



Grosvenor Road Primary School

SEND Information Report

SEND Information Report – Grosvenor Road Primary School

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

Our schools philosophy on SEND can be found in the SEND policy on our website.

Our school is committed to providing the best possible support to children identified as having a special educational need

- We has a service level agreement with the EP service, our assigned Educational Psychologist is Rona Taylor;
- We access external agencies to support specialist additional needs including Learning Support Service (LSS), Occupational Therapy (OT) and Speech & Language Therapy (SALT);
- All Reception pupils are screened using the TALC SALT assessments and assigned to intervention groups to develop language skills over the Reception year. These assessments and groups are organised by a NHS Speech and Language Therapist as we pay for the buy-in service yearly.
- Nursery children are screened by the Speech and Language Therapist. Children are grouped according to need and have targeted group sessions.
- An Ekklan trained Higher Level teaching assistant works alongside the SENCo and Speech and language therapist to provide targeted group and individual support for children with speech language and communication needs.
- The school has been awarded Communication Friendly Schools status and all staff have been trained in Communication Counts which covers interaction and questioning, vocabulary development and the use of visual strategies to improve outcomes for children who have speech, language and communication needs.
- The school is currently working towards gaining Dyslexia Friendly Schools status which ensures children with dyslexia or those who have difficulties associated with dyslexia through universal, targeted and specialist provision.
- Staff from the Hearing Impaired team are on site regularly to provide targeted support to children with a hearing impairment and provide support and advice to staff.
- Our Learning support assistants are trained to provide additional interventions in areas such as Speech language and communication, reading intervention, maths interventions
- We have a full time Learning Mentor, Mrs Abbott, who is responsible for attendance and punctuality, lead professional for TAC meetings and parental engagement.
- We have a Higher Level Teaching assistant who works under the direction of the SENCo and Educational Psychologist to provide support for children with Emotional, social and mental health needs.

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

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014***

The schools system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The schools system includes reference to information provided by:

- The observations of the class teacher
- Scrutinies of work
- National Curriculum descriptors for the end of a key stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- Common characteristics of dyslexia checklist
- Phonics tracking and assessment
- Basic Skills maths screening
- Word recognition reading age and comprehension reading age.
- An existing Statement of SEN or SENA assessment
- Assessments by a specialist service, such as educational psychology, identifying additional needs

Concerns are raised with the SENCo by the class teacher or parents

An Assess, Plan Do Review cycle will then be put into action which involves;-

1. Gathering information from existing monitoring and assessment arrangements
2. Involve parents and plan how a child will be supported
3. The class teacher and learning support assistant will put the plan into action which may involve differentiated work in class, additional 1:1 support by a LSA or a targeted wave 2 intervention
4. This will be reviewed after an agreed amount of time (depending on actions decided)

5. Progress will be measured against agreed targets

The cycle will start again if the class teacher and SENCo feel that this would be beneficial.

The SENCo, in consultation with the class teacher and parent, may seek advice or make a referral to outside agencies such as Learning support or Educational Psychology if it is felt that that existing additional support is not impacting adequately on progress.

3 Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans, including

a. How the school evaluates the effectiveness of its provision for such pupils

The schools system for regularly observing, assessing and recording the progress of **all** children is used to monitor children with SEND. The progress and attainment data for children with SEND is analysed across the whole school, by year group, class and subject. The school's progress and attainment data for children with SEND is also compared to national figures. Any child or group of children who have taken part in a specific intervention will be assessed pre and post intervention to look at progress and determine the effectiveness of the intervention.

Children who have an IIP (individual Intervention plan) will have their targets reviewed at least three times a year in discussion with parents.

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

Please refer to 3a

All pupils who are on the SEND register have an **Individual Intervention Plan**. Following assessments, targets are set for the child in consultation with parents, along with the type of support which the child will receive to enable them to meet their targets. This will be regularly reviewed, but must be at least once each term. This review will take place in consultation with the parent at a review meeting, and next steps and new targets will be set.

The SENCo will be given the outcomes of one full cycle and in consultation with the teacher and where necessary the parent, will decide if the current level of provision is effectively meeting the needs of the child or if more targeted or specialist provision is necessary.

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

*Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. (**Special educational needs and disability code of practice: 0 to 25 years**)*

The first response by the class teacher is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO will assess whether the child has SEND. Evidence will then be gathered

(including the views of the pupil, where appropriate and their parents)

This is in line with the Assess Plan Do Review cycle of the Graduated Response.

If progress is below that expected after targeted intervention the SENCo in consultation with the class teacher and parents may involve outside agencies such as Educational Psychology or Learning support.

d. How the school adapts the curriculum and learning environment

- The school has been awarded Communication Friendly Schools status and all staff have been trained in Communication Counts which covers interaction and questioning, vocabulary development and the use of visual strategies to improve outcomes for children who have speech, language and communication needs.
- The school is currently working towards gaining Dyslexia Friendly Schools status which ensures children with dyslexia or those who have difficulties associated with dyslexia are supported through universal, targeted and specialist provision.
- All teachers teach to pupils specific needs.
- A Learning Support Assistant (LSA) is a member of staff who works under the direction of a class teacher and Phase Leader. In our school LSA support the learning of small groups, 1:1 and delivering interventions to targeted groups;
- If additional funding is allocated from SEN to a child through a statement or an Education Health and Care Plan, we will use this funding to provide additional support to the pupil, this may be an additional person or a specific resource. If we think your child needs additional support from a LSA on a regular basis, we will tell you. If your child had LSA support in another school or setting, we would like you to tell us please;
- We have a team of 18 LSAs who work across the school, three of which are HLTAs.
- We have a full time Learning Mentor, Mrs Abbott, who is responsible for attendance and punctuality, lead professional for TAC meetings and parental engagement.
- Under the Equality Act 2010 school makes reasonable adjustments for children with a disability.
- The Hearing Impaired team have access to a quiet area where they are able to work with children who have a hearing impairment allowing them to provide essential pre and post teaching support.

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

Our school is committed to providing the best possible support to children identified as having a special educational need

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

- Premier Sports Coaches run lunchtimes activities twice a week..
- After school: Football, Dodge Ball, Dance, Athletics.
- Before School: Breakfast Club, Start Active Club for Key Stage 1 and 2.
- Lunchtime nurture group for children in KS1 and LKS2 run by our HLTA with responsibility for ESMH

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

At Grosvenor Road we have an ethos where everybody is treated with respect. This ethos is modelled by staff and pupils
In line with the school behaviour policy each class has:-

- Circle time
- Star learner of the week

- 'Smiley' reward system
- Assembly to show achievements outside of school

Lunchtime nurture group for children in KS1 and LKS2 run by our HLTA with responsibility for ESMH

Children in years 5 and 6 are invited to work with a trained counsellor from the charity Groundwork, who take small groups of children to work on self-esteem, conflict resolution, anxiety around transition.

We currently run the 'Time to talk' intervention for children who have social communication difficulties

We have a Higher Level Teaching assistant who works under the direction of the SENCo and Educational Psychologist to provide support for children with Emotional, social and mental health needs.

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We have a LSA's training in delivering 'Circle of Friends' to support children in making friends.

The SEAL programme is run as part of the curriculum.

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

The school SENCO is Mrs Emma Johns

Our SENCO can be contacted via the main school office – 0161 921 1200

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

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

- Through liaison with other agencies during transition meetings
- Advice from other professionals and parents – Learning support, Educational Psychology and Health, including speech and language resources

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

At Grosvenor Road we strive to consult all parents in the education of their children.

Parents and carers are asked to complete questionnaires termly and regularly encouraged to use Parent View- A link to this can be found on our website

Parents of children with SEND have additional consultations.

- Involvement in the Assess Plan Do Review cycle
- Group consultation meetings
- Annual Review meeting

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

At Grosvenor road we strive to consult all children and gather their views regarding their education.

We have a School council who meet regularly with Senior Management to feed back the views of their class mate.

We involve all children, including those with SEND, with setting their individual targets.

All children on the SEND register complete an ASK ME document which forms part of the transition procedure from year group to year group

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

We have a complaints procedure which is followed for any complaint made to school.

This can be found on our website.

Stage 1: Initially any complaint should be taken to the class teacher. If the matter remains unresolved,

Stage2: The complaint is dealt with by the SENCO or by a senior manager. If there is still no resolution,

Stage 3: The Head teacher should become actively involved.

*If the matter is still not resolved, parents **must** put their complaint **in writing** to the **Chair of Governors**.*

Stage 4: The Governing Body deals with the matter through their agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority Complaints Officer

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such children

Our SENCo will liaise with other bodies in supporting children with SEND and their parents.

We have a service level agreement with Educational Psychologist

A buy in Speech and Language therapist for one day a week

Referrals can be made via the SENCo to Learning Support Service for additional support and advice

School nurse can access support and provide advice and support for health concerns

Liaison with CAMHS –Child and Adolescent Mental Health Society

When necessary our Learning Mentor, Mrs Abbots will invite parents of children who have additional needs into school to complete a CAF – common assessment framework. Mrs Abbots can also organise TAC meetings – team around a child – when there are multiple agencies involved with one family.

11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32

Parent Partnership Unity House Salford Civic Centre Chorley Road	0161 778 0538
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Swinton M27 5AW	
<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	0161 793 3275
Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY	0161 778 0410
Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP	0161 607 1671
Educational Psychology Service Burrows House M28 2LY	0161 778 0476
Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA	0161 793 3535
12. The contact details of support services for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living	

<i>Parent Partnership Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i>	<i>0161 778 0538</i>
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<i>Educational Psychology Service Burrows House M28 2LY</i>	<i>0161 778 0476</i>
<i>Children with Disabilities Social Work Team Salford Civic Centre Chorley Road</i>	<i>0161 793 3535</i>

Swinton <i>M27 5DA</i>	
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13. Information on where the local authority's local offer is published

The local authorities local offer can be found at

<http://www.salford.gov.uk/localoffer.htm>