



SEND Information Report – Summerville Primary School

September 2023

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

1. The kinds of Special Educational Needs (SEND) for which provision is made at our school

The school has a SEND Policy in line with local and National expectations which is available on the school's website or as a hard copy on request.

Our school is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement.

Admission arrangements-

Pupils with special needs are admitted to our school according to the same criteria as other pupils, provided that admission is compatible with

- a) The provision of efficient education for the children with whom he/she will be educated.
- b) The efficient use of resources.

At Summerville Primary School we cater for all children with SEND, including children with:

- communication and interaction, including Autistic Spectrum Condition;
- cognitive and learning difficulties;
- social, emotional and mental health needs and
- Sensory, physical and medical needs.

Additional support is provided for SEN pupils in a variety of forms; teaching assistants/teacher, resources, small group/1:1 support, access to an wide variety of intervention programmes. We currently have **36% SEN pupils at our school (October 2023)**. This is above national

average. At present we have 7 children with an EHCP and a further 6 pupils currently waiting to go through the EHCP process. School works closely with outside agencies to make sure that all children are able to access the curriculum. A speech and language therapist works in school for 9 days over the school year to support children with speech therapy involvement. Four teaching staff are ELKLAN trained (an in-depth speech and language training programme), including the school SENDCo (Special Educational Needs Coordinator). ELKLAN trained learning support assistants work with small groups of children (and some 1-1 speech therapy programmes) and also provides support for staff. Staff undertake training on a regular basis. Designated time is given to SEN at staff meetings. Our children and families officer has training in SEMH and therapeutic interventions. We have Place 2 Be in school, offering play therapy and counselling to pupils. The service also offers counselling to parents.

We provide a great deal of additional support for our SEN children and we are continually evaluating and improving this provision. As the needs of our children change, so must our provision. We are currently setting up a sensory calm space, which will provide calming support for those children with anxiety and or sensory needs. We have 'Nurture rooms, where children can work in small groups to help support their emotional well-being.

Currently we have Place2Be who offer play therapy for children experiencing anxiety / social, emotional and mental health difficulties.

We have small room facilities where children can work in small groups to help support academic progress and well-being.

Further information is available in the school's SEN policy which is available on the school website <http://www.summervilleprimary.co.uk/parents/policies/>, or contact school to discuss anything further with the SENDCo Ms Jo Forman – 0161 736 4814

2. How our school identifies and assesses children with SEND

The progress of all our children is closely monitored. Staff are continually assessing and evaluating the impact of their teaching on all pupils. If any concerns arise, then a meeting will take place between the class teacher and SENDCo and next steps discussed. This will always include a meeting with parents/carers to discuss concerns and plans for support. From this point, a child will receive additional support, which may take a variety of forms; academic, emotional, social. Their progress will continue to be monitored.

If insufficient progress is made, it may be beneficial to involve outside agencies to carry out further assessments to identify the strengths of the child and any difficulties they may have. The child may then be added to the school's SEN list. Results of assessments will be the basis of the child's Individual Education Plan (IEP) or a Play Plan (in Nursery) which will then be created to document detailed and precise targets. This will be evaluated at the end of each term, by the child, the teacher and the parent. Parents will be invited in to discuss the IEP/Play Plan with the class teacher and or SENDCo.

Those children who have significant difficulties and their needs are severe and complex may require an Education, Health and Care Plan (EHCP) This is a statutory document which sets out objectives, strategies, resources and provision required for the child to make progress. There may be extra funding available to assist with this.

{The same process would take place with a LAC (Looked After Child) However social worker and other professionals would also be involved at the initial meeting. These next steps would form the targets on the child's PEP (Personal Education Plan)}

Please see our SEN policy for further information, or contact school to discuss anything further with the SENDCo Jo Forman – 0161 736 4814

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools , and ascertain pupil progress through:

Identification

- Information from parents/carers.
- Information from the previous school or setting.
- Baseline assessments.
- Speech and Language assessments and screeners e.g. Primary speech and Language screener, TALC assessments, WellComm.
- Visual stress screeners e.g. Irlen screener.
- Sensory checklists.
- Hebden Whyte developmental assessment (Early Years only).
- Class teacher assessments.
- LSA assessment.
- Observations including the classroom and playground.
- Analysis of written evidence and observations.
- Tracking data.
- Dyslexia screeners and checklists.
- Digit span memory tests.
- YARC reading assessment.
- PIRA reading assessments
- Phonics tracker assessments.
- Sandwell maths assessment.
- Running records for reading.
- Assessment of Emotional Health and Well-being using the Strengths and Difficulties Questionnaire.

On-going assessment

- Half termly assessments of the progress.
- Termly pupil progress meetings held with the class teacher, SENDCo and SLT.
- Insight tracking system checked at regular intervals throughout the term.
- Termly reading and maths assessments (PIRA and White Rose Maths).
- YARC reading assessments
- Sandwell maths assessments
- Termly Little Wandle Phonics assessments.
- Gaps in Learning reports.

3. Information about our school's policies for making provision for pupils with SEND with or without an EHC plan

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

Targets and progress towards targets are checked by the SENDCo every half term

- Termly pupil progress meetings held with the class teacher, SENDCo and SLT. The progress of pupils with SEND and the impact of support is discussed.
- Progress in intervention support is checked at least weekly by the class teacher and we fully expect children to make more accelerated progress with this support.
- LSA's immediately report any concerns about progress to the class teacher and or SENDCo so that we can then look at adaptations to provision or alternative provision.
- We also aim to make sure that individual needs are being met across the wider school. For example, supporting pupils with ASD and or sensory difficulties by providing ear defenders and creating alternative quiet provision (adult supported) at unstructured times of the day, thus reducing individuals' anxiety levels, supporting their well-being and improving the their school experience.
- Feedback and concerns from parents/carers and children regarding areas of need are welcomed.
- Senior leaders and the school SENDCo analyse attainment and progress for children with SEND across the school, by class, year group and subject area.

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

These are the more formal arrangements; however parents are invited to come in for a chat if they have any concerns about their child's progress or well-being. The SENDCo can be contacted via the school office, or via email. It is essential to have good communication between home and school for optimum progress to be made.

All pupils with SEND

- The progress of all SEN children is evaluated at 4 times during the school year. This is done by evaluating the Individual Education Plan (teacher, pupil, parents/carers).
- A meeting takes place between the SENDCo and class teacher and any children who are 'causing concern' are also discussed. It may be felt that a child requires an Individual Education Plan (IEP) Parents will always be asked to discuss these next steps with the SENDCo.
- Pupil observations (during structured and unstructured times).
- Termly pupil progress meetings held with the class teacher, SENDCo and here the progress of pupils with SEND are discussed and evaluations to support these children have received are undertaken.
- Inclusion of a sample of pupils with SEND books in 'Book scrutiny'
- Monitoring of inclusion and support for pupils with SEND in half termly learning walks. Termly monitoring of provision and the SEN pupil experience in school, through SLT/ SENCO shadowing of pupils experience through a typical day in school. 'A day in the Life of an SEN pupil'.
- Three meetings a year to review IEPs and discuss future targets

Pupils with EHC Plans

Implementation meeting

- An initial EHCP meeting is convened as soon as an EHC plan has been finalised with the SENDCo, class teacher, LSA and parents/carers and where appropriate a representative from Salford LA.
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Annual Review Meeting

- There will be an annual 'Child Centred Review' to discuss the progress made against targets set out in the original EHCP meeting which will be at the same time of year when the child's EHCP was finalised.
- Children who have an Education Health Care Plan (EHCP). Professionals from outside agencies may also be invited, alongside the SENDCo, class teacher and parents/carers to discuss the objectives set out in the EHCP. This review occurs annually or every 6 months for children under 5 years of age.

At Summerville we follow the Government and LA advice when reviewing EHCPs. This includes:

- Clear timetable of when meetings are taking place.
- Sending invites to all parties involved and relevant paperwork to complete. Ensuring all documentation from all parties copied and shared. Ensuring the review meeting is held at a convenient location and time for all parties especially those parents who have work commitments or via zoom.
- Ensuring all professionals are invited to the review meeting.
- Ensuring parents/carers' and pupils' views are shared and listened to.
- Consultation with staff prior to the meeting- ensuring that all staff contribute towards the child's outcomes and objectives.

- Meeting/ talking with the parents on an informal basis before the meeting to ensure they understand the purpose of the meeting, and the format. Making parents aware of parent partnership support-SIASS.
- We ensure that the meeting is held in a convenient space. Ensuring that parents feel welcomed and that meetings are a time to celebrate and ensure all pupils needs are being met, changes that need to be made are embraced to ensure maximum support and that identified outcomes and objectives are relevant.
- A report is written by the SENCO after the EHCP annual review meeting and shared with all parties and is sent to the Salford SEN department.
- Before the meeting, parents will be asked for their opinion about their child's progress over the previous year.
- Forms designed to gain everyone's views will be sent out to all parties before the meeting.
- The review meeting is an opportunity for everyone, including, the child and parent/carers to discuss the support in place and how well this is working. Discussions on how best to improve this support and refine any targets take place.
- The meeting will usually be led by the SENDCo.
- When children are in Year 5 their secondary school provision will be discussed.
- For children in Year 6, the high school the child will be attending, will be invited to attend this meeting. If the secondary school destination is unknown at the time of the meeting, secondary schools being considered can be invited.
- After the meeting, all parties will receive another report detailing the outcome of the meeting.

c. The schools approach to teaching pupils with SEND

Inclusion and active participation in learning are principles of the highest importance in our school. They are a key part of our 'non negotiables'. Quality first teaching in the classrooms is key to the success of these two principles.

We support the National Curriculum Inclusion Statement, which states:

When planning and teaching the school's curriculum, all teachers must set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment. All pupils must have the opportunity to experience success in learning and achieve as high a standard as possible. All of our classes are mixed ability so teachers must plan suitable learning for pupils with attainments significantly above or below the expected key stage levels.

Quality First Teaching:

All teachers:

- Set high expectations and provide opportunities for all to achieve.
- Take account of legislation requiring equal opportunities.

- Take specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.
- Follow the school's Teaching and Learning Policy.

For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

Children with SEND

Teachers:

- Are required to plan lessons that all children can access. All our staff are trained to make materials work easier or more challenging so that every child is able to learn at their own level
- Use assessment information (for example, their marking and assessment of previous pieces of work), to understand each child's starting point and to plan the next step for them.
- Take account of the type and extent of a pupil's special educational needs and barriers to learning in planning and in assessment and makes adjustments to overcome it.
- Provide support for communication, language and literacy needs. ELKLAN trained staff are positioned in all key stages through school)
- Set SMART (Specific, Measurable, Achievable, Realistic, Time bound) targets which take account of the child's starting point and support them to make the next step in their learning.
- Plan for the effective use of additional adults to support children's individual needs. This may include Individual or small group work support for our pupils.
- Plan, where necessary, to develop pupils' understanding through the use of all available senses and experiences.
- 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.
- Help individuals to manage their emotions, particularly trauma and stress, and to take part in learning.
- Sometimes teachers need extra advice on how best to support individual children and so will discuss ideas with the school's SENDCo and or Salford Learning support service or other outside agencies.

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 and makes adjustments or take action to overcome them.
- Provide specific equipment as advised by outside agencies.

Kagan/Co-operative Learning:

- Staff have all received INSET training on ways in which they can use set structures with children to support them in working and co-operating together on learning tasks and in particular on how to support each other's learning.
- These co-operative structures for learning help the learning and progress for all children and are a feature of the teaching in our school.

Resources and Equipment:

- We also use IT resources to support learning. e.g. when writing, children can say their sentences and use a recordable device to support their working memory for writing.
- iPads, laptops, recordable whiteboards, sound buttons, cameras and video cameras, in addition to other practical equipment, are also used as alternative ways of children recording their learning, e.g. mind maps/ story boards.
- Every classroom has boxes of Maths practical equipment that are available to all children all of the time.
- Sensory breaks to support children to self-regulate and enhance concentration levels.
- Sensory resources including, noise cancelling, headphones, weighted blankets and lap belts, sensory resources to aid focus and attention and help pupils to self-regulate
- Coloured or off-white paper (blank paper, worksheets, in books) to support children with visual stress difficulties and dyslexia.
- Every class has a visual timetable and additional visuals to support children's anxiety, aid their understanding and develop independence. We use individual visual timetables for pupils who need them.
- We make use of social stories and comic strip conversations to support children's emotional and social understanding.

- Access to sensory activities and emotional support in 'The Treetops' Nurture space.
- We have a full licence for the ICT programme IDL designed for dyslexic and low attaining learners in Maths and English.
- Resources to support writing e.g., pencil grips, writing slopes. Wobble cushions, move to sit cushions, resistance bands, fidget resources to support children attention and concentration skills and aid with seated learning.
- We purchase resources that will benefit children with developing their social and independent skills, working with children in small group sessions. We have identified rooms to carry out small group work and any interventions.

Additional Adults:

- Learning Support Assistant (LSA's) work with small groups and targeted one-to-one with individual children who need additional support for their learning. In class they support children to access differentiated learning set by the teacher, they can provide opportunities for additional practice and explanation of new skills and knowledge, reinforce the learning in the lesson, help children understand and learn new vocabulary and concepts.
- LSA's deliver support pupils in groups within the classroom environment and undertake intervention programmes that help to improve skills in English, maths, speech & language, physical, social, emotional and mental health (these can be 1:1 and/or small group).
- The School Children and Families Officer offers support for children experiencing more extreme difficulties with SEMH.

Outside agency support

E.g. Educational Psychology, EMTAS, Learning Support, Primary Inclusion Team, CAMHs and i-reach, physiotherapy, Occupational Therapy, Speech & Language Therapy, Place2Be.

d. How the school adapts the curriculum and learning environment?

We adapt the curriculum in many ways depending on the specific need of the child/children. If needed, classrooms or individual children have a 'Calm Box' or 'Sensory Box' available for children to access when anxiety levels become higher. This is a box that has a variety of calming activities within it to be used with a minute timer (usually 5 minute). Once the timer is finished the child can then return to the classroom. As stated previously, we have recently created a nurture base and a sensory room where children are able to go to calm down, and the return to their learning. We carry out a 'visual stress' test on some pupils, as it may assist reading and writing of pupils if coloured overlays are used. We have a wide a variety of colours available. We also carry out the 'Dyslexia/Dyscalculia Screener' if deemed necessary. If a child is identified as needing small group support, we attempt to provide this (resources permitting)

Differentiation is provided by:

- Personalisation of learning focus.
- Support from both teachers and teaching assistants.
- Content.
- Materials.
- Outcome.
- Level.
- Pace.
- Grouping – small group/1:1/ability/friendship /Kagan partners.
- Alternative recording methods.
- Lesson format – scribing, use of ICT, mind-mapping, photographs etc.
- Reward.

e. Additional support for learning that's available for pupils with SEND

We make reasonable adjustments to ensure that the needs of children with SEN are met. The needs of all our learners are in line with our duties under the Single Equality Act 2010.

Below is a list of all the additional support we currently offer in school to support learning:

In Class Support:

- Differentiated forms of recording.
- Opportunities for additional reading.
- LSA support to access the learning.
- Visual supports such as task planners, work schedules to support independence and understanding.

Additional Adult Support

We are lucky to have an experienced group of teaching assistants at our school. They work alongside the class teacher and SENDCo, providing valuable support to all pupils. We use a wide variety of intervention programmes including;

- Little Wandle Letters and Sounds Booster Sessions (small group and 1:1)
- 1;1 Fischer Family Trust Wave 3 Reading.
- 1;1 Better Reading Partners.
- Write Away Together.
- 1st Class @ Number.
- Inference reading.
- Precision Teaching of Common Sight Words. phonics skills / knowledge etc
- Precision Teaching of Maths Facts.
- Fine and gross motor skills support.
- Bespoke pre and post teaching.
- Speech and Language Programmes, e.g. Talk Boost, Colourful semantics, Well Comm.
- Learning Mentor / Nurture Groups.
- Therapeutic interventions.
- Sensory sessions.
- Social communication groups, including Lego Therapy and Circle of friends group sessions.
- Social Stories and individual visual timetable Support.
- Support around individualised reward systems.
- Emotional regulation.
- Sensory play therapy
- Physical aids, such as different sized pencils and grips, writing slopes, ear defenders, wedge cushions, coloured overlays, privacy screens,

Support from Other Teachers

- Some children will receive the additional support of being taught in very small groups by an additional, experienced teacher or higher level LSA. This support allows the teaching to be even more carefully differentiated and provides more opportunities for one-to-one feedback between the child and the teacher thus supporting progress.
- Parents are informed if their child is to take place in these booster sessions.

Additional Adults:

- Currently, 10 LSAs work with small groups and one-to-one with individual children who need additional support for their learning both in class and in additional teaching spaces around the school.
The school Children and Families Officer and identified LSA's are trained in SEMH interventions.
- LSAs support children to access differentiated learning set by the teacher, they can provide opportunities for additional practice and explanation of new skills and knowledge, reinforce the learning in the lesson, help children understand and learn new vocabulary and concepts.
- In key skills sessions in the morning and in the afternoons, LSAs deliver intervention programmes that help to improve speech and language skills, literacy, numeracy, memory, speaking, listening and communication, motor skills and social and emotional development.

Use of Expertise:

Our school SENCO is friendly and approachable. She is always willing to support all children's needs in a positive manner. All our staff are trained in a variety of ways and approaches. We are able to adapt to a range of Special Needs for example:

- 4 staff have undertaken Elklan training for speech and language support
- Talk Boost Speech and Language training- all LSA's
- QUEST to support with English
- Better reading partners
- Fischer Family Trust Reading Intervention
- Early Years Well Comm speech and language programme
- The school SENDco has attended dyslexia training and can undertake GI Dyslexia screeners.
- Pyramid trained staff
- 2 staff have attended TEECH training
- Emotionally Friendly Schools
- Social skills and emotional regulation interventions
- Nurture staff are trained in sensory play therapy
- 2 staff trained in EBSA strategies (Emotional based school avoidance)
- Mental Health Leads
- Attachment Awareness

CPD training is offered regularly using the local authority training for: Behaviour, Speech and Language, ASD, ADHD, Dyslexia and Dyscalculia training, using a communication aids, the new Code of Practice September 2014, behaviour modification programmes, supporting sensory needs pupils in/out of the classroom.

Staff work together and share their expertise, ideas and resources. Resources are regularly purchased to meet the needs of our pupils from books, games, ICT programmes and mobility aids. Staff are regularly consulted on their CPD needs and attend training on areas identified. Staff identify areas of need and professional development.

Outside Agency Support:

- If the SENDCo in consultation with the class teachers thinks we need more advice about how to help your child to learn, we will talk to you. We sometimes ask for advice from other specialists, Some of the agencies we currently work in collaboration with include:
 - EPs – Paediatricians
 - Child and Adolescent Mental Health Services (CAMHS)
 - Speech and Language Therapists
 - LSS –Learning Support Service
 - OTs - Physiotherapists –
 - Family Support Workers –
 - Early Identification and Prevention Teams
 - Social Workers - School Nurses
 - Salford Parent Partnership (SIASS)
 - Health Visitors
 - Children’s Centres
 - Young Carers
 - Other educational establishments
 - The Local Authority

At Summerville Primary School, involvement with any agency is done in collaboration with parents/carers and when appropriate, the child. Permission is always sought prior to any referral being made and additional consent would be gained if treatment had finished or their case closed and we felt that ongoing support was still necessary.

Therapists (Speech and Language Therapists, Occupational Therapists, Physiotherapists) and specialist teachers for hearing impaired and visually impaired learners sometimes work with children on their individual areas of need. This is usually outside of the classroom but advice is always utilised to ensure the support your child receives from these specialist services can be built on in the classroom. 1:1 therapy sessions with an independent, fully trained play therapist on a weekly basis are offered through Place2Be.

Individual Education Plans:

- The advice from the SENDCo and from outside agency professionals is used to inform teaching and learning. We record targets and the strategies we set for children on the SEN register on an Individual Education Plan (IEP). You will be involved in developing your child's IEP if they need one and will your child's progress towards their IEP targets each school term will be shared.
- IEP's are created 3 times during the school year. Parent/Carer views are sought and these will be shared at the creation and review stage.

f. Activities are available for children with SEND in addition to those available in accordance with the curriculum

- In addition to Quality First Teaching and a range of bespoke interventions including; Support for Literacy, Social and Emotional Well-Being, Mathematics, Behaviour etc, we also offer;
- Before and After School Clubs and Activities. School-based after school clubs and activities are open to all children. We do not offer specific after school clubs just for SEND pupils because we believe that all pupils are equal and should receive the same opportunities irrespective of their need. Once a child has selected an after-school club they wish to attend, we would then make individual arrangements based on the needs of the pupils and club they are wish to participate in. However, if it was felt that a club was not suitable for the needs of the pupil e.g. their safety would be a concern, then a discussion with between the SENDCo/ Headteacher and/or Class Teacher and parents would take place in the first instance
- Where possible we aim to offer trips and visits. E.g. Roman Museum, working farm, Lledr Hall (Year 6 Residential) etc.
- Morning Sports Club.
- Football Club.
- Netball Club.
- Play club
- Art Club

g. The support that is available for improving the emotional and social development of children with SEND

- 'Wild Crew', 'Wild Things' and 'Messy Play' are therapeutic interventions offered to invited children.

- 1:1 weekly sessions with a fully qualified, independent play therapist from Place2Be.
- We successfully run a therapeutic inclusion room designed to support children's emotional and social development for invited children.
- Lego Therapy groups.
- A designated classroom and bay area are used as a support spaces over lunch times. This allows children somewhere quiet to eat their dinner if they are upset or worried and provides them with an opportunity to talk a member of staff who is experienced with the pastoral and emotional needs of children.
- Playtimes and lunchtimes are staggered with only 3 classes sharing the playground and lunch hall at any one time as we feel this supports children's emotional well-being.
- Pastoral support staff and LSA's are trained to undertake social skills groups, Lego Play Therapy, Zones of Regulation, building turn taking skills, developing listening skills and work on recognising emotions which help to improve social and emotional development.
- The majority of our LSAs are employed over the break and lunchtime periods. Individual children are supported in their playtimes by a named LSA who can support them in their choice of games, support their inclusion in structured activities and help them amicably resolve any disagreements or misunderstandings with their peers.
- All members of the Senior Leadership are on duty at lunchtimes in specific areas inside and outside school.
- Children may have specific targets for these unstructured times and all adults on duty will be aware of these in order to offer feedback to the child and class teacher about the child's progress towards their target.
- All staff have comprehensive attachment training and regular training sessions around SEMH and well-being are delivered in school.

4. The name and contact details of our SENDCo

Jo Forman – SENDCo can be contacted through the school office

Email- Summerville.primaryschool@salford.gov.uk

Telephone- 0161 7364814

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

Staff Training

- The school SENDCo, Head teacher and Children and Families Officer meet on a regular basis with the Educational Psychologist, the school link language therapist and a member of the 0-19 school health to prioritise training needs of the school staff.
- Staff development needs for both teachers and LSAs are also identified through performance management.

- School pay into an SLA so that staff can access training and support from the Learning Support Service.
- School access training from Salford Primary Inclusion team as needed.
- Specific staff meetings each year are dedicated to SEN.
- LSAs utilise the expertise of the SENDCo in drop-in sessions to improve or change their interventions in order to provide the most effective support to children with SEN.

Training

Training for individual members of staff and the whole staff body is undertaken using the support of parents and health professionals including school health team.

- Relevant staff undertake external courses provided by the LA and private providers.
- Relevant staff all trained on FAF completion and other relevant documents, i.e. The Bridge, EWO referrals, etc.
- Training by outside professionals for Speech and Language, Autism and social communication Need and Learning and Cognition, CAMHS, ADHD. etc.

Training includes:-

- Positive behaviour management training for all staff.
- Adaptive Teaching
- Training for all staff on attachment theory.
- Emotionally Friendly School training.
- Lego Therapy from Educational psychology service.
- Precision teaching – Educational Psychology service.
- 3 x LSA's trained in speech and language techniques. (ELKLAN).
- Online training modules Supporting Children's Emotional Well Being.
- 10 x Learning Support Assistants trained in the interventions that they deliver (see above).
- Support from Local Authority learning support service.
- Support from LA Primary Inclusion Team.
- SEND & Quality First Teaching.

Therapy Services:

Place2Be, Speech and Language Therapy, School Health, Occupational Therapy and Physiotherapy can all be accessed in school.

Transition

In the Summer Term cohort transition plans are put in place. For some children who find transitions more challenging, individualised programmes are planned for. Transition arrangements include:-

- Class teacher having regular visits to the new class.
- Class teacher meetings e.g. SEN/IEP, pupil progress etc.
- Visual social stories of new environments and new staff.
- Children spend up to a week in their new class with the new class teacher/LSA.
- Additional transition plans for vulnerable pupils as soon as their secondary school has been allocated.
- Place2 Be transition support sessions for pupils with additional needs.
- The school SENDCo and Early Years lead ensures early engagement with parents and outside agencies involved with children with SEN prior to them starting in the Early Years. This includes visits to prior settings, meeting with professionals where possible and additional opportunities for transition parent/ teacher meetings and stay and play sessions.
- Home visits , play and stay sessions and parents meetings are also held for all new to the Early Years children.

6. Information about how equipment and facilities to support children with SEND will be secured

Some children need particular pieces of equipment to help them work and learn more independently. In our school we have:

- A range of different types of pens, pencils pencil grips and writing slopes to help with handwriting
- Some children need alternative means of recording so they sometimes use laptops, recording equipment such as iPads, sound buttons, audio recording whiteboards, cameras, and video cameras.
- Wobble cushions are used to help better sitting when recommended by the therapy services.
- Fiddle toys, elastic resistance chair bands, lap/ shoulder weighted pads are available for children with sensory needs
- Weighted neck and lap support, chewable toys, bands for chair legs are all available to support the sensory needs of children
- The school is all on one level and all the classroom doors are wide enough for standard sized wheelchairs to fit through. There is an accessible toilet and an accessible side entrance. Toilets steps and bathroom aids are available and or can be ordered as required
- The school will listen to the advice of advisory teachers and therapists and will seek auxiliary aids and services which it would be reasonable to provide for example: pieces of equipment; modified visual aids for children with visual impairments; extra staff assistance for disabled pupils.

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 child with a disability, 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 secure equipment and facilities to support children with Special Educational Needs?

Some children need particular pieces of equipment to help them work and learn more independently. We work as a team and any additional resources deemed necessary for individual children or groups of children will be purchased as needed.

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

- Child views are sought when IEPs are reviewed.
- Where appropriate IEP targets are shared with children.
- Pupil voice questionnaires.
- IEP/EHCP review meetings are child centred and the voice of the child is paramount.
- Open Door Policy (subject to covid risk assessments this contact may be made by phone or through online Zoom/ Teams) – Children are welcome anytime to speak to LSA's who welcome families at the phase entrance doors each morning or to speak to any member of staff and/or other professionals when available.
- Strengths and Difficulties Questionnaires and sensory checklists are used to gain children's and parent's views for their child's difficulties/ strengths.
- School council.
- Wishes and feelings work with individual children.

9. The arrangements for consulting parents/carers of children with SEND about, and involving such parents/carers, in the education of their child

- Our open door policy ensures that we are always listening to feedback from parents about their child's education.
- Meet the Teacher Evening (at the beginning of the school year).

- Parents Evenings (x2 per year).
- SEN Target Meetings (x3 t per year).
- Annual Review Meetings (x1 per year for children with EHC Plans).
- Ofsted parent view questionnaire (x2 per year).
- Parent View on the OFSTED Website.
- Phone Calls, Letters, Email and face to face discussions.
- Text messaging service.
- Weekly Celebration Assembly.
- Attendance Assemblies.
- Sports Personality Awards Ceremony.
- New to EYFS Parents Meetings.
- Home Visits to new Nursery and Reception children.
- Interim and Statutory Review Meetings.
- Stay and play for new nursery children.
- Parent curriculum meetings.

10. Support at unstructured times

Playtimes and lunchtimes are staggered and only 2 or 3 classes make use of the playground or lunch hall at any one times. During breaktimes, two members of staff are always present on the playground with each class. Pupils who may be upset, lonely or worried can access staff at this time. During lunchtimes, the Welfare Staff, which includes most of our LSA staff, support the children during their play to ensure happy break and lunch times.

Children have outdoor resources to play with and staff encourage buddy support groups to help children who may be in need for a friend. Some children touch base with a familiar adult after break times to reflect on the day so far, or anything that may be worrying them. This supports children's general well-being and helps to prevent any upset during lesson times.

Where possible we also provide indoor lunchtime activities for pupils where adults are available to play games and support children in developing social skills and friendships.

11. How do we ensure your son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)

Risk assessments are undertaken for all school trips and staff make preliminary visits to areas being visited.

Class teachers / SLT /SENCO also write pupil specific risk assessments.

PE lessons are always led by teachers, risk assessments for individual pupils are undertaken where necessary.

Our school always ensures that staff to pupil ratios are appropriate for the age of the children involved and the activities they are completing.

Key children choose safe spaces within the school to use when they are feeling anxious and need to feel safe and secure.

Key children also have individual risk assessments to ensure their safety and well-being and also to support staff in eliminating any risks and anxieties.

4.What are the school arrangements for undertaking risk assessments?

Our risk assessments are completed in line with Salford LA. We use EVOLVE for the Risk Assessment documentation. We also write pupil specific risk assessments

12. Health (including Emotional Health and Wellbeing)

School's policy on administering medication? Individual Care Plans and Intimate Care plans

Our school has a policy on managing children with medical needs and a policy on medication administration, ratified and agreed by the governors. (see the school website)

We implement statutory guidance on Supporting Pupils at school with Medical Conditions (February 2014). Where there is a clear medical need for medicines to be taken during school time, after relevant paperwork is completed and signed by parents the Head or the Head's representative will accept this responsibility.

Where a child's medical needs are ongoing or severe complex a meeting is held with the parent/carer, SENco, school nurse and any other professional who is involved with the pupil. An individual Health care plan (IHCP) is then completed for the child. The care plan is then shared with all staff and regularly reviewed. Parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and meet with the SENco if they feel the plan needs to be amended. The school will follow advice and guidance from the LA. We also write intimate care plans for pupils that need support with their toileting needs (see the school website for all policies). All children with Asthma and or allergies have an asthma/ allergy plan

3.What do we do in the case of a medical emergency?

12. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents/carers of pupils with SEND concerning the provision made at school

The SEN complaint procedure is:

Stage 1: in the first instance, the complaint is dealt with by the class teacher who will listen to all points raised and addresses these promptly. If the matter remains unresolved,

Stage2: The complaint is dealt with by the SENDCo or other member of the Senior Leadership Team. If there is still no resolution,

Stage 3: The Head teacher should become actively involved.

If the matter is still not resolved, the complainant **must** put their complaint **in writing** to the **Chair of Governors**.

Stage 4: The Governing Body deals with the matter through their agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, parents can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

4. How do we ensure that staff are trained/qualified to deal with a child's particular needs?

All staff are trained at least every 18 months on Safeguarding/Child protection.

Staff are regularly asked if any they feel they need any specific training needs which are clearly actioned and training needs are met.

Relevant staff undertake external courses provided by the LA and private companies where a training need is identified based on pupils current needs.

Good transition and dialogue between schools and settings is in place and any professionals supporting. We endeavour to ensure a smooth transition into our setting and support networks can be established quickly and efficiently where clear and effective communication and information sharing is key to ensure all needs are met.

The TAs at Summerville hold regular meetings and share any new training or materials they have experienced. A training record and file is kept in school to support all staff.

Asthma training is given to all staff. Relevant training is in place to support our pupils with specific medical needs. Relevant staff trained on how to use an epi pen, what to do in even of a child having an epileptic fit. Relevant staff trained on how to use a hearing device.

School were involved in a CAMHS/Schools pilot programme, which now means that school is able to refer directly to CAMHS. We are also part of the CAMHS I Reach programme where a CAMHS practitioner will continue to support our pupils needs once a fortnight as appropriate.

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

The governing body supports the school's regular contact with:

- Educational Psychology Service.
- Place2Be.
- Learning Support Service.
- Speech and Language Therapy Service.
- Occupational and Physiotherapy Service.
- Hearing/Visual impairment service.
- School Health Team.
- CAMHS.
- Paediatricians and specialist care Nurses
- Educational Welfare Team.
- EMTAS.
- FAF Team.
- Social Care.

- Primary Inclusion Team.
- Salford Learning Support Service

The named Governor for SEND is Catherine Garratt

14. Contact details of support services for the parents of children with Special Educational Needs?

School Information and Support Services Unity House Salford Civic Centre Chorley Road Swinton M27 5AW	0161 778 0538
<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	0161 793 3275
Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY	0161 778 0410
Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton	0161 607 1671

M27 0AP	
Educational Psychology Service Burrows House M28 2LY	0161 778 0476
Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA	0161 793 3535

15. What are the contact details of support services for children with Special Educational Needs in transferring between phases of education?

Transition From	To	Support Service	Contact details
Setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 1	Key Stage 2	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 2	Key Stage 3	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
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 Team			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

16. Where is the local authority's local offer published

The Local Offer in Salford (LOIS) can be found at www.salford.gov.uk/localoffer.htm