropriate social skills. This support is valued equally alongside academic support, such as learning to read or write, and is provided as needed.

If a child is feeling unhappy or unsettled, the first point of contact is always the class teacher. If concerns continue, parents and carers can arrange a meeting with the SENDCo or a member of the Senior Leadership Team. We will work closely with families to understand the situation, explore solutions, and provide appropriate support. In the rare event that further assistance is required, the school can seek support from external agencies.

We promote a positive school environment through clear values and behaviour expectations, which help children understand how to make good choices and contribute to a happy and respectful school community. Further information can be found in our school values, Expectations for Learning Policy, and Anti-Bullying Policy.

Children are actively encouraged to share their views and contribute to school life. This is supported through regular pupil voice surveys and the work of our #Children's Leadership Team, ensuring that all children feel heard and valued.

To further support emotional wellbeing, we work closely with the Mental Health Support Team (MHST), who are in school one day each week. We also have specialist trained ELSA (Emotional Literacy Support Assistant) staff who provide targeted support for children who may need additional help with emotional regulation, social skills, or confidence.

In addition, all staff use the Zones to explore feelings, emotions and behaviours as well as emotion coaching approaches.

Where appropriate, the SENCo can make referrals to external professionals for further assessment and support, including services such as Paediatrics and CAMHS (Child and Adolescent Mental Health Services).

Working with Other Professionals

At our school, we work closely with a wide range of external professionals and services to ensure that children with Special Educational Needs and Disabilities (SEND) receive the right support, and that their families are well supported.

We have strong, established relationships with Health Visitors and the School Nurse, who can provide valuable advice to both parents and school staff on supporting individual children's needs.
In addition, we access support from a range of specialist services, including:

- The Quality and Effectiveness Support Team (QEST), whose specialist teachers provide staff training and guidance on effective strategies for supporting children with a variety of needs, including speech, language and communication, hearing and visual impairments, behaviour, severe learning difficulties, mental health needs, and autism.
- The Educational Psychology Service, who work with school to observe pupils and offer expert advice on strategies and interventions.
- Local authority services such as Early Help and the Sensory and Physical Support Services.
- NHS Speech and Language Therapy (SALT) for assessment and intervention. They work directly with pupils, train staff (Where needed), and advise on programmes and strategies.
- Additional specialist services including Occupational Therapy (OT), the Community Paediatric Service, Child and Adolescent Mental Health Services (CAMHS), School Health Advisors, and Visual and Hearing Impairment Services.
- Physiotherapy services for pupils who require physical support.

We work in partnership with pupils and their parents or carers to ensure a collaborative approach. Together, we:

- Review the pupil's progress regularly
- Agree on strategies and actions to support learning and development
- Set clear, achievable targets for the pupil
- Clarify the roles and contributions of school, home, and any external professionals
- Set review dates to evaluate progress and next steps

All of this information is recorded to ensure accountability and to track the effectiveness of support over time.
The school's Designated Safeguarding Lead (DSL), Special Educational Needs Coordinator (SENDCo) and Pastoral Team, also play a key role in supporting families. They are available to refer families to Early Help services or signpost them to a range of local support, including food banks, drop-in centres, social groups, practical support services, and leisure activities.
Families of children with disabilities can also access further information and support through our Local Offer page, which outlines the services and provision available to them.
https://oldhamsendlocaloffer.co.uk/

How to Share Concerns or Make a Complaint

The first point of contact should always be your child's class teacher.

If you need to talk to someone else, an appointment should be made with the SENDCo (Miss H Varley).

Explain your concerns to them first and if you are not satisfied that your concern has been addressed speak to the Head of Academy and ask to speak to the Governor's representative for SEND.
POINT (Parents of Oldham In Touch) are a fantastic resource who can help you with any concerns you may have.
The school Complaints Procedure can also be found on the school website or via the school office.
Key contacts:

- SENDCo – Miss H Varley - NASENCO Award
- SEND Governor – Mr A Hussain
- POINT for parents https://www.point-send.co.uk