

SEN Information Report – St. Paul’s Peel C.E. Primary School

1. The kinds of special educational needs for which provision is made at the school.

St Paul’s Peel C.E. Primary School is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement, in accordance with the LA Admissions Policy.

Copies of our ‘Special Educational Needs and Disabilities Policy’ can be obtained from school or available on our school website www.stpaulspeellh.co.uk

We provide for children of varying needs. This is done through a number of methods depending on the children’s needs. A child is classed as having special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Have a significantly greater difficulty in learning than the majority of pupils the same age: or
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in school within the area of the Local Authority.
- Are under compulsory age and fall within the definition above or would do so if special educational provision was not made for them.

Special education provision means:

- For a child it is, educational provision which is additional to, or different from, the educational provision made generally for children of the same age.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

All staff at St Paul’s Peel C.E. Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when Special Educational Need or Disability (SEND) provision is being made for their child.

Disability – St. Paul’s Peel C.E Primary School also caters for those having medical and physical needs too.

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

The range of special educational needs is very wide, from relatively mild degrees of learning difficulty to profound and multiple disabilities.

Sometimes, children’s learning difficulties are caused or compounded by hearing or visual impairment, physical disability or a specific learning disability. The emotional and behavioural needs of a child may also affect the child’s potential to learn. Our school has developed a Behaviour, Restrictive Physical Intervention and Discipline Policy which provides guidelines for strategies and procedures to be used with children displaying inappropriate behaviour.

We have been accredited 'Communication Friendly Status' with ELKLAN. We are also Every Child A Talker (ECAT) accredited.

2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with Special Educational Need or Disability (SEND)

We aim to ensure the early identification of children with a Special Educational Need or Disability (SEND). All children are observed and monitored by the class teacher and teaching assistants, formal and informal assessments are made and pupil progress meetings are held each term. We track and identify children who are not making expected national progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes progress.

Some children might need targeted intervention to catch up with their peers but this does not mean that they have a special educational need or disability. A time specific intervention may be put in place to support a child, which will be reviewed and its impact assessed.

Parents can make appointments to discuss concerns with their class teacher and the SENCo.

3. Information about the school's policies for making provision for pupils with Special Educational Need or Disability (SEND) whether or not pupils have Education, Health Care Plan (EHCP) plans, including

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

- As a school we track and analyse the children's' progress in learning against national expectations (year 2 and year 6) and age related expectations (years 1, 3, 4 and 5 and use the Early Learning Goals for Reception) on a half-termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Nursery and Reception through to Year 6, using a variety of different methods. Please ask the school if you require any further details.
- We carry out a Test of Abstract Language Comprehension (TALC) Picture Sequence Assessment (completed by our Speech and Language Therapist) on all our children upon their entry to Nursery and Reception. Children with language difficulties are re-assessed at key points to enable us to monitor progress.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth.
- The Headteacher and Special Educational Needs Coordinator (SENCo) report regularly to the Governing Body. We have a governor who is responsible for Special Educational Need or Disability (SEND), who meets regularly with the Special Educational Needs Coordinator (SENCo) and attends briefing sessions.

b. The school's arrangements for assessing and reviewing the progress of pupils with Special Educational Need or Disability (SEND).

- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Every child has a home/school diary where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible.
- Your child may have an Individual Education Plan that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to meet with their child's class teacher at Parents' Evenings.
- When the child's IEP is reviewed, comments are made against each target to show what progress the child has made.
- If your child has complex Special Educational Need or Disability (SEND) they may have a Statement of Special Educational Need or Disability (SEND) or Education, Health Care Plan (EHCP). In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.
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c. The school's approach to teaching pupils with Special Educational Need or Disability (SEND)

- St Paul's Peel CE Primary School is committed to providing all pupils with special educational needs, effective and engaging teaching. The Special Educational Needs Coordinator (SENCo) works closely with all teaching staff to ensure that pupils' special educational needs are taken into account when planning lessons and educational pathways.
- As much as possible pupils will have full access to the National Curriculum, though at times small group teaching, one-to-one sessions or an alternative provision might be provided if this better suits the learning needs of the individual.
- Where students have access to the full National Curriculum this will be differentiated to take account of each child's particular needs and will be modified to suit each child's academic and personal development.
- Assessment for Learning methods are used to support planning for different levels of attainment. The Special Educational Needs Coordinator (SENCo) works closely with staff and provides training sessions through the academic year to ensure that differentiation in lessons is engaging and impactful.
- Where pupils need additional support, they may be placed in small groups for some of their lessons. These small groups may be supported by either the class teacher or Teaching Assistants as appropriate. At times, personalised interventions are put in place for pupils who are not making progress.
- Any decision about providing an alternative curriculum will be taken after a full consideration of the individual pupil's learning needs,

data and teacher knowledge of the pupil's progress to date.

d. How the school adapts the curriculum and learning environment

- The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school.
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated.
- The class teacher, alongside the Special Educational Needs Coordinator (SENCo) will discuss a child's needs and what support will be appropriate.
- Children with Special Educational Need or Disability (SEND). will have access to the appropriate resources needed in order to help them to make progress.
- The Special Educational Needs Coordinator (SENCo) reports to the Head teacher and Governors regularly to inform them about the progress of children with Special Educational Need or Disability (SEND). and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The governor responsible for SEND also meets regularly with the Special Educational Needs Coordinator (SENCo). They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information.
- Our school has an adopted accessibility policy.
- Most areas of the school are accessible by wheelchair. Ramps are provided leading into the two modular classrooms.
- Accessible toilet facilities are available both by the main reception.
- If you have specific access queries or concerns please speak with us.

e. Additional support for learning that is available for pupils with Special Educational Need or Disability (SEND)

- The class teacher or the Special Educational Needs Coordinator (SENCo) can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register they will have a Individual Education Plan (IEP) which will have individual / group targets. This will be discussed with you on a termly basis and you will be given a copy of the Individual Education Plan (IEP). The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability they may have a Statement of Special Educational Needs or an

Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
<p>f. Activities that are available for pupils with Special Educational Need or Disability (SEND). in addition to those available in accordance with the curriculum; and</p> <ul style="list-style-type: none"> • We provide pupils with opportunities to attend a breakfast and/or lunch club in a friendly and nurturing environment. • At St Paul's Peel we make every effort to include all pupils in school trips. If an individual risk assessment is required we will write this in order to ensure that everyone is fully included. We will also help prepare all pupils for any changes in their school day, such as school trips, awards ceremonies and different activities in the school day. • The Learning Mentors and Children/Family Officer also provide pupils with break-time support.
<p>g. Support that is available for improving the emotional and social development of pupils with Special Educational Need or Disability (SEND).</p> <ul style="list-style-type: none"> • At St Paul's Peel we provide support for students throughout school, in the form of nurture groups run by our two Learning Mentors and Children/Family Officer. • Social skills groups are also provided for pupils who experience social, emotional or behavioural difficulties.
<p>4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the Special Educational Needs Coordinator (SENCo)</p> <p>Miss Herrera 790 2327</p>
<p>5. Information about how the expertise and training of staff in relation to Children and Young Persons (CYP) with Special Educational Need or Disability (SEND) and about how specialist expertise will be secured.</p> <ul style="list-style-type: none"> • We look to ensure that we have a variety of skills among our staff, in order to enable us to support children in the best possible way. • The specific training held by support staff includes: TEAM TEACH, behaviour for learning, Wave 3 interventions. • As a school we are Communication Friendly (ELKLAN) Accredited. • As a school we are Every Child A Talker (ECAT) Accredited. • The school also operates an internal training programme for support staff, facilitated Headteacher and Continuous Professional Development (CPD). Whole group sessions or bespoke support based upon the needs of both children and staff, are timetabled on a

weekly basis.

6. Information about how equipment and facilities to support Children and Young Persons (CYP) with Special Educational Need or Disability (SEND) will be secured.

Many, but not all Children and Young Persons (CYP) with SEN will be covered under the Equality Act 2010.

In September 2012 the requirement to provide auxiliary aids or services as part of the duty to make reasonable adjustments transferred from Local Authorities to schools. The duty to make reasonable adjustments is an anticipatory duty i.e. it applies not only to disabled pupils who are already at a school but also to disabled pupils who may be admitted in the future.

We endeavour to provide any necessary equipment, additional staff and modifications of classrooms to ensure that we are fully inclusive for all pupils.

7. The arrangements for consulting parents of children with Special Educational Need or Disability (SEND) about, and involving such parents in, the education of their child

- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress at parent's evenings.
- You are also welcome to make an appointment at any time to meet with either the class teacher or SENCo and discuss how your child is getting on.

8. The arrangements for consulting young people with Special Educational Need or Disability (SEND) about, and involving them in, their education

- Children who have IEPs discuss their progress and targets when these are reviewed (age appropriate).
- If your child has a Statement or Education, Health Care Plan (EHCP), their views will be sought before any review meetings (as is age appropriate).
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with Special Educational Need or Disability (SEND) concerning the provision made at the school

Stage 1: The complaint is dealt with at the lowest level possible so if it relates to lack of progress in a subject area, the subject or class teacher

responds in the first instance. The complainant needs to feel they have been listened to and all points they raise addressed should be addressed. If the matter remains unresolved,
Stage2: The complaint is dealt with by the Special Educational Needs Coordinator (SENCo) or by a senior manager. 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, the parent can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.
It is obviously in everyone's interests for complaints to be resolved as quickly and at as low a level as possible. Schools are likely to find it beneficial to make sure everyone adheres to the procedure described since allowing a complaint to come in at Stage 3 inflates its seriousness.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with Special Educational Need or Disability (SEND) and in supporting the families of such children

- The SENCO reports to the SEN Governor every term to inform her about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

Governors are fully aware of the professional that work regularly with school: Educational Psychologists; Advisory Teachers; Speech and Language Therapist; Counsellors; Child and Adolescent Mental Health Services (CAMHS); Starting Life Well; Educational Welfare; School Health; Parent Partnership; Learning Support Service

This is cohesive with the Education, Health and Care planning process and means that there will be more holistic support around children and their families.

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32	
<i>Parent Partnership Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i>	0161 778 0538
<u><i>For children aged 0-5</i></u> <i>Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i>	0161 793 3275
<i>Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY</i>	0161 778 0410
<i>Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP</i>	0161 607 1671
<i>Educational Psychology Service Burrows House M28 2LY</i>	0161 778 0476
<i>Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA</i>	0161 793 3535

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

Transition From	To	Support Service	Contact details
<i>Setting</i>	<i>School</i>	<i>Starting Life Well</i>	<i>0161 793 3275</i>
		<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 1</i>	<i>Key Stage 2</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 2</i>	<i>Key Stage 3</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 3</i>	<i>Key Stage 4</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 4</i>	<i>Key Stage 5 and beyond</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
		<i>New Directions (the Joint Learning Difficulty Team within Adult Services)</i>	<i>0161 793 2286</i>
		<i>Transition Coordinator</i>	<i>0161 793 2298</i>
		<i>Connexions</i>	<i>0161 603 6850</i>
		<i>Salford City College Learning Support</i>	<i>City Skills Sixth Form Centre - 50 Frederick Road, Salford, M6 6QH</i> <i>Eccles Sixth Form Centre - Chatsworth Road, Eccles, Salford, M30 9FJ</i> <i>FutureSkills - Dakota Avenue,</i>

			<p><u>Salford, M50 2PU</u></p> <p>Pendleton Sixth Form Centre - <u>Dronfield Road, Salford, M6 7FR</u></p> <p>Walkden Sixth Form Centre - <u>Walkden Road, Worsley, Salford, M28 7QD</u></p>
<p><i>For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)</i></p>			<p>0161 603 4500</p>
<p><i>For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team</i></p>			<p>0161 793 3535</p>
<p>13. Information on where the local authority's local offer is published</p> <p>http://www.salford.gov.uk/localoffer.htm</p>			