

Fiddlers Lane

Community Primary School

SEN Policy and Information Report

2020-2021

Approved by: Councillor Lewis Nelson **Date:** October 2020

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Contents

1. Aims.....	2
2. Legislation and guidance	4
3. Definitions	4
4. Roles and responsibilities	4
5. SEN information report.....	6
6. Monitoring arrangements	20
7. Links with other policies and documents	21

SEN policy and information report

1.Aims

Our SEN policy and information report aims to:

Mission Statement

At Fiddlers Lane Community Primary

School, we want every child to achieve their full potential, and have clear aspirations for their future.

We do this by having high expectations of work and behaviour, and by valuing the whole child, celebrating diversity. We believe in providing a varied curriculum to make learning fun, including the use of ICT, and giving children first hand experiences. We involve the children in their learning and encourage them to pursue healthy lifestyles, and encourage families to learn together with us.

We work together to create a friendly and caring environment where every child has a love of learning, and attends school every day. As part of the community we welcome visitors to school and enjoy taking advantage of all that our community has to offer.

2. Our Vision

For every child to achieve their potential through a broad and balanced curriculum, developing their self-esteem and a love for learning.

At Fiddlers Lane we believe that SEND provision is underpinned by quality first teaching and is compromised by anything less.

We believe that all teachers are teachers of special educational needs. The needs of the majority of children will be met through quality first teaching which includes differentiation by: teaching styles, support, organisation and materials.

Some pupils find work difficult because their first language is not English. This in itself does not warrant a special educational need.

Guiding Principle

Our guiding principle is one of Inclusion. We aim to identify and break down possible barriers to learning so that children can:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood

To do this we will:

- Use our best endeavours to make sure that children with SEN get the high quality support they need
- Ensure that children with SEND engage in the activities of the school alongside children who do not have SEND. We value all pupils in our school equally.
- Ensure that the education for pupils with difficulties and disabilities are the same as those for all pupils.
- Offer high quality support to ensure that all needs are met.
- Consider that SEND crosses all curriculum areas and all aspects of teaching and learning.
- Inform and involve parents of the provision we make.
- Seek the views of the child and take them into account.

This policy will contribute to the achievement of this by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Provision for pupils with special educational needs is a matter for the school as a whole.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Our Special Needs Coordinator is: Ms Cohen**

(Member of the SLT, Safeguarding Lead, Key stage1 Leader, experienced SENCO since 1999)

She can be contacted on: Tel: 0161 775 2490

email: fiddlerslane.primaryschool@salford.gov.uk

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching

- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

The triggers for intervention could be the teacher's or the others' concern, underpinned by evidence, about a child who despite receiving appropriate early education experiences and differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's area of weakness
- show signs of difficulty in developing literacy or mathematic skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behaviour concerns despite interventions being in place
- has sensory or physical problems and continues to make little or no progress despite the provision made in school
- has communication and/or interactive difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

The school provides a SEND Information report on the school website, in line with the requirements of the new SEN code of practice (2014).

The school will always tell parents when their child is receiving help for their SEN.

Partnership with parents plays a key role in enabling pupils and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education.

A child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They

will be encouraged to participate in all the decision-making processes including the setting of learning targets (as appropriate) and discussions about choice of schools and transition processes.

We do this through conversations and mentoring of children.

5.4 Assessing and reviewing pupils' progress towards outcome

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

After approximately one term of close observation the child's progress should be assessed. If the child has made good progress and the class teacher feels there is no longer a cause for concern no further action is needed. However, if little progress has been made the SENCO should be informed and the child recorded at **Band A** on the SEND register. The parents must be informed of this action and regular review meetings should be held with the class teacher, parents and SENCO. (Arranged by the SENCO) If this level of intervention is not adequate to meet the needs of the child and it is felt that the involvement of external support services is necessary, the child will move to **Band B** or **C** on the register. Again parents must be informed and review meetings held.

Support Plans/ Play Plans (Individual Education Plans)

Support Plans should be written for all children on the SEN register. (see appendix)

The Support Plans should be written and twice yearly after assessments and should include information about:

- the short term targets set for or by the child

- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when Support Plan is reviewed)
- Support Plan should be shared and signed by the parent

Reviews

All children on our SEND register should have two formal SEND review meetings each year to discuss targets met and future targets. In some cases, more reviews will be held. These will be arranged by the SENCO and will involve the class teacher. Parents will be invited and informed about outcomes. Although children are not present at the meeting their thoughts and feelings are sought and are recorded on the pupil's comment sheet prior to the review taking place.

Children with a statement or EHC Plan will also have an annual/transitional review on top of the above. Again these are planned by the SENCO and all persons involved in the child's education are invited. (See Code of Practice)

Statutory Assessment

If during the review and monitoring process it is felt that the child has failed to make adequate progress under their current Support Plan a request may be made to the LA for formal assessment of SEND to be carried out. Parents must be informed of the decision and on the outcome decided by the LA. If parents disagree with the decision made they do have the right to appeal.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Advanced planning for pupils in Year 5/6 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

The school works in partnership with other schools in our cluster. We also have strong links with Alderbrook and on occasion's pupils from Fiddlers Lane spend time at Alderbrook. We also have links with The LEAF, Springwood and Oakwood special schools.

5.6 Our approach to teaching pupils with SEN.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

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 maybe required. Assessments inform teachers of progress and teachers will modify children's work accordingly.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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 styles
- 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

Further details are contained in the accessibility plan.

5.8 Additional support for learning

Many interventions are used in school which may include:

- Maths intervention groups such as Numicon
- Dyscalculia intervention groups
- English intervention groups
- Phonic intervention groups
- Precision Teach
- Extra reading sessions
- Dyslexikit
- Read wise
- Fine/ gross motor skills intervention such as Teodorescu Handwriting
- Speech and language ‘enhanced’ service
- Speech and Language interventions by ELKLAN trained TAs
- Wellcomm EYFS language intervention
- Circle Talk
- Social skills groups such as FRIENDS
- Emotional and behavioural support groups or 1:1 sessions
- LSS assessments and strategies

- Educational Psychologist for assessments and strategies

Other support could include:

Use of ICT (DSs, laptops, I pads, Kindles)

Teaching Assistants are utilised throughout school to:

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

We work with the following agencies to provide support for pupils with SEN:

Speech and Language Therapists, Educational Psychologists, Occupational therapists, ASD support Services, EMTAS, Learning Support Team, Health professionals including Clinical Psychologists, Early Years Team, Primary Inclusion Team, Early Help, Thrive in Education. The advice from these professionals is used to inform teaching and learning. Strategies to be used are recorded using and Individual Support Plan.

5.9 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 Coordinators 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.

In the last academic year, staff have been trained in understanding ADHD, ASD, Attachment and phonics training, Maths training, Safeguarding, Keeping Children Safe in Education, Encompass, Domestic violence,

We use specialist staff for Dyscalculia, Dyslexikit, Reading Wise, Speech and Language, Elklan, Wellcomm, Precision Teach and phonics

Information about how

Our SENCO has 20 years' experience in this role. The needs of the children are carefully considered and supported by Teachers and Teaching Assistants as appropriate.

- We have a team of **14** Teaching Assistants, including **3** higher level Teaching Assistants (HLTAs) who are trained to deliver SEN provision.
- Two of our Teaching Assistants have had Elklan 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.
- 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 in our school community.

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

5.10 Securing equipment and facilities

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 paper, overlays and rulers for students with dyslexic tendencies
- Visual timetables and prompts
- Now and next boards
- TEACCH stations
- Chewlery
- Ear defenders
- Sloping boards
- Sitting cushions
- Fidget bracelets and toys
- Visual timers
- Coloured overlays
- Readers and visualisers for children with visual impairment
- Large print materials for visually impaired

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans.

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.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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

Here are some examples:

Scout fit, Football, Gymnastics, Golf, French, Art, and Rugby

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Lleder Hall

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

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

For further information, see School Accessibility: Policy and plan 2015-2020

5.13 Support for improving emotional and social development

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 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 and works with groups of children.
- Lunchtime supervisor organises co-operative playground games
- Playground Leaders (older pupils) play games with the younger children
- Mindfulness sessions are run by class teachers
- All teachers have PHSE / RSE lessons including circle time sessions and work on SCARF activities to discuss issues or needs.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

- 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; Early Help, Place2Be, 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 Early Help Assessment Forms with parents and arrange further meetings for families as necessary.
- The Education, Health and Care planning process means that there is more holistic support around children and their families. The multi-agency meeting process allows professionals and parents to reach a consensus around a child's special needs.

5.15 Complaints about SEN provision

- 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 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.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

SENCO: Ms B 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

<p>Parent Partnership Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</p> <p>0161 778 0349</p>	<p>For children 0 – 5 Years Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</p> <p>0161 793 3275</p>	<p>SEN Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY</p> <p>0161 778 0405</p>
<p>Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton</p> <p>0161 778 0477</p>	<p>Occupational and Physiotherapy Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY</p> <p>0161 607 1448</p>	<p>Speech & Language Therapy Service Sandringham House Windsor Street Salford M5 4DG</p> <p>0161 212 4027</p>

Educational Psychology Service Burrows House M28 2LY 0161 778 0257	Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA 0161 793 3535	Orthoptic Department Sandringham House, Windsor St, Salford M6 4DG Tel. 0161 212 4128 Email: <u>orthoptics.salford@nhs.net</u>
Irlam School Nurse Team, Mosslands Medical Centre McDonald Road Irlam Manchester 0161 206 3819	SIASS Unity House Salford Civic Centre Chorley Road Swinton M27 5AW 0161 778 0538	Primary Inclusion Team (PIT) c/o Alder Brook Pupil Referral Unit Walnut Rd Eccles Manchester M30 8LE 0161 921 2650

5.17 Contact details for raising concerns

Who do I contact if I have any concerns?	<ul style="list-style-type: none"> • The school website also contains staffing information • Information is given at parent's 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
Do I need to make an appointment?	<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
How does school keep me updated about my child's progress?	<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

How can I give school feedback?	<ul style="list-style-type: none"> • Parental Meetings • Via questionnaires • Parent Governors
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What arrangements does school have for children with additional SEN support needs other than those with a EHCP?	<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 ‘enhanced’ service • Speech and language interventions • Social skills groups • Emotional and behavioural support groups or 1:1 sessions • I-REACH (CAMHS) • LSS assessments and strategies • Educational Psychologist for assessments and strategies
What arrangements does school have for children with Statements or Education, Health and Care (EHC) Plans?	<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 • Consultation with staff prior to the meeting • Making parents aware of pupil partnership support

5.18 The local authority local offer

Our local authority’s local offer is published here:

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

6. Monitoring arrangements

This policy and information report will be reviewed by Beverley Cohen **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions
- PHSE and RSE Policies
- Curriculum Policies for all subjects