

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

Our school is an inclusive school that recognises some pupils face barriers to attendance, participation and achievement.

At St. Gilbert's RC Primary School we work hard to accommodate the needs of all our pupils including pupils with SEN and we try to ensure that all pupils have an equal opportunity to engage in the curriculum by placing the following at the centre of our ethos and practice:

- i. Provide equality of educational opportunity for all pupils in a caring, supportive and inclusive environment.
- ii. We recognise the importance of early identification and assessment of pupils with additional educational needs. We develop practices and procedures, with which we will aim to ensure that all pupils' additional educational needs are identified and assessed.
- iii. We recognise that some pupils need additional to and different from support to provide appropriate access to a broad and balanced curriculum.
- iv. Facilitate the all-round development of our children by promoting the 'Every Child Matters' and 'Dyslexia Friendly' agendas and provide experiences that meet their intellectual, social, physical and spiritual needs.
- v. Provide the facilities necessary to enable all of our children to achieve their full potential in all areas, whether intellectual, social, physical or spiritual.
- vi. We recognise the vital role of parents/carers in the identification, assessment and response to their child's special educational needs. We work in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.
- vii. We will make every effort to involve the child in the decision-making about their special educational provision.
- viii. We will actively support the establishment and maintenance of close links with all agencies working with the child with SEND.

The school follows good dyslexia friendly practices, with the majority of staff having attended specific dyslexia training.

The school has a toilet, which has been adapted for disabled access. This space also incorporates intimate care facilities. The area is

located in the main school building. The entrance is wheelchair friendly.

Due to the limited space in our building, we do not have any withdrawal space to offer specialist facilities to address physical/sensory needs i.e. nurture/sensory rooms.

Further information can be found in our Local Offer and in our SEN Policy. Both of these documents are available on the school website.

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

When identifying a pupil with potential SEN the following elements of assessment are explored and considered. It is important to note that not all assessments would be relevant in identifying a child's needs.

Regular Assessment

- RWI assessments are carried out on all reception and key stage one children approximately every 10 weeks. The data gathered informs the streaming of children.
- Phonics Screener is given to all Year One children in June and also to Year Two children who didn't achieve the expected result in the previous year.
- Puma - maths (Y1-Y6, Reception Summer Term)
- Pira - reading (Y1-Y6)
- Rising Stars SPaG
- Single Word Spelling Test (Y1-Y6)
- Golden Writing (Reception-Y6)
- High Frequency words (Reception-Y3)
- RE Forever (Reception-Y6)
- NFER Reception Baseline

Additional Assessment

- Dyslexia Screener
- Salford Sentence Reading Test
- Parental Information
- Handover from previous teacher
- Teacher observation and assessment
- Classroom based observation

External Agencies

- Speech and Language
- CAHM's

- Standardised Tests
- Educational Psychologist
- Occupational Therapy
- Community Paediatrician
- Learning Support Service
- Vision/audiology
- Caritas

If concerns are raised about a child's behaviour, we would first consider whether there are possibly any potential underlying difficulties. Parents would be approached and a conversation would take place around any potential issues that could be a trigger for the change in behaviour. All staff involved with the child would have an opportunity to contribute their thoughts to gain a bigger picture and analyse if there are any emerging patterns to the behaviour. External agencies such as the Learning Support Service will be contacted to offer advice around specific strategies to support a child with their behaviour needs.

Parents will be consulted if we feel that their child has a SEN and will be involved in supporting their child to meet very specific targets and address their needs. This will take the form of an Individual Education Plan.

For further information, parents can refer to the SEN Policy which is available on the school website.

3. 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

We use assessment information measured against the rate of progress that a child is making. This data will be analysed before a child receives a specific intervention and then compared against the data post intervention. This will provide a clear picture of how effective the intervention has been and the impact it has had on progress. Children who have not made expected levels of progress will be highlighted and the provision reviewed.

We use a costed provision mapping tool to show the frequency of intervention a child is receiving.

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

Children with an ECHP will have a review within the first 6 months of issue and then annually after that.

Children who have an IEP have termly reviews that involve teachers and parents. The progress of a child is evaluated and shared. New targets are discussed and agreed.

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

When planning and teaching the National Curriculum, all teachers must set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment.

We aim to ensure that all pupils have the opportunity to experience success in learning and achieve as high a standard as possible.

Teachers plan suitable learning for all pupils and adapt the plans to cater for pupils with attainments significantly above or below the expected key stage levels.

All teachers:

- set high expectations and provide opportunities for all to achieve
- take account of legislation requiring equal opportunities
- take specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.

For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

Children with SEN

Teachers:

- take account of the type and extent of a pupil's special educational needs in planning and in assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experience
- plan to enable children to take full part in learning, physical and practical activities
- help pupils to manage their behaviour, to take part in learning effectively and safely
- help individuals to manage their emotions, particularly trauma and stress, and to take part in learning

Children with disabilities

Not all pupils with disabilities necessarily have special educational needs. Teachers take action however, to ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements.

Teachers:

- plan enough time for satisfactory completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals

Within Nursery, Reception and Key Stage One, children are streamed for Literacy following the Read, Write, Inc programme. These groupings are decided based upon the analysis of relevant assessment. These groupings are reviewed at each assessment period.

d. How the school adapts the curriculum and learning environment

Differentiation by:

- Grouping - small group/1:1/ability/friendship /peer partners
- Content
- Teaching style (VAK)
- Lesson format - thematic units/games, simulations, role-plays, discovery learning
- Pace
- Alternative recording methods - scribing, use of ICT, mind-mapping, photographs etc.
- Outcome
- Resources
- Support level
- Rewards

e. Additional support for learning that is available for pupils with SEN

Specific Interventions used:

- Time to talk
- Toe by Toe
- Power of Ten
- Touch Type
- Precision Teaching
- When my worries get too big
- Interventions delivered by Caritas

f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum

Extra curricular activities and clubs are made available to all children and are subject to change on a half term basis. They include:

- Football
- Basketball
- Tag Rugby
- Multi-skills
- Cookery
- Art
- Choir
- ICT - Code Club
- Multi-skills
- Photography

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

The range of activities we use include:

- Circle time
- SEAL
- Time to Talk
- When my worries get too big
- Guided group activities around sharing/turn taking
- Specific Interventions from Caritas

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

Mrs Jennifer Boslem
0161 789 5035

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

We have one member of staff that has undertaken the ELKLAN training to support speech and language needs and another that has just began the training. We adopt good practices in the classroom to support dyslexia.

Staff development needs are identified through performance management and appraisals. We discuss any SEND issues termly during staff meetings.

Any courses that are attended by the SEND Leader are shared with the rest of the staff during weekly staff meetings.

Staff have received training about restorative practice, extremism, internet/social media awareness.

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

Many, but not all 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. This does not mean schools have to anticipate every possible auxiliary aid and service that might be required by current or future disabled pupils, but that they should anticipate those auxiliary aids and services which it would be **reasonable** to expect may be needed.*

Auxiliary aids could include:

- A piece of equipment*
- The provision of a sign language interpreter, lip-speaker or deaf-blind communicator*
- Extra staff assistance for disabled pupils*
- An electronic or manual note taking service*
- Induction loop or infrared broadcast system*
- Videotapes*
- Audio-visual fire alarms*
- Readers for people with visual impairments*
- Assistance with guiding.*

You should therefore note here your school's procedure for providing a piece of equipment should the need arise or for building up an improved range of equipment in anticipation of a future need arising.

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

During parent consultations in October and March, parents are provided with a report which comments on whether their child is making the expected level of progress in reading, writing and maths. Parents of children who have an IEP could be invited to a separate meeting review their child's progress and discuss and decide new targets if it has not been discussed at the consultation evening. When a child has been involved with an external agency, parents are initially invited in to give their consent and then again to discuss the outcomes and advice of the professionals involved.

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

Targets are shared with children so they are aware of what they are working towards. Prior to review, the SENCO meets with a child to discuss their views, wishes and feelings about school, home, family, friends, aspirations etc. Children can attend their review, if deemed appropriate, to discuss their progress.

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 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,

Stage 2: The complaint is dealt with by the SEND Leader or by a senior manager. If there is still no resolution,

Stage 3: The Headteacher 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.

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

We consult a range of professionals for advice about a child with a SEN.

These include:

- Educational Psychologists
- Speech and Language
- CAMH's
- Starting Life Well
- Educational Welfare
- Occupational Therapy
- Learning Support Service
- School Nurse/Health Visitor
- Caritas

The Education, Health and Care planning process will mean 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

Parent Partnership Unity House Salford Civic Centre Chorley Road Swinton M27 5AW	0161 778 0538
For children aged 0-5	0161 793 3275

<p><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>Statutory Assessment Team</i> <i>Burrows House</i> <i>10 Priestley Road</i> <i>Wardley Industrial Estate</i> <i>M28 2LY</i></p>	0161 778 0410
<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>	0161 607 1671
<p><i>Educational Psychology Service</i> <i>Burrows House</i> <i>M28 2LY</i></p>	0161 778 0476
<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>	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

Sometimes you will want to plan a longer, more structured transition into the next phase of education for a child with SEN.

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)</i>	<i>0161 793 2286</i>

		<i>within Adult Services)</i>	
		<i>Transition Coordinator</i>	0161 793 2298
		<i>Connexions</i>	0161 603 6850
		<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> <p><i>Pendleton Sixth Form Centre - Dronfield Road, Salford, M6 7FR</i></p> <p><i>Walkden Sixth Form Centre - Walkden Road, Worsley, Salford, M28 7QD</i></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>			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
<p>13. Information on where the local authority's local offer is published <i>The Local Offer in Salford (LOIS) can be found at this location:</i> www.salford.gov.uk/localoffer.htm</p>			