

SEN Information Report – Summerville Primary School

“EVERY TEACHER IS A TEACHER OF EVERY CHILD!”

1. What kinds of special educational needs provision is made at Summerville Primary School?

Cognition & Learning for example;

- Dyslexia
- Dyscalculia
- Dysgraphia

Social, Emotional and Mental Health for example;

- Autism
- Asperger's
- ADHD

Sensory & Physical for example;

- Hearing Impairment
- Visual Impairment
- Gait

Speech, Language and Communication for example;

- Stammer
- Elective Mute

2. How do we identify and assess children with Special Educational Needs?

- Classroom Observations.
- Book Scrutinies.
- Discussions with Parents.
- External Professional Advice. E.g. Educational Psychology, CAMHS.
- In house assessments e.g. Dyslexia Screener.
- Teacher Assessments.
- Information from previous schools / settings.

- Pupil Progress Meetings / Analysis of Pupil Progress Data.
- Assessment of Reading Level (PM Benchmarking)
- Assessing Reading, Writing and Maths through on an on-going formative assessment
- Assessment of Emotional Health and Well-being using the Strengths and Difficulties Questionnaire. (SDQ)

3. What are our policies for making provision for children with Special Educational Needs with or without a statement or Education, Health and Care Plan (EHCP) including;

a. How do we evaluate the effectiveness of provision for such children?

- Evaluation of children's Individual Targets / Individual Education Plans (IEP's)
- Half termly pupil progress meetings
- Half termly assessment tasks
- Sandwell Numeracy tests
- YARC reading assessments
- Reading Running Records and Benchmarking
- Pre/Post Assessments of learning in class.
- Pre/Post Assessments of Interventions.
- Evaluation of Provision Maps
- SDQ
- Pupil voice activities
- Annual Statutory Review (ASR) Meetings and Interim Meetings.
- Professionals Meetings.

b. What are our arrangement for assessing and reviewing the progress of children with Special Educational Needs?

- IEP's reviewed half termly.
- Invites for (ASR) Meetings sent one month in advance.
- Parental and pupil views sought in advance of the meeting.
- Special Educational Needs List updated half termly in consultation with staff and parents.

- Multi-agency approach seeking the views of all professionals involved.
- Mutually convenient location, dates and times agreed with parents.

c. What is our approach to teaching children with Special Educational Needs?

- We aim to provide a broad and balanced curriculum to all our children regardless of any Special Educational Need they may have.
- We aim to include children with Special Educational Needs fully in all aspects of school life.
- All children are afforded the same opportunities.
- We ensure our school policies do not treat children less favourably for a reason which relates to a Special Educational Need or Disability.
- We provide a range of intervention strategies, wherever possible within the classroom setting and alongside the rest of the class.
- We have high expectations and set challenging targets for all our children including those with Special Educational Needs.
- We aim to develop skills in all our children so that they are fully equipped for the world of work and life.

d. How do we adapt the curriculum and learning environment?

- Single storey building that is accessible.
- Differentiation through support, activity, outcome, resources and scaffolding.
- Learning is matched to the current needs of children and reviewed regularly.
- We make reasonable adjustments to remove barriers to learning.
- We aim to personalise the learning of all children.
- We believe quality first teaching includes; planning for the needs of all children and that provision for Special Educational Needs is compromised by anything less.
- Every teacher is responsible for the progress and development of EVERY child in their class.

e. What additional support for learning do we provide for children with Special Educational Needs?

In addition to Quality First Teaching we offer:

- A range of bespoke interventions including; Support for Literacy, Emotional Well-Being, Mathematics, Behaviour etc.
- Reading Recovery teacher
- School Based Educational Welfare Officer (EWO)
- Learning Support Assistant (LSA) Support
- Before and After School Clubs and Activities e.g. Pyramid Club, Sports Clubs, Computing etc.

f. What activities are available for children with Special Educational Needs in addition to those available in accordance with the curriculum; and

In addition to the above we also offer;

- On Site Counselling Service (Place2Be)
- Transition Groups for Y6 Pupils with Special Educational Needs.
- Maths Booster before and after school, at weekends and during school holidays.
- Walking Bus
- Access to a sensory room
- Learning Mentor / Nurture Groups
- School Based Social Worker
- Speech and Language Groups

g. What support is available for improving the emotional and social development of children with Special Educational Needs

- Onsite counselling Service (Place2Be)
- Learning Mentor Support / Nurture Groups
- Access to Sensory Room.
- Pyramid Club
- Social and Emotional Aspects of Learning (SEAL) embedded in our curriculum.
- Wild Crew/Wild Things - Therapeutic Outdoor Intervention
- Two trained Attachment Leads in school

4. What are the name and contact details of the SENCO?

Jo Forman-SENCO – summerville.primaryschool@salford.gov.uk – 0161 736 4814

5. What expertise and training of staff in relation to children with Special Educational Needs do we have and how is this secured?

- Positive behaviour management training for all staff
- Attachment Friendly School Status – Currently being undertaken.
- Training for all staff on attachment disorders
- Reading Recovery teacher
- 2 x LSA's and one teacher trained in speech and language techniques. (ELKLAN)
- Learning Mentor trained in supporting children with Emotional Needs.
- On-site counselling service with six fully qualified counselling and one in her final year of training.
- Twelve qualified learning support assistants
- Reading Recovery Teacher
- Learning Support Assistants all professionally trained in the interventions that they deliver (see above)
- Support from Local Authority learning support service.

- Two Assistant Head Teachers are Maths Subject Specialist Teachers

6. How do we secure equipment and facilities to support children with Special Educational Needs?

- We make reasonable adjustments to ensure that children are provided for. This is an anticipatory duty in line with our duties under the Single Equality Act (2010)
- Reasonable aids and services might include, for example, a piece of equipment, the provision of a sign language interpreter, extra staff assistance for a disabled child, use of a laptop, use of a special programme, readers for children with a visual impairment or a hearing loop for a hearing impaired child.
- Interim and Annual Statutory Review Meetings will highlight and identify the needs.
- All professionals will be consulted and their views sought and considered.

7. How do we involve and consult with the parents of children with Special Educational Needs?

- Open Door Policy – Parents are welcome anytime.
- Parent Questionnaires
- Parent View
- Phone Calls, Letters, Email and face to face discussions.
- Parents Evenings
- New Nursery Parents Meetings
- Home Visits to new Nursery Children
- Interim and Statutory Review Meetings

8. How do we involve and consult children with Special Educational Needs?

- Open Door Policy – Children are welcome anytime to speak to the Headteacher, any member of staff or other professionals.
- Discussions with teachers and other professionals.
- Interim and Statutory Review Meetings.
- Strengths and Difficulties Questionnaires.
- Encourage continual pupil voice.

9. What should you do if you have a complaint?

The school's complaints procedure is available from the school office and at www.summervilleprimary.co.uk/policies.php

In the first instance please contact;

- The Class Teacher

Should the matter not be resolved please contact;

- Joanne Jordan (Headteacher)

In the unlikely event that the matter is still not resolved please contact in writing;

- David Leigh (Chair of Governors)

If you are still not satisfied you may refer your complaint to;

- The Local Authority's Director of Children's services.

10. How do we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of children with Special Educational Needs and in supporting their families?

We actively consult any relevant service which may help and support children and/or their families. These might include;

- Education Psychology
- Place2Be
- CAMHS
- Speech and Language
- Hearing/Visual Impairment
- School Health
- Community paediatricians
- Children's Services
- Learning Support Service

11. What are the contact details of support services for the parents of children with Special Educational Needs?

<i>Parent Partnership Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i>	<i>0161 778 0538</i>
<i><u>For children aged 0-5</u> Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i>	<i>0161 793 3275</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</i>	<i>0161 793 3535</i>

M27 5DA			
12. What are the contact details of support services for children with Special Educational Needs in transferring between phases of education?			
<i>Transition From</i>	<i>To</i>	<i>Support Service</i>	<i>Contact details</i>
<i>Setting</i>	<i>School</i>	<i>Starting Life Well</i>	<i>0161 793 3275</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>
<i>Key Stage 2</i>	<i>Key Stage 3</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>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 Multi Agency Safeguarding Hub (MASH)</i>			<i>0161 603 4500</i>
<i>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</i>			<i>0161 793 3535</i>
13. Where is the local authority's local offer published?			
<i>The Local Offer in Salford (LOIS) can be found at www.salford.gov.uk/localoffer.htm</i>			