

SEND Information Report - Dixons Silver Springs Primary - 2025 / 26

We support children with special educational needs and disability in line with this information report and the Dixons Academies Trust policy. Both information reports apply to children and young people who have SEND and those who are looked after by the local authority and have SEND. We are a trauma informed and inclusive school, and as such, support the Local Authority's Local Offer for children and young people with SEND.

School contact details

Special Educational Needs and Disabilities Coordinators (SENDCo's) are Miss Helen Mulligan - helen.mulligan@dixonssp.com and Mrs Cathryn Clarke - cathryn.clarke@dixonssp.com both can be contacted on **0161 3382475**

Definition of SEND

A child with a Special Educational Need or Disability (SEND) requires educational provision, which is additional to, or otherwise different from the provision made generally for children of their age in school. At any point in their school life, a child may have a Special Educational Need.

This may be a significantly greater difficulty in learning or a disability which prevents or hinders them from making use of educational facilities.

Special Educational Needs and provision for that need can be identified in four broad areas:

- Communication and Interaction for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and Learning for example, dyslexia, dyspraxia
- Social, Emotional and Mental Health for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Many children have difficulties that fit clearly into one of these areas, some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

Working within the guidance provided by the Special Educational Needs and Disabilities Code of Practice 2015 and The Children and Families Act 2014, we seek to ensure all children can shine no matter what additional needs they may have.

The following questions and answers outline our approach:

1. How does the school know if my child needs extra help?

We know if a child needs extra help if:

- Teacher, parents/ carers or child raise a concern
- Limited progress, which is assessed regularly, is being made over time
- There is a change in a child's progress or behaviour
- A child's attainment is significantly lower than that of their peers starting from the same baseline
- The attainment gap between the child and their peers does not diminish
- The attainment gap widens

2. How will the school inform me about my child's attainment and progress?

In the Autumn term, you will be invited to meet your child's teacher at a parent partnership meeting. If needed SENDCo's will attend this meeting and a longer meeting time can be allocated. In the Spring term, you will receive a Mid-Year Progress Report, which will tell you if your child is on track to meet their end of year targets and also be invited to another parent partnership meeting. In the Summer term, you will receive your child's full Academic Report. Further meetings with class teachers and/or SENDCo's can be arranged as necessary.

These meetings will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

3. What should I do if I think that my child has Special Educational Needs?

Your child's class teacher should be your first point of contact for any concerns

You can also speak to our SENDCo's Miss Mulligan and Mrs Clarke.

4. How can I let the school know that I am concerned about any area of my child's development?

We hold twice yearly parent partnership meetings; the first is in the middle of the Autumn term allowing time for the children to settle, relationships to be built and for staff to understand every child's unique strengths and difficulties. The second is towards the end of the Spring term, where the teacher will meet with you to share details of your child's achievement. These meetings are a good time to discuss any concerns and ask any questions.

EYFS parents can also see their child's achievements and leave messages for the teacher through our SEESAW app. KS1 and KS2 parents can check on achievements and leave direct messages for the teacher using our Class Dojo app.

5. How will teaching be matched to my child's needs?

Each child's learning is planned by the class teacher and delivered through Quality First Teaching which is adapted to meet individual needs. If additional support is needed, we follow a graduated approach cycle of Assess, Plan, Do, Review.

Some children may need additional support within the classroom, this may be provided by a Teaching Assistant or the Class Teacher in a small group. Alternatively, a shorter intervention may be required, which may be delivered by one of our specially trained Teaching Assistants in the form of targeted support groups.

For children requiring additional support with communication, speech and language we work closely with NHS Speech Therapists. They may come into school to assess a child, provide targets for school to work on with the child or invite the child to workshops delivered outside of school.

Additional equipment may also be provided to help children to work independently in class e.g. writing slopes, pencil grips, iPads, concentration screens, visual timetables etc.

We make use of reading volunteers to give some children an extra boost with reading.

For those children with complex learning needs, we offer alternative specialist teaching in The Oasis for all or part of the day. The Oasis is led by our SENDCos supported by a Higher-Level Teaching Assistant, Emotional Literacy Support Assistant and other Teaching Assistants. The provision in the room provides space for working as a part of the group or 1 to 1, as well as areas of continuous provision for the children to access according to their own interests and preferences. Enhancements within the curriculum enable us to deliver a curriculum based on meaningful and stimulating experiences and learning is personalised and objective led.

For children in Reception, Year 1 and Year 2 with an EHCP and complex communication and learning needs who are unable to access mainstream education we have our specialist Resource Base. This provision can be accessed by having it named on the child's EHCP and places are allocated by the local authority. The Resource Base offers a calm and supportive environment with tailored resources and expertise to help children develop key skills and meet their individual needs.

For children who are experiencing significant emotional difficulties a range of support is provided or services can be referred to which may include: alternative rest-time provision, social group work, 1 to 1 support, Play Therapy, Family Therapy, Messy Play and Emotional Literacy. All our staff use a trauma informed approach, and this guides all our interactions with all children.

6. How is my child's progress monitored?

Each half term teachers must submit their Teacher Assessments to the Principal and Core Subject Leaders. Following this, SEND review meetings are held with the SENDCo and class teacher. The progress of children on the SEND register is discussed at these meetings and this is where further assessments or specific interventions may be requested. This is also a chance for teachers to discuss any other children they may be concerned about and to plan next steps.

Interventions are monitored and outcomes are evaluated to inform future planning. Speech and Language programmes are monitored by the NHS Speech Therapist and moderated by a supervisor.

If a child is not making sufficient progress as a result of interventions external assessments or referrals may be sought. Support and progress is documented termly using our Graduated Response paperwork which you will be invited to contribute to. A one page profile outlining all the important information all staff need to know about your child can be produced where something more personalised is needed.

The progress of children who are Looked After is monitored through termly Personal Education Plans (PEPs).

Working in this way ensures all teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

7. How will you support me to help my child?

Class teachers will be able to suggest strategies to try at home. Additional activities may be given to support your child with learning at home. The SENDCo and specialist teachers will be able to provide you with specific advice and guidance including directing you to websites and online programmes and apps. The school website also has useful links to a variety of useful resources for parents.

If your child needs assessment or support from outside agencies as well as seeking your agreement for this, the SENDCo will talk you through the process and you will have the opportunity to meet with the external provider e.g. the Educational Psychologist or Speech Therapist so that they can give you their specialist advice.

Parents will be advised about independent parent support both locally and nationally for parents of children with Special Educational Needs or Disabilities.

The school also employs a Family Safeguarding and cared for children lead, Ms Hadfield, who will be able to offer you support with a whole range of related matters and who will be happy to attend meetings with you.

The school seeks to support parents with understanding the curriculum through parent workshops and making training opportunities and talks available e.g. Phonics workshops, Reading Workshops and signposting to external sources of support.

8. How will you support my child's overall wellbeing?

Relational inclusion and a trauma informed approach is at the heart of everything we do. More detail can be found in our relational behaviour policy, which can be found on our website. We believe that all children have a right to feel safe in school. We know that in order to feel safe, children need consistent nurturing and empathetic relationships so that they can achieve their full potential both personally and academically.

The school follows the SCARF (Safety, caring, achievement, resilience and friendship) curriculum for Personal, Social, Health Education, all children take part in weekly timetabled lessons. Class Dojo supports well-being by recognising and rewarding positive and improved behaviours. For those children who require more support with conduct or learning behaviour the school can provide Beyond Dojo Books, which enable teachers and parents to work together to support improvement.

Where behaviour is a significant barrier to learning a One Page Profile will be put in place. The school works closely with agencies such as CAMHS, Active Tameside and Intraquest to support children's emotional health and well-being. School staff at all levels have had training in Attachment and Adverse Childhood Experiences (ACEs). There are also Talking Points available in two areas in school where children can find a member of the Pupil Leadership Team to talk to.

Alternative provision is made for children who find unstructured times challenging. Our Emotional Literacy Support Assistant and other Teaching Assistants provide pastoral and nurture support for individuals and small groups.

The Principal and Senior leaders as well as the Family Co-ordinator make time to see children and parents with any concerns about well-being e.g. bullying.

A range of after school clubs are made available to children from Year One upwards and teachers provide additional support and clubs at lunchtime.

We offer children the opportunity to do a range of jobs to promote their well being such as Breakfast club

Barista's, Play Leaders, School Council and lunchtime assistants.

We have a zero-tolerance approach to bullying. We are registered as a No Outsiders school which means we advocate for Inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens.

9. How will you support my child's medical needs?

A child with medical needs will need a medical care plan drawn up in conjunction with parents and external agencies where necessary. The school works closely with Occupational Therapists, Physiotherapists, Paediatric Consultants, the school nurse and other specialists to meet a wide range of children's needs.

The Catering Manager is happy to work with Nutritionists / Dieticians to meet individual children's dietary needs too.

The school has named Paediatric First Aiders and Basic First Aiders and the school has a policy for administration of medication.

A number of staff are trained to use the school's defibrillator and staff have received specialist training from specialist providers e.g. epi-pen, asthma, diabetes, epilepsy etc.

10. What specialist services and expertise are available or accessed by the school to meet my child's needs?

Staff are trained in the following:

- Relational inclusion and trauma informed approaches
- Behaviour management and Attachment Disorder
- EYFS staff have high levels of Speech and Language Training



- Specialist Teaching Assistants have training in a number of Wave 1 & 2 interventions: First Class@ Number, Success with Sentences, Boosting Reading, NELI and WellComm.
- SEND Staff have received training in ADHD, Dyslexia and Autistic Spectrum Conditions.
- SENDCo's are experienced in assessing cognitive development and QB testing.
- The Family Co-ordinator and Principal are trained in identifying Child Sexual Exploitation, Fabricated or Induced Illnesses and other issues relating to Child Protection.
- All staff are safeguarding trained and PREVENT duty trained.
- SEND staff have had Manual Handling training.
- All staff have received trauma informed approach training we will continue to develop of use of this over this academic year.

We work with several agencies including the following to provide support for pupils with SEND:

- Tameside Educational Psychology Service - the EP service works directly with the child, they may complete assessments, school may consult with the service for advice, they may observe the child in lessons and offer advice and suggestions to school. EP meetings can be virtual consultations or in person planning meetings in school.
- Child and Adolescent Mental Health Service— this is a service we can refer to for more bespoke support. After a referral is made families are signposted to the most appropriate support, a discussion with parents/carers and school make take place and workshops may be offered that usually take place outside of school.
- OKE (Our Kids Eyes) is a service to support families with SEND and can include pre and post diagnostic support.
- Occupational Therapy and Physiotherapy services. We will access these services for students with additional physical needs. The service may attend review meetings, and will offer training, advice, and support for staff. They may deliver individual therapy sessions.
- Speech and Language Therapy- we can make a referral to discuss the needs of your child, and a therapist may come and discuss strategies to use with your child.
- Tameside Visual Impaired Team – this service will come into school to check equipment, offer advice to staff, lead and plan training sessions, modify resources when required and offer quality first teaching strategies.
- Tameside Hearing Impaired Team as above but for a child with a hearing impairment.
- Early Help - this is a service that be accessed by any child that may need additional support in the family home. This service is accessible to all. This service may be accessed to form part of an EHA (Early Help Assessment). SENCO/ASENCO will liaise with the Safeguarding Lead to access Early Help as required.
- Tameside Specialist Outreach Support Service - is a specialist team of multi skilled professionals, including teachers and specialist support workers. The service helps schools and settings to meet the needs of vulnerable children and young people and those with SEND. The service is available to Early Years and school-aged children and young people attending a mainstream setting within Tameside. The service offers support in relation to: Communication and Interaction, Social Emotional and Mental Health, Cognition and Learning with a focus on Specific Learning Difficulties and Early Years. The service offers: advice, consultation and guidance from specialist practitioners, observations, strategies and modelling and training.

11. How accessible is the school and how will my child be included? Building Accessibility

There are two disabled parking bays adjacent to the school building. All external and internal doors and corridors meet Disability Discrimination Act regulations.

There is one disabled toilet and two ambulant disabled toilets on the ground floor. Each of the children's bathrooms in EYFS and Middle Years have disabled access cubicles. A lift provides access to first floor classrooms and an emergency refuge and Evac-chair are provided in case of fire evacuation.

All children with specific sensory or physical needs have Personal Evacuation Plans. Visual and sounder alarms are provided when necessary.

There is a Hearing Loop in the Hall. There is a Hygiene Room in EYFS.

Educational Visits and activities.

All trips, visits and activities are available to all children regardless of ability or physical impairment. Risk Assessments are carried out for all education visits and include individual provision as necessary. 1 to 1 support is provided where needed and parents are encouraged to take part in trips with their children.

12. How will the school prepare my child for transitions e.g. high school, new school, new class?

By gaining a full understanding of your child's needs throughout their time at our school, we are able to ensure this is passed on at transition points. In the 2nd Summer Term class teachers meet with your child's next teacher to ensure needs are catered for.



Parents are invited to meet the new teacher at key transition points throughout the school and in Year 6, children will be given opportunities to visit their allocated high school. Most high schools visit the children at Silver Springs also. We use a programme called Pupil Pathways which is a digital platform that guarantees the transfer of reliable, consistent pupil data between primary and secondary schools and nursery providers and schools. All your child's records will be transferred to high school electronically.

13. How can I expect to be involved if my child has Special Educational Needs or Disabilities?

The SEND Code of Practice 2015 provides for a clearer focus on the views of parents in decision making. If we think your child has a Special Educational Need or Disability, we will meet with you and with your child's class teacher and the D. Your child's class teacher and SENDCo will keep you informed about the involvement of any specialist services.

You will also be invited to termly Graduated Response Review meetings with the SENDCo, your child's class teacher and where appropriate your child and any other services.

We recognise that the most important people in a child's life are their parents. You know your child best of all, what you as parents think, feel and say is important! We will listen to you, collaborate with you and fully involve you in decisions that affect your child.

We also recognise the importance of the child's voice and this will be taken into consideration when planning support and provision.

14. How does school know that their provision for pupils with SEND is effective?

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions, using entry and exit data, which is typically 8-10 weeks and will be reviewed by SENDCo and the intervention lead.
- Using pupil questionnaires and pupil voice activities
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Listening to parental voice through the review meeting process
- Analysing pupil data (academic, behaviour, attendance)
- Staff feedback

15. What should I do if I have a complaint about SEND provision?

Complaints about SEND provision in our school should be made in line with the Trust's complaints policy.

Please speak to one of our SENDCo's in first instance if you have a concern. Our complaints policy is available on the school's website.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. Who can I contact for further information?

In school, your child's class teacher is your first point of contact. You can also contact the SENDCos - Miss Mulligan or Mrs Clarke; Family Safeguarding and Cared for children lead -Ms Hadfield; your child's Phase Leader Mr Gladwell (EYFS), Mrs Hmami (Middle Years) Mrs Hardy (Upper Years) or the Principal, Mrs Mason.

The local authority is a good source of information about provision for children and the families of children with SEND. This information can be found at: <http://www.tameside.gov.uk/localoffer>

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offer impartial, confidential and free support. They can be contacted on: 0161 342 3383 with information provided at: <http://www.tameside.gov.uk/sendiaass>