



**Cravenwood Primary Academy**  
The best in everyone™  
Part of United Learning

## Special Educational Needs and Disabilities (SEND) Information Report 2023-2024

**Cravenwood Primary Academy is an inclusive setting committed to bringing out *'the best in everyone'*. We have high expectations for all pupils irrespective of gender, race or disability. We work in partnership with parents, pupils, staff, governors and professionals within the local authority to provide equal opportunities and ensure that children with Special Educational Needs and Disabilities are not disadvantaged and make the best possible progress in school.**

### Meet the SEND Team



Mrs Leah Fenton  
SENCO

[l.fenton@cravenwoodprimary.org.uk](mailto:l.fenton@cravenwoodprimary.org.uk)  
0161 795 3380

**Mrs Fenton is supported by Miss Ostle, Mrs Salah, Mr Jones and Mrs Shafique.**

## What areas of Special Educational Needs do we provide for at Cravenwood?

Cravenwood Primary Academy is a mainstream school that provides education for all types of needs and disabilities. We have children with mild SEN to those with more complex needs, difficulties and disabilities.

<b>Communication and Interaction</b>	Children with speech, language and communication needs (SLCN) may have difficulty communicating with others and may not understand or use social rules of interaction. The profile for SLCN is different for every child; their needs may also change over time.
<b>Cognition and Learning</b>	Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), and severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
<b>Social, Emotional and Mental Health</b>	Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn and isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
<b>Sensory and/or Physical</b>	These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment or access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.



## What are the different types of support available for children with SEND?

### Wave 1

Quality first teaching forms the basis of provision for all children. Lessons are correctly pitched to allow all children to make progress from their individual starting points. All teaching staff regularly receive up-to-date training to meet the needs of their class.

### Wave 2

Children who require additional support have these needs met through a graduated framework of carefully planned interventions and support. The school uses its funding to ensure that class sizes are kept as small as possible and that children have access to additional small group and 1:1 support as required.

### Wave 3

External agencies are employed as appropriate to provide additional support and guidance. May also include bespoke learning packages and high level of adult support.



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Area of Need	Quality First Teaching (QFT)	SEND Support <i>School funded – in addition to Quality First Teaching.</i>	EHCP <i>High Needs Block - in addition to Quality First Teaching.</i>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>o Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words.</li> <li>o Repeated / reworded instructions</li> <li>o Increased visual aids / modelling etc</li> <li>o Visual timetables</li> <li>o Use of symbols</li> <li>o Structured school and class routines</li> <li>o KAGAN structures within lessons.</li> <li>o Teacher/TA role modelling</li> <li>o Guided reading opportunities within lessons</li> </ul>	<ul style="list-style-type: none"> <li>o In class support with focus on supporting speaking and listening.</li> <li>o Service Level Agreement with Speech &amp; Language Therapy (Early Intervention focus)</li> <li>o Service Level Agreement with Educational Psychology</li> <li>o Internal Speech &amp; Language Therapy</li> <li>o SEN Toolkit</li> <li>o Access to alternative communication aids (ICT).</li> </ul>	<ul style="list-style-type: none"> <li>o Small group or 1:1 support for language</li> <li>o Speech and Language support / advice</li> <li>o Training for sign supported English.</li> <li>o Visual timetables</li> <li>o Visual prompts / clues / PECs board</li> <li>o Advice from the Educational Psychologist</li> <li>o Advice/support from local specialist schools.</li> <li>o Schemes of work linked to the SEN Toolkit(s).</li> <li>o Service Level Agreement with Speech &amp; Language Therapy.</li> </ul>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>o Differentiated curriculum planning, activities, delivery and outcome, E.g. scaffolded activities, reduced workload (Eg. DART activities)</li> <li>o Pre-teaching</li> <li>o In-class TA support</li> <li>o In-class targeted teacher support</li> <li>o Increased visual aids / modelling etc</li> <li>o KAGAN structures</li> <li>o Visual timetables</li> <li>o Illustrated dictionaries</li> <li>o Use of writing frames</li> <li>o Access to ICT</li> </ul>	<ul style="list-style-type: none"> <li>o Target group support – Literacy and numeracy.</li> <li>o Nessy (reading support)</li> <li>o Handwriting focused activities</li> <li>o Phonics</li> <li>o Plus 1</li> <li>o Power of 2</li> <li>o In class support from TA / Teacher</li> <li>o Reduced/ increasingly individualised timetable</li> <li>o Accelerated Reader</li> <li>o Dyslexia Screener</li> <li>o Dyslexia tuition</li> <li>o Adapted curriculum activities using the SEN Toolkit</li> </ul>	<ul style="list-style-type: none"> <li>o Small group or 1:1 support for language</li> <li>o Speech and Language support / advice</li> <li>o Signalong trained staff</li> <li>o Visual timetables</li> <li>o Visual prompts / clues</li> <li>o ICT – writing with Symbols</li> <li>o Advice from EP</li> <li>o Advice/support from Lancasterian Outreach Service and Camberwell Park Outreach</li> <li>o Schemes of work linked to the SEND Toolkit(s).</li> </ul>



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	<ul style="list-style-type: none"> <li>○ Before/after school booster sessions.</li> <li>○ Guided reading opportunities within lessons</li> <li>○ Teacher/Pupil Learning conversations</li> <li>○ Dyslexia friendly classrooms</li> <li>○ Conquer Maths</li> </ul>		
<b>Social, Mental and Emotional health</b>	<ul style="list-style-type: none"> <li>○ Conscious Discipline and the School Family</li> <li>○ Whole school behaviour policy</li> <li>○ Whole school expectations</li> <li>○ In class 'family meetings'</li> <li>○ Whole school assembly</li> <li>○ KS celebration assembly</li> <li>○ Lunchtime clubs</li> <li>○ After school clubs</li> <li>○ Health Schools Programme</li> <li>○ PSHE/RSE curriculum</li> <li>○ Teacher/Pupil Learning conversations</li> <li>○ Designated Mental Health First Aider</li> </ul>	<ul style="list-style-type: none"> <li>○ Conscious Discipline and the School Family</li> <li>○ Work-related learning (CBT toolkit, no worries book, hidden chimp book).</li> <li>○ In class support for supporting behaviour targets, access, safety</li> <li>○ Safe Place rooms and areas in every class</li> <li>○ After School Clubs</li> <li>○ Parent groups and classes</li> <li>○ Play Therapy sessions</li> <li>○ Lunchtime social skills club (Sunshine Club)</li> <li>○ Nurture therapy sessions (small group or 1:1)</li> </ul>	<ul style="list-style-type: none"> <li>○ Conscious Discipline and the School Family</li> <li>○ Small group or 1:1 support for social skills</li> <li>○ Individual support or mentoring</li> <li>○ Advice from EP</li> <li>○ Advice from Camberwell Park and BridgeLea Outreach Services</li> <li>○ CAMHS attendance with parents.</li> <li>○ Parent behaviour groups</li> <li>○ Play Therapy sessions</li> <li>○ Lunchtime social skills club (Sunshine Club)</li> <li>○ Nurture therapy sessions (small group or 1:1)</li> </ul>



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<p><b>Sensory and/or Physical</b></p>	<ul style="list-style-type: none"> <li>○ Use of visual aids and concrete equipment in lessons.</li> <li>○ Seating adjustments made in the classroom.</li> <li>○ Sound field systems</li> <li>○ Use of visualiser to enlarge print</li> <li>○ Staff aware of implications of physical impairment</li> <li>○ Accessibility of building (Accessibility plan and policy)</li> <li>○ Physical activity – variety of equipment</li> <li>○ EYFS outdoor provision area</li> <li>○ Moving and handling training</li> <li>○ Deaf awareness trained staff</li> <li>○ Full P.E lessons each week.</li> <li>○ Ease of access arrangements on pieces of technology.</li> </ul>	<ul style="list-style-type: none"> <li>○ Additional fine/gross motor skills practice – with TA</li> <li>○ In class support for supporting access and safety.</li> <li>○ Risk assessments/PEEPs in place.</li> <li>○ Liaison with Occupational Therapy</li> <li>○ Sensory Support monitoring and advice</li> <li>○ Specialised equipment (pencil grips, writing slopes, coloured overlays, visualisers).</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual support in class during appropriate subjects e.g. Science, PE and lunch time</li> <li>○ Occupational therapy liaison</li> <li>○ Use of appropriate resources e.g chair, changing bed</li> <li>○ Advice from Educational Psychologist</li> <li>○ Advice from Lancasterian Outreach Service</li> <li>○ Advice from Speech &amp; Language Therapy</li> <li>○ Signalong.</li> <li>○ Sensory support working with individual children on specific programmes (teachers and technicians)</li> <li>○ Sensory room</li> <li>○ Physiotherapy support</li> <li>○ Risk assessments/PEEPs in place.</li> </ul>
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## How do we adapt the curriculum and environment for pupils with SEND?

**Our Accessibility Plan is designed to ensure that all children with SEND can fully participate in the curriculum and be the best they can be.**

### Curriculum

Teachers plan lessons according to the specific needs of all groups of children in their class in relation to the curriculum aims for that year group, and will ensure that your child's needs are met. We deliver our curriculum through Rosenshine's Principles of Instruction, supported by the use of Kagan. This encourages our pupils to be active participants in their learning and increase autonomy and independence. Teachers and Support Staff will support with your child's learning in the classroom. Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.

Children working more than two or more years below their chronological age follow an adapted curriculum through the SEN Toolkit and their personal progress is tracked on A2E. The SENCo works alongside the Curriculum Lead to ensure adaptations are in place across all curriculum subjects, for all areas of need.

We use concrete equipment to support children in the early development of mastery in subjects such as Maths and Science. We ensure that equipment used is accessible to all children regardless of their needs. Specialist equipment is bought or loaned in as and when needed in conjunction with the Paediatric Occupational Therapy team and other Physical/Sensory Disability services.

### Environment

All learning environments in the school have a consistent approach: working walls are readily available at all times and demonstrate key vocabulary, concepts, models and scaffolds to support cognitive load.

Physical adaptations have been made to the building to ensure it is accessible for all children, these include ramps, lifts and wide corridors. Areas such as the Sensory Room, the Star Room and the Queen Elizabeth Garden allow all pupils to meet their physical, sensory or emotional needs.

For children at any age still in need of continuous provision, the Nursery and Reception areas are always accessible. There are also many activities both within and out of class that encourage fine and gross motor development for those in need of enhancing such skills.

## What extra-curricular activities can my child with SEND take part in?

At Cravenwood, we offer a wide range of activities and clubs throughout the year, these may include:

Before School Club

Football Club

Student Leadership  
Team

Eco Committee

Board Games Club

Expressive Arts Club

Netball Club

Cravenwood  
'Question Time'

Music Club

Cultural Dance Club

Multi Sports/Athletics

Cooking Club

Sewing Club

Baking Club

Crocheting Club



## How does Cravenwood identify and assess pupils with Special Educational Needs?

### Identification and Assessment

Best from Everyone meetings are held each half term. This is a meeting where the class teacher meets with the SENCo to review and set targets for pupils following a graduated approach. This shared discussion may highlight any potential issues in order for further support to be planned. This will be discussed with and implemented by the SENCo and child's teacher and Key Stage Lead. Some concerns may be initially highlighted by parents. In collaboration with parents and pupils, agreed actions or interventions will be implemented and monitored through a range of data. The length of time of the intervention will vary according to need and progress made, with this being constantly monitored and reviewed half termly. The reviews of these interventions, along with assessment, will ascertain the effectiveness of the provision and inform future planning.

Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist, Speech & Language Therapist, Play Therapist etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

### SEND Register

A meeting will be arranged with parents, class teacher and the SENCo to draw a consensus on whether we feel the child may have an area of need and will be placed on the SEND register. Again, next steps will be agreed and the process of Assess-Plan-Do-Review will start. Parents and children will meet with the class teacher and SENCo three times a year, in which progress and next steps are reviewed, discussed and planned. These interventions will be also recorded on the child's Learner Conversation Sheet or Individual Learning Plan, of which a copy will be sent home each term.

Some children have more complex needs that may require higher levels of support, intervention and outside agency advice. Some of these needs may be high-level and may require an EHCP (Educational Health and Care Plan). Parents, children, SENCO, class teachers and external agencies will collaborate to submit paperwork and evidence to the Local Authority to request a Statutory Assessment. Throughout this process, your child's needs will continue to be met through the support already in place. Children who have an EHCP will have an annual review with attended by the SENCo, class teacher, parents, the child and external agencies.

## How do we assess the progress of our pupils with Special Educational Needs?

**Your child's progress is continually monitored by his/her teacher, subject leaders, the SENCo and the SLT through the following:**

- The class teacher will check that your child is making good progress within any individual work and in any group that they take part in.
- The SENCo will monitor progress in any intervention that your child may be accessing.
- Half-termly 'Best From Everyone' meetings allow the class teacher, Key Stage Lead and SENCo to review progress and implement actions/interventions moving forward.
- Termly standardised testing (PIRA and PuMA), which gives a score that can be interpreted at age expectation.
- If your child is 2 or more years below the expected level for their age and has a recognised Special Educational Need, they may also be levelled using another scale called the SEN Toolkit, which operates using a banding system (Bands 1-16).
- The progress of children with a statement of SEND/Education Health Care Plan (EHCP) is formally reviewed at an Annual Review/person centred review with all adults involved in your child's education.

## How do we evaluate the effectiveness of our provision for pupils with Special Educational Needs?

**We evaluate the effectiveness of our provision by using the following criteria:**

- The school ensures that any child's special needs are identified as early as possible.
- The SENCo, along with the SLT, conduct weekly monitoring to see first-hand 'best practice'.
- We take account of the views of the parents and the child.
- Subject Leaders monitor for progress through tracking data, reviewing planning and pupil's books and carrying out pupil voice.
- There is co-operation between agencies and the school and feedback is positive.
- The SENCo compiles regular reports for the Senior Leadership Team (SLT) and Governors with regards to SEND pupil's progress.
- The SLT carry out appraisals and instigate Continued Professional Development for all members of staff.

## **What support is available for improving the emotional and social development of pupils with Special Educational Needs?**

As well as the school employing a Play Therapist, the school itself (if substantial evidence of alternative methods tried) can write to your child's G.P or Paediatrician to suggest a referral to the Child/Adolescent Mental Health Service (CAMHS), or refer to CAMHS directly. If you are worried about your child's emotional and/or mental health please speak to the class teacher or SENCo who will support your concerns by writing a letter of support to take to the relevant professional, or make the referral themselves. At school level, the Play Therapist has a designated period within the week to work 1:1 with children who may be suffering from an internalised issue, possibly deriving from bereavement or some other emotional trauma.

### **We also support our pupils' emotional and social development through the following:**

- Conscious Discipline – this may be through 1:1 routines to help children learn to understand and regulate their emotions.
- Themed class family meetings - provide a safe space for children to express views, worries or concerns.
- Nurture therapy
- Priority for identified children to join school clubs and encourage friendships
- CBT toolkit
- Sunshine Club – to help promote social skills.
- 1:1 and small group programmes as advised by external agencies.

**Our school's Senior Mental Health Lead is Miss Wilson.**

**Our emotional and social support is also carried out in line with our behaviour and anti-bullying policies. These can be found here: <https://www.cravenwoodprimary.org.uk/our-school/policies>**

## How do we consult pupils with SEN and involve them in their education?

### Observations

For very young children, the most reliable way of getting their voice is through observation. This allows us to build a picture of the child, including their interests and areas of difficulty and learn how they express their needs.

### Pupil consultations

Pupil consultations may be held with the class teacher, SENCo or Subject Leaders. These may involve book looks and discussion about learning. In class, this may look like a family meeting in which various themes are explored. Adaptations may be put into place for children with SLCN.

### Learner Conversations

Learner conversations are held termly with the class teacher and the pupil. They allow the child to have ownership of their learning and identify next steps. Learner conversations are shared with parents at parents' evenings.

### Student Leadership Team

The student leadership team meets weekly with the Principal to discuss current issues or developments within the school community. The student leadership team feedback to their classes and take ideas and opinions. Alternatively, pupils can ask questions about their learning at a weekly Question Time session.

### Individual Learning Plan

Pupils on the SEND register have an individual learning plan which is shared with all the adults who work with them. They are encouraged to share their ideas and opinions on their likes and dislikes and ways to help them be successful.

### Annual Review

Pupils with an EHCP are invited to an annual child centred review and are able to join in the discussion about how their learning is going. They are also encouraged to write their views prior to the meeting.

## Who are the best people to talk to at Cravenwood about my child's difficulties with SEND?

Staff	Summary of responsibilities
<b>Class teacher</b>	For current and immediate concerns about your child's education, the first port of call should be their class teacher. The class teacher is responsible for the educational and pastoral support of every child in their class on a daily basis.
<b>SENCo- Mrs Fenton</b>	<p>The SENCO co-ordinates all the support for children with special educational needs &amp; disabilities (SEND) and developing the school's offer to make sure all children get consistent, high quality response to meeting their needs in school.</p> <p>The SENCo is responsible for updating the register of children who have SEND and making sure there are accurate and up to date records of your child's progress and needs.</p> <p>They provide support for teachers and support staff in the school, so they can help your child (and other pupils with SEND in the school) make the best possible progress.</p>
<b>Subject Leaders/Key Stage Leaders</b>	<p>They are responsible for:</p> <ul style="list-style-type: none"> <li>-Checking on the progress of your child and working with class teacher in identifying, planning and delivering any additional help your child may need.</li> <li>-Ensuring that the school's SEND offer/policy is followed in the classrooms.</li> </ul>
<b>Executive Principal – Ms Garratt</b>  <b>Principal – Mrs Glock</b>  <b>Assistant Principals – Miss Wilson and Mrs Fenton</b>	<p>The Senior Leadership team are responsible for:</p> <ul style="list-style-type: none"> <li>-The day to day management of all aspects of the school, this includes the support for children with SEN.</li> <li>-Giving responsibility to the Inclusion team and class/subject leaders, but are still responsible for ensuring that your child's needs are met.</li> <li>-Making sure that the Governing Body is kept up to date about issues in the school relating to SEN.</li> </ul>
<b>SEN Governor</b>	SEN Governor is responsible for making sure that the necessary support is made for any child who attends the school who has SEN.



## **What training and expertise do our staff have to support pupils with SEND?**

The SENCo, Mrs Fenton, has the National Award for Special Educational Needs Coordination.

The SENCo's job is to support the teachers in planning for children with SEN. The school has a training plan for all staff to continually ensure that the teaching and learning of children including those with SEND is of high quality. This includes whole school training on SEND issues such as ASD, Dyslexia etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class and around the school.

## **How are equipment and facilities allocated to support children with special educational needs?**

- The school budget includes a national budget for supporting children with SEN.
- The Principal decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.
- The Principal and the SENCo discuss all the information they have about SEND in the school, including; the children getting extra support already, the children needing extra support, and the children who have been identified as not making as much progress as would be expected.
- They also decide on what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.



## How do we consult you as a parent of a child with SEND?

We value the role of parents as a child's first educators and work collaboratively with you to ensure the best progress for your child through the following:

- **Meet the teacher** – As well as being available before or after school, your class teacher will hold regular 'Meet the Teacher' sessions after school, which allow you to discuss your child's needs and successful strategies can be shared.
- **Parents' Evening** – These are held on a termly basis. Your class teacher will discuss your child's progress towards their individual targets. Class teachers will share learner conversations, individual learning plans, provision maps and EHCPs (as appropriate) with you as part of this.
- **Inclusion Team** – The inclusion team can offer a range of support to help you meet your child's needs both in school and at home. This may include referrals to parenting groups or signposting to other support services where targeted support can be offered.
- **External agencies** – All information from outside agencies will be shared with you personally or through written reports. This will be facilitated by the SENCo. Sometimes, many agencies may be involved in supporting your child so an Early Help Assessment may be set up to help coordinate this.
- **SEND Coffee Mornings** – We want to support you as well as your child. Our coffee mornings are held each term and parents of children with SEND are invited in to share their experiences and strategies. We also invite agencies from the Local Authority to provide information and support within the Local Offer.

## What policies support my child with SEND?

The following policies further support your child within school. These are available on the school's website, you can also ask at the office if you would like a paper copy to read.

- **Accessibility Plan**
- **Accessibility Policy**
- **Admissions Policy**
- **Anti-Bullying Policy**
- **Behaviour Policy**
- **Equality Policy**
- **Medical Policy**
- **Safeguarding Policy**
- **SEND Policy**

## How do we handle complaints from parents of children with SEN about provision made at the school?

<b>Class Teacher</b>	If there are any problems with the day-to-day provision for a child, discuss these with the class teacher in the first instance, so they are aware and can make changes quickly.
<b>SENCo</b>	If any problems or issues continue, contact Mrs Fenton (details within this document and on the school website).
<b>Principal</b>	Unresolved issues would then be escalated to the Principal, Mrs Glock who will facilitate any further meetings with parents/carers.
<b>Local Governing Body</b>	Parents can contact the governors of the school by writing or telephoning to raise concerns. The school's Chair of Governors is Mr Frank McCarron (details on the school's website).
<b>SENDIASS</b>	SENDIASS are independent and can offer support and guidance around provision for children with SEND. Tel. 0161 209 8356



## What are the arrangements for the admission of disabled pupils?

Admissions at Cravenwood Primary Academy are determined by the Manchester Local Authority.

We participate in Manchester Local Authority's fair access protocol. This helps ensure that all children, including those who are unplaced and vulnerable, or having difficulty in securing a place in-year, get access to a school place as quickly as possible.

Our admissions policy can be found here:

<https://www.cravenwoodprimary.org.uk/portals/0/library/documents/policies/Admissions%20Policy%202022%202023.pdf?ver=2022-09-12-162300-277>

School will receive confirmation of a place via admissions. Once a school place is allocated, our parent support advisor and SENCO will arrange to meet with parents/carers and the child to discuss their needs and the provision that may need to be in place for the pupil. Liaison with external agencies will take place if needed.

## What are the arrangements for supporting pupils moving through phases of transition?

We recognise that change can be difficult and we endeavour to make transitions run as smoothly as possible for you and your child.

The school has close links with local secondary schools, including specialist provision. The SENCO meets with each secondary school SENCO in the summer term to discuss individual children. Transition plans will be created for children with additional needs; these may include early visits to the secondary school and/or multi agency meetings.

Each summer term, the school holds a 'transition afternoon' in which all children meet their class teachers/support staff for the following academic year. This is thoroughly planned and children with SEND can access additional visits to the classroom/relationship building with their new teachers.

## How does the governing body involve other people in meeting the needs of pupils with special educational needs and in supporting their families?

<b>Directly funded by the school</b>	<ul style="list-style-type: none"> <li>-Teaching Assistants</li> <li>-Additional Speech &amp; Language Therapy input to provide a higher level of service to the school</li> <li>-Play Therapist</li> <li>-Additional Educational Psychology input to provide a higher level of service to the school</li> <li>-SENCo</li> <li>-Assistant SENCo</li> </ul>
<b>Paid for centrally by Local Authority but delivered in school.</b>	<ul style="list-style-type: none"> <li>-Lancastarian Outreach Inclusion Support Service</li> <li>-Camberwell Outreach Service</li> <li>-BridgeLea Outreach Service</li> <li>-The Grange Outreach Service</li> <li>-Lancasterian Sensory Support Service</li> <li>-Rodney House Outreach (Early Years Special Need Intervention)</li> <li>-Teaching Assistants (Inclusion team) (part LA funded to work with children with EHCPs).</li> </ul>
<b>Provided and paid for by the Health Service but delivered in school</b>	<ul style="list-style-type: none"> <li>-School Nurse</li> <li>-Healthy Schools Programme</li> <li>-Occupational Therapy</li> <li>-Speech &amp; Language Therapy</li> <li>-Physiotherapy</li> <li>-Community Paediatrician advice</li> </ul>

## What other agencies can support my child?

There may be some cases where the support from school alone may not be enough to meet your child's needs. With your consultation and agreement, school will make referrals to external agencies to increase the level of support your child receives. This support may come from agencies such as:

<b>Speech and Language Therapy</b>	0161 224 0694
<b>Occupational Therapist</b>	0161 230 0301
<b>Physiotherapist</b>	0161 230 0301
<b>School Nurse</b>	0161 202 8750
<b>CAMHS</b>	0161 203 3250
<b>Sensory Support Service</b>	0161 445 0123
<b>SENDIASS</b>	0161 209 8356

The Manchester Local Authority have a SEND Local Offer which signposts support services and resources for parents of young children with SEND. This can be found at:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>