



Brentnall Community Primary School

SEN INFORMATION REPORT

SENCO	Mrs. Emily Mendham
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Head of School	Mrs. Rebecca Clyne

THE KINDS OF SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE FOR AT OUR SCHOOL

Our school is an inclusive community school where every child is encouraged to develop a range of skills, allowing them to become resilient, reflective, respectful and resourceful lifelong learners. We aim to address children's needs and support their development in the most appropriate way possible and celebrate efforts and achievements. Our school's SEND and behaviour policies are available on this website, detailing our philosophy in relation to special educational needs.

- Our teaching, learning and pastoral team have a range of experience and training to be able to plan, deliver and assess Quality First Teaching and intervention programmes to support individual pupil needs.
- SEND training forms part of the continuing professional development of all staff and is organised in accordance with the needs of our children.
- The school works closely with other local schools, the Local Authority SEND team and shares training opportunities. Expert advice and training is sought where appropriate.
- The SEND Coordinator is part of the senior leadership team, who meet on a weekly basis.
- In line with the assessment policy of the school, a 'Plan, Do, Assess & Review' process is completed regularly. All children who have been identified as having additional needs are discussed; progress and attainment is reviewed.
- Our school's Accessibility Plan outlines adaptations made to the building to meet particular needs and enhance learning.

Additional provision is made in school for children in our school with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties – dyslexia, dyspraxia
- Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy
- Communication and Interaction – autistic spectrum condition, Asperger's Syndrome & speech and language difficulties
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder.

WHAT ARE THE SCHOOL'S POLICIES WITH REGARD TO THE IDENTIFICATION AND ASSESSMENT OF CHILDREN WITH SEND?

Our school's Assessment Policy (which is available in school) outlines the range of assessments regularly used throughout the school. Additional and different assessment tools, for example, 'SOLAR', may be required when children are making less than expected progress or are working significantly below expected age-related expectations. This can be characterised by attainment/progress which:

- is significantly slower than that of their peers
- is significantly slower than the child's previous rate of progress
- shows the attainment gap between the child and their peers is increasing
- indicates a noticeable event has happened in a child's life has affected their attainment or progress

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties, which are reviewed regularly at our Performance and Progress meetings. The pastoral support team, led by a member of SLT, will gather information and put into place any interventions deemed necessary, including seeking additional support from external agencies.

Parents are always informed if school staff consider that their child has an additional need and parents and children are involved in the planning to meet the need. We support parents to access medical checks to discount these aspects as possible underlying causes of learning issues.

Where it is deemed necessary for a child to be assessed for a specific additional need, school commissions the services of an independent Speech and Language Therapist & Educational Psychologist. Further information relating to identification and assessment of children with SEND can be found in our SEND Policy document.

WHAT ARE THE SCHOOL'S POLICIES FOR MAKING PROVISION FOR CHILDREN WITH SEND WHETHER OR NOT THEY HAVE EDUCATION, HEALTH AND CARE PLANS?

A) HOW DO WE EVALUATE THE EFFECTIVENESS OF PROVISION FOR CHILDREN WITH SEND?

- Use of a costed provision map to measure progress and achievement
- Evaluation of individual targets on a 9-weekly cycle
- Use of assessment information/progress rates etc. pre- and post- interventions
- Use of attainment and progress data for children with SEND across the school as part of whole school tracking (Target Tracker) of children's progress in terms of age-related expectations
- Use of 'SOLAR' to track children who are working significantly below age-related expectations
- Monitored by the SEN Coordinator, SLT and governors

B) WHAT ARE OUR ARRANGEMENTS FOR ASSESSING AND REVIEWING THE PROGRESS OF CHILDREN WITH SEND?

- Our school's Assessment Policy (available in school) outlines the range of assessments regularly used throughout the school. Children who are working significantly below age-related expectations are teacher-assessed, which is moderated by Senior Leaders.
- A cycle of consultation meetings based on the 'Plan, Do & Review' model takes place throughout the year for children involved with our Educational Psychology service
- An Annual Review is held for children with EHC plans; interim reviews can also be arranged throughout the year if deemed necessary
- When children are assessed by the SEN Coordinator or by external agencies, meetings take place with the parents/carers and the class teacher to discuss the findings and how best to address need and meet targets, interpreters can be organised if necessary.
- When assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the classroom is provided as far as is permitted during tests
- Initial concerns about a child's progress are discussed with the SEN Coordinator and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

C) WHAT IS OUR APPROACH TO TEACHING PUPILS WITH SEND?

- The values and vision of our school permeates through our daily teaching, allowing all of our children to learn, respect and succeed.
- We work in partnership with all of our families and external agencies to promote high aspirations a reality for every child, taking specific action to create effective learning environments, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- Quality First Teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve.
- Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SEN Coordinator and all staff members have important day to day responsibilities. All teachers are teachers of children with SEND.
- A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.

- Children with SEND may receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEN in planning and assessment; they provide appropriate support for communication.
- Teachers plan to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively.
- At Brentnall, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SEN Coordinator and teacher assessment.
- We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements.

D) HOW DO WE ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT?

- The curriculum is scaffolded and differentiated to meet the needs of all our children. See our Teaching & Learning policy.
- School seeks and acts upon advice received from external agencies.
- Small group rooms are available provide quiet work areas for 1:1 or small group work.

E) WHAT ADDITIONAL SUPPORT FOR LEARNING IS AVAILABLE FOR CHILDREN WITH SEND?

- There are currently approximately 250 children on roll. We employ and provide a high staff to pupil ratio which maximises learning potential for all our children. Some TAs are deployed in classes to support children on a 1:1 or small group basis.
 - We follow the Code of Practice for SEN
 - We teach a differentiated curriculum to ensure that the needs of all children are met
 - We implement and evaluate individual plans
 - A large number of intervention programmes are in place for children who require additional support
- For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. educational psychologist, speech and language therapists, occupational therapists and specialist teachers. Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home
- In addition to working closely with our external colleagues, we commission the services of a Speech & Language therapists who works directly with children in school and provides training, advice and support to staff with regard to individual children and general or specific speech and language issues
- Specific resources or strategies are in place for many children recommended by external agencies

F) WHAT ACTIVITIES ARE AVAILABLE FOR CHILDREN WITH SEND IN ADDITION TO THOSE AVAILABLE IN ACCORDANCE WITH THE CURRICULUM?

- All extra-curricular activities (listed on this website) are available to all our children.
- Before and after school care is available to all our children.
- Our residential trip is open to all children.

G) WHAT SUPPORT IS AVAILABLE FOR IMPROVING THE EMOTIONAL AND SOCIAL DEVELOPMENT OF CHILDREN WITH SEND?

- Specialist advice from our Educational Psychologist
- Specialist advice from medical practitioners

- A pastoral team who deliver a wide range of interventions based on developing the social and emotional wellbeing of children.

WHAT IS THE NAME OF THE SEND COORDINATOR AND CONTACT DETAILS FOR THE SEND COORDINATOR?

Our Inclusion leader/SEN Coordinator is Mrs. Emily Mendham who can be contacted via the school office.

WHAT IS THE LEVEL OF EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN WITH SEN AND HOW WILL SPECIALIST EXPERTISE BE SECURED?

- Our SEN Coordinator has SEN experience in two different authorities and holds the NASENCO qualification.
- Our SEN Coordinator attends 'Special Educational Needs Co-ordinator Cluster Meetings' throughout the year.
- Our SEN Coordinator organises training on a needs basis and also staff may request specific training.

HOW IS EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN WITH SEND SECURED?

- Through discussion with specialist agencies involved.
- Through discussion with parents.
- Through discussion with our headteacher.
- Disabled access is available in the main building and the upper school building.
- We regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required). Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with visual impairments.
- Our school's Accessibility Plan (available on this website) outlines adaptations made to the building to meet particular needs and enhance learning.

WHAT ARE THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SEND ABOUT AND INVOLVING SUCH PARENTS IN THE EDUCATION OF THEIR CHILD?

- Throughout the year there are 2 Parents' Evenings and there is an end of year annual report to parents.
- Individual pupil targets are discussed at meetings on a 9-weekly basis; these are evaluated and recommendations for new targets discussed.
- Our parents appreciate the 'open door' policy whereby the SEN Coordinator is easily contactable via the school office/telephone/e- mail. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up.
- As required or as requested by parents to discuss particular aspects of a child's SEND; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child.
- Progress and outcomes are also discussed during consultation meetings with our Educational Psychologist; parents are given a report and discussion takes place regarding the outcomes of any EP assessments/observations.
- Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings.
- The progress of children holding an EHCP is discussed at their annual review (interim reviews may also be called as necessary). At Y5 annual reviews transition to high school is considered with discussion involving parents and the LA. At Y6 annual reviews the SEN Coordinator of the receiving high school is usually invited to attend.

WHAT ARE THE ARRANGEMENTS FOR CONSULTING CHILDREN WITH SEND ABOUT AND INVOLVING THEM IN THEIR EDUCATION?

- Individual targets are reviewed with children.
- Children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their strengths and areas for development.

WHAT ARE THE ARRANGEMENTS MADE BY THE GOVERNING BODY RELATING TO THE TREATMENT OF COMPLAINTS FROM PARENTS OF CHILDREN WITH SEND CONCERNING THE PROVISION MADE AT SCHOOL?

- It is in everyone's interests for complaints to be resolved as quickly as possible and our SEN complaint procedure follows the school's complaint procedure.

HOW DOES THE GOVERNING BODY INVOLVE OTHER BODIES, INCLUDING HEALTH AND SOCIAL SERVICES BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS IN MEETING THE NEEDS OF OUR CHILDREN WITH SEND AND IN SUPPORTING THE FAMILIES OF SUCH CHILDREN?

- School commissions the services of an independent speech and language therapist to work directly with children in our school and to provide advice and support to staff in addressing speech and language needs throughout the school.
- External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from a member of the Educational Psychology Service.
 - The speech and language therapy (NHS) involved with individual children, support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children
 - School maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND
 - Our School Health Practitioner is available for advice and attends meetings.

WHAT ARE THE CONTACT DETAILS OF SUPPORT SERVICES FOR THE PARENTS OF CHILDREN WITH SEN, INCLUDING THOSE FOR ARRANGEMENTS MADE IN ACCORDANCE WITH CLAUSE 32?

Salford Information and Support Services 0161 778 0538	Early Support/Portage Home Visiting Team/Inclusion Officers (0-5 years) 0161 793 3275
Statutory Assessment Team/Local Authority 0161 778 0410	Learning Support Service 0161 607 1671
Educational Psychology Service 0161 778 0476	Children with Disabilities Social Work Team 0161 793 3535

WHAT ARE THE CONTACT DETAILS OF SUPPORT SERVICES FOR SUPPORTING CHILDREN WITH SEN IN TRANSFERRING BETWEEN PHASES OF EDUCATION?

Starting Life Well (0-5 years) 0161 793 3275	Educational Psychology Service 0161 778 0476
Learning Support Service 0161 607 1671	New Directions (Joint Learning Difficulty Team within adult services) 0161 793 2286
Transition Coordinator 0161 793 2298	Connexions 0161 603 6850

FOR ANY CHILD WITH A DISABILITY WHO IS ALREADY IN RECEIPT OF SOCIAL CARE SERVICES AND NEEDS SOCIAL CARE HELP TO SUPPORT TRANSITION AT ANY STAGE, CONTACT

Salford Information, Advice and Support Service (SIASS)
3rd Floor Civic Centre
Chorley Road
Swinton
M27 5AW
0161 778 0343/0349/0335
www.salford.gov.uk/siass

WHERE IS THE LOCAL AUTHORITY'S LOCAL OFFER AND SCHOOL'S LOCAL OFFER PUBLISHED?

- School's Local offer can be found on this website
- The Local Authority's Local Offer can be found at <https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

*WHAT ADMISSION ARRANGEMENTS ARE THERE IN PLACE AT BRETNALL FOR A CHILD WITH SEND?

Our access arrangements for a pupil with SEN or disabilities can be found under the information on our school website for Admissions.

The Local Authority's Admissions Policy can be found at

<https://www.salford.gov.uk/schools-and-learning/schools-admissions/primary/>

We have an entry and exit criteria as agreed by the local authority for our resource provision which states our admission arrangements for our Zebras.

*This section should be read in conjunction with our Accessibility Plan which can be found on our school website.

IMPROVE PHYSICAL ACCESS

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Corridors	Keep corridors clear from obstructions.	Ongoing	High	None	All staff aware that keeping tidy is everyone's responsibility		
2	Wheelchair access to main school building	Enable wheelchair users to access the playground independently Wheelchair user to access P.E lesson and breaktimes, using stand-up frame.	Ongoing support from OT	High	OT services	Completed		
3	Disabled parking	Space provided						
4	Disabled Toilet	In place in the main entrance to the school and in Upper KS2 building						
5	Changing and Shower facilities	Changing bed in place in disabled toilets Shower facility in place in 'house'						

IMPROVE CURRICULUM ACCESS

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing	Low	SLT release costs			
		Pupils who require highly-personalised curriculum have the right level of support, resources and included within the mainstream curriculum wherever appropriate Graduated response and SEND Thrive in Education (TiE) documentation	Ongoing	Med	SENCO release time to oversee provision mapping, order resources and work with staff to support children accessing the curriculum			

2	Interventions	<p>Audit current interventions and their success/ impact on progress.</p> <p>Provision mapping used across all year groups.</p> <p>New TA timetable in place for supporting children with additional needs.</p> <p>IEPs in place for identified pupils</p> <p>Vulnerable groups across school identified and interventions in place</p>	Ongoing	Med	<p>Resourcing costs of identified areas to develop</p> <p>Release time</p>			
3	Classrooms are organised to promote the participation and independence of all pupils	<p>Quiet areas in classroom</p> <p>Visual timetables</p> <p>Workstations in place for identified pupils</p>	Ongoing	Med	Possible resource implications where gaps are identified			
4	Staff training insupporting pupils with SEND – focus on keyareas of need within the school: SLCN, SPLD, ASD, Dyspraxia	<p>Assistant Headteacher for Inclusion and Specialist TA to deliver training where possible. Identify gaps in knowledge and seek external advice as and where necessary.</p>	Ongoing	Low/ Med	<p>CPD for SENCO/ AHT, teachers and for Specialist TAs</p> <p>External specialist costs</p>			
5	Graduated response is in place	<p>Waves of provision created with staff</p> <p>Waves of provision shared with all stakeholders</p>	Sept 22	High				

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative font	Ongoing	Low	Not applicable			
		Staff to use buff-coloured paper, enlarging information on the photocopier. Irlen Screens for reading etc.	Ongoing	Medium	Resources ordered from SEN budget			
		Universal symbols, for example, Boardmaker symbols to be displayed around school to aid communication	Ongoing	Low	Printing, laminating, Velcro and time to make resources			
		EM to continue to work with Learning Support Service to achieve Autism Friendly Schools and Dyslexia Friendly Schools awards	Ongoing	High	SENCo time, staff meeting time to complete audit and portfolio of work			
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing	Low	Not applicable			
3	Information available							