



Ellenbrook
COMMUNITY PRIMARY SCHOOL

Ellenbrook Community Primary School

Longwall Avenue, Ellenbrook,
Worsley, M28 7PS



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SEN Policy and Information Report

Date	Review Date	Coordinator	Responsible Body
13/07/2021	13/07/2022	Head Teacher	Full Governing Body

Aims

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)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We at Ellenbrook believe 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.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014).

Legislation and guidance

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 co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which 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.

Roles and responsibilities

The SENCO

The SENCO is Mrs Sarajayne Baird.

They will:



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- 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
- 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 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

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

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

Class teachers

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
- Ensuring they follow this SEN policy

SEN information report

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)



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- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

Once a child has been identified as not making adequate progress and as having difficulties, this is discussed with the SENCO. The previous class teacher will be an informed source in discussions regarding the child's capabilities and to see if there is any additional information. If the difficulty is in a particular curriculum area, the teacher should speak to the teacher with responsibility for that area and discuss planning/resources for this particular difficulty and give guidance. Parents must be informed about the school's concern and a way forward will be discussed. This is the first stage of the SEN procedure and is referred to as 'monitoring'.

The class teacher will then:

- use existing information as a starting point
- highlight areas of skills to support in class
- use baseline assessment to identify what the child knows, understands and can do
- ensure ongoing observation/assessment provides feedback so assessment forms the basis of the next steps involve the child

Arrangements will be monitored. The SENCO and class teacher will regularly discuss the child's progress to determine whether the strategies in place are sufficient. This is the first stage of the SEN procedure. If there is still cause for concern then the child's parents will be invited into school again to discuss the situation. The child's progress will be discussed, and if the parents agree, then an agreement form will be completed and signed by all parties. This action will then take the child on to the next stage – Support Intervention Band A.

Support Intervention Band A

- Trigger is concern, underpinned by evidence, that despite differentiation and other arrangements, the child makes little progress due to underachievement, sensory/physical or communication/interaction difficulties
- class teacher/SENCO discuss, look at existing and collect additional information,
- SENCO takes lead in further assessment and planning future support
- Interventions are put in place which include different materials or groupings,
- Child Plans/Play Plans have up to 4 targets, discussed with pupils and parents, record targets, teaching strategies, provision, review date, outcome
- Child Plans/Play Plans record what is additional and will be reviewed termly. Monitoring will be undertaken continuously

Support Intervention Band B

Band B will be considered when:

- Pupils are unable to make appropriate progress despite additional intervention support provided by school.
- Expert advice is required from one external agency (e.g. Speech and Language Therapy -SALT)
- Child Plan or Play Plan reviewed and new targets created in collaboration with class teacher, SENCO and one external agency.

Support Intervention Band C

Band C will be considered when:



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- Pupils are unable to make appropriate progress despite additional intervention support provided by school
- A range of expert advice and specialist assessments are required from a variety of external agencies (Educational Psychologist (EP), SALT, Physiotherapist etc.)
- Child Plan or Play Plan reviewed and new targets created in collaboration with class teacher, SENCo and a variety of external agencies. (Educational Psychologist, SALT, Physiotherapist etc.)

Children at Band C might require an application for statutory assessment if school/external agencies/parents feel this is necessary.

Statutory Assessment

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the Local Authority to carry out a statutory assessment of their needs. The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 9 of the Code of Practice 2014.

Education, Health, Care Plan

Following statutory assessment, a child can be issued with an Education, Health, Care Plan. EHCPs are based on coordinated assessments from all of the services involved with the child or young person. The plans focus on outcomes and say how services will work together to meet the needs of the child or young person.

Consulting and involving pupils and parents

All parents of children with special educational needs are partners in the SEND process.

They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN framework
- participate in consultations about their child
- have access to information, advice and support

To make communications effective professionals will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the child's strengths as well as areas of additional need
- ensure that parents understand procedures and are able to contribute. Parents are invited to termly Child plan reviews with the SENCO/Class teacher.
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints

Voice of the child

All children are encouraged to participate in discussions about their learning and to feel that their views are valued. Pupils are usually present for at least part of review meetings, depending on their level of maturity to share their wishes and views with families and staff.

Assessing and reviewing pupils' progress towards outcomes



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

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.

Assessment for learning takes place within lessons. Teachers and teaching assistants who are carrying out interventions record the child's progress. Formal assessment takes place through the use of teacher assessment, reading ages, spellings, and summative assessments such as SATs. These are analysed as part of our pupil progress meetings and form the basis for further action/intervention strategies. Specific assessments are considered for specific educational needs.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. When necessary new targets are written based upon -

- 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

Supporting pupils moving between phases and preparing for adulthood

We will share information with the 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.

Transitions can be difficult for a child with SEN, and we take steps to ensure that any transition takes place as smooth as possible.

If a child is joining us from another school/pre-school setting:

- The SENCO/head teacher will meet with the appropriate professionals from the setting to discuss the child's transition/SEN needs and to ensure a hand over the appropriate documents.
- The child will be invited to visit our school and stay for a taster session, if this is appropriate

If a child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for the child.
- Where possible, a planning meeting will take place with the SENCO/class teacher from the new school.
- We will ensure that all records are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance.
- All children will experience transition days where they can be with their new teacher and in their new classroom for a number of days.
- Child plans will be shared with the new teacher.
- Parents are invited to meet the teacher
- Where appropriate, social stories will be used and extra visits to the new class to ensure a smooth transition.



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Year 6 transition to high school:

- The SENCO/class teacher will discuss the specific needs of pupils with the SENCO of the child's mainstream or specialist secondary school.
- Where possible, children will visit their new school on several occasions, and in some cases staff from the new school will visit our school.
- Transition meetings will be arranged for the SENCO to pass on all paperwork to the new SENCO.

Our approach to teaching pupils with SEN

Quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Teachers are responsible for identifying and responding to the learning needs of all children. The teacher must be aware of any difficulties and the possible solutions to it. The curriculum must be delivered to all children in the best way to suit each child, i.e. differentiation. This must apply equally to both SEND and the gifted child.

Many things need to be considered when planning for differentiation:

- assessment of need
- ensuring the child's strengths are used to build confidence, self-esteem and maintain motivation
- matching demands to levels of attainment using a multi-sensory approach to give pupils the opportunity to learn effectively in a way suited to their ability
- including work recorded in different formats
- providing a range of activities to ensure participation
- providing similar work for a group but allowing different outcomes
- allowing sufficient repetition to consolidate skills
- allow time for reflection
- ensuring the pace of the lesson takes account of the difference between individuals support arrangements

We will also provide the following interventions:

- Wellcomm and Neli intervention programme (Speech and Language)
- Social groups – such as Lego Therapy
- Phonics intervention groups – Bounce Back Phonics
- Colourful Semantics
- Power of 2 maths intervention programme
- Precision spelling
- Reading booster sessions

Adaptations to the curriculum and learning environment

Differentiating and adapting the learning environment for our pupils takes many forms -

- alternative ways of presenting the material (e.g. over-lays and coloured paper when necessary)
- multi-sensory activities
- reduction in volume of material
- reduction in complexity of material, visual timetables and now and next boards to aid transitions
- altering reading demands
- pupil grouping to ensure all children can access learning
- a variety of options, considering varied learning styles
- clear purpose to everything
- teaching and reviewing



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- Support staff are deployed according to their expertise across year groups and not confined to one class.
- Calm boxes, fidget toys and safe spaces for pupils as they need.

Additional support for learning

Teaching assistants are trained to deliver interventions such as phonics, Wellcomm, Neli, numicon, colourful semantics, precision spelling, Power of 2.

Teaching assistants will support pupils on a 1:1 basis when pre-teaching vocabulary or a skill is necessary, daily reading activities, delivering social stories or following a speech and language programme.

Teaching assistants will support pupils in small groups when social activities are a focus or activities such as precision spelling. Support staff will also work within the classroom to enable the teacher to work with identified children.

Expertise and training of staff

Our SENCO has NASENCO qualification and is experienced in this role. They have allocated hours a week to manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

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

We use specialist staff for dyslexia support and two members of staff who are Elklan trained.

Securing equipment and facilities

The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. Children with an 'Education, Health Care Plan' will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets.

Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions through provision maps each term
- Monitoring by the SENCO including pupil voice and staff reviews.
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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 sports day, school plays and school trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

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



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- Pupils with SEN are encouraged to be part of the school council
- During break times pupils with SEN are also encouraged to be part of playground games to promote teamwork/building friendships. Social stories and scripts are used within school to support this.

We have a zero-tolerance approach to bullying.

Working with other agencies

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

Local Authority Provision delivered in school

- Educational Psychology Service
- Learning Support Service
- Sensory Service for children with visual or hearing need
- Parent Partnership Service

Health Provision delivered off site or in service via prior agreement

- School Nurse
- SALT (Speech and Language Therapy)
- Occupational Therapy (OT)
- Physiotherapy
- CAMHs
- School counselling team
- EMTAS – Salford Ethnic Minority and Traveler Achievement Service

Complaints about SEN provision

If the complaint relates to an issue regarding the school's SEN support for a child please initially talk to the school's SENCO and then please follow the school's complaints procedure. If you feel then that an unsatisfactory outcome is reached please then contact the Local Authority SEN department. Should the complaint relate to the statutory assessment of Special Educational Needs, then there is a different complaints process which should be followed and you should email complaints.cs@salford.gov.uk in the first instance.

Contact details of support services for parents of pupils with SEN

Our local offer document outlines about how our school supports children (3 – 11 yrs) with SEND.

The Local Offer (LO) is a statutory document for parents in understanding the range of services and provision available at our school. (Children and Families Bill 2014)

Contact details for raising concerns

SENCO – Mrs Sarajayne Baird sara.baird@salford.gov.uk

SEN Governor – Mrs Jill Hughes J.Hughes-gov@ellenbrookprimary.uk

Headteacher – Mr. Roger Blackburn roger.blackburn@salford.gov.uk

The local authority local offer

Our local authority's local offer is published here: [Local Offer: For children and young people with SEN or disabilities • Salford City Council](#)

Monitoring arrangements

This policy and information report will be reviewed by Mrs Sarajayne Baird (SENCO) **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.



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Links with other policies and documents

This policy links to our policies on -

- Behaviour
- Equality information and objectives
- Safeguarding/Keeping Children Safe in Education

Headteacher:	Roger Blackburn	Date:	13/07/2021
Chair of Governors:	Suzanne Charlesworth	Date:	13/07/2021
Policy Number:	[Title]		

