



## St Andrew's Methodist Primary School

### Special Educational Needs and/or Disabilities (SEND)

#### Information Report

#### “Whole school, whole child”

#### SEND provision at St Andrew's Methodist primary school.

St Andrew's is an inclusive school that welcomes all who wish to attend, whilst recognising that some face barriers to attendance, participation and achievement. All admissions are made through, and comply with, Salford's admission policy (see link on website)). Further details are contained within our school's policies.

Our school makes provision for children whose needs fall into the following categories:

- **Cognition and Learning** e.g. dyslexia
- **Communication and Interaction** e.g. speech and language delay, autism
- **Social, Emotional and Mental Health difficulties** e.g. social skills, dysregulated behaviour
- **Sensory and or Physical Needs** e.g. visual impairment

Our school has an experienced SENDco and the needs of the children are carefully considered and supported by teaching assistants as appropriate.

Many of our teaching assistants are ELKLAN trained (to work with children with speech and language difficulties)

We have a family support worker (FSW) based in school, who works with and supports pupils and their families. The FSW works with individuals and small groups to discuss any social, emotional or behavioural needs.

We are supported by various professionals who offer advice and support. These include;

- educational psychology
- school health
- community paediatrician
- occupational therapists
- physiotherapists
- speech and language therapists
- learning support service
- primary inclusion team

## Neuro developmental Pathway

If you or professionals working with your child have noticed some areas that your child needs help and support with, school can make a referral to the Neurodevelopmental pathway. There is criteria and guidance to follow on this website and this should be carefully considered before an assessment request is made.

When a request to the Neurodevelopmental Assessment Pathway is made the referrer will receive an acknowledgment email. This means the request has been successfully submitted and it will be considered by the triage team. All requests for a neurodevelopmental assessment are considered by a multi-agency team. The team includes a Community Paediatrician, a Clinical Psychologist, a Speech and Language Therapist and an Early Help Locality Manager. There is also administration support during the triage meeting.

What do the triage team look for?

All requests are considered on an individual basis alongside the criteria. The key pieces of information that are considered include:

The needs of the child or young person

The complexity and persistence of any difficulties

What support has been put in place

How any difficulties impact on a child or young persons' day to day functioning across all of their environments

It is important that all of this information is clearly described in the request.

If the request is accepted to the Neurodevelopmental Assessment Pathway, the child/young person will be listed for an appointment with either our CAMHs Team or Community Paediatricians depending on their needs.

It may be that the referral is directed to one of the Early Help teams in the first instance.

If the request is declined, it will indicate that there is not a need for a specific neurodevelopmental assessment at this time. Some steps may need to be taken before an assessment is considered. The referrer will be given advice on what the recommended next step should be.

More information can be found on their website:

<https://www.salford.gov.uk/children-and-families/salfords-neurodevelopmental-offer/salford-s-neurodevelopmental-assessment-pathway/>

The school has an accessible toilet facility, which is available for those with SEND. We make reasonable adjustments where appropriate to meet the needs of all of our children. (See Accessibility Plan)

The school supports children with medical conditions in line with the statutory guidance "Supporting Pupils at school with medical conditions" (April 2014)

### **School's procedures for the identification and assessment of pupils with SEND.**

- At St. Andrew's all children are assessed termly using a 'teacher assessment' approach. This involves assessment of workbooks, formal written assessments and pupil tracking records.
- Statutory assessments are carried out at the end of Reception, Year 1 and Year 6. Teachers analyse the results from assessments to identify individuals or groups that may require extra support.
- Where there are concerns about an individual child e.g. making less than expected progress, hearing difficulties, speech and language difficulties, social or emotional difficulties etc. then further advice may be needed from partner agencies.
- The class teacher, who has the responsibility for the child, may raise such concerns with the school SENDCO and the child's parent/carer.

### **Information about the school's policies for making provision for pupils with SEND with or without EHC plans (Education and Health Care Plans)**

The SENDCO and class teacher will create targets to work on in class or in intervention groups. These will be specified in an individual education plan (IEP), which will be shared with parents. Parents will be actively encouraged to be involved in this process at all times. If the child is still not making expected progress after additional SEND support, then a referral to the local authority may be made for an EHCP.

- School health and the 0-19 Team arrange and carry out eyesight, hearing and growth checks as part of the school health agenda.

### **How the school evaluates the effectiveness of its provision for pupils with SEND**

- School analyses attainment and progress data for children with SEND across the school, by year group and subject area on a termly basis.
- School analyses trends over time and compares the achievement and progress of children with SEND to those without.
- School uses its own evaluation of individual interventions alongside regular evaluation of IEP targets.
- Parents are able to contribute to the individual targets and outcomes set and will be invited to present their views in meetings and via questionnaires.

### **The school's arrangements for assessing and reviewing the progress of pupils with SEND**

- The attainment and progress of pupils are assessed and reviewed each term.
- Formal assessments of children with SEND may be modified as appropriate.

- Individual targets are reviewed and progress is evaluated each term. New targets are set as appropriate. These are discussed and agreed with parents, usually at parents' evenings, and with children as appropriate.
- Parents of children with an EHCP are invited to annual reviews to discuss their child's progress and future support.
- It is sometimes necessary to hold interim review meetings. These interim meetings may be at the parents/carers request and are likely to involve other professionals.

### **The school's approach to teaching pupils with SEND**

- 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.
- All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the expected key stage levels.
- We believe in setting high expectations and providing opportunities for all to achieve taking specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning. Having due regard to our duties under the Single Equality Act of 2010
- For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.
- The Children and Families Act 2014 places a duty on our school to support children with medical conditions ('Supporting pupils with medical conditions' April 2014).
- We have individual healthcare plans for children with medical conditions (as appropriate). Where children also have SEND we co-ordinate their SEND needs within their healthcare plans.

### Children with SEND

All 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 and, at key stage four to prepare for work
- help individuals to manage their emotions, particularly trauma and stress, and to take part in learning

- engage the pupil in the learning process

### Children with disabilities

We ensure pupils with disabilities are able to participate fully and effectively in the national curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. We make reasonable adjustments under the Single Equality Duties and ensure that pupils with a disability are not treated less favourably than others. The school has an accessibility plan.

All teachers:

- plan for 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

All classes in our school are mixed ability. Children may be grouped according to ability for some activities. This allows children to access work at the correct level and ensures effective teaching and learning. Teachers identify where adult support maybe required. The teaching of spellings and phonics is one area where children may be grouped according to ability. Assessments inform teachers of progress and teachers will move children between groups accordingly.

### **How the school adapts the curriculum and learning environment**

Teachers adapt the curriculum / learning environment in different ways.

Differentiation by:

- Grouping – small group/1:1/ability/friendship /peer partners/intervention group
- Content of learning objectives
- Teaching/learning style (Visual,auditory,kinaesthetic)
- Lesson format – thematic units/games, simulations, role-plays, discovery learning
- Pace of the lesson
- Alternative recording methods – scribing, use of IT, mind-mapping, photographs etc.
- The use of IT
- Outcome
- Materials
- Support level
- Reward
- Learning environment

Adaptations to the environment are sometimes made for individuals. For example, visual timetables and prompts, sloping boards to aid writing, quiet areas with reduced stimuli, coloured overlays for visual perception needs, seating arrangements.

### **Additional support for learning that is available for pupils with SEND**

Many interventions are used in school which may include:

- Maths intervention groups
- Literacy intervention groups
- Phonic intervention groups
- Additional reading sessions
- Fine/ gross motor skills intervention
- Speech and language intervention
- Sensory intervention
- Transition walks
- Social skills groups
- Emotional and behavioural support groups or 1:1 sessions
- LSS assessments and strategies
- Strategies recommended by educational psychology
- Booster clubs
- Use of IT (iPad and laptops)

Teaching Assistants are utilised throughout school to:

- Work with individual pupils on IEP targets and/or emotional and behavioural difficulties
- support target groups
- deliver specific intervention programmes eg; colourful semantics

### **Activities that are available for pupils with SEND in addition to those available within the curriculum**

School provides a varied selection of extra-curricular activities, which change throughout the year. These include;

- Choir
- Sewing club
- Netball
- Gymnastics
- Multi-sports
- Cricket
- Football
- Pyramid Club (to build confidence and self-esteem)

These are available for all children and are accessible to any child who wants to attend subject to reasonable adjustment.

Our family support worker and mental health practitioner from Place2Be will work with groups of or individual children to help with social, emotional and behavioural skills.

### **Support that is available for improving the emotional and social development of pupils with SEND**

Our school endeavours to provide support to improve the emotional and social development of children. Provision includes;

- The Peace garden. This is a calm space that children can access at playtimes
- A family support worker. They work with children to support social, emotional and behavioural development.
- Reflection spaces. These are available in every classroom and corridor, shared areas in school.
- KS2 wildlife quad. A safe area where children can look after plants, garden and observe wildlife eg; frogs and fish in the pond.
- A self-referral board for children to write their names on the FSW's door. Their concerns are then privately discussed with the FSW.
- Lunchtime supervisors organise co-operative playground activities eg; skipping.
- Circle time sessions in PHSE/RHE lessons. Focus on topical/relevant issues or needs.
- Place 2 be worker. Offers 1:1 sessions and time to talk at break times
- Daily collective worship. Children explore the school's vision and values and how this can be lived out in the school community and beyond.

### **Information about the expertise and training of staff**

- The SENDco delivers in-house training for staff in areas of SEND. Content of training links to priority areas and is bespoke to the needs of pupils.
- All staff receive statutory safeguarding training every 18 months. (Safeguarding policy is available on the school's website)
- Relevant staff attend training provided by local authority and/or safeguarding partnership.
- Asthma training is provided by the school health service.
- Allergy training is provided by the school health service.
- Diabetes/Hyperinsulinism training is given in school by specialist health services where necessary.
- Relevant staff trained on the completion of Early Help Assessments (EHA) and other relevant documents eg; worried about a child referrals and referral to the education welfare service.
- Specific training is accessed as appropriate e.g. ELKLAN, speech and language course, moving and handling training.

## Information about how equipment and facilities to support children with SEND will be secured

School aims to make learning accessible to all and in consultation with Governors endeavours to provide necessary equipment for individual children as the need arises. Children may need equipment to help them work and learn more independently. Our resources include;

- different types of pens, pencils and grips
- Fine motor skills resources including modelling dough
- Laptops and i pads
- Coloured overlays and rulers for pupils with dyslexic tendencies and/or visual perception difficulties
- Workbooks with cream paper for pupils with visual perception difficulties
- Visual timetables and prompts
- Sloping boards
- Sitting cushions
- Fidget bracelets and toys
- Sensory lights and toys
- Visual timers
- Readers and visualisers for children with visual impairment
- Social stories

## School's arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child

<p><b>Who do I contact if I have any concerns?</b></p>	<ul style="list-style-type: none"> <li>▪ The class teacher. (The school website contains staffing information)</li> <li>▪ Information is given at parents evenings as applicable</li> <li>▪ SENDCO ( Mrs. Plant) is available to speak to parents on request in person or over the phone</li> <li>▪ SENDCO keeps parents informed by letter as necessary</li> </ul>
<p><b>Do I need to make an appointment?</b></p>	<ul style="list-style-type: none"> <li>▪ Parents can pass on information, express concerns or request a meeting with a teacher via TA's on a daily basis at the beginning of the day.</li> <li>▪ Parents are contacted or spoken to as soon as possible</li> <li>▪ Appointments are made as appropriate</li> </ul>
<p><b>How does school keep me updated about my child's progress?</b></p>	<ul style="list-style-type: none"> <li>▪ Parents/ parent and child meetings</li> <li>▪ Annual written school reports</li> <li>▪ Achievement rewards</li> <li>▪ Informal discussions</li> <li>▪ EYFS come and play days</li> <li>▪ Family Learning Workshops</li> </ul>
<p><b>How can I give school feedback?</b></p>	<ul style="list-style-type: none"> <li>▪ Parent meetings</li> <li>▪ Via questionnaires</li> <li>▪ Parent governors</li> </ul>



<b>What arrangements does school have for children with additional SEND support needs other than those with a EHCP?</b>	<ul style="list-style-type: none"> <li>▪ Additional adults</li> <li>▪ Maths intervention groups</li> <li>▪ Literacy intervention groups</li> <li>▪ Phonic intervention groups</li> <li>▪ Extra reading sessions</li> <li>▪ Fine/ gross motor skills intervention</li> <li>▪ Memory intervention groups</li> <li>▪ Speech and language intervention</li> <li>▪ Social skills groups</li> <li>▪ Sensory support</li> <li>▪ Transition walks</li> <li>▪ Emotional and behavioural support groups or 1:1 sessions</li> <li>▪ LSS assessments and strategies</li> <li>▪ Educational psychologist for assessments and strategies</li> </ul>
<b>What arrangements does school have for children with Education, Health and Care (EHC) Plans?</b>	<ul style="list-style-type: none"> <li>▪ Invites to all parties involved with plenty of notice (at least 2 weeks where possible)</li> <li>▪ Review Meetings held in school at convenient times</li> <li>▪ Pupil's views are sought</li> <li>▪ Parental views are requested</li> <li>▪ Consultation with key staff prior to the meeting</li> <li>▪ Making parents aware of Salford's local offer.</li> </ul>

**The arrangements for consulting young people with SEND about, and involving them in, their education**

We always try to involve children and gain their views. This is done in various ways such as:

- Worship committee
- Pupils Rights Group
- Pupil questionnaires and discussions
- Self-referral chats with FSW
- Place 2 be available Thursday and Fridays
- Targets are shared with children as appropriate.

***School's Procedures for Complaints relating to SEND (Please refer to the school's complaints policy and procedure).***

- In the first instance, any complaint or issue should be raised with the class teacher.
- If the matter remains unresolved then arrange to speak with the SENDCO
- The next stage would be to arrange to meet the Headteacher
- In the event that the matter is unresolved then the complainant **must** put their complaint **in writing** to the Chair of Governors.
- 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.*

At St. Andrew's, we acknowledge that it is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible  
(The complaints' policy is available on the school's website)

**How the governing body involves other bodies and organisations in meeting the needs of pupils with SEND and in supporting the families of such children**

- School has contact with a range of professionals who give advice and support children. These include educational psychology, speech and language therapy, CAMHS; learning support service; school health, occupational therapy; Starting Life Well, educational welfare, visual impairment service
- The SENDCO attends regular network meetings with schools in the local WEB cluster.
- The school's FSW works closely with families and children offering support and advice, when appropriate. The Family Support Worker is experienced in completing Early Help Assessments with parents and arranges further meetings for families as necessary.
- The Education, Health and Care planning process will mean that there is an holistic support around children and their families.

**Useful Contact Information:**

**SENDCO : Mrs. J Plant                      Tel: 0161 790 3194**

**Email: [standrewsmethodist.primaryschool@salford.gov.uk](mailto:standrewsmethodist.primaryschool@salford.gov.uk)**

**Family Support Worker: Mrs. Leanne Utzeri    Tel: 0161 790 3194**

**Link to Salford City Council Local Offer : <https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-SEN-or-disabilities/>**

**Useful contact details of support services for the parents of pupils with SEND:**

<p>SIASS Unity House Salford Civic Centre Chorley Road Swinton M27 5AW <a href="mailto:siass@salford.gov.uk">siass@salford.gov.uk</a></p>	<p><i>SIASS provides impartial, free and confidential information, advice and support around all things relating to special educational needs and disabilities (SEND), including how this relates to education, health and social care.</i></p>
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<p>0161 778 0343</p>	
<p><i>Learning Support Service (LSS)</i>  Learning Support Service  Unity House  Swinton  M27 5AW  0161 607 1671</p>	<p>The LSS as a whole consists of 45 members of staff, made up of a service manager, teachers teaching assistants (all level three), mobility officers, technician, admin staff and Allied Health Professionals. The Allied Health Professionals work with LSS staff providing specialist support, knowledge and training in areas of Speech and Language Therapy, Occupational Therapy and Audiology.</p>
<p><i>Starting school life well team</i>  Salford Civic Centre  Chorley Road  Swinton  Salford  M27 5AW</p> <p><a href="mailto:SLW@salford.gov.uk">SLW@salford.gov.uk</a>  0161 778 0384.</p>	<p>Salford Starting Life Well Information Service provides free information and advice about services for children and their families including; choosing childcare, childcare for disabled children, free childcare places and school nursery places, out of school clubs, help to pay for childcare, including free nursery ..</p>
<p><i>0-19 team</i>  St James House  7th Floor  Pendleton Way  Salford  M6 5FW</p>	<p>The Childrens 0-19 Universal Health Service works with all children aged 0-19 years who live or attend a school in Salford, providing expert health information, advice, support, and assessments and interventions based on the Healthy Child Programme for babies, children, and young people and their parents and carers.</p>
<p><i>Local offer Salford</i></p> <p><a href="http://www.salford.gov.uk/localoffer.htm">www.salford.gov.uk/localoffer.htm</a></p>	<p>Salford Local Offer provides information on what support services are available in Salford and across Greater Manchester, for children and young people with special educational needs and/or disabilities and their parents/carers.</p>