



Great Moor Junior School

“Learning Together”

Respect, Kindness, Tolerance, Responsibility, Co-operation

SEND Information Report 2024-2025

Special Educational Needs and Disabilities (SEND)

The SEND Code of Practice defines Special Educational Needs as the following:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”

Great Moor Junior School's Information Report

The Children and Families Bill (2014) requires Local Authorities to publish information on services and provision across the education, health and social care for children and young people with Special Educational Needs and Disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The information below forms our local offer and show how provide for children with Special Educational Needs and Disabilities.

You can access Stockport's Local Offer here: <https://www.stockport.gov.uk/showcase/special-educational-needs-and-disabilities-send-local-offer>

Great Moor Junior School

Mission Statement



Learning Together

For all members of the school community to work together to enable all pupils to develop as **enthusiastic, confident and skilful learners.**

Key Contacts

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Who can I contact for further information?

Stockport MBC at www.stockport.gov.uk

Contact SENDIASS (Independent Advice and Support Service) :
<https://www.iasmanchester.org/#:~:text=a%20free%2C%20dedicated%2C%20confidential%20and,verified%20by%20the%20Law%20Society>.

Stockport Local Offer page <https://www.stockport.gov.uk/showcase/special-educational-needs-and-disabilities-send-local-offer>

The Multi-Agency Safeguarding and Support Hub (MASSH) is the single point of contact for the public and professionals to report concerns, request advice and share information about a child and or family. <https://www.stockport.gov.uk/contacting-the-massh>

Are there a range of services that the school liaise with?

We have access to a range of specialist support services:

- Educational Psychologists
- Speech and Language Therapists
- Inclusion Team
- Occupational Therapists
- Primary Jigsaw
- SENDIASS (Information, Advice and Support Services network – previously known as Parent Partnership)
- Hearing and Vision specialist service
- Family Intervention Workers
- School Nurse
- Schools link social worker
- CAMHS (Child and Adolescent Mental Health Service)
- Neurodevelopmental Team
- Ethnic Diversity Service
- MASSH (The Multi-Agency Safeguarding and Support Hub)
- Signpost Young Carers Service

All referrals to outside agencies will be discussed with parents before referrals are sent.

Stockport Co-production Charter

The charter has been co-produced with families, children, young people and health, care and education colleagues.

The co-production charter is about the way we will all work together to create a culture where we will all:



How does Great Moor Junior School identify a child with SEND?

At Great Moor, our teachers know all of our children very well. This enables us to draw upon many different strategies to ensure all needs are identified and supported at the earliest opportunity. We have rigorous monitoring in place to track the progress of our learners and we review children's progress regularly using a detailed tracking system. Teachers continually assess and review children's progress, noting areas of improvement and areas where support is needed with a view to removing barriers to their learning. If a child is making less than expected progress, parents will be informed, a review of the provision in place will be evaluated by referring to our graduated response and high quality first teaching will target the child's area of weakness whilst monitoring continues. Our staff are experienced in using data and other forms of assessment, such as the engagement model, to identify any additional needs and we draw upon the expertise of other professionals, such as the Inclusion Team to identify barriers to learning. Parents/carers are encouraged to speak to the class teacher in the first instance about any concerns they have. If necessary, class teachers will pass on concerns to the SENCO. As well as concerns regarding academic needs, parents are encouraged to inform school of any social, emotional or behavioural concerns that they may have. This is also monitored by staff and can be supported with various offers outlined in our graduated response. Where an external agency is the initial point of contact, they will inform school of any additional needs or requirements. For some children, further support is required. This may be because they are working significantly below their peers and have difficulties in one or more of the following areas: Cognition and Learning, Communication and Interaction, Physical and Sensory or Social, Emotional or Mental Health. Following consultation with the SENCO, we will produce a SEND support plan which outlines specific and measurable targets we would like the child to make progress towards alongside the targeted provision required to help them achieve the goals. We work with parents at every stage of identifying these needs as we recognise that they know their child best.

How does Great Moor Junior School support a child with SEND?

Class teachers are at the heart of our SEND Support system, driving the movement around for four stages of action with the support and guidance of the SENDCo and other specialist professionals. Educational provision is delivered in three stages:

1. Class-based quality first teaching (our universal offer).
2. Focused short-term intervention, monitored through our **ADPR** cycle (targeted offer). The four stages of which are:

Assess (what support is needed and why?);

Plan (targets for the term);

Do (put plan into action and work towards the agreed targets);

Review (meet with parents and professionals to discuss progress towards targets);

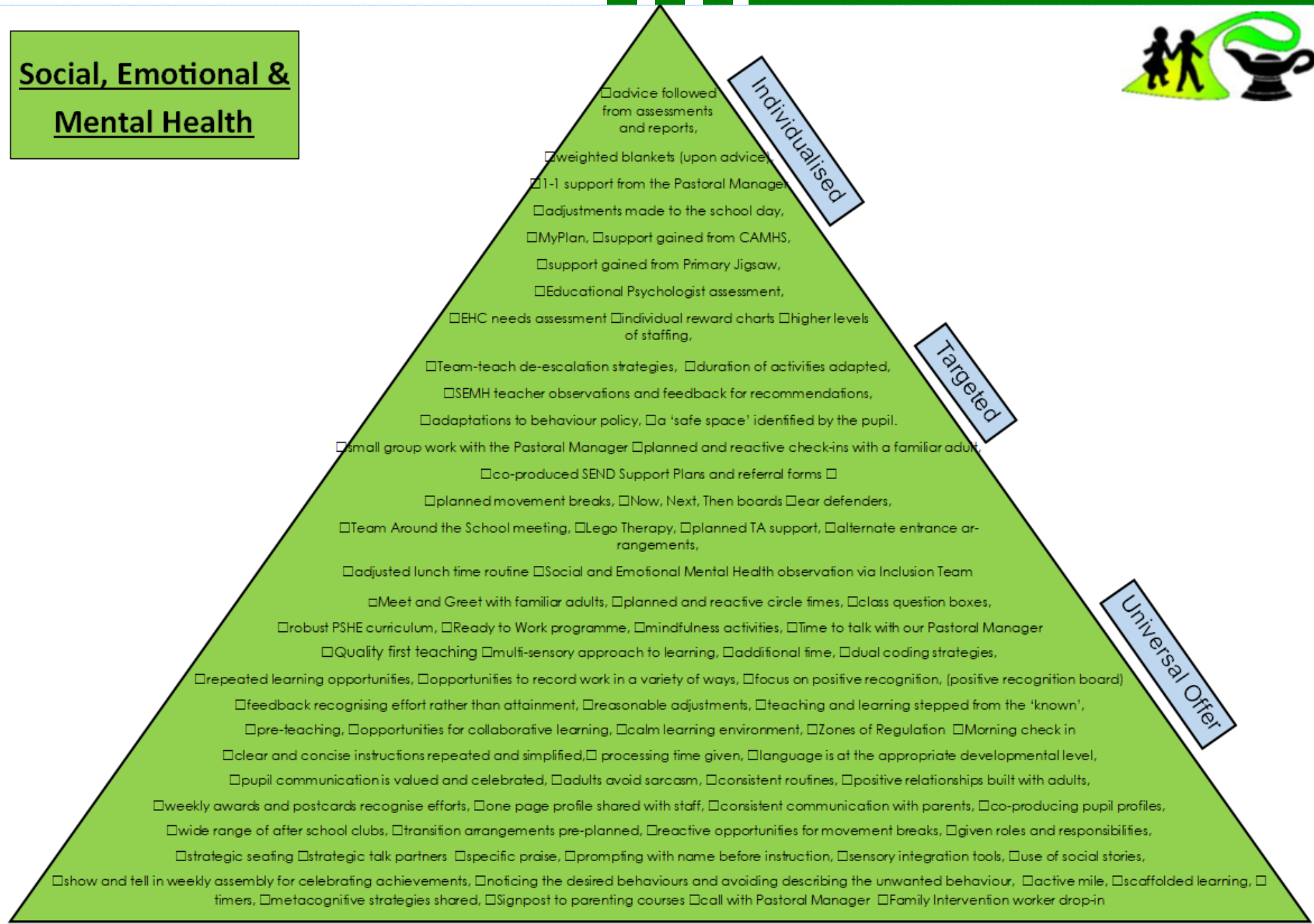
3. Where progress towards targets has been less than expected and concerns still exist, a referral to an outside agency may be made and a specific intervention put in place (individualised offer).

If the child's needs cannot be met through our targeted level of provision, a referral may be made for an Education Health Care needs assessment in order to identify additional, individualised provision.

Upon transition to a new class or school, all information will be shared with staff. Additional transition support is given to children with SEND where appropriate. [Q:\SEND\Website\Transition Y2-Y3 Graduated Response 2025.pub](#)

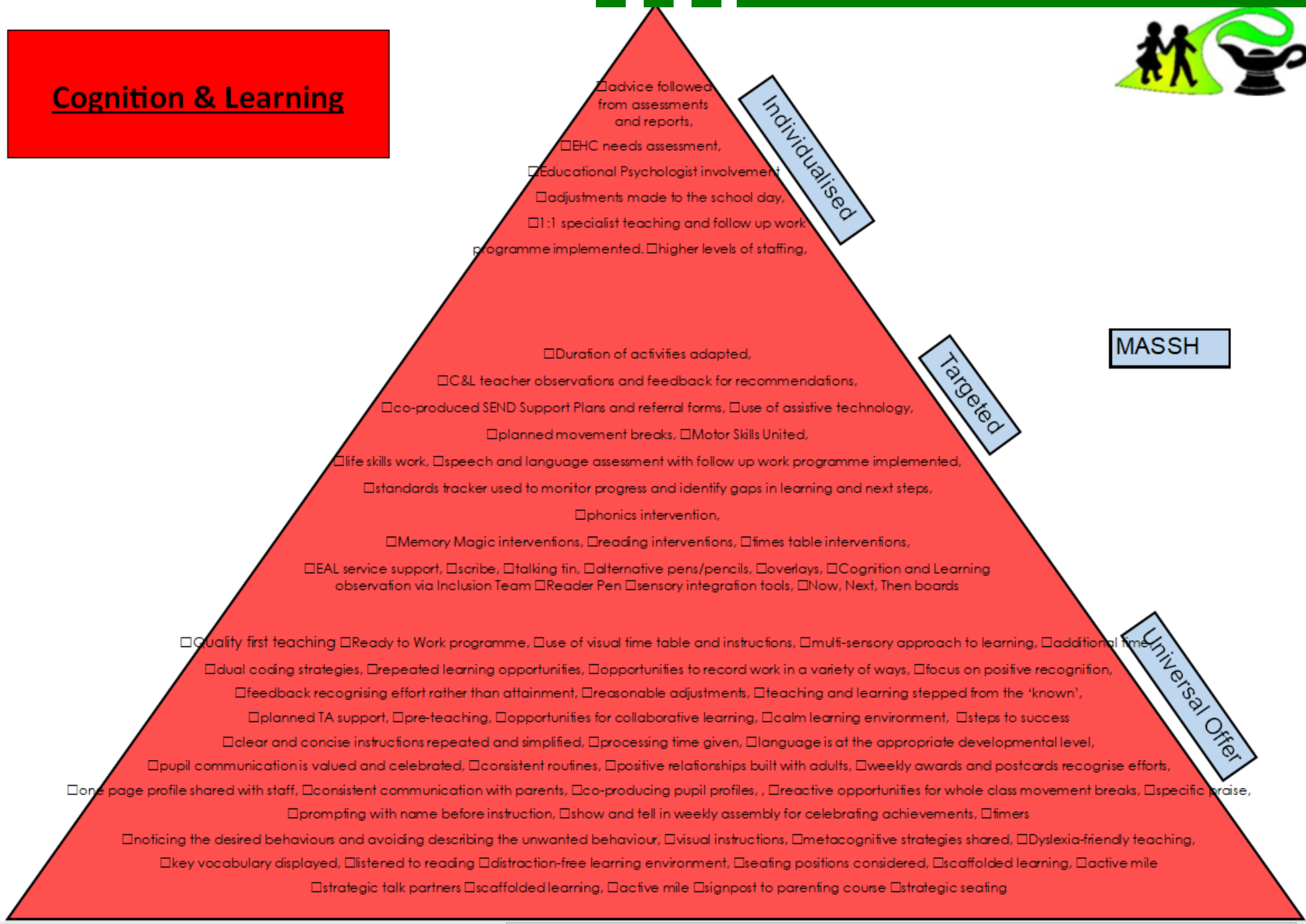
On the pages that follow, the provision that we offer at Great Moor Junior School is outlined in accordance to the four broad areas of SEND.

Social, Emotional & Mental Health





Cognition & Learning



Individualised

- ☐ advice followed from assessments and reports,
- ☐ EHC needs assessment,
- ☐ Educational Psychologist involvement
- ☐ adjustments made to the school day,
- ☐ 1:1 specialist teaching and follow up work programme implemented. ☐ higher levels of staffing,

Targeted

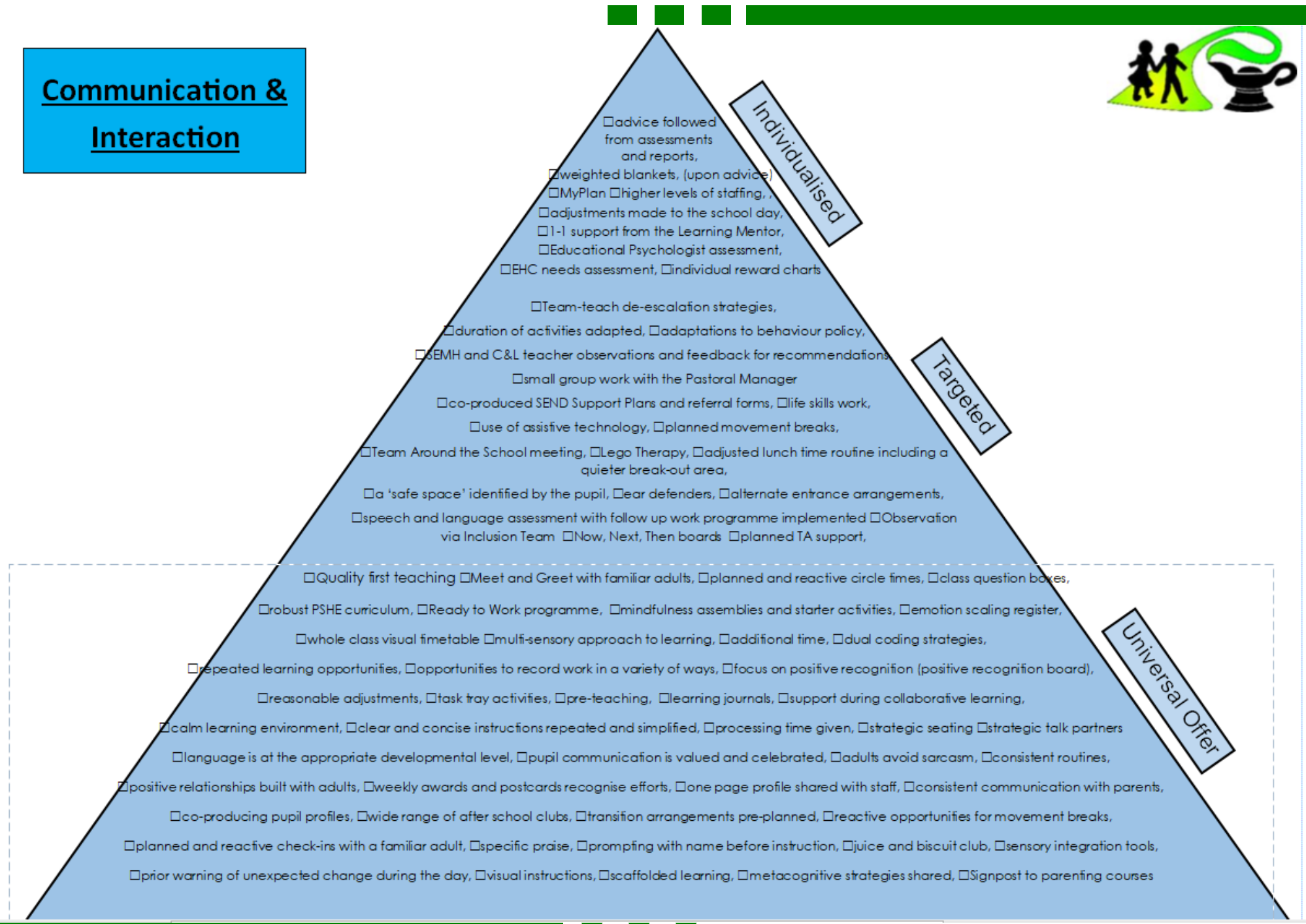
- ☐ Duration of activities adapted,
- ☐ C&L teacher observations and feedback for recommendations,
- ☐ co-produced SEND Support Plans and referral forms, ☐ use of assistive technology,
- ☐ planned movement breaks, ☐ Motor Skills United,
- ☐ life skills work, ☐ speech and language assessment with follow up work programme implemented,
- ☐ standards tracker used to monitor progress and identify gaps in learning and next steps,
- ☐ phonics intervention,
- ☐ Memory Magic interventions, ☐ reading interventions, ☐ times table interventions,
- ☐ EAL service support, ☐ scribe, ☐ talking tin, ☐ alternative pens/pencils, ☐ overlays, ☐ Cognition and Learning observation via Inclusion Team ☐ Reader Pen ☐ sensory integration tools, ☐ Now, Next, Then boards

MASSH

Universal Offer

- ☐ Quality first teaching ☐ Ready to Work programme, ☐ use of visual time table and instructions, ☐ multi-sensory approach to learning, ☐ additional time
- ☐ dual coding strategies, ☐ repeated learning opportunities, ☐ opportunities to record work in a variety of ways, ☐ focus on positive recognition,
- ☐ feedback recognising effort rather than attainment, ☐ reasonable adjustments, ☐ teaching and learning stepped from the 'known',
- ☐ planned TA support, ☐ pre-teaching, ☐ opportunities for collaborative learning, ☐ calm learning environment, ☐ steps to success
- ☐ clear and concise instructions repeated and simplified, ☐ processing time given, ☐ language is at the appropriate developmental level,
- ☐ pupil communication is valued and celebrated, ☐ consistent routines, ☐ positive relationships built with adults, ☐ weekly awards and postcards recognise efforts,
- ☐ one page profile shared with staff, ☐ consistent communication with parents, ☐ co-producing pupil profiles, ☐ reactive opportunities for whole class movement breaks, ☐ specific praise,
- ☐ prompting with name before instruction, ☐ show and tell in weekly assembly for celebrating achievements, ☐ timers
- ☐ noticing the desired behaviours and avoiding describing the unwanted behaviour, ☐ visual instructions, ☐ metacognitive strategies shared, ☐ Dyslexia-friendly teaching,
- ☐ key vocabulary displayed, ☐ listened to reading ☐ distraction-free learning environment, ☐ seating positions considered, ☐ scaffolded learning, ☐ active mile
- ☐ strategic talk partners ☐ scaffolded learning, ☐ active mile ☐ signpost to parenting course ☐ strategic seating

Communication & Interaction



Sensory & Physical



Individualised

advice followed from assessments and reports,

- weighted blankets (upon advice),
- sound field system, OT support.
- MyPlan, EHC needs assessment,
- adjustments made to the school day,
- disabled toilet, specialist chairs,

Targeted

Team-teach de-escalation strategies,

- duration of activities adapted, adaptations to behaviour policy,
- SEMH and C&L teacher observations and feedback for recommendations,
- small group work or 1-1 support from the Learning Mentor,
- co-produced SEND Support Plans and referral forms, use of assistive technology,
- higher levels of staffing, planned movement breaks, Team Around the School meeting,
- Lego Therapy, Motor Skills United, adjusted lunch time routine including a quieter break-out area,
- a 'safe space' identified by the pupil, ear defenders, alternate entrance arrangements,
- speech and language assessment with follow up work programme implemented, scribe, talking tin,
- alternative pens/pencils, overlays, OT follow up programme implemented, chewellery, bracelets
- sloped writing desk, wobble cushion, alternate lunch time arrangements advice sought from school nurse, adaptations to school uniform, advice sought from Sensory Support Service, subtitles on video ear defenders planned TA support,

Universal Offer

Quality first teaching Meet and Greet with familiar adults, Ready to Work programme,

- mindfulness assemblies and starter activities, use of visual time table and instructions,
- multi-sensory approach to learning, additional time, dual coding strategies, strategic talk partners strategic seating
- opportunities to record work in a variety of ways focus on positive recognition (positive recognition board) reasonable adjustments,
- pre-teaching, opportunities for collaborative learning, calm learning environment,
- processing time given, language is at the appropriate developmental level, pupil communication is valued and celebrated,
- consistent routines, positive relationships built with adults, weekly awards and postcards recognise efforts,
- Signpost to parenting courses One page profile shared with staff, consistent communication with parents,
- wide range of after school clubs, transition arrangements pre-planned, whole class movement breaks
- given roles and responsibilities, planned and reactive check-ins with a familiar adult, metacognitive strategies shared, School Nurse Open Clinic

How will the curriculum match the needs of my child?

- All children are taught following the National Curriculum 2014.
- We have regular meetings where we monitor the progress of our children and consider the next steps.
- Class-based quality first teaching is monitored by year groups and the curriculum is adapted to meet individual needs where necessary.
- More information is outlined in our Teaching and Learning Policy.
- Stockport's Standards Tracker document may be used to identify the level a child is working at and the subsequent objectives to attain in order to make progress and close gaps in learning.
- We take advice and recommendations on board from professionals.
- We listen to the parent's and pupil's voice in-line with Stockport's [i outcomes](#) and [co-production charter](#).

How does the school evaluate the effectiveness of provision made for children with SEND?

- Our Governors work with the Headteacher, SENCO and staff to monitor the quality of our special educational needs provision.
- Targets and provision on SEND Support Plans are re-viewed each term with parents and pupils as part of the ADPR process.
- The provision and outcomes outlined in an EHCP are re-viewed annually unless requested earlier due to significant changes.
- Monitoring of interventions and the graduated response is regularly reviewed.
- Monitoring of behaviour records and assessment scores are reflected upon in school.
- We liaise with the Ethnic Diversity Service who assist us in supporting our families with English as an additional language to identify if there are SEND needs.
- We liaise with the Hearing and Vision specialist service, Speech and Language Therapists, Occupational Therapists and the Inclusion Team who assist us in determining and implementing appropriate provision.

How does the school work with parents/ carers and children to support learning?

- We offer an open door policy, encouraging parents to arrange to meet with their child's class teacher or SENCO to discuss progress or highlight concerns. We host regular parents' evenings and events. Our governing body includes parent governors and each full governing body meeting is open for parents to attend as observers.
- We believe in a partnership between parents and teachers, aiming to keep communication channels open with regular liaison.
- At meetings (and through other means, such as newsletters) we discuss how families can support their child to enable progress at school and home. This may include supporting your child with any individual targets relating to their additional needs.
- Attending meetings regarding your child's progress.
- Involvement in setting targets.
- Informing school of any changes regarding home circumstances.
- Take interest and support your child with home learning tasks.

How will my child be able to contribute their views?

- Children are consulted about their views on targets set within their SEND support plans and are asked for their contributions towards their One Page Profiles.
- Children with Educational Health and Care Plans are invited to attend review meetings (where appropriate) and make a pupil voice contribution.
- During half termly monitoring of SEND, pupils will be asked to contribute their views on aspects of SEND provision around the school, the impact of this and contribute towards target setting.
- Pupil and parent questionnaires are distributed each year, offering the opportunity to feedback on a range of school-life matters

Who is there to help me and my child?

The class teacher should always be a parent's first port-of-call, if you are concerned about your child's progress. Other key staff are available to meet on request and contact details are on our website.

All can be contacted via the school office (Tel: 0161 483 4987) Please note: For a child with SEND who is also looked after by the local authority, they will be supported in the same way as all other children at Great Moor Junior School with additional close liaison with the social worker and carer. If concerns persist, please see our Complaints Procedure. (policy on our website)



What support will there be for my child's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial in making progress across the four broad areas of SEND. All staff are aware of medical needs and a number of named staff are regularly trained to support individual medical needs. We also have staff trained in first aid. See our school medical policy for further details.

All staff follow the same procedures for rewards and sanctions unless adaptations are made for individual pupils based upon their identified needs. Some children may have individual reward programs to enable them to meet their specific needs. Please refer to the school's behaviour policy for more information.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Attendance rates at our school are above national expectations.

Weekly PSHE lessons and Circle Times inform our pupils about how to maintain and improve their mental health and wellbeing.

We have a school Pastoral Manager that can work with pupils 1-1 or in a small group setting. Pupils can also self-refer themselves to talk to our Pastoral Manager at lunch times if they have an issue that concerns them and would like support with.

Our weekly celebration assembly and class awards recognise the efforts made in school by individual pupils.





Inclusion

Our SEND policy promotes the involvement of all our learners in all aspects of the curriculum, including activities outside of the classroom. For school trips, where there are concerns of safety and access, reasonable adjustments are put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. Where there are specific needs, parental involvement is encouraged to allow inclusion as much as possible. To manage behaviour that challenges and in order to avoid exclusions, we regularly liaise with our inclusion service as well as other external agencies such as our Family Intervention worker, engage with bespoke staff training, co-produce My Plans, plan for and deliver focussed intervention work with our supporting staff, make reasonable adjustments to our behaviour policy for our learners with SEND.

Transition

We encourage all new children to visit the school prior to starting at Great Moor Junior School so that they can be shown round and become acclimatised to the new surroundings. Upon transition from the Infant School, parents are invited to visit the school and meet with the Headteacher and teaching staff, Year 3 teaching staff meet with teaching staff from the Infant School to share information about the children and Year 2 children visit the school and spend time with their new teachers in their new classrooms before the end of the summer term. The SENCO also meets with the SENCO from the Infant school to ensure that all the relevant information regarding children with SEND is passed on.

Upon transition to Secondary School, children with Educational Health and Care plans (EHCPs) will have a transfer review meeting during Year 5, and again in Year 6, to which their preferred secondary school SENDco will be invited and a member of the EHCP team. The SENCO liaises with relevant Secondary Schools and all information and data is transferred to the Secondary School SENCO at the end of Year 6.

