

SCHOOL SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

Welcome to our SEN information report which is part of the Salford Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governors of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually.

What should I do if I think my child has a Special Educational Need?

Children have Special Educational Needs (SEN) if they have a difficulty which calls for special educational provision to be made for them. Children have a learning disability if they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of the available educational facilities provided for others of the same age in school.

Some children come to school with a special need or disability that has already been identified. We fully understand that parents / carers have a good knowledge of their child's needs and know what is needed to best support them.

Sometimes when children start school parents / carers may feel that their child has a special need which has not yet been identified. School will work quickly to address this. Therefore, communication between parents / carers and staff is invaluable as part of the identification process.

Where a child is not making adequate progress in learning, targeted group interventions will be implemented by the class teacher. When it is judged to be appropriate and the child begins to make good progress, extra support will gradually be withdrawn and the outcomes monitored.

If a child appears to make very little or no progress with interventions then the child will be placed on the SEN register.

Where a child is identified as having SEN, the school will provide support that is **additional to**, or **different from** the differentiation already provided through high quality teaching. If you require any further support please contact the Special Educational Needs Coordinator (SENCo), Mrs S Joice.

What is the school ethos / approach to SEN and Disability?

At Barton Moss Primary School, all children, with or without SEN, receive equality of entitlement, whether curricular or extra-curricular. As a school we ensure that special provision is made whenever necessary so that children are able to learn in an environment best suited to them. It is very important that we work in close partnership with parents / carers to provide the best support so that the best outcomes can be achieved.

How will I know how well my child is doing at school?

Parents / carers will be informed whenever a child requires SEN support. There will be regular meetings held for all people involved with the child. In these meetings the child's progress towards set outcomes will be reviewed. These meetings will take place at least on a termly basis. There will be termly opportunities to meet with the class teacher regarding their child's progress. This will be an opportunity for school to report on various interventions such as spelling tests; optional SAT tests; reading of high frequency words, maths assessment, behaviour support etc.

Where a child has an Education, Health & Care Plan, a Local Authority Annual Review will be carried out.

Annual reports are sent out to parents reporting their progress throughout the year. For children with SEN there are other agency reports that will also be sent out informing parents / carers on their child's progress.

However, Barton Moss CP School has an open-door policy so all parents / carers are welcome to make an appointment with the school at any time if they have any questions or concerns.

What support will there be for my child's overall well-being (Reg 3g: in particular the development of their social and emotional skills)?

The well-being of every child is always a priority at Barton Moss. All members of the staff team are ready to listen to any child needing to speak about concerns, and are prepared to take appropriate action. The SENCo provides regular training to all staff members on making sure that the well-being of each and every pupil is catered for as well as being available for ongoing support. We pride ourselves on our inclusive and emotionally-enriched curriculum and develop social and emotional skills through our PSHE and RE provision as well as through assemblies and use of social games and structures in the classroom. For any children, who are at any point struggling socially and / or emotionally, we provide targeted support and interventions. Children with SEND are included in all activities that take place both inside and out of the classroom. This includes swimming, residential trips, etc. School would carefully consider the Risk Assessments for these activities and would work with parents / carers and support staff to ensure that full access and opportunity is given. Barton Moss CPP School has a number of staff who are appropriately trained to administer First Aid, with a qualified Paediatric First Aider. At present, our school is accessible to all children in wheelchairs. The school also has a disabled toilet facility.

How does Barton Moss CP School involve children and parents / carers in their education and in the decision-making process?

Regular meetings will take place and, wherever possible and; appropriate, this will involve the children. We recognise the important role of parents / carers in helping and will always meet up together at least once every term. There will often be specific meetings centred around a child with SEN. Parents / carers will always be informed of these meeting and will be invited to join as a valued member of that working team. Parents will be fully involved in the process of Assessing – Planning – Doing – Reviewing for their child, alongside professional agency workers. Wherever it is possible and appropriate for the child to be a part of the decision-making process then this will happen. It is important that we are fully aware of the child's feelings and opinions about their provision and learning experiences. Teachers will regularly have discussions with the child around progress and targets; this will include next steps for children so that they can work towards long term targets.

Who, outside of school, can I turn to for advice and support?	
Information & Advice Service	
<i>SIASS (Salford Information Advice and Support Services)</i> <i>Are a free, dedicated, confidential service offering information, advice and support to families and children with SEND.</i> <i>Unity House</i> <i>Salford Civic Centre</i> <i>Chorley Road</i> <i>Swinton</i> <i>M27 5AW</i>	0161 778 0343 0161 778 0349 siass@salford.gov.uk <i>(Alternatively, arrange an appointment with Mrs S Joice to fill in a referral form together)</i>
<i>Statutory Assessment Team Burrows House</i> <i>They assess if and what major adaptations need to be made to your home, help with moving, and can</i>	0161 206 7017 0161 206 0604 – to request an assessment

regularly check and repair lifting equipment for families with SEND. 10 Priestley Road Wardley Industrial Estate M28 2LY	
Learning Support Service (LSS) The team provides support to children with SEND in schools by supporting teachers and learning support assistants. Moorside High School 57 Deans Road Swinton M27 0AP	0161 607 1671
Educational Psychology Service This service works with families and schools to improve the outcomes and emotional wellbeing of children and young people with SEND. Burrows House M28 2LY	0161 778 0476 Open Mon-Fri 8:30am-4:30pm Or email EPS@Salford.gov.uk
Children with Disabilities Social Work Team This team works with children aged up to 18 with a disability. Salford Civic Centre Chorley Road Swinton M27 5DA	0161 793 3535

Where can I find information about Local Authority provision for children and young people with SEN?

The Local Offer website can be found at:

www.salford.gov.uk/localoffer.htm

How should complaints regarding SEN provision be made and how will they be dealt with?

If a parent / carer has any concerns around the provision and progress of a child with SEN then there is a clear complaints procedure to follow in the hope that any issues will be resolved as quickly as possible. The complaint should first of all be raised with the class teacher of the child. If the concern remains, then the school's SENCO / Headteacher should be consulted. If, after this, the situation and concerns are still unresolved then the parent / carer should contact the school's Chair of Governors, Mr Chris Speed, who will deal with the complaint.

How do I get a copy of the school SEN policy?

A hard copy of the SEN policy is always available from the school office.

There is also an online policy for you to view.

Who do I contact for further information?

SENDCo Mrs S Joice

0161-921-1840

Needs specific information

Area of Need	Wave 1 Universal Offer for All Pupils	Wave 2 Pupils who do not have an Education, Health and Care Plan SEN Support (in addition to Universal Offer)	Wave 3 Pupils with an Education, Health & Care Plan (in addition to Universal Offer)
Cognition & Learning	- Quality First Teaching - Differentiated curriculum planning, activities and outcomes matched to the child's needs - Flexible grouping	Concern noted by class teacher and then strategies and intervention to be put in place. Progress monitored regularly to assess the effectiveness of the intervention	- Individual Costed Provision Maps - Meetings with parents / carers, child and other agencies to review provision and progress

	arrangements Developing listening and attention skills Targeted Teaching Assistant support in class for small groups or individuals Involvement of all pupils in the planning, target setting and evaluating of their work Promotion of the use of independent strategies Specific short-term interventions linked to the child's identified needs Daily access to reading through a variety of curriculum areas Access to the school library Individual reading with an adult Phonics teaching using Letters & Sounds framework and progression Reporting to parents / carers – Parents' Evenings (November and March) and written report (July) Teaching & Learning Policy SEN Policy Regular and supportive use of writing frames / scaffolds / word banks to enable children to make progress in writing Quality access to ICT provision Clear classroom routines supported by visual cues / timetables Access to extra-curricular clubs	Parents / Carers informed of the need for SEN support and invited to meetings to review provision and progress taking place at least termly SEN support Provision Mapping Advice / support from SENCO and / or other agencies Springwood Outreach small group work Daily individual reading support with a TA -Specific interventions according to need	towards outcomes in EHC plan termly, annual person centred review of plan Advice / support from SENCO Purchase of specific resources to support cognition and learning Springwood Outreach -support (Individual and / or Small Group support) Educational Psychologist Assessment Advice and Recommendations
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Communication & Interaction	Differentiated curriculum planning / activities delivery / outcomes • Structured class routines •	Concerns noted by class teacher and then intervention to be put in place. Progress monitored regularly to assess the effectiveness of the intervention Parents / Carers informed of the need for SEN support and invited to meetings to review provision and progress taking place at least termly	Individual Costed Provision Maps Meetings with parents / carers, child and other agencies to review provision and progress towards outcomes in EHC plan termly, annual person centred review of plan • •
		SEN support Provision Mapping • Advice / support from SENCO and / or other agencies • Speech & Language Therapy (SALT) in clinic • Termly reviews from SALT in school • programmes delivered by key staff with the support and guidance of SALT • Learning Support Service consulted • Additional visual resources to support learning •	• Speech & Language Therapist work in school • Learning Support Service consulted

Social, Emotional & Mental Health	Whole school Behaviour Policy • Anti-Bullying Policy • Child Protection Policy and procedures in place • E-safety Policy • Whole school rewards and sanctions • Consistent whole school approach to high expectations and aspirations • Friday Celebration Assemblies (parents always invited!)	Concern noted by class teacher and then strategy and intervention to be put in place. Progress monitored regularly to assess the effectiveness of the intervention intervention support put into place. Parents / Carers informed of the need for SEN support and invited to meetings to review provision and progress taking place at least termly SEN support Provision Mapping Educational Psychologist Assessment, Advice and Recommendations CAMHS Assessment (Child and Adult Mental Health), Advice and Recommendations Primary Inclusion Team for advice on supporting individual needs.	Individual Costed Provision Maps Meetings with parents / carers, child and other agencies to review provision and progress towards outcomes in EHC plan termly, annual person centred review of plan Advice / support from SENCO Purchasing of specific resources to support social, emotional and mental health issues Educational Psychologist Service Behaviour Support (individual / group work) CAMHS
Sensory and / or Physical	• Register of Sensory and / or Physical needs • Staff are made aware of implications of physical or medical impairment	• Concern noted by class teacher • Implementation of different strategies by class teacher and TAs	• Individual Costed provision Mapping • Meetings with Parents / Carers, child and other

	- and any necessary medication, precautions to be taken or emergency treatment and procedures - Staff are appropriately trained in First Aid (Paediatric First Aider and / or First Aider at Work) - Administration of Medicines Policy - Risk assessments carried out for individuals - Resources to support physical requirements, such as pencil grips, enlarged print	- Use of recommended specialist equipment - Progress monitored regularly - Parents informed for SEN support and meetings to take place to regularly review provision and progress towards outcomes at least termly - SEN Support Provision Mapping Involvement of Outside Agencies - Occupational Health Service to work with the child, parents and school - Health Professionals such as School Nursing Team, GPs, Paediatricians, Physiotherapists, etc. - Teachers will work with TAs to support and guide them on recommendations given from professional agencies	agencies to review provision and progress towards outcomes in the EHC Plan on at least a termly basis - Advice and support from school SENCO - Purchasing of specific resources to support children with sensory and / or physical needs Involvement of Outside Agencies - Occupational Health involvement - Assessment, Monitoring, Advice and Recommendations - Health Professional involvement - School staff fully follow up recommendations made to school regarding the needs of the child
Transition	- Close working relationships with Secondary Schools to ensure the child has the opportunity to participate in various activities, including New Intake days - Class teacher will meet with Secondary School Transition Lead - Year 6 Admissions – LA Admissions / Visiting of Secondary Schools on offer to parents - Passing on of relevant Data	- TA to support child into Secondary School through supplementary - Support given to parents/ carers, including opportunities to discuss any concerns with SENCO of Secondary School - Meetings held to establish specific provision of offer to the child from Secondary School setting	- Individual and / or small group visits to Secondary School to support the transition - SENCO to support parents with Secondary School visits where needed