



Ellenbrook Community Primary School

Longwall Avenue, Ellenbrook,
Worsley, M28 7PS



SEN Policy (including Information Report)

Date	Review Date	Coordinator	Responsible Body
20/03/2023	20/03/2024	Headteacher	Full Governing Body

Statement of intent

Ellenbrook Primary School believes that every child should be given the opportunity to achieve his/her full potential, regardless of any Special Educational Needs and Disabilities (SEND).

Resources will be provided to meet SEND through the school budget and from appropriate support agencies. They will be effectively managed to provide full entitlement to a broad curriculum, including the National Curriculum, taking due regard of the school's Equal Opportunities Policy. It will reflect that 'every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning'. Every child matters at Ellenbrook.

1. Legal framework

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Our SEN policy and information report aims to set out how our school will support and make provision for pupils with special educational needs (SEN) and explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

2. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3. Roles and responsibilities

The SENCO is Mrs Sara Baird, the role involves:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support

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- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision

4. Identifying pupils with SEN and assessing their needs

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, hearing impairments, processing difficulties, diabetes

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The progress of all pupils in school is assessed by the Headteacher, SLT and class teachers during Pupil Progress Meetings.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

6. Supporting pupils moving between phases and preparing for adulthood

We will share information with the next class teacher, school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. For pupils transitioning to a new setting, the SENDCo will liaise with the new school and arrange transition meetings and extra visits if necessary. Parents will be invited to attend meetings also. Where necessary, advice and support around transition will be sought from agencies such as Educational Psychologist and the Learning Support Service.

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7. Our approach to teaching pupils with SEN

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 pupils who have SEN. This will be differentiated for individual pupils. Teachers will record interventions on their Class Provision Map, this will record success criteria as well as entry and exit data.

We will also provide the following interventions:

- Power of 2
- Bedrock
- Phonics Intervention
- Mastery of Number
- Colourful Semantics
- Reading and comprehension interventions
- Lego Therapy
- Speech and Language programmes

8. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing. Teaching Assistants provide 1:1 support for specific lessons and interventions.
- Using recommended aids, such as laptops, coloured overlays, tinted wipe boards, buff books/paper, visual timetables, larger font, attention aids, chair bands etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scribes etc.

9. Additional support for learning

We have teaching assistants who are trained to deliver interventions such as Bedrock, Phonics, Colourful Semantics, Elklan.

Teaching assistants will support pupils on a 1:1 basis for individual programmes such as Precision spelling, S&L, pre-teaching of topics etc.

Teaching assistants will support pupils in small groups to enhance learning, English and Maths booster sessions etc.

We work with the following agencies to provide support for pupils with SEN:

- Education Psychologists
- Speech and Language
- Learning Support Service
- Health Team

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- Education Welfare Officer
- Place 2 Be
- Well-being Warriors

10. Expertise and training of staff

Our SENCO has completed the National SENCo Award/Postgraduate Diploma in SEN and Inclusion and has worked across the EYFS, KS1 and KS2.

We have a team of teaching assistants, including 4 higher level teaching assistants (HLTAs) who deliver SEN provision. Professionals from outside agencies are used to support training needs.

In the last academic year, staff have been trained in Colourful Semantics, Bedrock and Phonics.

11. Securing equipment and facilities

A designated budget for SEN is monitored to ensure 'best value'. Continuous monitoring and evaluation together with strategic planning of SEN ensures that all children's needs are met through careful targeting of both human and material resources.

School can apply for Temporary Additional Funding (TAF) to support children with SEND for up to two terms in exceptional and emergency situations. This allows school more time to gather supporting evidence. School must have parental consent prior to any application.

12. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress (Child Plans) towards their goals each term
- Reviewing the impact of interventions after 7 weeks (half termly)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

13. Enabling pupils with SEND to engage in activities available to those in the school who do not 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 residential trips.
- All pupils are encouraged to take part in class assemblies, sports day, school plays, special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Admissions for school are through Salford City Council.
- [Applying for a primary school place • Salford City Council](#)
- Salford SEN will correspond with school for pupils whose education, health and care (EHC) plans names our school.
- The school's accessibility plan can be found here [T:\School Documents\Policies\2021-2022\FGB Spring 2022\EB-FGB-09 -Accessibility Plan.docx](#)



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14. Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Commando Joe, Wellbeing Warriors and Place 2 Be to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

15. Working with other agencies

Ellenbrook Primary School works closely with the school's Educational Psychologist (Janet Muscutt) in assessing Special Educational Needs. Decisions are made in conjunction with parents/carers, and assessments and meetings are arranged. If the child and/or family are EAL, then a translator will be brought in for the assessment. It may also be deemed necessary for a child to be referred to speech and language. Again, parents' permission will always be sought. (In the case of a LAC, permission may be given by the carer or the social worker).

We also have the facility to seek advice from Salford SEN Support Services. We have good links with The Learning Support Services who provide invaluable support to school on the best ways to support SEND pupils. Working with parents/carers the SENCo is able to refer children onto the Neuropathway or refer into the School Health 0-19 team.

At times a CAF (Common Assessment Framework) may need to be completed. This is an assessment tool which looks at the whole family and helps to identify needs and the best pathway to offer support in that area. This is where we need to look at using other agencies within Children's Services to provide skilled support for the entire family, thus helping the child. The new Education Health Care Plan should help to provide a more holistic approach to supporting children and their families.

16. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

17. Contact details of support services for parents of pupils with SEN

Salford Information Advice and Support Services (SIASS) offer information, advice and support to children, young people and parents about special educational needs and disability. This includes matters relating to health and social care.

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



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18. Contact details for raising concerns

Mrs. Sara Baird is the SENCo and can be contacted via the school office – 0161 7996347 or Ellenbrook.PrimarySchool@salford.gov.uk

19. The local authority local offer

Our contribution to the local offer is [Local Offer 2022.doc](#)

Our local authority's local offer is published here: [Local Offer | mycity Directory \(salford.gov.uk\)](#)

20. Monitoring arrangements

This policy and information report will be reviewed by Mrs S Baird every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

21. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

Headteacher:	Roger Blackburn	Date:	20/03/2023
Chair of Governors:	Suzanne Charlesworth	Date:	20/03/2023
Policy Number:	EB-FGB-SEN		

