

Target Audience			All parents
Approving Committee			Sara Baird
Last Review Date			23/04/25
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Policy Author			Sara Baird SENDCo
Version Control			
Version No	Date Approved	Reviewed By	Changes
V1		Sara Baird	Dates changed In tell us about your concerns – change from Mrs Baird will be in contact to <i>a meeting will be arranged.</i> Removed Wellbeing Warriors from Social Emotional support

Aims

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties

Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Sarajayne Baird who is experienced in this role and holds the National Award in Special Educational Needs Co-ordination.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Staff receive training delivered by Salford’s Learning Support Service and Speech and Language Services. When new schemes are introduced into the curriculum, staff receive training and focus is given to adaptive teaching for the inclusion of all pupils.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision and support within classes.

We have teaching assistants who are trained to deliver interventions such as – Colourful Semantics, Reading Fluency, Phonics Catch-up and Precision Spelling.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education attendance officers
- Social services and other LA-provided support services
- Voluntary sector organisations

What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher. This can be done via the office, Weduc, Seesaw, Parents Evenings or at evening pick up times

They will pass the message on to our SENCO, Mrs Baird. A meeting will then be arranged.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, together we will create a Learning Plan and your child will be added to the school's SEND register.

How will the school know if my child needs SEN support?

Careful monitoring and early identification of pupils who aren't making the expected level of progress in their schoolwork or socially, is key to teaching and learning at Ellenbrook. Extra support is put in place and monitored through the class' Intervention Provision Map, interventions will be discussed with parents prior to their child commencing them. This may be a temporary intervention as once the child has achieved the target the intervention can cease and the child continues to be monitored within class.

If a pupil continues to struggle and the intervention has not been successful, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN. The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, and the collaboration of home and school, a child who does need SEN support will be added to the school's SEN register, and the SENCO, class teacher and parents will work to create a SEN support plan for them.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

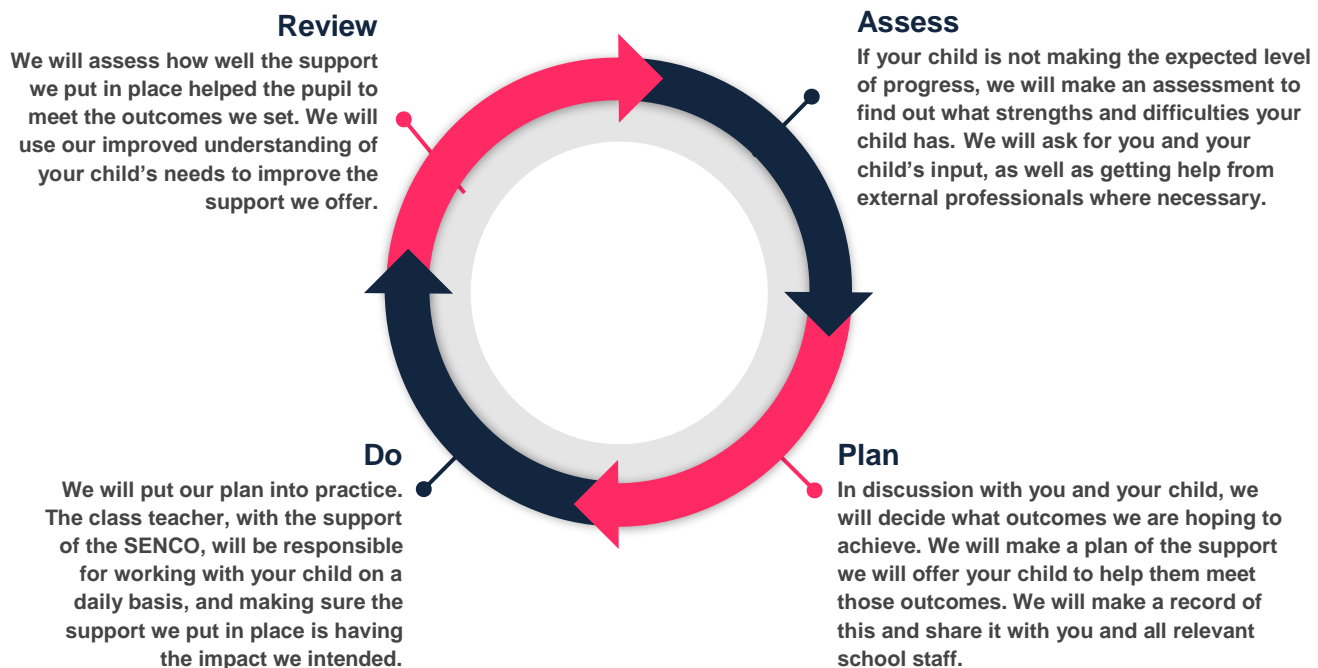
The graduated approach is a 4-part cycle of **assess, plan, do, review**.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see a child achieve.

Whenever we run an intervention, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on the child's progress.

We will track progress towards the outcomes we set over time and improve our offer as we learn what the child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.



How will I be involved in decisions made about my child's education?

We will provide annual reports on the child's progress.

Class teachers will meet (face to face or via telephone) each term to:

- Set clear outcomes for the child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help the child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask the child to do

The SENCO may also attend these meetings to provide extra support.

We know that parents are the expert when it comes to their child's needs and aspirations. So, we want to make sure parents have a full understanding of how we're trying to meet the child's needs, so that they can provide insight into what would work best for the child.

We also want to hear from parents as much as possible so that we can build a better picture of how the SEN support we are providing impacts the child outside of school.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and parents will be given a copy.

Concerns that arise between these meetings, should be discussed with the class teacher.

How will my child be involved in decisions made about their education?

The level of involvement will depend on the child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis.

We may seek children's' views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the school adapt its teaching for my child?

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to children's' needs. We will make sure that each child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to each child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis
- Teaching assistants will support pupils in small groups

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Now/Next boards Ear defenders Meet and greet adults
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured paper/boards Laptops Touch type intervention Toe by Toe Power of 2



Ellenbrook Community Primary School

Longwall Avenue, Ellenbrook, Worsley, M28 7PS

SEND Information Report



	Moderate learning difficulties	Reading fluency Colourful Semantics Precision Spelling
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation Standing desks Ear defenders Sensory/movement breaks
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Careful seating plans
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for pupils by:

- Reviewing their progress towards their targets each term
- Reviewing the impact of interventions after half term
- Using pupil questionnaires
- Monitoring by the SENCO and Phase Leaders
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school resources be secured for my child?

It may be that the needs of a child mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help the child access their learning.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sport's trials, School Council, House Captains, Sports Day, assemblies, performances and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Admissions for school are through Salford City Council.

[Schools admissions•Salford City Council](#)

- Salford SEN will correspond with school for pupils whose education, health and care (EHC) plans names our school.

How does the school support pupils with disabilities?

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

[Supporting Children with Medical Needs \(ellenbrookschool.com\)](#)

Ellenbrook Community Primary School strives to reduce the barriers to the curriculum for our pupils; and to allow full participation in the school community for pupils, prospective pupils and users with a disability.

Ellenbrook's full Accessibility Plan is available here -

[Accessibility Plan \(ellenbrookschool.com\)](#)

How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support through Place 2 Talk, these are drop in sessions during 2 lunchtimes a week. Children can make appointments to chat with our trained Place 2 Be counsellor.
- We also provide weekly 1:1 Place 2Be sessions to support children with difficulties around their social and emotional health.
- We have a 'zero tolerance' approach to bullying.

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- ensure teachers meet to hand over relevant information about the pupil and their SEN needs.

- hold transition days for the child to visit their new classroom and meet their new teacher.
- where appropriate will hold a meeting for teachers, parents and SENCO to share relevant information.
- Hold 'Meet the teacher' meetings at the beginning of each academic year.

Between schools

When a child is moving on from our school, we will ask parents and the child what information they want us to share with the new setting.

Between phases KS2 to KS3

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. Where appropriate the SENCO will arrange extra transition visits to the new secondary school.

What support is in place for looked-after and previously looked-after children with SEN?

Teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If necessary, can then be forwarded to the SENCO and/or Headteacher. If parents are not satisfied with the school response they will then be referred to the school's complaints policy.

[Complaints Policy \(ellenbrookschool.com\)](https://ellenbrookschool.com)

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If parents feel that our school discriminated against their child because of their SEND, they have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, parents should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

Parents can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, there is available a process called disagreement resolution or mediation, where parties try to resolve a disagreement before it reaches the tribunal.

What support is available for me and my family?

Any questions about SEND, or families struggling to cope, please get in touch to let us know. We want to support our parents, children and wider families.

To see what support is available locally, please refer to Salford's local offer. Salford publishes information about the local offer on their website:

[Local Offer | mycity Directory \(salford.gov.uk\)](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Salford Information Advice and Support Services \(SIASS\)](#)•[Salford City Council](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN

➤ **Transition** – when a pupil moves between years, phases, schools or institutions or life stages