



Area of Excellence

St Chad's Church of England Primary School
Rhodes Avenue, Uppermill, Oldham, OL3 6EE
Headteacher: Kayleigh Pearson
Part of the Forward As One Multi Academy Trust

Prioritising primary SEND pupils and their wider outcomes through authentic, targeted support and systems

Quality Assurance Review Date: 11th November 2024

Why has this area been identified as a strength? What actions has school taken to establish expertise in this area?

- The school has developed a reputation for supporting SEND pupils effectively. This is a result of the highly effective leadership of SEND and the careful work that has been put into the systems within school to support the most vulnerable learners both socially and academically.
- Ensuring a smooth transition for pupils with SEND is a priority for the school. Prior to pupils arriving at school either in Reception or 'mid-year' the SENDCO gathers all the necessary information about the child. Following this, detailed plans are created that map out what provision will be put in place for the child. The planning documents mirror the EHCP format to assist in the submission process if required. Timetables are produced for the child, which highlight the activities they will be engaged with. The timetable is shared with the parents prior to the beginning of each term. Adults who work with the child also receive a timetable with their contribution to the child's plan. At this point, the SENDCO cross references all aspects of the plan to ensure that 'nothing is missed.'
- The school believes that being open, honest and transparent with parents is essential to foster successful relationships. All parents have access to the SENDCO's email address. If the SENDCO is unavailable another member of staff who is experienced and knowledgeable in this area is available to liaise with the parents. The school has been particularly successful in managing the expectations of parents about the level of support available. Parents welcome this.
- Accurate identification of need is at the heart of the school's SEND processes. Whilst the SENDCO leads in this area, recognising need is a collective responsibility. Class teachers and learning support assistants play a pivotal role in identifying if a child requires more than 'quality first teaching'. Staff complete a 'cause for concern' document which outlines the concern, the actions required, next steps and the area of need identified.
- Pupil progress is tracked and meticulous records are kept which are used to monitor the impact of the interventions.
- The Trust has strategic oversight of the school's work in this area. SEND is reported at a local and Trust board level. Leaders within the Trust have recognised the exemplary practice that exists in the school regarding SEND.

What evidence is there of the impact on pupils' outcomes?

1. Years 5 and 6 pupils with SEND spoke with pride about the school and how well they feel supported. One pupil said that he finds it hard to remember things and that the school 'Really helps him with this.' Other pupils spoke about how the school helps them to make friends using 'buddy benches'. Pupils were extremely positive in their praise for the school. One pupil stated that, 'This school makes me their top priority'. Parents are unanimous in their praise for how the school supports their children. Parents confirmed the accessibility of staff and how they feel listened to which helps to reduce their anxiety. Parents noted that the school is proactive and goes 'above and beyond.'
2. One parent spoke passionately about how their child had been excluded from several other settings and was now happy and settled for the first time. She noted that this had impacted in a positive way on the rest of the family. One parent stated that in this school my child 'is not just a number' and that he 'never wants to miss school.'
3. End of Key Stage 2 SATs results (for those able to access the assessment) showed an improving trend and also confirm the impact of the provision in place.