



SEN INFORMATION REPORT 2015/16

(Special Educational Needs and Disability (SEND) Information Report)

The Friars Primary School Mission Statement

We aim to combine high academic standards with a broad, balanced and rich curriculum. English and Maths will be the backbone of our pupils' success in learning. We will focus on children as individuals with specific needs and abilities.

<http://www.friarsprimaryschool.co.uk/home/mission-statement>

What kinds of special needs are provided for in this school?

How will my child be welcomed into the school?

How will my child be supported to be part of the school?

At The Friars Primary School, we believe that every pupil, regardless of age, gender, race, sexual orientation or disability, has a right to equal access to a broad and balanced curriculum. We seek to identify and address barriers to learning that fall within the four main areas of SEND:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Our school has an Enhanced Resourced Provision (The Yellow Room) for children with moderate learning difficulties (MLD). The person in charge of this is Mrs Doorbar.

Where can I find out about what is available locally for me, my family or my child?

Details on the admission procedure for our school can be found at <http://www.friarsprimaryschool.co.uk/admissions>. Our Children and Families Officers will speak with you so we have all the information we need to help your child become a member of our school community. Relevant information is shared with the classroom teacher and support staff to help them welcome your child into the school.

Please ask the Children and Families Officer about eligibility for free school meals (FSM). The school receives additional funding that may help your child if they are eligible for FSM.

Salford City Council publishes a local offer. This can be accessed at: <http://www.salford.gov.uk/localoffer.htm>
Our local offer can be found at:
<http://www.friarsprimaryschool.co.uk/special-educational-needs>

SEN, Learning Support and Pupil Premium

Lead: Mr. Williams

He is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's SEND Register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.

Mrs Doorbar is responsible for:

Ensuring The Yellow Room provision meets requires of the SEND Policy and Code of Conduct (2014).

Who is involved?

The Class Teacher working with your child is responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like focused, small group work or one-to-one teaching) and informing the Deputy Head as necessary.
- Set up and maintain intervention monitoring forms to record outcomes and progress made as a result of additional help.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEND.

Head and Deputy Head Teacher: Miss Arnold & Mr. Williams

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to other staff members but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor: Mr. Paul Scott

He is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

A Teaching Assistant (TA) may be allocated to some pupils with SEN and or disabilities

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above.

Of course, as a school, we welcome daily dialogue between parent/carers and TAs on how a child's day has been and we do actively encourage this regular feedback.

What additional support is there for my child?

Pastoral Care – Social, Emotional and Behavioural Needs

Our Children and Families Officers are Mrs. Rowland and Mr. Muscatelli. They are available for the children to speak to if they need support. These members of staff also work with individuals on intervention programmes.

Play Therapy / Counselling

Sue Jennings works on a one-to-one basis with identified children.

All children must receive class teacher input via good and outstanding classroom teaching:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- All lessons are differentiated to meet the needs of your child and the class.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

How will teaching be adapted to meet the needs of my child?

- We make sure activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on a school trip if this ensures access.
- After school clubs are available to all pupils.
- Health and safety audits will be conducted as and when appropriate.

What extra-curricular activities can my child participate in?

How will my child be involved in their own learning?

Children are involved every day in their own learning. They are involved in the marking of their own work and responding to teacher feedback. The children are encouraged to talk about their learning in pairs and small groups. Children's targets are discussed with them and they take ownership of them.

All SEND children will have their tests needs met by determining which access arrangements best suit the needs of your child.

This may include:

- Different test room
- Additional time
- Having a scribe
- The use of a computer

How will my child manage tests?

How accessible is your school?

- The school building is split site. The Early Years Foundation Stage is wheelchair accessible as is Key Stage 1 and Key Stage 2 across the road.
- The school buildings are open-plan with some small quiet areas and rooms.
- Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.
- For children who benefit from the use of electronic equipment to aid their learning. Equipment such as laptops, iPads are readily available.
- Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are available for children to use.

What skills does the staff have to meet my child's needs?

- The Deputy/SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school.
- We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How is behaviour managed?

Behaviour in school is based upon respecting others and their rights. Children must know what is expected of them, and why. They must be able to see good models of behaviour from all adults. Our approach is based on reward and reinforcement of good behaviour and attitudes. The school's behaviour policy can be accessed online or a copy obtained from the school office.

How will I know how my child is doing?

At The Friars Primary School, the class teacher and the Senior Leadership Team will continually monitor your child's progress.

- Their progress is reviewed every half term and achievement graded each term.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels/PIVATS'.
- At the end of each Key Stage (i.e. at the end of Year 2 and year 6) all children are required to be formally assessed using National Curriculum Tests (SATs). This is something the government requires all schools to do and they are the results that are published nationally.
- Children on the School SEND register will have an individual provision map and/or learning plan. This has targets set for your child and will be reviewed every half term. You will be invited to attend a meeting in order for us to review and set new targets together.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Senior Leadership Team will also check that your child is making good progress with any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home-School Books
 - Parents' Evenings
 - Additional meetings as required
 - Reports

What happens if I am worried about my child?

If you tell us you think your child has a SEND, we will discuss this with you and investigate– we will share with you what we find and agree with you what we will do next and what you can do to help your child.

What happens if my children does have SEN?

The school will follow a graduated approach to your child's learning. It will follow the sequence of -Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs.

Support for children with identified special needs starting at this school:

- We will first invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- The Deputy/SENCO and/or your child's key worker may make a home visit or visit your child if they are attending another provision
- We may suggest adaptations to the settling for a period to help your child to settle more easily

How do you identify children who may have special educational needs? How do I get to know if my child has SEND?

At The Friars Primary School when children have an identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND provision will be in our school setting. If our staff think that your child has a SEND we will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty (what is happening and why) and meet with you to discuss further strategies and support.

How will it work?

Children with specific barriers to learning that cannot be overcome through whole-class good and outstanding teaching (Quality First Teaching or Wave 1) and intervention groups (Wave 2):

- If your child has been identified as needing more specialist input in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- Before referrals are made, the Deputy Head Teacher may work with your child in his capacity as a specialist teacher.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and yourself understand your child's particular needs better.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional
- A group or individual work with outside professional
- Further assessment with other professionals when and if appropriate

If you or the school believe that your child needs more support than the current provision set in place either you or the school can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) Local Offer.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are providing.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case, they will write an Educational Health Care Plan (EHCP). The EHCP will outline support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP.

We will always use the advice of external agencies e.g. an Educational Psychologist to help develop and review each child's needs.

What if I think my child needs more help than the school can provide?

What if the Local Authority says no?

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. Ask the school to review or continue with the support at the current level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The school budget, received from Salford Local Authority, includes money for supporting children with SEND.

- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the Deputy Head discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
 - deciding what resources, training and support is needed.
- All resources, training and support are reviewed regularly and changes made as needed.

How will the school fund the support needed for my child?

How will the school help my child to manage the transitions into the school, into a new class or on to a different school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENCO and ensure that they know about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
 - All provision maps and learning plans will be shared with the new teacher.
 - Depending on the needs of the child a visit to their new classroom can be provided to help them in their understanding of moving to a new class.
 - Books can be made containing photographs of the child's new teachers, classroom, etc for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.
- When moving into The Friars Primary School during the academic year:
 - We will meet with you and your child to discuss their needs and decide how to best transition into our school.
 - We will liaise with previous school SENCO to discuss the provision and obtain records from external agencies.
 - We will ensure the Children and Families Officer checks on how your child is settling in.
- In Year 6:
 - We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3 is smooth.
 - Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
 - Secondary school staff are invited into school.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Where can I or my child get further help, information and support?

There are a number of local and national services designed to support parents and carers on many SEND areas. Here are some of the services;

Parent Partnership Service

The Parent Partnership Service offers information, advice and support to children, young people and parents/carers about special educational needs and disability. This includes information related to health and social care.

This is a free, impartial and confidential service.

<https://www.salford.gov.uk/siass.htm>

Salford Local Offer

Here you can find information related to support available locally for children and young people with SEN/disability.

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

Support and Advice

This webpage contains useful information on sources of help and support.

<https://www.salford.gov.uk/supportandadvice.htm>

How do I complain if I am not happy with what is happening for my child?

Depending on the nature of the concern, you may wish, or be asked to, follow the schools formal complaints procedure. For the school to be able to investigate a complaint, the complaint needs to be made within three months of the incident occurring otherwise it will not be investigated. The prime aim of The Friars Primary School's policy is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school.

If you have any further questions, then contact the school and we will be more than happy to help you.

Tel: 0161 832 4664

Email: thefriars.primaryschool@salford.gov.uk