



SEN Information Report – Primrose Hill Primary School

Updated by S. Franks - June 2020

In addition to reading this report, our SEN policy and our Local Offer, please do come in and have a look around! We are always here to answer any questions you may have!

For information on admissions please see our school policy

<http://www.primrosehillprimary.co.uk/documents/information/policies/admissions-policy-2018-19.pdf?5c46e0e7>

Also, see information on Salford's Local Offer

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

1. The kinds of special educational needs (SEN) for which provision is made at our school

Our school is an inclusive school. We recognise that some children face barriers to participation, achievement and attendance.

Children may have the following kinds of SEN:

Cognition and Learning: For example, Moderate Learning Difficulty (MLD), SpLD: Dyslexia, Dyscalculia, Dyspraxia,

Sensory, Medical and physical: For example, Asthma, Epilepsy, Visually Impaired (VI), Hearing Impaired (HI), Physical, Cerebral Palsy

Communication and interaction: For example, Autistic Spectrum Conditions (ASC), Asperger Syndrome, Speech and Language

Social, Emotional and Mental Health Needs: For example, this may include providing support for children with behaviour difficulties

Additional support is provided for SEN pupils in a variety of forms; teaching assistants / teachers, resources, small group / 1-1 support, access to intervention programmes and resources.

School works closely with outside agencies to make sure that all children are able to access the curriculum and make appropriate progress from their starting points.

A speech and language therapist works in school two days a week. Some of our teaching assistants and teachers are ELKLAN trained (a speech and language training programme).

An Educational Psychologist and Assistant Educational Psychologist work in school for a half a day per week.

Staff carry out training on a regular basis. Designated time is given to SEN at staff meetings.

We provide the relevant and most appropriate support for our SEN children and we are continually evaluating and improving this provision. As the needs of our children change, so does our provision.

Further information is available in the school's SEN policy which is available on the school website <http://www.primrosehillprimary.co.uk/documents/information/policies/sen-inclusion-policy.pdf?5959f309> , or contact school to discuss anything further with the SENDCO Miss Heather Berry (telephone 0161 921 2400)

2. How our school identifies and assesses children with SEN

- The school follows the current Code of Practice (2014)
- This Information Report explains how we identify and assess children with Special Educational Needs (SEN)
- Further information on our policy for managing children with SEN can be found on our website under 'Policies'

The school assesses pupils on entry to Nursery with a baseline assessment and uses a Reception baseline entry assessment and tracker to record progress and attainment. The rest of the school use classroom monitor to record assessments of the children in their classes. Each half term there is a pupil progress where staff highlight any pupil who is not making expected progress. Less than expected progress can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The SENDCO then works with the class teacher and TA'S to support the individual child with the most suitable intervention to support their individual needs.

The Learning Mentor helps to support assessment by observations and individual meetings alongside the EP and SENDCO.

The SENDCO can also screen pupils for dyslexia and all children in year 3 are now screened. The SENDCO also consults regularly with the EP, VI and HI and other services regarding the needs of individual pupils. This helps to help decide if further assessment from an external specialist is needed. The school nurse and GP services are contacted if eyesight and hearing needs to be checked. Other referrals can be made to the community paediatrician and CAMHS.

If a child's behaviour is causing concern, we first consider whether there are any potential underlying difficulties and if there appear to be none, we would initially speak to the parent about anything that might have happened at home. We would also gather information from staff about what sort of incidents are occurring, at what time of the day, during which lessons etc and analyse this information to see if there are any patterns. We would carry out observations in class/on the playground and record the way the child is behaving, taking account of who else is involved and any environmental factors. We would seek parental consent to speak to the Primary Inclusion Team and/or EP and ask for an initial assessment to be done.

Parents will be informed if their child is presenting with a SEN. We involve parents/carers and children in this process as much as possible.

The school strives to make good progress over time by closing the gap between children with SEN and those without.

Pupil/parent interviews/questionnaires surveys are carried out annually.

The SENDCO and office manager will use the Salford Interactive Provision Mapping Tool to assess need and to apply for extra funding in line with individual need.

External providers may be used to support additional needs :- EP Speech and Language therapists CAMHS School Nurse Physiotherapists Occupational therapists Visual Learning Support Auditory Learning Support EMTAS – EAL support LA Learning Support Team, Health visitors Community Paediatrician

3. Information about our school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including

a. How our school evaluates the effectiveness of its provision for such pupils

- Tracking of children's progress in terms of National Curriculum steps of attainment takes place 3 times a year and our SEN provision map is updated at these times
- We track the progress of our children using 'Classroom Monitor'
- Provision at Primrose Hill Primary School is evaluated each half term by the SENDCO and the SLT. They work closely with teaching assistants and class teachers to ensure the impact of interventions is accurately measured.

- The impact of our special intervention packages are monitored by the SENDCO and the SLT on a half termly basis
- The overall SEN policy is monitored annually by the SENDCO
- The SENDCO reports to the Governing Body once a term
- The SENDCO is always available at parents evening and before and after school by appointment
- Annual reviews for children with EHCPs are arranged ahead of time and multi-agency professionals are encouraged to attend

b. How we assess and review the progress of pupils with SEN

- We place a great deal of emphasis on teacher assessment to provide a baseline for identifying children's needs and matching provision to suit these needs.
- In addition we use formal tests to support our judgements about a child's specific needs for example, dyslexia and dyscalculia screening and language assessments.
- Our assessment procedures will reveal areas where adequate progress is not being made and we match our interventions to these areas.
- We ensure that appropriate help and support is available to children who may need extra help during National Curriculum assessments and tests
- We hold Pupil Progress Meetings (PPM) every half term where teachers monitor and discuss progress made by all pupils
- The Deputy head reviews assessment with a governor and a Raising Attainment Plan is produced
- Regular book looks are conducted by senior staff and SEND children's books are evaluated as part of this process
- Tracking of children's progress in terms of National Curriculum steps of progress takes place 3 times a year and our SEN provision map is updated at these times
- An annual review for children with Statements / EHC plans takes place once a year
- Interim reviews also take place at any time as necessary
- Joint objectives planning meetings with Educational Psychologists, staff and parents and further assessment with an EP if necessary

c. The school's approach to teaching pupils with SEND

At our school we believe:

- Every teacher is a teacher of every child.
- In high quality teaching that is differentiated and personalised to meet the individual needs of the majority of children.
- The provision for children with SEN is underpinned by high quality teaching and is compromised by anything less.
- In setting high expectations.
- In fostering confident individuals who achieve their best.

- In encouraging children to lead fulfilling lives.
- In empowering children to make a successful transition into adulthood.
- In children being fully engaged and included in the activities of the school.
- In meeting our duties under the Single Equality Act 2010 to prevent discrimination, promote disability equality and ensure that children are not treated less favourably.

Teachers will:

- take account of the type and extent of a pupil's special educational needs in planning and in assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experience
- plan to enable children to take full part in learning, physical and practical activities
- help pupils to manage their behaviour, to take part in learning effectively and safely and, at key stage four to prepare for work
- help individuals to manage their emotions, particularly trauma and stress, and to take part in learning
- work with the SENDCO to provide a robust and planned transition when supporting pupils with special educational needs in a transfer between phases of education and ultimately in preparation for adulthood and independent living.

Children with disabilities

Not all pupils with disabilities necessarily have special educational needs. Teachers take action however, to ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. Teachers:

- plan for enough time for satisfactory completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals
- seek children's views and ensure that SEND information is readily available for children in an age and stage appropriate way, taking into account any specific difficulties which may prevent them from accessing that information

SEE ALSO

d. How the school adapts the curriculum and learning environment

We do this through:

- Personalising the curriculum
- Small group work
- 1-1 teaching
- 1-1 teaching assistant support
- Intervention programmes
- A range of teaching styles for example visual, auditory and kinaesthetic
- Specialist support for example Speech and Language Therapist, Educational Psychologist
- External support for example Learning Support Service, voluntary and private agencies
- Providing specialist facilities and equipment
- Providing supporting resources for example pencil grips, enlarged print, laptops, visual timetables
- Providing scaffolds for learning for example word webs, mind maps, writing frames
- There are also alternative recording methods – scribing, use of ICT, mind-mapping, photographs where needed.
- See also our accessibility policy

<http://www.primrosehillprimary.co.uk/documents/information/send/accessibility-plan-2017-2020-draft-version-to-be-ratified-by-governors-jan-2018.pdf?5c3de561>

e. Additional support for learning that is available for pupils with SEN

- We have 24 additional teaching assistants working within the school: some have expertise in delivering a specific intervention programme and some are Elklan trained.
- We have 3 teachers in year 6 instead 2, improving pupil:teacher ratio.
- We have a range of interventions matched to individual needs for example Precision Teaching, social and communication groups, Better Reading, PIXL interventions, Co-ordination matters interventions, Lego therapy, SALT, Blank levels, SEMH interventions, FIX-IT and catch-up sessions
- We follow support programmes advised by external agencies for individual children for example Speech and Language Therapy and take advice from the Educational Psychologist.
- We offer parent workshops, drop-ins and additional guidance and support on a needs basis.
- We have an on-site speech and language therapist two days per week and an onsite Educational Psychologist and Assistant Educational Psychologist half a day a week.

- I pads are available for pupils with motor control difficulties when writing.

f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum

All extracurricular activities are available to all children - these are all accessible to any child who wants to attend subject to the reasonable adjustment duty.

These include

- Residential trips
- Class trips
- Lunch time and after school clubs

g. Support that is available for improving the emotional and social development of pupils with SEN

- We have a school Learning Mentor who works closely with children who are looked after or who have social or emotional needs. This may include children with behavioural difficulties.
- We have access to the Primary Inclusion Team who provide outreach support for children with SEMH issues.
- We act on the advice of the Educational Psychologist and the Learning Support Service along with advice from other relevant agencies such as CAMHS
- The Jigsaw programme is used for PSHE in school.
- Zoned areas and extra teaching assistants outside at lunch give opportunities for the teaching of co-operative playground games.

4. Our Special Educational Needs Coordinator (SENDCO)

Mrs Sharon Franks
B.A. Hons Primary Education
NASENDCO Award

Contact Telephone Number 0161 921 2400

5. Specialist expertise and training of our staff in relation to children with SEN

Professional Development is in place for all members of staff at Primrose Hill Primary School. This means that each year staff have to look at their own training needs as part of the schools performance management and continuing professional development programme. This is carried out by the Senior Leadership Team. We look at the needs of the children and identify any training which needs to take place.

We have the following expertise within our team.

- A fully trained SENDCO who has worked with many children with a range of SEN.
- ELKLAN trained teaching assistants and teachers
- Learning Mentor
- Some TA's trained to deliver 1st class@number
- Some TA trained to deliver 1st class@ number 2
- Some TA's trained to deliver Better Reading Partnership
- Two days per week Speech and Language Therapist on-site
- Half a day a week Educational Psychologist on-site
- Half a day a week Assistant Educational Psychologist on-site
- School buys in regular bespoke training from an SEN consultant/advisor
- Precision teaching trained TAs
- NOV 2018- NQT training with Jackie Lloyd- code of practice and SEN support and quality first teaching

6. Information about how equipment and facilities to support CYP with SEN will be secured

We will endeavour to provide equipment and facilities to support children with SEN, to make reasonable adjustments and to ensure that children's needs are met through:

- Discussion with agencies involved
- The SEN budget
- Education Health and Care Plans
- Collaboration with parents
- Exploring funding opportunities

7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child

Our school aims to work closely with all parents and we communicate with parents in a variety of ways:

- Parents Evenings twice a year
- School reports – 3 times a year
- Pupil Passports (Individual Plan for children with SEND) at least 4 times per year
- Additional meetings with parents if requested or required
- Review of statements and EHCPs once a year or more often if necessary

- Appointments with parents
- Parental questionnaires
- Parent Workshops / drop ins
- SEN parent meeting
- Telephone calls
- Text messages
- Reward cards, letters, certificates home
- At every stage of assessment and monitoring parents are consulted and involved.
- All formal assessments with multi agency partners need parental consent.
- All documents produced either by school or professional partners are copied to parents.
- Parents have full access to all documents held in school referring to their child
- SEN parent sessions/coffee mornings
- CPD for SEND governor

8. The arrangements for consulting young people with SEN about, and involving them in, their education

- Class council
- Suggestion box
- Pupil interviews
- Review meetings
- Telephone calls
- Reward cards, letters, certificates home
- Mentoring
- Pupil voice – passports (individual plan)
- Pupil Voice – EHCP annual review.
- All children are familiar with staff sharing information with them about their learning and behaviour. In regard to CYP with SEN this is no different but the child may also speak the SENDCO, EP and Learning Mentor and the parents during this consultation.
- Children will have their voice gained in an age/stage appropriate way. Symbols and pictures may be used to aid communication.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

If you have a concern please contact the class teacher in the first instance. If your complaint is not resolved please contact the SENDCO. In the unlikely event that your complaint remains unresolved please contact the head teacher. In the event of a complaint that cannot be resolved, the matter will be referred to the Chair of Governors

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children

The SENDCO reports to the Governing Body Termly.

The Governing Body is responsible for quality assuring the implementation of the SEN policy, including how the school uses other agencies such as Health and Social Services to meet the needs of children with SEN.

The Governing Body supports the work done by SIASS. The SENDCO and SEN Governor work to ensure that parents of CYP with SEN are informed of any initiatives that would benefit families ie Hearing Impaired services and social events held during the holidays, Families of children with disabilities workshops and fun holiday activities.

See also our SEND policy which is available on the website.

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

<p><i>SIASS / Parent Partnership Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i></p>	<p><i>0161 778 0349</i></p>
<p><i><u>For children aged 0-5</u> Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well</i></p>	<p><i>0161 793 3275</i></p>

<i>Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i>	
<i>Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY</i>	<i>0161 778 0410</i>
<i>Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP</i>	<i>0161 607 1671</i>
<i>Educational Psychology Service Burrows House M28 2LY</i>	<i>0161 778 0476</i>
<i>Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA</i>	<i>0161 793 3535</i>

12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living

Transition From	To	Support Service	Contact details
<i>Setting</i>	<i>School</i>		
		<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 1</i>	<i>Key Stage 2</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>

Key Stage 2	Key Stage 3	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 3	Key Stage 4	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 4	Key Stage 5 and beyond	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
		New Directions (the Joint Learning Difficulty Team within Adult Services)	0161 793 2286
		Transition Coordinator	0161 793 2298
		Connexions	0161 603 6850
		Salford City College Learning Support	<p>City Skills Sixth Form Centre - 50 Frederick Road, Salford, M6 6QH</p> <p>Eccles Sixth Form Centre - Chatsworth Road, Eccles, Salford, M30 9FJ</p> <p>FutureSkills - Dakota Avenue, Salford, M50 2PU</p> <p>Pendleton Sixth Form Centre - Dronfield Road, Salford, M6 7FR</p> <p>Walkden Sixth Form Centre - Walkden Road, Worsley, Salford, M28 7QD</p>
For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to The Bridge			0161 603 4500

For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team

0161 793 3535

13. Information on where the local authority's local offer is published

The school's offer for provision for children with SEN is available on this website. Our offer forms part of the Local Authority's Local Offer which can be found at www.salford.gov.uk