

SEN Information Report – Ellenbrook Primary School

Contact Details

- School SENCo- Mrs Sarajayne Baird
- Head Teacher- Mr Peter Marks
- SEN Governor- Ms Dawn Hardie

How Ellenbrook provides support for SEN children

Our school provides support for pupils across the four areas of need as defined in the SEND Code of Practice 2014

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

1. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEN

- The progress of all our children is closely monitored each half term. Pupil progress meetings are held between the head teacher and individual class teachers. The SENCo is responsible for monitoring the SEN register. Staff are continually assessing and evaluating the impact of their teaching on all pupils. In line with the 2014 Code of Practice a graduated response, as follows is made to pupils who have SEND: 1)Monitor 2)Support Band A 3)Support Band B 4) Support Band C 5) Statutory Assessment 6) EHCP.
- Firstly, if any concerns arise then a discussion will take place between the class teacher and SENCo and next steps discussed.
- This is usually followed up with a meeting with parents/carers 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 being made, it may be beneficial to involve outside agencies to carry out further assessments to identify the strengths and weaknesses of the child. The results of these assessments will be the basis of the child's child plan which will then be created to document detailed targets. This will be evaluated at the end of each term, by the child, the teacher and the parent. Parents will be invited in to discuss the targets with the SENCo or class teacher.

- Those children who have significant difficulties and complex needs may require an Education, Care Health Plan (ECHP). This is a statutory document which sets out objectives, strategies, resources and provision required for the child to make progress. There may be extra funding available to assist with this.
- The same process would take place with a LAC (Looked After Child) However social worker and other professionals would also be involved at the initial meeting. These next steps would form the targets on the child's PEP (Personal Education Plan).
- Our school SEN policy can be viewed on the school website at <http://www.ellenbrookschool.com/documents-and-policies/>

2. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including
 a. How the school evaluates the effectiveness of its provision for such pupils

Ellenbrook prides itself on providing excellent support for all our SEN children. We provide a wide variety of intervention programmes and additional support (see section) We expect children to make good/outstanding progress with this support. We need to make sure that the interventions we provide allow this to happen. If not, then we look at alternative provisions.

- Where support additional to that of normal class provision is required, it will be organised through the class teacher, SLT and SENCO.
- This will include: differentiation in class, TA support and small group support where possible.
- When a child takes part within small group sessions or intervention groups, their progress will be monitored half-termly and logged in their child plan. This will clearly measure the impact upon the child's learning. Progress is then shared with the parents during meetings where necessary.
- If a child is not responding effectively to intervention, i.e. if there is no change in their progress, groups will be revised and new methods considered, where appropriate.
- If more advice is required, the SENCo will contact the appropriate service within the Learning Support Service. SENCo may also, with parental consent seek advice from the school's Educational Psychologist
- Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment – applying for an EHC Plan. Parents will be fully consulted at each stage. Each of these intervention bands are detailed in appropriate sections of our policy. Through joint parent-teacher partnership, all monitoring will be shared so that everyone involved will be aware of the support in place, as well as the impact it is having in supporting the child's needs. This will also be done through reviewing the children's termly child plans and ensuring targets are being met. A copy of the child's plan is given to and signed by the parents/carers.

b. The school's arrangements for assessing and reviewing the progress of pupils with SEN

- The progress of all pupils in school is assessed half termly by the head teacher and class teacher through scheduled Pupil Progress Meetings. However, child plans are evaluated on a termly basis by the class teacher, pupil, parents/carers & SENCO. Discussions take place between the SENCO and class teachers and any children who are 'causing concern' are raised. Children who have an Education Health Care Plan (EHCP) have an annual review to discuss the targets set out in the original EHCP. Professionals from outside agencies may also be invited, alongside the SENCO, Headteacher, class teacher and parents/carers to discuss the objectives set out in the EHCP.
- These are the more formal arrangements; however parents are invited to come in for a more informal meeting if they have any concerns about their child's progress or wellbeing. The SENCO can be contacted via the school office. It is essential to have good communication between home and school for optimum progress to be made.

c. The school's approach to teaching pupils with SEN

We support the National Curriculum Inclusion Statement, which states:

"When planning and teaching, all teachers must set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning. All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Lessons should be planned to ensure that there are no barriers to every pupil achieving." This is also outlined in the SEND Code of Practice 2015

We believe every child should be allowed to reach their fullest potential.

Ellenbrook ensures that this happens by the following means:

- Pupil progress meetings
- Pre-learning
- Precision teaching
- Scaffolded prompts
- Teaching Assistant Support
- 1-2 & small group support
- Planned intervention programmes

All of these are carefully monitored half termly to ensure progression

d. How the school adapts the curriculum and learning environment

Our school understands the importance of differentiation in enabling children to access the curriculum depending upon their needs. It is dependent on the individual child's particular/specific needs, as well as the funding given to support the child, as to how children can best access the curriculum.

This is often done through Quality First Teaching which incorporates;

- class task differentiation
- group support (both in and outside of classes)
- Use of Class Teacher support, Teaching Assistant support and specialist one-to-one support where applicable.
- The curriculum will be adapted, where it is required, as will the learning environment.
- Teachers and teaching assistants appropriately pace the lesson, recognise achievement and reward as necessary.

- Additional support for learning that is available for pupils with SEN

Additional Support:

- Teaching assistants are employed and used to support and enhance learning for all pupils.
- Smaller group work to support and enhance learning including literacy and numeracy booster sessions
- 1-1 individual support for Literacy, Numeracy, Speech and Language programmes
- Word walls and individual resources to support learning i.e. word books, key vocabulary.
- Pre-teaching of topics - Elklan Strategies
- Differentiated activities, learning and resources.
- Teaching linked to pupils' specific needs

Interventions

- We use a wide variety of programmes. Please See the list below
 - Social stories
 - First Class at Number
 - Better readers
 - Power of 1, Power of 2

e. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum; and the wider school life

Extra-curricular activities are offered on a rota system throughout the school year. These clubs include

- Choir
- Multi-sports
- Gymnastics
- Judo
- Fencing
- Basketball
- Archery
- Rounders
- Lacrosse
- Netball
- Dance
- Booster groups

- These clubs are available to all our children (key stage permitting). Under the 'reasonable adjustment duty' changes can be made in order to accommodate children with a specific requirement.
- Percentages of attendance of SEN children at extra-curricular activities is regularly monitored by the SENCo

f. Support that is available for improving the emotional and social development of pupils with SEN

At Ellenbrook

- We have a TA experienced in interventions such as a self-esteem programme, for pupils who have been identified as having social and emotional barriers to learning. During these sessions we aim to raise self-esteem and confidence, help pupils to manage pressures and difficult times in their lives, encourage them to achieve, support them in developing friendships and learn about their social and emotional skills and how to improve these.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO

The SENCo at Ellenbrook Primary School is Mrs Sarajayne Baird.

5. Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured

- Professional Development is in place for all members of staff at Ellenbrook Primary. This means that each year all staff evaluates their own training needs as part of their professional development meeting. The Senior Leadership Team and SENCo monitor the needs of the children and identify any training which needs to take place.
- A number of teaching assistants at Ellenbrook are Ekklan trained.
- There are staff trained in interventions such as First Class at Number, Better Readers and Phonics.
- Staff work very closely with a variety of therapists and our Educational Psychologist, Janet Muscutt. Their support will be sought when deemed necessary.
- Mrs Baird (SENCo) has also completed the National SENCO Award/Postgraduate Diploma in SEN and Inclusion.

6. Information about how equipment and facilities to support CYP with SEN will be secured

- There is a designated budget for SEN which is monitored to ensure 'best value'. On-going monitoring and evaluation together with the strategic planning of SEN ensures that all children's needs are met through careful targeting of both human and material resources.
- School can also apply for Temporary Additional Funding (TAF) to support children with SEND for up to two terms in exceptional and emergency situations, in order to allow the school time to gather together evidence to support a submission to request statutory assessment. School must have parental consent to the application being made. TAF is managed by the SEN Caseworker Team and issued at the discretion of the SEN Part 3 Panel.

7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child

- Parents/carers are invited to a review meeting with the SENCo or class teacher each term to discuss their child's progress and also to discuss next steps. However, parents/carers are welcome to contact school at any time to discuss any issues or concerns they may have; face to face

meetings, phone calls, emails are all ways parents can share their views and opinions. In addition to this, during the school year there are 2 Parents Consultations with the child's class teacher. All children take home an annual school report at the end of each academic school year.

- For a child with an EHCP, annual review meetings are held within school. Where the child is under 5 years old, reviews are held every 6 months. Parents and external agencies involved with child are invited to the annual review meetings to discuss the child's progress and next steps. Both Parent and Pupil's views are gathered as part of the annual review process.

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

We value and celebrate each child's views on all aspects of school life. If a child has an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

SEN pupils play a huge part in evaluating their own progress and help to develop the next steps in their learning.

- Child plan targets are shared between pupil and teacher in the child plans and evaluated after sessions and then at the end of a half term. Provision/resources can be changed /adapted, so if a teacher/parent/carer/pupil suggests an alternative way to achieve a specific target, then this is considered.
- We also have an established school council where pupil voice is heard in relation to different aspects of school life. Our SEN children are effectively represented on the school council

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

- Stage 1: The complaint is dealt with by the class teacher. If the matter remains unresolved:
- Stage 2: The complaint is dealt with by the SENCo, Mrs Baird If there is still no resolution:
- Stage 3: The Head Teacher should become involved. If the matter is still not resolved, the complainant should put their complaint in writing to the Chair of Governors, Mrs Suzanne Charlesworth.
- Stage 4: The Governing Body deals with the matter through the agreed complaint resolution procedures.
- In the unlikely event that the matter is still not resolved, the parents can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

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 SEN and in supporting the families of such children

- Ellenbrook Primary School works very closely with the school's Educational Psychologist (Janet Muscutt) in assessing Special Educational Needs. Once a decision, in conjunction with parents/carers, has been made to involve the EP, a referral is made. A date is set and the EP comes to school to carry out a classroom/playground observation. This is followed by a one-to-one assessment.
- If the child is EAL, then a translator will be brought in for the assessment.
- This will usually be followed by a meeting with parents although this will not be the same day.
- 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 an LAC, permission may be given by the carer or the social worker). Parents are responsible for taking their child to all speech and language appointments.
- 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 Autistic and Dyslexic children. We work closely with the school nurse and continue to have good links with the community paediatricians and CAMHS (Child and Adolescent Mental Health Services).
- 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 where the need is and who is best suited 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

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

<p><i>Salford Information Advice and Support Service</i> <i>Unity House</i> <i>Salford Civic Centre</i> <i>Chorley Road</i> <i>Swinton</i> <i>M27 5AW</i></p>	<p><i>0161 778 0335</i> <i>siass@salford.gov.uk</i></p>
<p><i>For children aged 0-5</i> <i>Early Support/Portage Home Visiting Team/Inclusion Officers</i> <i>Starting Life Well</i> <i>Unity House</i> <i>Salford Civic Centre</i> <i>Chorley Road</i> <i>Swinton</i> <i>M27 5AW</i></p>	<p><i>0161 793 3275</i></p>
<p><i>Statutory Assessment Team</i> <i>Burrows House</i> <i>10 Priestley Road</i> <i>Wardley Industrial Estate</i> <i>M28 2LY</i></p>	<p><i>0161 778 0410</i></p>
<p><i>Learning Support Service (LSS)</i> <i>c/o Moorside High School</i> <i>57 Deans Road</i> <i>Swinton</i> <i>M27 0AP</i></p>	<p><i>0161 607 1671</i></p>
<p><i>Educational Psychology Service</i> <i>Burrows House</i> <i>M28 2LY</i></p>	<p><i>0161 778 0476</i></p>
<p><i>Children with Disabilities Social Work Team</i> <i>Salford Civic Centre</i> <i>Chorley Road</i> <i>Swinton</i> <i>M27 5DA</i></p>	<p><i>0161 793 3535</i></p>

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>	<p><i>City Skills Sixth Form Centre - 50 Frederick Road, Salford, M6 6QH</i></p> <p><i>Eccles Sixth Form Centre - Chatsworth Road, Eccles, Salford, M30 9FJ</i></p> <p><i>FutureSkills - Dakota Avenue, Salford, M50 2PU</i></p>

			Pendleton Sixth Form Centre - Dronfield Road, Salford, M6 7FR Walkden Sixth Form Centre - Walkden Road, Worsley, Salford, M28 7QD
<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>			0161 603 4500
<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>			0161 793 3535
13. Information on where the local authority's local offer is published The local authority's local offer can be published on: http://www.salford.gov.uk/localoffer.htm The local offer for Ellenbrook Primary School can be viewed on http://www.ellenbrookschoo.com/docs/school-policys/local-offer-ellenbrook-community-primary-school-2014.pdf			