



Poplar Street Primary School Special Educational Needs and Disabilities (SEND)

Information Report 2022-2023

About our School

Poplar Street Primary School is a 2-form entry Primary School; this includes a nursery which has morning, afternoon and full-time provision. The school has access for pupils and parents who require, for example, wheelchair access.

At Poplar Street Primary School we pride ourselves in maintaining an inclusive ethos, which respects the individuality and diverse nature of all our pupils. High quality teaching is always our priority and our first option for all pupils. We aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

Too often, children who live in challenging circumstances may be misdiagnosed as having a SEND. We believe that environmental factors such as deprivation should not be an excuse for pupils to under-achieve. We aim to establish what we call the 'start high - stay high' principle; expecting that the best teaching delivered as soon as possible will lead many children to thrive and, for those who need more, additional support will be offered from the point of admission to help them to stay on track. For those pupils for whom this approach is not removing the barriers that impede their progress, we aim to diagnose what obstacle causes this impediment and deliver high-quality provision to help them.

How does school identify if a child has special educational needs and what should I do if I think my child has special educational needs and/or disability (SEND)?

At Poplar Street, we appreciate that every child is an individual. If any child is experiencing a significant barrier to their learning we would consider them as **vulnerable**. Vulnerabilities/barrier could take many forms, e.g: social, emotional, SEND, attendance so we use a wide range of strategies to help us identify if a child has a vulnerability. These may include:

- Looking at the progress a child is making
- Discussions with previous settings
- A variety of assessments / checklists which may flag up specific difficulties
- Discussions with Parents/Carers and Children
- Liaising with external agencies e.g. paediatricians, Speech and Language therapists etc
- Observing your child in class and supporting staff with ways which may help
- Meetings with the Senior Leadership team and class teachers to discuss any vulnerabilities which may impact their progress, including their cognitive or emotional state

Our aim is to identify any vulnerabilities as soon as is possible and reduce/eradicate them so that children become secure in their lives and learning.

If you think your child may have a SEND, please come in as soon as possible and chat with your child's class teacher or make an appointment to see Mrs Ray or Mrs Mason. Usually, we check to see if there are any reasons why your child might be finding learning difficult, such as attendance, punctuality or problems within the classroom.

Teaching and Learning for Children with SEND

Children who have an identified additional need and/or disability will be offered extra support before starting school at Poplar Street. They will have the opportunity to attend extra visits to the school, ask any questions they may have about starting school and have a say in what they think will help them to settle quickly into their new setting. They may, if appropriate, also receive transition information that includes things such as pictures of staff and the setting, the type of support the child may receive etc.

At Poplar Street, each pupil's learning is planned for by the class teacher who is supported by a classroom team. In addition, we have a school SEND coordinator (SENDCo), an Early Years SENDCo, learning mentors who provide additional learning and emotional support, and TAs who are trained to deliver small-group focused interventions. School also deploys a specialist expressive arts therapist, and we also have trained staff members to liaise with regarding Speech and Language.

We provide effective support for children with special educational needs and disabilities. Starting from our first contacts with parents and carers, we make sure that additional needs are identified early and we offer a range of provision according to the identified needs. However, where more specialist knowledge is required, we work with outside agencies who help us more specifically assess children's specific needs, offer advice, guidance and support to children within school.

School holds regular vulnerable pupil review/triage meetings throughout the year. These meetings include the senior leadership team, including the SENDCo and any other relevant staff, e.g. Learning Mentor and members of any interventions teams. The conclusions of these meetings inform the SEND register and the scope and structure of support, which is then updated.

Reviews of provision and progress of all children take place termly. Parents will be invited to parent's sessions where they will be able to discuss their child's progress and needs with the teacher. Children with an IEP will be allocated extra time at that meeting. Children who have an Education Health Care plan will have a longer more detailed review once a year. Arrangements are made with the Parents, Carers, the Local Authority, outside agencies and school staff to attend review meetings for children with Education Health Care Plans.

However, at Poplar Street we invite parents and carers to contact school, at any time, if they need advice or support in regard to their child's education.

For tests and SATs, applications can be made for additional time (25%, depending on the child's individual needs), rest breaks, quiet distraction-free rooms and the provision of readers and scribes which reflects normal classroom practice for individual children.

What kind of support might my child receive?

This is decided on an individual basis depending on what the difficulties and targets for your child are. It could include:

- 1:1 Target work on Speech and Language targets.
- Interventions led by an adult to support work in class or to fill gaps in learning.
- Sessions with a learning mentor to support social and emotional skills, such as building self-esteem.
- Specialist resources, such as pencil grips and writing slopes, visual timetables and netbooks.
- Adaptations to the learning environment, such as layout or class displays.
- Support via an Education, Health and Care Plan (EHCP: a legal document to support children with the most complex needs that outline their provision and allows access to additional funding and resources from the Local Authority.)
- We have also introduced a more specialised provision for children with an EHCP to access. Named Poppy Room, this focuses on individualised targeted support and life skills. This is in a small group of about 8 children and led by 1 teacher and 2 experienced TAs.

Health (including emotional health and wellbeing)

- The school has a disabled toilet which is located just through the main reception. Wheelchairs can access school through the main reception area, foundation stage and both Key stage 1 and 2 entrances.
- We are able to administer medication if it is prescribed four times a day, and on prescription only.
- Other medication such as insulin will be discussed and arranged on an individual basis.
- Where a care plan is needed, school will meet with parents/carers in order to discuss and formulate this.
- In a medical emergency, we will adhere to our policies and procedures and ring 999 if needed.
- We have trained members of staff holding a first aid certificate, and able to administer basic first aid care, commensurate with the regulations.
- If required, referrals can be made to the health visitor/school nurse. Speech therapists and occupational therapists sometimes assess children in the school setting and issue professional advice and individual plans.

How we communicate with parents and carers?

We have very well developed working relationship with parents and carers. Before your child starts Poplar Street, staff will arrange a home visit to get to know your child, this visit is also a time when you can discuss any needs your child may have or any concerns you have regarding your child. School invites parents to three parent teacher sessions per year and parents are also contacted via Arbor and dojo regarding trips, non-uniform days etc. At the end of the school year, parents are invited to attend a meeting with the staff from the next year group or key stage. At this meeting parents will be introduced to their child's new class teacher for the following academic school year. At this meeting there will also be opportunities to discuss the curriculum and parents will be informed of the expectations of their child in that year group.

Parents and children who join our school during an academic year will be invited to a new pupil/parent meeting.

We value the views of parents. Parents give feedback to school through questionnaires, comments sheets and reply slips to Parents Evenings, as well as through OfSTED's [Parentview](#) online questionnaire.

A member of staff is present at all of the entrances to school to meet and greet the parents and children every morning and a member of staff releases the children to their parents each evening. Poplar Street has a [school website](#), which is updated on a regular basis. This website contains information about the school, curriculum information, policies, a full governors list and much more.

Newsletters from each key stage are sent home to parents termly. We operate a school information system known as Arbor, into which all parents are expected enroll; this enables parents to pay for school dinners and trips etc. and receive text messages/emails about school events

Parents will receive an end-of-year report about their child's progress throughout the academic year; these inform parents of their child's progress and attendance. Information is also available via the parent portal on Arbor

What help and support is available for the Family?

The school SENDCo can offer assistance with completing any SEND paperwork. School will also provide information, advice and guidance on the assessment and SEND process, outside agencies such as Speech and Language Therapy and Educational Psychology. We also have great links to the Early Help team so that signposting can be accessed for families.

Transitions

Children who have been identified with an additional need will receive extra transition support through extra visits, this enables them to forge a relationship with their new teacher and become familiar with their new surroundings. Children are also given the opportunity to create a transition book which includes pictures of staff and surroundings; this book is then used in school and is also taken home over the holidays.

All Year 6 pupils spend two days at the Secondary school they will be transferring to in July. Children with SEND may attend for additional visits if required.

How best to contact us

If you have any concerns about your child or if you would like to find out about the support they receive, then please make an appointment to see either the class teacher or SENCo (details below).

Complaints procedure

Any parents wishing to make a complaint about the provision their child with SEND is receiving should contact the SENCo in the first instance.

SENDCo Mrs Catherine Greehalgh (c.greehalgh@poplarstreet.tameside.sch.uk)

Early Years SENDCo Mrs Sue Mason (s.mason@poplarstreet.tameside.sch.uk)

Or use the safeguarding email address for any general concerns:

safeguarding@poplarstreet.tameside.sch.uk

Follow the link below to view the Local Authority's Local Offer:

www.tameside.gov.uk/localoffer