



St Mark's CE Primary School SEN Information Report

1. The kinds of special educational needs for which provision is made at this 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. At St. Mark's we recognise individual differences between children and value each child as unique and 'special' in their own way. This is reflected in our school's mission statement and the caring ethos, which our children experience. According to the Code of Practice 2014 and Salford LA, a child might have special educational needs because of difficulties with:

- communication and interaction (Autism, speech, language and communication needs)
- cognition and learning (dyslexia, dyspraxia, moderate, severe and profound learning difficulty)
- social, emotional or mental health needs
- sensory and/or physical needs (visual, hearing or both impairments, a physical difficulty)

Further information can be found in our SEN policy on our website in the 'Our School' area.

We have successfully accommodated all of these needs over the years at school through our trained staff and accessing the expertise of Salford's Learning Support Team. Our SENCO achieved the SEN Diploma in

2003 and has since achieved an accreditation in Attachment Disorder training and is a Level 1 Theraplay therapist alongside one of our Teaching Assistants.

We have 4 ELKLAN trained TAs across EYFS, KS1 and KS2.

We have achieved Emotionally Friendly Schools status and are working towards the AET standards to support children with Autism. Our SENCO will complete the 2 day TEACCH training in February as well.

Currently we have a sensory room that can be accessed for nurture groups though this will be relocated from September 2018 due to completing the transition to two form entry at Upper Key Stage 2. This will allow us to continue to run our sunshine groups though which help to meet children's social and emotional needs,

In addition, we have two HLTA's who run regular drop in sessions at lunch times for our children who may be anxious or struggle with unstructured times.

2. Information about the school's policies for the identification and assessment of pupils with SEN

The SENCO meets formally with all teachers every term to see if there are any new concerns about children their class. The class teachers will generally make the initial identification of a child's SEN, unless the child enters school having these needs already identified. Occasionally, using assessment data, the SENCOs will decide if a child needs extra support as they are not making the expected or required progress.

Identification may also be made as a result of a request by the child's parents. The identification may have been made through general classroom observations from the teacher and marking and evaluation of work.

At St Mark's Primary School all children complete assessments each term in English and Maths. These can be used to identify children who are not making expected progress and who may be in need of an intervention. This can be characterised by progress which:

- 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

We also carry out termly reading and spelling age tests. Teachers will regularly monitor progress in class through end of topic tests, weekly spellings, table and mental maths tests. Writing and reading is regularly evaluated and Target Tracker is used to monitor all children's progress,

Staff can also approach the SENCO at any time to add a child who they have concerns about. A child will usually be monitored as a recorded concern initially whilst different approaches are tried. If they continue to be a concern they will then be moved to SEN level and have an intervention plan. Then from Year 3 and above, a child who has displayed signs of dyslexia or dyscalculia can be screened. This will identify whether the child requires any additional resources or support.

Pupils requiring additional 1:1 phonics are also identified through this assessment.

The statutory health checks are completed by the Schools' Health Team and, in addition, all staff are vigilant in identifying hearing/eyesight difficulties and parents are informed when a difficulty is noted. If necessary referrals are then made through school. School has excellent links with outside agencies and can access relevant advice when appropriate.

The SENCO works very closely with support staff, teachers and parents to ensure that any potential barriers to learning are identified & addressed as soon as possible. Relevant intervention from school staff or outside agencies will be implemented if required.

Following the Special Educational Needs Code of Practice, it is the responsibility of all class teachers to express concern if they feel that a child may have Special Educational Needs. They then consult the school's SENCO, begin to make some initial observations and keep notes on the child's difficulties for a short time (usually about a term). During this time the child's parents are consulted and asked if they feel their child has any difficulties. The teacher will complete a recorded concern form, which will be updated with observations and a record of what strategies have been tried in school and at home. If the child continues to need extra support they will then move to SEN level and will have an Intervention plan.

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 impact of all interventions is measured and assessed individually. This may be shown on the Intervention Plan (IP) previously known as an Individual Education Plan (IEP). Termly pupil progress meetings take place between the Head Teacher and class teacher. Each key stage meets with the SENCO termly and whenever else necessary to discuss pupils progress and individual needs. This approach ensures that we look closely at the progress and needs of children as individuals and also identify children's needs and trends in different cohorts i.e. SEN, Pupil Premium etc.

The SENCO also uses the Salford Interactive Provision Mapping Tool to map provision for all pupils. This identifies the interventions accessed, staff member and cost per child.

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

The progress for children with SEN is reviewed at termly meetings with the SENCO, class teacher and designated teaching assistant. During this meeting the IP targets are evaluated and new targets are discussed prior to a review meeting with parents. Discussions take place regarding any further advice/ recommendations that may have been received/ required from outside agencies.

Reviews of children with an ECHP are reviewed annually with parents, the class teacher and SENCo. Some children may also require an additional interim meeting to discuss provision, transition, progress etc. All these meetings are held at school at a convenient time for parents/carers.

SEN parents evenings are held each term and they are separate from the mainstream parents evening. IP's are evaluated and the parent's views are incorporated during this meeting.

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 achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the expected key stage levels.

All teachers:

☑ set high expectations and provide opportunities for all to achieve

- ☐ use quality first teaching
- ☐ take account of legislation regarding 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 support individuals and groups to enable them to participate fully in curriculum and assessment activities.

For children with SEN, teachers will:

- ☐ 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

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 will:

- ☐ plan for enough time for satisfactory completion of tasks

☒ plan opportunities where needed for the development of skills in practical aspects of the curriculum

Once we complete the transition to a 2 form entry school in September 2018, all classes will be mixed ability. Within the class children will be grouped according to ability for English and Maths. In Reception and Years 1, 2 and 3, children are ability grouped for phonics or spellings.

d. How the school adapts the curriculum and learning environment

Our school shows differentiation by:

☒ Grouping – small group/1:1/ability/friendship

☒ Differentiated appropriate lesson content for SEN pupils

☒ Use of sensory classroom for identified children up to July 2018

☒ Teaching style (VAK)

☒ The use of effective teaching strategies where different parts of lessons are delivered to groups at different times

☒ Lesson format – engaging thematic topics based on topical questions to be investigated and explored

☒ Alternative recording methods – scribing, use of ICT, mind-mapping, photographs etc.

☒ Differentiation by outcome is used where appropriate

☒ Materials specific to pupil needs

☒ Teaching assistant and teacher support

☒ Location of small group work may take place outside of the classroom where appropriate

- ☐ Use of dyslexia aids and resources to support learning.
- ☐ Pastel coloured paper and backgrounds used as part of the dyslexia friendly approach for children who need it
- ☐ Learning environment with learning aids and working walls
- ☐ Visual timetables for pupils who need it.

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

Precision teaching

Sunshine Group

Nurture Classroom

Daily access to Nessy/ Word Wasp/Toe by Toe/Power 2/SNIP/Springboard
maths/Stile Spag, reading and maths programmes

Social Skills programmes

Individualised Speech & Language programmes

MeeMo Memory Skills

Coordination and motor skill work

TAs are deployed within classrooms to enable small group work to take place during both English and maths lessons.

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

At St Mark's CE Primary, we offer a range of extra-curricular clubs that all children can take part in for free, including:

- Chess
- Cross country
- Choir
- Football Team
- Netball team
- Dinnertime computing/ model making/drop in sessions

In addition to this we hold after school sports clubs that change on a half termly basis so as many children as possible in KS1 and 2 can access them.

We also have additional clubs such as photography and engineering that are run by outside agencies and so do have a small charge.

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

Children can access any member of staff for support with emotional or social issues as the SENCO delivered training to all staff around nurture and the use of play therapy. Children who have a particular need will be invited to Sunshine groups run in EYFS and both key stages. They will also have regular times with a specific TA to check in and discuss any concerns or issues.

We are currently training children in peer mentoring so children can feel supported outside. All children have PSHE and SUMO lessons to help improve social and emotional development. We have lunch time drop in sessions in the computer suite or sensory room to support our SEN pupils with their social and

emotional development. Specific social skills groups will also take place where there is a need. A CAF would be completed if there were significant difficulties or our interventions were not helping.

4. The name and contact details of the SENCO and who to contact if you need help or support.

SENCO – Claire Cooper (available in school Tuesday-Friday)

Louise Mansfield - Deputy Head Teacher (available in school Monday- Friday)

Damian Kay- Head Teacher (available in school Monday-Friday)

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

? SENCO with over 15 years experience and Diploma in SEN from Salford. Trained in Precision Teaching, Attachment Disorder, TEACCH, Theraplay Level 1 therapist. Dyslexia Friendly Schools Training

? All staff trained in Emotional Friendly School Status and understanding Autism and Attachment Disorder.

? 1 additional member of staff is trained in Attachment Disorder and is a Level 1 Theraplay therapist

? All Members of staff are trained in Precision Teaching

? 4 members of staff trained in ELKLAN

? 1 Member of Staff trained in Mindfulness

? 2 Members of staff trained in Team Teach

? 6 members of staff trained on sensory awareness and strategies

? HLTA has a degree on working with boys with emotional needs

Awareness: Information about children with specific educational needs is shared with all staff who come in to contact with that child through training at staff meeting, transition time and the Intervention Plan.

Enhanced and Specialist:

Both teachers and teaching assistants receive specialised training/advice to meet the needs of individual children where required i.e. ASD, Behaviour, SALT. School use LSS, Primary Inclusion Team (PIT), external courses and the Educational Psychologist to assist us in meeting these needs.

We anticipate new Special Educational Needs in schools by ensuring all staff are inclusive in their practice and have the opportunity to complete self-directed learning through the use of the inclusion development programme. Once we know we are receiving a child with a special educational need new to school we ensure that there is rigorous transition from their previous setting, support from the Learning Support Service and Educational Psychologist and specialist training sourced.

5. Information about how equipment and facilities to support children with SEN will be secured

St Mark's CE Primary School currently has wheelchair access for all pupils and parents, including ramps and toilet facilities. We will ensure, to the best of our ability and capacity, that, should the need arise for a child to require additional equipment or facilities, their needs would be met.

The Accessibility Plan can be found on the school website in the 'Our School'-Equality Objectives area.

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

At St Mark's we value the close liaison with parents; working together to ensure that both home and school are fully supporting the child's needs. Teachers greet the child and parents each morning for "handover" and again at the end of the day. Parents receive communication from the school via letters, texts, email, telephone conversations, Home/School link books and meetings. The parents of children with SEND are aware of targets set on the IPs and also contribute to them at the termly review meeting. Suggestions for how they can help at home to achieve these targets are also attached.

My story documents are also completed with SEN pupils going through the EHC Plan process, to share key information about the child's likes and dislikes, ways they learn and family information with school. Children with suspected or diagnosed ASC have pupil profiles too.

8. The arrangements for consulting and involving children with SEN in their education

We value and celebrate each child being able to express their views on all aspects of school life. Children who have IPs discuss and set their targets with their class teacher. There is an annual pupil voice questionnaire where the Head teacher actively seeks the viewpoints of children especially concerning being able to speak to an adult if they have a worry. If your child has EHC Plan or an annual review of their EHC Plan then their views will be obtained before any meetings. Children are also involved in their EHC Plan review meeting and contribute.

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

Stage 1: The complaint is dealt with at the lowest level possible the class teacher will respond in the first instance. The complainant needs to feel they have been listened to and all points they raise addressed should be addressed. If the matter remains unresolved,

Stage 2: The complaint is dealt with by the SENCO or by a senior leader. 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.

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

St Mark's CE Primary School work closely with outside agencies for consultation, observation and advice. These include: Educational Psychologists, Speech and Language therapists, Learning Support Service, Paediatricians, Occupational/Physiotherapists, CAMHS, Primary Inclusion Team (PIT), Children's Services and Learning Support Services etc.

School promote the use of SIASS to assist them in the process of statutory assessment and for other matters that may arise for SEND throughout their time at St Mark's. We also use the FAF (Family Assessment Framework) process as a tool to enable us and parents to address issues that are barriers to learning.

11.How will we support your child when they are joining St Mark's? Leaving St Mark's? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition takes place as smooth as possible.

If you child is joining us from another school:

- The SENCO will visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Where possible, a planning meeting will take place with the SENCo/class teacher from the new school.
- 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 a planning meeting will take place with the new teacher.
- IEPs will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

In year 6, moving to high school:

- The SENCo/class teacher will discuss the specific needs of your child with the SENCo of the child's secondary school.
- Where necessary, your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
 - Additional visits will be arranged
 - Transition booklets will be worked on together

12. The contact details of support services for the parents of pupils with SEN

SIASS

0161 778 0538

Unity House

Salford Civic Centre

Chorley Road

Swinton

M27 5AW

For children aged 0-5 *0161 793 3275*
Early Support/Portage Home
Visiting Team/Inclusion Officers
Starting Life Well
Unity House
Salford Civic Centre
Chorley Road
Swinton
M27 5AW

Statutory Assessment Team *0161 778 0410*
Burrows House
10 Priestley Road
Wardley Industrial Estate
M28 2LY

Learning Support Service (LSS) *0161 607 1671*
c/o Moorside High School
57 Deans Road
Swinton
M27 0AP

*Primary Inclusion Team (PIT) 0161 921 2650
c/o Alder Brook Pupil Referral
Unit
Walnut Rd
Eccles
Manchester
M30 8LE*

*Educational Psychology Service 0161 778 0476
Burrows House
M28 2LY*

*Children with Disabilities Social Work Team 0161 603 4500
Salford Civic Centre
Chorley Road
Swinton
M27 5DA*
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)

For any child with a disability who is already in receipt of Social Services and needs Social 0161 793 3535

*Care help to support transition
at any stage support, contact
the Children with Disabilities
Team
0161 793 3535*