

Beech Street Community Primary School SEN Information Report



Updated October 2017

(Special Educational Needs and Disability Regulations, 2014)

1. The kinds of Special Educational Needs for which provision is made at the school

Beech Street Primary is an inclusive school and aims to overcome barriers to learning in order for all children to make good progress. We have a Special Educational Needs and Disability policy which gives details for parents and carers, about the school's policy regarding our graduated response to Special Educational Needs. Please see the school's website for a copy of the policy:

www.beechstreetprimary.co.uk/our-school/policies

We support children in the classroom who have cognition and learning needs, behaviour, emotional and social development needs, communication and interaction needs, sensory and physical needs.

The Special Educational Needs coordinator (SENCo) is Mrs J. Fazackerley who holds the National Award for Special Educational Needs coordinators and regularly attends professional development courses and meetings to keep up to date with the latest legislation and good practice.

We have 4 teaching assistants who hold ELKLAN qualifications in developing speech and language skills in children in the early years. All of our teachers and teaching assistants are qualified to teach phonics and are skilled in using it to develop reading skills across the school.

School has access ramps available for pupils with disabilities so that they can access the ground floor of the building easily.

Our early year's department hold the 'I Can' accreditation for developing speaking and listening skills.

Our children and families officer, Mrs J. Heywood works closely with our Special Educational Needs coordinator (SENCo) in order to support parents and their families.

Please visit the website for ways in which Mrs Heywood can support you: www.beechstreetprimary.co.uk/parents/family-liaison-officer

2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEN (Special Educational Needs)

Children are assessed, by their class teachers, regularly throughout the school year to ensure that they are making progress. Teachers use observations and testing in order to make judgements on a child's attainment and ability. In addition to this, the children's reading age and their spelling age is assessed annually.

There are also a number of standardised tests the children take. Some are a legal requirement. In Year 1, the children have a phonics screening check to ensure that their phonic knowledge is secure. In Year 2, the children have their end of Key Stage 1 SATs and in year 6 the children have their end of Key Stage 2 SATs.

All parents are informed if their child is having difficulties in any area at school. There is a graduated response towards the child's needs ensuring that the correct provision is put into place to support the child in making progress. Children are involved at all stages and targets are discussed with the child. Pupil voice is collected through the use of interviews with the class teacher, Special Educational Needs coordinator and questionnaires.

If it is felt that there is a speech and language difficulty, the Special Educational Needs coordinator will refer the child to the speech and language therapy service for an assessment.

If there is a behavioural difficulty, we will initially speak to the parents to see if there are difficulties at home and then monitor the child's behaviour in school. We will gather information about incidents that have happened and keep logs of these events; this will enable us to see patterns in behaviour in school. If the concern continues or escalates, behaviour plans and support are put into place for the child. The SENCo is able to refer children to the Child and Adolescent Mental Health Service (CAMHS), if there are difficulties surrounding the mental health and well being of a young person.

If it is felt that a child is having specific difficulties and making less than expected progress, the Special Educational Needs coordinator is able to seek advice from Salford's learning support service and refer children for additional screening for conditions such as Autistic Spectrum disorders, Dyslexia, Dyscalculia and behaviour support.

Where there is a greater concern, the Educational Psychologist Dr Rachel Lyons, is able to complete cognitive assessments to identify problem areas and areas of strengths in a child's ability.

In Reception, the children's eyes are tested and in Year 1 their ears are tested to ensure that there are no concerns by the school nurse.

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

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

The progress of all SEN children is evaluated at the end of each term. The teacher assesses each child's attainment and the amount of progress is analysed by the Special Educational Needs Coordinator (SENCo). The Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) or a positive handling plan is evaluated by the teacher, parents, and child. A meeting takes place between the SENCo and class teacher and any children who are 'causing concern' are also discussed. Parents will always be asked to discuss these next steps with the SENCo.

Children who have a Statement of Education or Education Care Health Plan (EHCP) have an annual review to discuss the targets set out in the original statement/ EHCP. Professionals from outside agencies may also be invited, alongside the SENCo, class teacher and parents/carers to discuss the objectives set out in the Statement/EHCP.

These are the more formal arrangements; however parents are invited to come in to discuss any concerns about their child's progress or well being. The SENCo can be contacted via the school office, or via email. It is essential to have good communication between home and school for optimum progress to be made.

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

The progress of all SEN children is evaluated at the end of each term. This is done by evaluating the Individual Education Plan IEP (teacher, pupil, parents/carers). A meeting will then take place between the SENCo and class teacher where they will discuss any children who are 'causing concern'. It may be felt that a child requires an Individual Education Plan (IEP), in these cases parents will always be asked to discuss these next steps with the SENCo.

Children who have a Statement of Education or Education Care Health Plan (EHCP), have an annual review to discuss the targets set out in the original statement/ EHCP. Professionals from outside agencies may also be invited, alongside the SENCo, class teacher and parents/carers to discuss the objectives set out in the Statement/EHCP.

These are the more formal arrangements; however parents are invited to come in for a chat, if they have any concerns about their child's progress or well being. The SENCo can be contacted via the school office, or via email. It is essential to have good communication between home and school for optimum progress to be made.

c. 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 reach their potential. Teachers plan suitable learning for pupils with attainments significantly above or below the age related expectations.

All teachers:

- set high expectations and provide opportunities for all to achieve
- take account of legislation requiring equal opportunities
- take specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.

For pupils with particular learning and assessment requirements, teachers and teaching assistants, support individuals and groups to enable them to participate fully in the curriculum and assessment activities.

Children with SEN

Teachers:

- take account of the type and extent of a pupil's Special Educational Needs in planning and in assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- 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

Children with disabilities

Not all pupils with disabilities necessarily have Special Educational Needs. Teachers take action however, to ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. Teachers:

- plan for enough time for 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

In Early Years Foundation stage and Key Stage 1, phonics is streamed to ensure that all children are able to access phonics at their own personal level.

d. How the school adapts the curriculum and learning environment

The curriculum can be adapted in many different ways depending upon the age and the ability of the child.

Lessons are differentiated to suit the children in individual classes including:

- Grouping – small group/1:1/ability/friendship /peer partners/mixed class
- Content
- Teaching style
- Lesson format – thematic units/games, simulations, role-plays, discovery learning
- Pace
- Alternative recording methods – scribing, use of ICT, mind-mapping, photographs etc.
- Outcome
- Materials
- Support level
- Reward
- Location

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

We have many ways that we can support children in school who have additional needs. Teaching assistants are available to support children in class during the teaching of the core subjects, English, Maths and Science.

We have a variety of interventions that are tailored to individual needs.

These include:

- Precision teaching
- PiXL- reading, writing and maths
- Magic Maths
- Reading Recovery
- Phonics
- Time to talk
- Socially Speaking
- Bright Sparks Maths
- Fast Track Phonics
- Working Memory
- Counselling service – provided by Child Action North West (funded through pupil premium)
- THRIVE

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

We have a variety of after school/ extra-curricular clubs which change from term to term. These clubs are available to all our children (key stage permitting): under the 'reasonable adjustment duty' changes can be made in order to accommodate children with a specific requirement. All of our clubs are free of charge.

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

We have a family liaison officer, Mrs Heywood, who works with children and their parents in order to develop and enhance emotional wellbeing.

Intervention groups are available to those children who need this support. This is carried out by a teaching assistant.

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

Our SENCo is Jane Fazackerley contactable on 0161 7891553 or jane.fazackerley@salford.gov.uk

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

Continuing Professional development is essential for all staff members at Beech Street CP School. The SENCo hold the National Award for SENCos.

We have 2 teaching assistants qualified in reading recovery.

<p>We have 4 teaching assistants who are ELKLAN trained. All members of staff are trained in Team Teach. The SENCo and Children and families officer are trained THRIVE practitioners.</p>
<p>6. Information about how equipment and facilities to support CYP with SEN will be secured The SENCo holds an SEN budget, which allows the purchase of auxiliary aids to a reasonable amount. School endeavours to purchase essential items for children with SEND (Special Educational Needs and Disabilities).</p>
<p>7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child Parents are invited to come into school, at the end of each term, to discuss their child’s progress and also to discuss next steps. However, parents are welcome to contact school at any time to discuss any issues or concerns they may have. This can be done by face to face meetings, phone calls, emails– to share their views and opinions. In addition to this, there are two parents’ evenings. Throughout the course of an academic year, questionnaires are also sent out to parents to ask for their views and feedback about a variety of issues.</p>
<p>8. The arrangements for consulting young people with SEN about, and involving them in, their education It is essential that all children, regardless of their age, are able to express their own views. The pupil voice is captured in the most appropriate way depending upon the age of the child. The SENCo meets with each child to discuss their feelings about school, what they are good at and what they would like to get better at. Children are asked to fill out a pupil questionnaire at the time of their IEP/IBP target review.</p>
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school</p> <p>Stage 1: The complaint is dealt with by the class teacher responds in the first instance. 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, the complainant 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 and ultimately to the Ombudsman/Secretary of State.</p>
<p>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 SEN and in supporting the families of such children Before a referral is made to any outside agencies, parental/carer consent is sought. The service available will be discussed with the parent and how this service will benefit their child.</p>

Referrals can be made to many agencies. The first port of call is usually the Salford Learning support service. This is a generic service that supports children with a range of needs, including communication and language difficulties, dyslexia, physical, behaviour and English as an additional language.

School works very closely with our Educational Psychologist, Dr Stephanie Pipe. Once a decision, in conjunction with parents/carers has been made to involve Dr. Stephanie Pipe, a referral is carried out; a date will be set for her to come to school to carry out a classroom/playground observation and a 1-1 assessment. This will usually be followed by a meeting with parents/carers to discuss findings and a way forward to support the child.

It may also be deemed necessary for a child to be referred to speech and language. Parents/Carers are responsible for taking their child to all speech and language appointments.

We work closely with the school nurse and continue to have good links with the community paediatricians. We also work closely with the doctors and advisors from CAMHS (Child and Adolescent Mental Health Services).

Where a child has a difficulty with speech and language, the SENCo is able to refer the child to the speech and language therapy service, to receive therapy.

Where there is a physical need, the SENCo is able to refer into the Physiotherapy and Occupational Therapy team.

Children with a sensory impairment can be referred into the Salford sensory impaired team.

There are times when a family needs to be supported in order to help the child. We are fortunate to have a children and families officer, Mrs J Heywood, who is here to support parents. At times a CAF (Common Assessment Framework) may also need to be completed. This is an assessment tool which looks at the whole family and helps to identify where the need is and who is best suited to offer support in that area.

Other agencies within Children's' Services may need to be involved to provide skilled support for the entire family, thus helping the child. We also have strong links with the EWO (Education Welfare Officer), helping children and families to improve punctuality and attendance.

The new Education Health Care Plan will help to provide a more holistic approach to supporting children and their families.

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

<p><i>Parent Partnership Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i></p>	<p><i>0161 778 0538</i></p>
<p><i><u>For children aged 0-5</u> Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre</i></p>	<p><i>0161 793 3275</i></p>

<i>Chorley Road Swinton M27 5AW</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>
<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 Swinton M27 5DA</i>	<i>0161 793 3535</i>

12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living

Sometimes you will want to plan a longer, more structured transition into the next phase of education for a child with SEN.

Transition From	To	Support Service	Contact details
<i>Setting</i>	<i>School</i>	<i>Starting Life Well</i>	<i>0161 793 3275</i>
		<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 1</i>	<i>Key Stage 2</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 2</i>	<i>Key Stage 3</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>

		LSS	0161 607 1671
Key Stage 3	Key Stage 4	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 4	Key Stage 5 and beyond	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
		New Directions (the Joint Learning Difficulty Team within Adult Services)	0161 793 2286
		Transition Coordinator	0161 793 2298
		Connexions	0161 603 6850
		Salford City College Learning Support	<p>City Skills Sixth Form Centre - 50 Frederick Road, Salford, M6 6QH</p> <p>Eccles Sixth Form Centre - Chatsworth Road, Eccles, Salford, M30 9FJ</p> <p>FutureSkills - Dakota Avenue, Salford, M50 2PU</p> <p>Pendleton Sixth Form Centre - Dronfield Road, Salford, M6 7FR</p> <p>Walkden Sixth Form Centre - Walkden Road, Worsley, Salford, M28 7QD</p>
For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)			0161 603 4500
For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team			0161 793 3535
13. Information on where the local authority's local offer is published			

The Local Offer in Salford (LOIS) can be found at this location:
www.salford.gov.uk/localoffer.htm