SEND Information Report – Summerville Primary School

June 2026

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.

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.

The arrangements for the admission of disabled pupils - parents and pupils are actively encouraged to look around the setting and arrange a meeting with the SENCO to discuss how their child needs to be supported, to ensure that all needs can be met within the school environment. Clear dialogue between school, parents and professionals involved is necessary to ensure a smooth transition into our setting.

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

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

We currently have **33% SEN pupils at our school** (June 2026). 65 out of 198 pupils are on the school's SEN register**.** This is above national average. At present we have 14 children with an EHCP and a further 3 pupils are currently in the EHCP process.

Additional support is provided for SEN pupils in a variety of forms such as teaching assistants working alongside the teacher, a range of resources to support learning and regulation, small group/1:1 support, access to adapted content and a wide variety of intervention programmes.

School works closely with outside agencies to make sure that all children can access the curriculum.

A speech and language therapist works in school for 8 days over the school year to support children with speech therapy involvement. School buy in to further therapy time to meet the needs of children with EHCP's. Staff act on advice and implement suggested strategies and interventions accordingly.

We have four teaching staff that are ELKLAN trained (an in-depth speech and language training programme), including the school SENDCo (Special Educational Needs Coordinator) and the Early Years Co-ordinator. Learning support assistants work with small groups of children and use some 1-1 speech therapy programmes acting on advice from speech and language therapists. Early years staff have additional Well Comm training.
Staff undertake training on a regular basis. Designated time is given to focus on SEN at staff meetings. Our children and families officer has training in SEMH and therapeutic interventions.

We provide a great deal of additional support for our children with SEND 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 SEND base called The Treehouse which has designated nurture rooms where children can work in small groups to help support their emotional well-being and where SEMH interventions take place, The provision includes space and resources for sensory circuits and a sensory room providing calming support for those children with anxiety and/or sensory needs.

We have a further SEND space for KS1 and early years pupils called The Acorn Room which has been created to support children with complex communication and interaction, sensory and social and emotional needs.

NB- It is important to note that these provisions are flexible and have been set up to meet the needs of SEND children in our current cohorts and as such are not necessarily permanent provisions.

We have a Place2Be councillor who is in school every Tuesday to offer play therapy for children experiencing anxiety / social, emotional and mental health difficulties.

The school have been involved with a CAMHS pilot and the school SENDCO is trained to complete CAMHS referrals.

The school has taken part in Salford PINS (Partnership in Inclusion and Neurodiversity in Primary Schools) project, through which all staff have undertaken comprehensive training to support the needs of neuro divergent pupils.

Staff are trained in attachment and Trauma informed practice.
We work with an I-reach practitioner linked to CAMHs. I-Reach is a 'getting help' outreach service that offers low intensity school-based interventions for children and young people around difficulties such as low mood, anxiety, simple phobias, worry, sleep difficulties etc.

Children have access to Forest Schools sessions which offer a unique, nature- based learning environment that can significantly benefit children's social, emotional and mental health.

Our deputy head teacher, Mrs J Bryden, is the school's mental health lead and Emotionally Friendly Setting lead, with a diploma in Trauma Informed Practice and Mental Health. She is part of the school's pastoral care team alongside the school SENDCO, the Children and Families Officer and 2 TA's focusing on children's social, emotional and mental health needs.

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 711 0789

1. How our school identifies and assesses children with SEND

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

- Teacher and SENDCO observations
- Collaboration with all professionals involved with meeting a child's needs
  Staff can attend solution circles run by the educational psychology service to further unpick children's needs, problem solve and share ideas on potential interventions that may be useful.
- Good dialogue with the SENDCO and senior leaders, including the school's mental health lead
- Clear transition between settings
- Discussions with parents
- Test assessments and setting targets
- Setting SMART (small, measurable, achievable, Reasonable and Timely) targets
- A continual cycle of plan, do, assess and review
- Monitoring the outcomes and impact of interventions
- Evidence obtained by teacher observation/ assessments
- Using baseline assessments

- Pupil progress discussions
- Standardised screening or assessment tools, such as diagnostic tests
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results

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, staff will implement adaptations to teaching, learning and provision and interventions ordinarily available within the classroom. Progress will be measured over 3-6 weeks.

If concerns remain and progress is minimal then a meeting will take place between the class teacher and SENDCo where next steps are discussed and targets set. Wel always invite parents/carers to these meetings to discuss concerns and next steps.
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 difficulties they are experiencing. The results of these assessments will be the basis of the child's Individual Support Plan (ISP), or Individual Behaviour Plan (IBP) which will then be created to document detailed SMART targets. This will be evaluated on an on-going basis, by the child, the teacher and the parent.

EHC Plans

Those children who have significant difficulties and complex needs may require an Education, Health and Care Plan (EHCP) This is a statutory document which sets out outcomes, strategies, resources and provision required for the child to make progress.

There may be extra funding available to assist with this.

SEN PROVISION – (Baselining)

On entry to the school, each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments and will be used to improve continuity in learning. The records provided help the school to design appropriate adapted learning programs.
For pupils with identified SEN the SENDCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class and at unstructured times of the day
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning and involve parents in a joint home-school learning approach.

Information about our school's policies for making and evaluating the effectiveness of provision for pupils with SEND with or without an EHC plan

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

- Termly pupil progress meetings are 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 regularly by the class teacher and SENDCO and we expect children to make more accelerated progress with this support.
- TA'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.
- Monitoring of pupil progress through interventions, using pre and post assessments
- Clear intervention logs are completed by teachers and TA's
- Analysis of intervention outcome data to assess their effectiveness.
- 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 having non-negotiables such as visual timetables and a 'now and next' approach in every classroom, providing sensory breaks, sensory circuits or 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 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.

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

- A meeting takes place between the SENDCo and class teacher regularly to discuss concerns. It may be felt that a child who is continuing to experience difficulties after ordinarily available adaptations and interventions have been tried may need more support and would benefit from an Individual Support Plan (ISP). An ISP is a document in which the teacher sets SMART targets (small, measurable, achievable, relevant, timebound) for a pupil and list planned interventions to be put in place to help the child achieve these.
- At this point it may be felt that involvement of more specialist services would be beneficial to further assess needs, seek advice on provision or to seek more specialist support for the child.
- Outside agencies could include: speech therapy, occupational therapy, Salford Learning Support Service, the cognition and learning team or the social communication team, CAMHS, paediatricians and school nurses, the neuro developmental pathway, the Primary Inclusion team and Educational Psychology. Parents will always be asked to discuss these next steps with the SENDCo.

The progress of all children with SEN is evaluated continually through:

- Pupil observations (during structured and unstructured times).
- Monitoring of pupil progress through using pre and post assessments
- Clear intervention logs are completed by teachers and TA's
- Termly pupil progress meetings held with the class teacher, senior leaders and the 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 Look'
- 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 a SEN pupil'.
- We hold 5 meetings a year to review process against targets on children's Individual Support Plans and to discuss next steps and future targets (teacher, pupil, parents/carers).

Pupils with EHC Plans

EHC plans are intended to support the needs of pupils with more significant, complex needs or who require support from one or more outside agencies.

Children with EHCP's will have an Individual Support Plan (ISP's) just as children at SEN Support. Targets set will relate to outcomes detailed on their EHCP and will be reviewed at least 5 x a year in line with all other children on the schools SEND register.

Annual Review Meeting

Each year, at approximately the same time that the child's EHCP was attained (every 6 months if child is under 5 years) an annual review meeting will be held in school to discuss progress made against targets set out in the EHCP or previous annual review report.

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/Teams.
- 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 to ensure that all staff contribute towards the child's outcomes and objectives.
- Meeting 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 an opportunity 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 SENDCo and other outside agencies working with the child and, after the EHCP annual review meeting, is shared with all parties and 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.
- Pupil views will also be gathered.
- 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 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 an updated report detailing the outcomes of the meeting.

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.
- Make use of Salford's 'Ordinarily Available Inclusive Provision document which outlines some of the practices and adaptations that are fundamental to high-quality teaching, some of which may be especially supportive for learners with SEND but will undoubtedly be of benefit to many of the learners in the settings.
- At Summerville, we ask teachers to ensure agreed non-negotiable support measures are in place which prove beneficial for children with and without SEND. These include: -
    - Whole class visual timetables and a 'now and next' approach
    - Pupils have access to sensory resources to support self- regulation and concentration.

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 adapt tasks to make the learning more accessible or more challenging so that every child is able to learn at their own level of challenge.
- 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 using adaptations that are fundamental to high-quality teaching.
- Review progress against targets at set points through the year, seeking the views of pupils and their parents.
- 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 enable them 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, senior leaders 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 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, 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 circuits to support self-regulation and children's ability to be focused and calm.
- Sensory resources including, noise cancelling, headphones, weighted blankets and lap belts, sensory resources to aid focus and attention and help pupils to self-regulate such as kick bands and chewellery.
- 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 Widgit to ensure consistency across school.
- 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 / sensory space.
- Resources to support writing e.g., pencil grips, writing slopes, chew buddies, 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:

- Teaching assistants (TA'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 adapted 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.
- TA'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).
- We have 2 TA's appointed to support children experiencing more extreme difficulties with SEMH.

Outside agency support

We have support from Educational Psychology, EMTAS, Learning Support, (learning and cognition team , the social communication team and hearing or visual impairment teams) Primary Inclusion Team, CAMHs, S-Thrive navigators and practitioners, I-reach, physiotherapy, Occupational Therapy, Speech & Language Therapy, Place2Be, Consultant Community Paediatricians, school nurses and health visitors, continence team and neuro developmental pathway practitioners.

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 tools and activities within it to be used with a timer (usually 5 minutes). Once the timer is finished the child can then return to the classroom if calm enough to do so.

As stated previously, we have recently created SEND bases and have a purpose-built sensory room where children are able to go to relax calm down and prepare for the return to their learning.

We carry out a 'visual stress' screener on some pupils as it may assist their reading and writing if coloured overlays are used. We have a wide a variety of colours available. Cream paper and tinted exercise books can also be offered. In the classroom, adjusting blinds or seating positions to reduce glare can also be supportive as can ensuring children are closer to the front of class to support visual stress.
We also carry out 'Dyslexia/Dyscalculia Screeners' if deemed appropriate.
If a child is identified as needing small group support, we attempt to provide this.

Adaptation is provided by:

- Personalisation of learning focus.
- Support from both teachers and teaching assistants.
- Content.
- Materials.
- Outcome.
- Level.
- Pace and time to complete tasks.
- Grouping – small group/1:1/ability/friendship /Kagan partners.
- Alternative recording methods.
- Lesson format – scribing, use of ICT, mind-mapping, photographs etc.
- Reward.
- Chunking of tasks to support focus and reduce cognitive overload or over facing the child. We make use of the recent evidence-based research through the EEF of the 5 a Day approach which states that the 5 most successful approaches to inclusive teaching for all children are making use of: explicit teaching, flexible grouping, scaffolding, cognitive and metacognitive strategies and the use of IT in the classroom.

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:

- Adapted forms of recording.
- Opportunities for additional reading or pre-reads of material.
- TA support to access the learning.
- Visual supports such as task planners, work schedules and prompts to support independence and understanding.

Additional Adult Support

We are lucky to have a conscientious 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 SEN and Catch-Up sessions (small group and 1:1)
- Little Wandle Reading Fluency levels 1 to 10
- Inference reading groups.
- Chapter One reading interventions in Year 1, 2 and 3
- Precision Teaching of Common Sight Words. phonics skills / knowledge etc
- Precision Teaching of Maths Facts.
- Fine and gross motor skills support, including OT coordination matters programme
- Bespoke pre and post teaching.
- Speech and Language Programmes, e.g. Blank level questioning, Colourful semantics, Well Comm. Brick by Brick.
- Nurture Groups.
- Therapeutic interventions. E.g. attachment play
- Sensory sessions, including messy pay therapy, sensory circuits etc
- Social communication groups, including, turn tasking interventions, Brick by Brick
- Circle of friends group sessions.
- Social Stories and comic strip conversations
- Individual visual timetable support.
- Support around individualised reward systems.

- Emotional check-ins and co regulation time
- Sensory play therapy, messy play.
- 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 TA. This support allows the teaching to be even more carefully adapted 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 be involved in these sessions.

Additional Adults:

- Currently, 14 TA's 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 2 identified TA's are trained in SEMH interventions.
- TA's support children to access adapted 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, TA's 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 SENDCo 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
- Early Years Well Comm speech and language programme

- TALC assessments and Blank level questioning interventions
- Colourful semantics interventions
- The school SENDCo has attended dyslexia training and can undertake GI Dyslexia screeners.
- The SENDCo has attended TEECH training
- Emotionally Friendly Schools interventions and approaches are utilised
- Social skills and emotional regulation interventions
- The Children and Families Officer is trained in Messy play therapy
- 2 staff trained in EBSA strategies (Emotional barriers to school Attendance)
- Mental Health Lead with diploma in Trauma and Mental Health
- Attachment Awareness and Trauma Informed Practice
- There are a number of staff with more in-depth attachment theory and mental health first aid training.

CPD training is offered regularly using the local authority training for: Behaviour, Speech and Language, ASD, ADHD, Dyslexia and Dyscalculia training, use of communication aids, the new Code of Practice September 2014, behaviour modification programmes, supporting sensory needs of 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, think 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:

- Educational Psychologist, through direct work and online drop in advice
- School Nurses and health visitors
- Consultant community Paediatricians
- CAMHS services

- Support from our school link I-Reach practitioner who can undertake cognitive behavioural based interventions with children over 8 years and with parents of our younger pupils to support difficulties such as anxiety, low mood, sleep, worry and simple phobias
- S-thrive navigators and practitioners – NHS service who liaise with schools around implementing strategies of support & supporting parents/carers and who can action onward referrals to EH/Specialist services for support understanding children's needs, undertaking 3-6 x sessions with children around emotional health and wellbeing.
- The school SENDCO is trained to complete referrals to Child and Adolescent Mental Health Services (CAMHS)- for children with more significant metal health needs.
- LSS –Learning Support Service (learning and cognition, autism and social communication and hearing impairment teams) who can undertake assessments to identify needs, offer pupil support and advice to teachers to best meet #childrens additional needs.
- 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
- The school SENDCO can complete referrals to the neuro developmental pathway if deemed appropriate by the school and parents.

NB New advice to schools from the ND pathway states that any child referred to the service must be displaying mental health difficulties as a result of their needs in school and at home in order for the referral to be accepted at triage.

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 each 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.
Art therapy can be accessed by children with significant need and or EHC plans.

Individual Support 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 SEND register and on an Individual Support Plan (ISP). You will be involved in developing your child's ISP if they need one and your child's progress towards their ISP targets each school term will be shared.
- ISP's are created 5 times during the school year. Parent/Carer views are sought and these will be shared at the creation and review stage.

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.
- We have a range of school trips planned as enrichment across all year groups such as Reception's trip to the Children's Adventure Farm and Year 5's visit to Jodrell Bank.
- Morning Sports Club.
- Football Club.

- Netball Club.
- Play club
- KS2 choir
- Boxing club

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

- We make use of Boxall profiles and sensory checklists. We are an emotionally friendly school and all staff have had training in trauma informed practice, attachment theory and neuro developmental differences.
- Currently we have the Acorn room small group provision – KS1 and EYFS SEND base for pupils with significant social communication, sensory and emotional needs and who have or in the process of attaining and EHCP.
- 1:1 weekly sessions with a fully qualified, independent play therapist from Place2Be.
- Access to a trained Art Therapist
- Forest school interventions
- The Tree House nurture and inclusion suite designed to support children's emotional and social development.
- The School Children and Families Officer offers support for children and their families.
- A designated quiet space over lunch times. This allows children somewhere quiet to eat their dinner if they are upset or worried
- We have recently had noise absorbing sound panels fitted in the school hall to help improve acoustics and reduce noise to support children with sensory needs.
- We offer a range of interventions designed to support children social and emotional understanding and skills, including interventions produced by the Primary Inclusion Team to support self-esteem and confidence, emotional and social understanding and skills, anger management, anxiety and worry and managing change and transitions – these are as follows:
- Emotions Detectives
- KS2 Anxiety Avengers,
- KS2 Confidently Me,
- KS2 Emotions investigators,
- KS2 Friendship champions.
- KS2 transitions intervention,
- KS2 Rising Above the Rage.
- KS1 Emotion Detectives
- KS1 Emotion Explorers,
  KS1 Friendship Adventurers

KS1 Rising Stars ‘

Further interventions include:

- What to do with a worry intervention
- Starving the Anxiety Gremlin 1:1
- Starving the Anger Gremlin,
- Sitting still like a Frog – mindfulness and grounding intervention
- Circle of friends

Unstructured times of the day

- 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 social and emotional well-being.
- The majority of our TA’s are employed over the break and lunchtime periods. Individual children are cared for in their playtimes by a named TA 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. We also have Playground Leaders who are older pupils who have volunteered to help support play on the playground.
- Children may have specific targets for these unstructured times and all adults on duty will be aware of these to offer feedback to the child and class teacher about the child’s progress towards their target.
- Staff have comprehensive attachment training and regular training sessions around SEMH, and well-being are delivered in school.

2. The name and contact details of our SENDCo

Jo Forman – SENDCo can be contacted through the school office

Email- admin@summervilleprimary.co.uk
Telephone- 0161 711 0789

3. 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 school link practitioners from the learning support service and the primary inclusion team to prioritise training needs of the school staff.
- Staff development needs for both teachers and TA's are also identified through performance management.
- School pay into an SLA so that staff can access training and support from outside agency teams.
- School access training from Salford Primary Inclusion team as needed.
- Specific staff meetings each term are dedicated to SEND.
- IEP's are regularly moderated by the school SENDCo and senior leaders and advice is shared with teachers to improve and adapt targets and interventions in order to provide the most effective support to children with SEND.
- Book looks and SENd learning walks also help identify areas for staff training.

Training

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

- Relevant staff undertake external courses provided by the LA and private providers.
- Staff are trained to complete Early Help assessments and other relevant documents, i.e. The Bridge, EWO referrals, etc.
- Staff have attended recent training from outside professionals for Speech and Language, neuro developmental differences such as Autism and Learning and Cognition, trauma informed practice and attachment etc.

Training includes:-

- Trauma informed practice and de-escalation strategies.
- Adaptive Teaching and ordinarily available inclusive provision
- Attachment theory.
- PIN's project (Partnership in Inclusion and Neurodiversity in Schools) training around social communication and Autism, ADHD etc
- Emotionally Friendly Setting training.
- Sensory training (LSS ACE)
- Brick by Brick from the Educational psychology service and speech and language practitioners
- Precision teaching – Educational Psychology service.
- 3 x TA's and 2 teachers including the school SENDCo are trained in speech and language techniques. (ELKLAN).
- 12 x TA's trained in the interventions that they deliver (see above) including 2 additional TA's appointed to support SEMH needs through school.

- 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.
School can complete referrals to CAMHs and drop down CAMHs services, I-Reach and S-Thrive

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 to read the class story.
- Class teacher meetings e.g. SEN/IEP, pupil progress etc.
- Visual social stories of new environments and new staff and what to expect information.
- Children spend 2 x half days 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.
- PIT transition interventions
- Transition to Year 7 workshop is delivered to Y6 pupils by I-Reach in the Summer term.
- The school SENDCo and Early Years lead ensures early engagement with parents and outside agencies involved with children with SEND prior to them starting in the Early Years. This includes visits to prior settings, meetings with professionals where possible, additional opportunities for transition including individual parent/ teacher and SENDCo information gathering and/or implementation meetings and extra Stay and Play sessions if needed.
- Home visits, Stay and Play sessions and a whole class parent meeting are also held for all new to the Early Years children.

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 or sound buttons.
- Wobble cushions and move to sit cushions are used to help better sitting when recommended by the therapy services.
- Fiddle toys, elastic resistance chair bands, lap and shoulder weighted pads are available for children with sensory needs.
- Chew buddies, chewable pen ends and sensory fiddle tools are all available to support the sensory needs of children.
- In our SEND base, children have access to wider sensory provision. In the Acorn room (EYFS and KS 1 base) and Our Tree House SEND base, children have access to environments designed to reduce sensory overload as well as wider sensory provision including trampolines, sensory areas/ sensory room, quiet workspaces, workstations and standing desks, pin stools, rocker boards, sensory hammock, etc
- Standing desks are available in the Tree House suite.
- 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, specialist nurses and therapists and will seek auxiliary aids and services which it would be reasonable to provide resources such as pieces of equipment, modified visual aids for children with visual impairments or 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.

4. 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.

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

- Children's 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 – Children are welcome anytime to speak to TA'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 (x5 per year).
- Annual Review Meetings (x1 per year for children with EHC Plans).
- Implementation meeting when new EHC plans are received in school
- Ofsted parent view questionnaire (x2 per year).
- Parent View on the OFSTED Website.
- Phone Calls, Letters, Email and face to face discussions.
- Class DoJo app gives parents and teachers a safe private space to communicate.
- Email
- Weekly Celebration Assembly.
- Attendance Assemblies.
- Sports Competitions Awards Ceremony.
- New to EYFS Parents Meetings.
- Home Visits and prior setting visits for new Nursery and Reception children.
- 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 time. During breaktimes, two members of staff are always present on the playground. Pupils who may be upset, lonely or worried can access staff at this time. During lunchtimes, the Welfare Staff, which includes most of our TA 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 of a friend.
Some children touch base with a familiar adult after break times to reflect on the day so far or discuss 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.

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.

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. Senior Leadership Team staff are EVOLVE trained to ensure successful completion of all documents ahead of a school trip or visit.

Health (including Emotional Health and Wellbeing) and 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 which have been 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, severe or complex, a meeting is held with the parent/carer, SENDCo and school nurse where this is offered as well as 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 SENDCo 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 who 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 and this is updated annually at the beginning of the new academic school year. We also ensure that all inhalers that are in school are still in date.

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

We would call 999 for immediate medical advice and then call the parent to advise them of what has happened.

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 SEND 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 address 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 they feel they have 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, settings and any professional supporting is in place. We endeavour to ensure a smooth transition into our setting and believe that support networks can be established quickly and efficiently where clear and effective communication and information sharing is present to ensure that all needs are met.

The TA's 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 provided by PowerPoint to all staff. Relevant training is in place to support our pupils with specific medical needs. Relevant staff are trained on how to use an epi pen and what to do in the event of a child having an epileptic fit. Relevant staff are trained on how to use a hearing device.

Summerville Primary School was involved in a CAMHS/Schools pilot programme, which means that we are 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.

11. 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.
- LSS Hearing impairment service.
- School Health Team.
- CAMHS, S-Thrive, I-Reach
- School nurses and health visitors, Paediatricians and Specialist Care Nurses
- Educational Welfare Team.
- EMTAS.
- Early help.
- Social Care.
- Primary Inclusion Team.
- Salford Learning Support Service.

The named Governor for SEND is Catherine Garratt

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

School Information and Support Services Unity House Salford Civic Centre	0161 778 0538

Chorley Road Swinton M27 5AW	
For children aged 0-5 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 M27 0AP	0161 607 1671
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

13. 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

14. 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