

Fiddlers Lane Community Primary School SEN Information Report

“Caring, Cooperation, Community”

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

- Our school is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement. Further details can be found in 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, autism
 - **Social, Emotional and Mental Health difficulties** e.g. Social skills, Behaviour
 - **Sensory and or Physical Needs** e.g. Visual impairment
- Our school has an experienced SENCO and the needs of the children are carefully considered and supported by Teachers and Teaching Assistants as appropriate.
- Many of our Teachers and Teaching Assistants have had Ekklan training (to work with children with Speech and Language difficulties)
- We also have an Inclusion Manager in school, who works with and supports both parents and pupils. She works with individuals and small groups to discuss any social, emotional or behavioural needs. She is also a trained counsellor.
- We have a Learning Mentor who supports pupils and parents. He works with the school council and he is a trained counsellor.
- Our Parent Link Worker runs Mums’ and Dads’ clubs and she helps to involve parents in all aspects of school life.
- We are supported by various professionals who offer advice and support e.g. Educational Psychologist, School Health, Community Paediatricians, Clinical Psychologists, Occupational Therapists, ‘Buy in’ Speech and Language Therapists, Learning Support Service, Early Years Team, Visual and Hearing Impaired Service.

The school has a disabled toilet facility and is accessible for children with SEN or a disability. We make reasonable adjustments where appropriate to meet the needs of all of our children.

The school supports children with medical conditions in line with the Statutory Guidance “Supporting Pupils at school with medical conditions” (April 2014).

School’s policies for the identification and assessment of pupils with SEN.

At Fiddlers Lane all children are assessed:

- In school, termly, using quality first teaching and outcomes of lessons to inform planning and next steps in a child’s learning. Learning Ladders are used as an assessment tool for reading, writing and maths. GL assessments are used in November and June in Y1 – Y6. In addition to Rising Stars and Test Base assessments.
- Statutory assessments are carried out at the end of Reception, Year 1, Year 2 and Year 6. Teachers analyse the results from assessments to identify individuals or groups that may require extra support.
- Where there may be 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 external specialists.

- The class teacher, who has the responsibility for the child, may raise such concerns with the school SENCO and the child's parent/carer.
- The SENCO and class teacher will create targets to work on in class or in intervention groups. They will encourage parents to be involved in this process at all times.
- If the child is still not making expected progress after this additional SEN support from relevant outside agencies, then a referral to the Local Authority may be made for an Education and Healthcare Plan.
- School Health arranges and carries out eyesight and hearing checks as part of the school health agenda.

Information about the school's policies for making provision for pupils with SEN with or without EHCP (Education and Health Care Plans)

How the school evaluates the effectiveness of its provision for pupils with SEN

- School carries out analysis of attainment and progress data for children with SEN across the school, by year group and subject area on a termly basis.
- School also analyses trends over time comparing children with SEN to those without.
- School uses its own evaluation records for individual interventions alongside regular evaluation of targets on Support Plans.
- Parents are able to give their views in meetings and via questionnaires.
- School utilises the Salford Interactive Provision Mapping tool and school's own provision map to help show the provision being allocated throughout school.
- Interventions are reviewed and school provision maps are updated each half term.

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

- All children's progress is assessed half termly and information fed into the provision map.
- All children's **attainment** and progress is assessed and reviewed each term.
- Children with SEN take part in these assessments which may be modified as appropriate.
- In addition children who have individual targets on a Support Plan have their targets reviewed and progress evaluated, each term and new targets are set as appropriate. All Support Plan targets are discussed and agreed with parents, usually at parents' evenings, and with children as appropriate.
- Parents of children with an EHCP (Education and Health Care plan) 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 may involve other professionals.
- Review meetings may be held for children without an EHCP and which may be at parents'/carers' request.

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.
- 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 provide 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. Where children also have SEN we co-ordinate their SEN needs with their healthcare plans.

Children with SEN

Teachers **must**:

- 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
- 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 also has an accessibility plan.

Teachers **must**:

- 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 however children may be grouped according to their ability for some activities. This allows children to access work at the correct level and to ensure effective teaching and learning. Teachers identify where adult support may be required. The teaching of phonics is an area where children are grouped according to ability throughout school. 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 teaching objectives
- Teaching style (Visual,Auditory,Kinaesthetic)
- Lesson format – thematic units/games, simulations, role-plays, discovery learning
- Pace of the lesson
- Alternative recording methods – scribing, use of ICT, mind-mapping, photographs etc.
- Outcome
- Materials
- Support level
- Reward
- Location
- Learning environment

Adaptations to the environment are sometimes made for individuals e.g. use of visual timetables and prompts, sloping boards to aid writing, quiet areas with reduced stimuli, seating arrangements

Additional support for learning that is available for pupils with SEN

Many interventions are used in school which may include:

- Maths intervention groups
- English intervention groups
- Phonic intervention groups
- Extra reading sessions
- Better Reading
- Dyslexikit
- Read wise
- Fine/ gross motor skills intervention
- Speech and language 'buy in' service
- Speech and Language interventions
- Social skills groups
- Emotional and behavioural support groups or 1:1 sessions
- Every Child A Counter
- LSS assessments and strategies

- Educational Psychologist for assessments and strategies

Other support could include:

Special booster clubs

Use of ICT (DSs, laptops, Ipads, Kindles)

Teaching Assistants are utilised throughout school to:

- support individuals
- support groups within classes
- provide intervention group work

Activities that are available for pupils with SEN in addition to those available within the curriculum

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

Here are some examples:

Scout fit, Football, Gymnastics, Cookery, French, Art, Debate Mate

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

Our Inclusion Manager and SENCO Coordinator work with groups of children to help with social, emotional and behavioural skills.

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

- Our school endeavours to provide support to improve the emotional and social development of children.

This may include some of the following:

- The Sensory room provides a calm space that children can access
- The Learning Mentor supports children at playtimes and works with children to develop their emotional well-being.
- The Inclusion Manager and SENCO work with groups of children to help with social, emotional and behavioural skills
- Inclusion Manager holds 1:1 sessions with individual children
- Lunchtime supervisor organises co-operative playground games
- Playground Leaders (older pupils) play games with the younger children
- All teachers have circle time sessions and work on SEAL activities to discuss issues or needs

Information about the expertise and training of staff

- Staff are consulted about their CPD needs and training is provided as appropriate
- All staff are trained every 18 months on Safeguarding/Child Protection – (Safeguarding Policy is available on the school's website)
- Relevant Staff undertake external courses provided by LA
- Asthma training is given in school provided by health services
- Allergy training is given in school provided by health services
- Hyperinsulinism training is given in school
- Our Inclusion Manager works with families and relevant outside agencies. The Child Protection Coordinator makes referrals to the BRIGDE Partnership and any other children's services.
- Relevant staff access Early Years training
- Specific training is accessed as appropriate e.g. Elklan, speech and language course.

Information about how equipment and facilities to support children with SEN 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, including:
 - different types of pens, pencils and grips
 - Fine motor skills resources including putty
 - Laptops
 - Coloured overlays and rulers for students with dyslexic tendencies
 - Visual timetables and prompts
 - Sloping boards
 - Sitting cushions
 - Fidget bracelets and toys
 - Visual timers
 - Readers and visualisers for children with visual impairment
 - Large print materials for visually impaired
- Advice is sometimes sought from other specialists e.g. Speech and Language Therapists, Educational Psychologists, Occupational therapists, ASD support Services, EMTAS, Learning Support Team, Health professionals including Clinical Psychologists, Early Years Team, Behavioural Support Team, The Locality Team. The advice from these professionals is used to inform teaching and learning. Strategies to be used are recorded using and Individual Support Plan

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

<p>Who do I contact if I have any concerns?</p>	<ul style="list-style-type: none"> • The school website also contains staffing information • Information is given at parents evenings as applicable • SENCO (Ms Cohen) is available to speak to parents on request in person or over the phone • SENCO keeps parents informed by letter as necessary
<p>Do I need to make an appointment?</p>	<ul style="list-style-type: none"> • Parents can pass on information, express concerns or request a meeting with a teacher on a daily basis at the beginning of the day. • Parents are contacted or spoken to as soon as possible • Appointments are made as appropriate
<p>How does school keep me updated about my child's progress?</p>	<ul style="list-style-type: none"> • Parents/ parent and child Meetings • School Reports • Achievement rewards • Pride assemblies • Parent Coffee mornings • Informal discussions • EYFS come and play days • Family Learning Workshops
<p>How can I give school feedback?</p>	<ul style="list-style-type: none"> • Parental Meetings • Via questionnaires • Parent Governors

<p>What arrangements does school have for children with additional SEN support needs other than those with a EHCP?</p>	<ul style="list-style-type: none"> • Numeracy intervention groups • English intervention groups • Phonic intervention groups • Extra reading sessions • Fine/ gross motor skills intervention • Speech and Language 'buy in' service • Speech and language interventions • Social skills groups • Emotional and behavioural support groups or 1:1 sessions • LSS assessments and strategies • Educational Psychologist for assessments and strategies
<p>What arrangements does school have for children with Statements or Education, Health and Care (EHC) Plans?</p>	<ul style="list-style-type: none"> • Invites to all parties involved with plenty of notice • Review Meetings are held at school and at convenient times • Pupil's views are sought • Parental views are requested

	<ul style="list-style-type: none"> • Consultation with staff prior to the meeting • Making parents aware of pupil partnership support
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The arrangements for consulting young people with SEN about, and involving them in, their education

- As a school we try to involve children and gain their views. This is done in various ways such as:
 - Student Council – every half term
 - Pupil questionnaires and discussions
 - Pupil view sheets

Targets are shared with children as appropriate.

School’s Procedures for Complaints relating to SEN

- 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 SENCO
- 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 Fiddlers Lane School we acknowledge that it is obviously in everyone’s interests for complaints to be resolved as quickly and at as low a level as possible

The complaint policy is available on the school’s website.

How the governing body involves other bodies and organisations in meeting the needs of pupils with SEN 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 Psychologists; Advisory Teachers; Speech and Language Therapists; CAMHS; Learning Support Service; School Health; Occupational Therapy; Starting Life Well; Educational Welfare; Visual Impairment Service
- The school’s Inclusion Manager works closely with families and children offering support and advice, when appropriate. The Inclusion Manager and the SENCO are experienced in completing CAF (Common Assessment Framework) with parents and arrange further meetings for families as necessary.
- The Education, Health and Care planning process will mean that there will be more holistic support around children and their families.

Useful Contact Information:

SENCO : Ms Cohen Tel: 0161 775 2490 Email:
fiddlerslane.primaryschool@salford.gov.uk

Inclusion Manager: Mrs.G. O'Neill Tel: 0161 775 2490

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

<i>SIAS Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i>	<i>0161 778 0343/0349</i>
<i><u>For children aged 0-5</u> Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i>	<i>0161 793 3275</i>
<i>Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY</i>	<i>0161 778 0410</i>
<i>Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP</i>	<i>0161 607 1671</i>

