



Special Educational Needs and Disabilities (SEND) Report January 2025

Introduction

This document is intended to give you information regarding the ways we ensure we support all of our pupils, including those with SEND, to ensure they realise their full potential.

Limehurst Primary School is a larger than average (327pupils) mainstream school. Which offers forty-five pupil places per group cohort (39 places are available in nursery). Limehurst is a community school which serves families from the Limeside housing estate one of the most economically deprived areas in the country.

183 pupils were identified as “disadvantaged” representing 60.8% (based on the pupil premium census). Although pupils come from a wide range of social economic circumstances, many families experience elevated levels of social and economic disadvantage with extremely high deprivation indicators (IMD 73.3% and IDACI 82.2%) for pupils living in the 10% most deprived LSOAs. This is higher than the Oldham average for primary school and the national average.

It is the aim of our school to provide a broad and balanced curriculum for all children. We provide opportunities for all children through a range of extra-curricular activities, trips, visitors to school and music.

The National Curriculum is the starting point for planning that meets the needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups and thus enable them to participate effectively in curriculum and assessment activities. Children may have special educational needs either throughout, or at any time during their school career.

Children with special educational needs will be admitted to the school in line with the school’s agreed admissions policy. At the annual allocation of Reception places for September any child with an Education Health and care Plan Formerly a statement of special educational need) that names Limehurst Primary School, Oldham will be offered a place before any other children are admitted.

Limehurst School is part of Oldham’s **Local Offer**

What is the Local Offer?

The Children and Families’ Bill 2014 requires all schools to publish and keep under review information about the services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the SEND information report and will be available on the school website.



The Local Offer

The intention of the local offer is to improve choice and transparency for families within every Local Authority (LA). It will be an important resource for parents in understanding the range of services and provision in the local area. Further information about Oldham's Local Offer can be found on the link below.

Please click on the following link to find information on Oldham's Local Offer for children and young people with special educational needs and disabilities.
[https://www.oldham.gov.uk/info/200368/children and young people with special educational needs and disabilities local offer/2129/oldhams local offer](https://www.oldham.gov.uk/info/200368/children-and-young-people-with-special-educational-needs-and-disabilities-local-offer/2129/oldhams-local-offer)

What do we do at Limehurst Primary School to make sure all children feel welcome, feel included and achieve their potential?

We take steps to ensure SEND pupils are not treated less favourably than other pupils. Please also see the SEND Policy.

The Head Teacher and the SENCO have overall responsibility for SEND and inclusion.

Inclusion issues are regularly discussed at Senior Leadership Meetings. Provision for children with SEND is constantly under review and amended where and when necessary.

We monitor the quality of our provision, together with the progress and well-being of children with SEND. This included teaching and support through our monitoring cycle of teaching observation, book scrutiny, pupils' interviews and discussions with teachers and support staff.

We fully involve our Governors when the SEND Policy is reviewed and revised.



How many children in the school have special educational needs?

There are currently 327 children on role with 57 (17%) children on the SEND register.

Stage		Number of children
EHCP		4 + 1 Pending
SEN Support		52
Total		57

What types of SEND does school provide for?

AREA OF NEED	CONDITION
Communication and Interaction	Autism (ASD) Speech and Language difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Moderate Learning Difficulties Severe Learning Difficulties
Social, Emotional and Mental Health	Attention deficit hyperactivity disorder (ADHD) Attention deficit disorder (ADD)
Sensory and/or Physical	Hearing impairments Visual impairment Multi-sensory Impairment Physical impairment

Who do I speak to if I am worried my child has SEND/learning difficulties/a disability?

Your child's class teacher is the first point of contact for any concerns. The class teacher will know your child best. They will have responsibility for monitoring progress, planning and delivering any additional help. Class teachers are often available at the end of the school day, for a brief discussion or you can make an appointment to speak to them on 0161 770 7220.

The school SENCo is Mrs Lucia Taylor.

The SENCo coordinates the support for children with SEND and develops the school SEND Policy.

An appointment can be made through the school office on 0161 770 7220.

Mrs Taylor is usually around at the start and end of each day for a brief discussion.



Mrs Taylor has considerable experience of SEND, she is a qualified teacher and has completed the NASENCo award.

Mrs Taylor does not have class teaching responsibilities but is also the Safeguarding lead.

How does the school identify children with special educational needs?

- Class teachers and the SENCo will monitor the progress of all children and if we feel that your child may have a special educational need, we will record our initial concerns and discuss these with you.
- If you feel your child has SEND in the first instance discuss this with your child's class teacher who will then discuss the concerns with the SENCo (Mrs L Taylor).
- We may ask for permission to contact outside agencies to help us assess the needs of your child.
- In some cases, children join Limehurst with already recognised or identified SEND. This can be either in the Early Years Foundation Stage or further along in their Education. In the EYFS teachers or the SENCo will arrange to observe the child in their current setting and liaise with professionals who are already involved with the child/family in order to ensure a smooth transition. When older children transfer between schools the SENCo will contact the previous school and parents to obtain as much information as possible.
- For SEND pupils leaving us in Year 6 we endeavour to arrange additional visits to the chosen secondary school. Parents are encouraged to visit a number of secondary schools to ensure the best choice for their child.
- All records are shared with the receiving secondary school, through a secure system whenever possible.

How do we involve parents/carers and pupils identifying SEND and planning to meet their needs?

- By attending parent's evenings
- Ensuring your child has regular vision and hearing checks.
- Helping them to do their homework, learn their spellings and multiplication tables.
- Ensuring your child arrives at school on time.
- Talking to the class teacher if you have any concerns.
- Providing lots of opportunities to have conversations with your child.
- Read with your child regularly at home.
- Practice their number skills.
- We involve parents/carers and pupils in Person Centred Planning meetings.
- Through PCP meetings we discuss the child's strengths, difficulties, what works well, what we are worried about, what is important to the child now and in the future.
- Any professionals involved with your child may be invited to attend the PCP meeting or submit a report.



How do we involve children in decisions made about their education?

The level of involvement depends on the child's age and competence. We may seek your child's view by:

- Inviting them to attend progress meetings
- Discussing their views with either their class teacher/teaching assistant or Mrs Taylor – whoever they feel most comfortable with.

How do we assess pupil progress towards their outcomes and targets?

- Your child's progress is regularly monitored by their class teacher.
- Their progress is reviewed formally every term and a stage target level is given for Reading, Writing and Maths. Science is assessed against the National Curriculum and Key Skills for each year group.
- EYFS children are assessed against the Early Learning goals.
- At the end of each Key Stage (I.E. the end of year 2 and year 6) all children are required to be formally assessed using Standard Attainment Tests (SATs).
- SEND children receiving additional support or interventions are identified on a Provision Map which is reviewed every term, as part of pupil progress meetings and a plan for the next term is made.
- Children who have an EHC Plan will have a formal Annual Review with all adults involved in the child's education.

What type of special provision is currently available at the school?

- High quality teaching is the first step in responding to your child's needs
- Ability groups for phonics
- Small group additional phonics interventions
- Speech and language support
- Social Stories
- Visual timetables - Whole class or individual
- Now and next boards
- Use of timers
- Use of a range of IT equipment such as I-pads and laptops
- Lego therapy – small groups
- Nurture groups
- Small group support for maths and literacy
- Ear defenders
- Fine and gross motor skills activities
- Dough Disco
- 1:1 support when advised by professionals or when necessary
- Pastoral support
- Wellcomm is used across the EYFS
- Other reasonable adjustments that may be required.



Which external agencies support school?

There are a number of agencies that we may contact, with your permission. This may be to help us find out more about your child or to help us work out the best way of helping your child.

- The School Health Advisor- The School Health Advisor visits pupils in school to carry out Infant Health Assessments, basic sight tests, height and weight checks, puberty talks with the older children and to offer training and advice to staff. Children can be referred to the School Health Advisor by a parent or by school.
- Speech and Language Therapist (SALT) - If your child's speech is very unclear or they seem to have difficulties understanding what people are saying to them we may ask a Speech and Language Therapist to see your child. We need your permission to make a referral.
- Child Health Department – If we have concerns that your child may have a medical need or if we want to rule out a medical need as part of our assessment process.
- Specialist Advisory Team (QUEST) – This is a team of specialist who can advise the best strategies to use with many different types of special need and conditions.
- Educational Psychologist – If we need specialist advice about your child's learning needs we may ask for the involvement of the educational psychologist. They may come into school to see your child in class and may carry out some individual assessments. They will usually write a report which offers suggestions for support and next steps for your child.
- Hearing impairment service
- Visual impairment service
- Physiotherapy
- Occupational Therapists

How are pupils with SEND ensured access to the curriculum?

- All children have access to high quality teaching which can be differentiated to meet the needs of each individual child.
 - Children will be given individual targets and will be provided with extra help to try to meet these, either within the classroom or in smaller withdrawal groups.
 - All staff are able to adapt lessons depending upon the needs of individual children and to ensure that all children learn at their own pace.
 - Information about the needs of individual children is shared with their new teacher at the end of the summer term/start of the new school term.
 - Class teachers review each child's progress each half term to monitor progress and provision and to establish the next steps for learning.
 - The progress of all SEND children is monitored termly by the SENCo to establish the next steps for learning and review future provision.
 - We have a number of adults in school who are able to offer extra support to children.
- We follow advice from the graduated response toolkit which is available to professionals and highlights a pathway of support.



- All staff are able to respond to a range of SEND speech, language and communication needs, specific learning difficulties and social emotional and mental health difficulties.

Bullying - Please also see the Behaviour Policy for further information

Limehurst aims to provide a consistent approach to behaviour management and have a zero tolerance of bullying.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- Using internal tracking system as and where appropriate for incidents.
- The senior leadership team will support staff in responding to behaviour incidents.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Positive behaviour will be rewarded with:

- Praise
- Class raffle tickets.
- Weekly awards assembly(pupil of the week, dinner time awards, headteacher awards).
- Always children/ always bands.
- Notes home.
- Special responsibilities/privileges- Year 6 prefects
- Top table in the dinner hall.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class to another area
- Expecting work to be completed at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract/ report card



Are extra-curricular activities available for pupils with SEND?

- Limehurst have a number of activities available over lunchtimes and after school, which vary over the year. All pupils are invited to take part if they wish. If a pupils needs support to access an activity, it will be provided.
- Children with SEND are included in school trips, any additional support needed is identified and provided.
- We ensure visits are accessible for all pupils and ensure travel arrangements are in place.
- Individual RISK assessments are carried out for SEND pupils when required.

How does additional funding work?

- Schools receive funding for all children including those with SEND. School meets pupil's needs from this funding, including equipment. The school cover the cost of support up to £6,000. Anything above that needs to be applied for through the local authority by way of an EHC Plan.

How can a pupil get extra support?

- If your child has significant SEND school or parents/carers can apply to the Local Authority for an Education, Health and Care Plan (EHCP) assessment.
- The assessment will be evaluated by a wide range of professionals and a decision will be made to undergo and assessment for an EHC Plan or there may be recommendation put in place for school to apply.

What support is in place for looked-after and previously looked-after children with SEN?

Mrs Lucia Taylor is the designated teacher for looked after children.

All teachers who have such pupils in their class are made aware of their circumstances, what their SEND might be and how that will impact on their learning.

Children who are looked after or previously looked after will be supported in the same way as any other children. Every looked after child will also have a personal education plan.(PEP). PEP meetings are held termly and parents/carers, the young person, social workers and any other services involved with the family are invited to attend. Any SEND support plans, PEPs and EHC Plans are all consistent and complement one another.

Where can parent/carers get support and advice?

- Please click on the link to find Oldham's response to changes in the law on Special Educational Needs and Disabilities and Oldham's Local Offer. <https://www.oldham.gov.uk/info/200368/cildren> and young people with special educational needs and disabilities local offer



There is also information about a number of support groups here:

<https://www.oldham.gov.uk/hsc/services/categories/send/4>

The Oldham SEND Information Advice Support Service (SENDIASS) helps parents/carers of children who have SEND. The service offers: personal confidential help, one-to-one support and advice, independent advice about SEND, details about how special education is organised and advice about working with those involved with your child's education

<https://www.point-send.co.uk/oldham-send-local-offer>

What to do if you are not satisfied with a decision?

- If you have a concern about any issues in school, in the first instance please speak to your child's class teacher or the SENCo (Mrs L Taylor) who will try to resolve your concerns.
- If you feel you need to make a complaint:
- Stage 1:
- Detail your complaint to a member of staff, preferably your child's class teacher or the Key Stage Lead for their phase of school.
- The member of staff will investigate the complaint and try to resolve it. If you feel your complaint has not been resolved put your complaint in writing in writing to the Head Teacher, Mr M Roberts.
- Stage 2:
- The Head Teacher will acknowledge receipt of your complaint and will investigate. You will be given a copy of the school's Complaints Procedure.
- You will be informed, in writing or in person, of the outcome of your complaint.
- If your complaint has been resolved, no further action will be taken. If you feel it is not resolved, you should put your complaint in writing to the School Chair of Governors.
- Stage 3:
- The Chair of Governors will acknowledge receipt of your complaint and will investigate it. If the issue cannot be resolved, then a complaints panel meeting will be arranged.
- You will be invited by letter to attend the meeting.
- You will receive a letter containing the panel's decision.

Links with other documents

- Accessibility Plan
- SEND Policy
- Equal Opportunities Policy
- SIP
- Health and Safety Policy
- Fire Evacuation Procedures
- Behaviour Policy