



**EAST CROMPTON SAINT GEORGE'S PRIMARY  
SCHOOL**

## **SEND INFORMATION REPORT**

**Date: Autumn 2025**

**Review Date: Autumn 2026**

## **E.C ST GEORGE'S LOCAL OFFER FOR CHILDREN AND YOUNG PEOPLE WITH SEND**

### **How we identify individual special educational learning needs**

- When pupils have identified SEND before, they start at St George's, we work with the people who already know them and use the information already available to identify what their SEND support will be in our school setting.
- If you tell us you think your child has a SEND need, we will discuss this with you and consider how they present within the school setting. We will use a variety of avenues to consider their needs, for example, observations, assessment data, screening tools, behaviour logs. We will share with you what we find and decide with you what we will do next and what you can do to help your child.
- If our staff think that your child has a SEND, this may be because they are not making the same progress as other pupils; they may not be able to follow instructions or answer questions for example. We will observe them; assess their level of understanding; and look at continuous data to determine levels of progress. We will meet with you to discuss our concerns.

### **How we involve pupil and their parents/carers in identifying SEN and planning to meet them**

- We endeavour to be child and family centred, so you can expect to be consulted at all times.
- Where school staff believe your child may have SEND, they will contact you to arrange a meeting to discuss. Following this, they may set targets, in conjunction with you, and discuss ways you can support at home. The SENDCO will be made aware through the schools 'Initial Concerns' process. This will lead to an observation by the SENDCO and a further discussion with the class teacher. Following a period of around 6 to 12 weeks, the initial concern targets will be reviewed in conjunction with you. It is at this point that a decision will be made as to whether your child should be added to the SEND register.
- When we assess SEND we will discuss with you how the children present at home, for example, if their level of 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 and ensuring that they make progress.
- We may offer support through external agencies such as Early Help.
- If your child is added to the SEND register, we will meet with you to review current learning plans and write new collaborative learning plans with you three times a year. These meetings will be carried out by/with the class teacher. The SENDCO does not attend the learning plan meetings for every child on the SEND register.

### **How we adapt the curriculum so that we meet SEN**

- Learning opportunities are adapted to meet the needs of groups of pupils. For some pupils, learning opportunities are adapted to an individual level to ensure their needs are met. The school applies an adaptive teaching approach, aiming to meet needs, as much as possible, within the offer for all children through quality first teaching.
- We create learning groups/pairs that will support children in social/educational development.
- We will source appropriate resources to help your child be as fully included as possible.
- Teachers utilise their knowledge and understanding of the curriculum to close gaps in learning through planning using the National Curriculum from prior year groups where required. School have developed a 'prioritised curriculum' with other schools in the Cranmer Education Trust which focusses on the key aspects of the curriculum needed for achieving age related expectations in English and Maths. The focus will be to develop the key foundational skills as a basis for learning.
- Where pupils have an Education Health Care Plan (EHCP), they may, at times, follow a different curriculum than their peers to ensure that the school is meeting the requirements of the EHCP.

### **How we modify teaching approaches**

- The school gained Communication Friendly Status in February 2022 and all of our environments positively support the communication and interaction of our pupils.
- All staff in school are there to support the needs of all children. Teaching Assistants support learning opportunities in a variety of ways. This may be through in class support, group support on a one to one basis or through a specific intervention.
- All our staff have understanding of a range of learning needs. This means we are able to adapt to a range of SEN:- specific learning difficulties (including dyslexia); Autistic Spectrum Condition; speech, language and communication needs; and social, emotional and mental health needs of pupils.
- We use several different approaches to teaching which incorporate children's different learning styles.
- The school SENDCO liaises with and supports staff as required.
- All our staff (including teaching assistants) attend CPD which focus on various SEND issues.
- Specific interventions are identified and children are selected to complete these based on various methods, such as screening information, data analysis, advice from professionals, etc.

### **How we assess pupil progress towards the outcomes we have targeted for pupils**

- School uses an electronic data system to track pupil progress and attainment over time. This allows us to track the progress of specific groups of pupils in addition to whole classes.
- We use the National Curriculum expectations to benchmark our in-school data.
- Some children with EHCP's may be assessed using PIVATS. This assessment system breaks down targets into smaller steps which enables children to make progress.
- We use start and exit data to track progress for interventions, using a variety of assessment methods.
- Pupil progress meetings are held termly with senior leaders, including the SENDCO, and the class teacher to analyse progress and attainment of pupils.
- Termly review meetings are held between SENDCO and class teachers to discuss progress, barriers to learning and possible interventions and support that may be provided by external professionals.
- Class teachers then meet with parents to discuss the progress and the next steps for their child in learning plan review meetings.
- Where pupils have an EHCP, the SENDCO would always be involved in the person-centred annual review process.

### **What equipment or resources we use to give extra support**

- Visual timetables are in place in every classroom and part of our quality first teaching offer.
- Resources to support concentration are available such as fidget toys, chair bands, ear defenders and task planners, usually following recommendations by external professionals.
- A variety of pencil grips and angle boards are available for children who have difficulties with fine motor control.
- Children have access to computer software and APPS to help them engage with subjects they find difficult or to practise basic skills.
- We have a variety of resources that can be used to support children who either have a diagnosis of dyslexia or dyslexic tendencies, such as, coloured wipe boards/worksheets, coloured overlays, coloured exercise books, electronic spell checkers and dyslexia friendly dictionaries, etc.
- School has a "sensory space" (the immersive room) which is to support the emotional well-being of our children.
- School has areas outside of the classroom with quiet desk spaces for pupils who have a diagnosis of ASD and would benefit from accessing a quiet 'low visual stimulus' learning space. These spaces are used as and when needed for short spurts of learning. Some classes are able to offer workstations within the classroom where these are appropriate to provide a low stimulus area.
- School offers a provision (The Hive) for children who have EHCP's and complex needs. The Hive provides a holistic, inclusive approach developing independence, social skills, communication and optimising the purposeful engagement of each child. Timetables are bespoke and each child has an individualised, developmentally appropriate curriculum which is blended so that age-related learning opportunities are also accessed where they are meaningful and appropriate. The Hive is led by the SENDCO with support from teaching assistants.

**What extra support we bring in to support our SEN children and meet their needs**

- School work closely with a variety of other agencies to support children with SEN.
- The Quality and Effectiveness Support Team (QEST) work with school to provide training for staff and provide support for specific children. They help support early diagnosis and they offer strategies to support the child in the classroom and suggestions for interventions to help children overcome their barriers to learning and make progress to close the learning gap. QEST offer a termly SEND surgery in school where teachers can discuss pupils anonymously to gain advice for strategies.
- School can make referrals to a variety of professionals, such as, SALT (the speech and language therapy service), OT (Occupational Therapy), EP (Educational Psychologist) and the Early Help Team (social, emotional and mental health difficulties.) Access to advice and support from an Oldham EP is also available for specific cases, if this would be beneficial.
- School also has access to the Oldham ECPS (Educational and Child Psychology Service.) This service provides online consultations, solution circles, training and supervision.
- Parents will always be consulted before a referral to an external agency is made and written consent will always be obtained first. Reports and recommendations made by any professions will always be shared with parents and will form the basis for future Learning Plan targets.
- If a parent feels that they would like their child to be referred to a particular team of professionals, this can always be discussed with the SENDCo, who will support the parents in making the referral if it is deemed appropriate.

**What other activities are available for pupils with SEN in addition to the curriculum**

- We have several before and after school activities and pupils with SEND are included; we endeavour to support their equal access with additional resources required.
- We have regular educational visits. Pupils with SEND are included in these. We provide anything needed to support their full involvement. Where adaptation is required this is discussed on the teachers' initial visit and where possible, adaptations are made. Should a child not be able to attend an educational visit for safeguarding or health and safety reasons, school will always endeavour to offer similar experiences in school.
- We choose visits that are accessible to all.
- We bring in visitors to support the curriculum in dance, art etc and all pupils with SEND are included, sessions are adapted to support their equal access as required.

**How we support pupils in their transition into our school and when they leave us**

- Where possible, we meet with SENCOs from other schools to pass on information prior to transfer. If this is not possible in person information will be shared via a phone call. SEND documentation is forwarded to other settings via CPOMS.
- We will visit pre-school children in their Nursery setting to gather information on how to support children once they join us at St. George's.
- We meet with parents and children before children start at our school.
- We give families opportunities to visit and look round the school before their start date.
- Children entering our Reception are given opportunities to 'stay and play' with their parents.
- We carry out transition activities prior to children moving to secondary school.
- We organise additional visits to support pupils with SEND in becoming more familiar with the secondary school surroundings, particularly where there is a high level of anxiety. This is discussed with SEND team at the high school.

**How additional funding works**

- Schools receive funding within the budget to support meeting the needs of pupils with SEND. School use this resource to meet the needs of pupils through physical resources, adult support, training and external professional support. This is allocated on a need basis.
- Where a pupil has an EHCP, school may receive top up funding to support meeting the requirements of the plan. This will be dependent on the needs of the pupil.
- School use provision mapping to evidence how funding is used for the whole school and individual pupils where an EHCP is in place or may be required.

### Where pupils can get extra support

- At ECSTG, the views of all children are valued. Pupil voice is requested at every stage of the SEND process, for example, on their All About Me or on their Learning Plan. The SENDCO annually seeks the views of children to gain their views about school life and will speak to individual children.
- In school, children know that all teachers are here to support them, and we encourage children to speak to a familiar, trusted adult if they need support or have concerns. The concern will be reported using the CPOMs recording system and will be followed up by the most appropriate member of staff.

### Where parents/carers can get extra support

- Class teachers should always be the first point of contact in school as they know your child the best.
- Appointments with the school SENDCO can be made via the school office if you require further advice or have additional concerns that you feel are not met through meeting with the class teacher.
- 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 and young people with SEN, 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 families. They can be contacted at [www.point-send.co.uk](http://www.point-send.co.uk)
- Oldham offer a Mental Health & Wellbeing Hub for children, young people and their families aged 8 - 18 in Oldham. This is called Take 5. It offers a variety of support for children and young people struggling with low-level mental health issues or in need of wellbeing support. The Take 5 Hub is open Monday - Thursday evenings 3pm - 8pm. During these times, they offer a variety of 1-1 support, therapeutic courses, and wellbeing sessions. To access Take 5 services, all young people must attend a 'Drop-in' a consultation first on Thursdays. If you require additional support, please call 0161 330 9223 or email [take5@togmind.org](mailto:take5@togmind.org)

### What to do if you are not satisfied with a decision or what is happening (for parents)

- Your first point of contact should always be school. This may be the class teacher or the SENDCO, Mrs Wright. Most concerns and questions can usually be dealt with in this way.
- Should you still have concerns, you should contact the Headteacher, Mrs Robinson.
- If you are still concerned, you may ask to speak to the SEND Governor, Ms Rachael Hawcroft. School will be able to arrange a meeting for you.
- We aim to work collaboratively with parents to ensure that any concerns or issues are dealt with quickly and harmoniously however, as a final resort, if you would like to take your concerns further, you should follow the school complaints procedure, a copy can be requested from the school office.