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**SEND INFORMATION REPORT**

**Enjoy and achieve together**

**AMC MARCH 21**

**REVIEW March 22**

## **SEN Information Report**

Governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year **must** be updated as soon as possible. (Special Educational Needs and Disability Regulations, 2014)

When you are filling in your details you should remember to add in to any of the sections anything additional you do for Looked After Children who have SEND.

You should ensure the information you provide is easily accessible by young people and parents and is set in clear, straightforward language. This document contains commonly used acronyms because it is designed for use by professionals. Remember that parents and young people may not understand them.

The SEN Information Report should also be linked to your Local Offer. As you work through this document, you will see there are overlaps in the detail in much of the information being asked for. You can cross refer to other appropriate sections in other documents to avoid duplication of effort or, perhaps it would be easier for parents if you cut and paste sections of what you have filled in on the Local Offer Template into this document.

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

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*Our school is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement. This is supported in the schools SEN Policy which can be found on the schools website.*

#### **SEN Staff:**

- Experienced SENDco who has up to date training
- Family worker with behaviour training
- Pastoral team
- Learning Mentor
- Staff who are trained in a range areas (See section 5)

Specialist facilities:

- Adaptations to the building-ramps
- Equipment to aid physical difficulties

## **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**

Parents/carers will be informed if the school thinks their child has an SEN and that they and the child/young person should be involved in the planning to meet the need. Parents can get further details in the SEN Policy document.

Range of assessment in identifying and assessing pupils with SEN:

- SATs
- ECAT
- Year 1 Phonic Check
- Read Write Inc phonic assessment
- SSRT
- Teacher assessment
- Standardised spelling test
- Dyslexia Screener
- Eyesight and hearing checks

Less than expected progress which may result in a child being identified as having a special educational need is characterised as the following:

- 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

Progress in other areas than attainment can be included, e.g. where a pupil needs to make additional progress with social needs in order to make a successful transition into adult life. If a child's behaviour is causing concern, we first consider whether there are any potential underlying difficulties and if there appear to be none, we would take the following steps:

- Speak to the parent about anything that might have happened at home.
- Gather information from staff about what sort of incidents are occurring, at what time of the day, during which lessons etc and analyse this information to see if there are any patterns.
- Carry out timed observations in class/on the playground and record the way the child is behaving, taking account of who else is involved and any environmental factors.
- A pastoral plan would be written by the teacher in collaboration with the parents, family support worker, learning Mentor and SENCO.

- If, after a period of intervention using the pastoral plan, there is no improvement, the school would seek external advice.

**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**

How the school evaluates effectiveness of its provision for children with a special Educational Need:

- Assessment information/progress rates pre and post interventions
- Analysis of attainment and progress data for children with SEN across the school
- Trends over time of closing the gap between children with SEN and those without
- Pupil/parent questionnaires
- Use of the Salford Interactive Provision Mapping Tool

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

*Briefly describe the usual arrangements and add fuller details of any additional or different things you do for children with SEN e.g. having half termly/termly reviews; describe how and when you review IEP targets; describe your arrangements for Annual Review of statements; do you have any special arrangements on Parent or Open Evenings?*

**Arrangements for reviewing progress:**

- Parents Evenings
- School reports – once yearly – inc levels and a folder for storage
- Meetings with parents
- Review of EHCP's
- Review of IEPs at least once each term, sooner if targets are met
- Behaviour/pastoral plans
- Certificates celebrating educational successes
- Weekly newsletters

Arrangements for IEP/pastoral plan targets and reviews:

- Termly Review meeting held with class teacher and SENCO if requested
- Parent contributions added
- Pupil contributions added

Arrangements for Annual reviews:

- Invites to all parties involved in review meetings
- Review meeting held at a convenient location
- Review meeting held at a convenient time for parents who work/have commitments during the day

- Translator provided if needed
- Consultation with staff prior to the meeting
- Making parents aware of parent partnership support
- Parent questionnaires sent before meetings
- All minutes and reports shared with parents

(See section 7,8 and 9 for extra information on assessing and reviewing the progress of pupils with SEN)

### **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
- 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 support individuals and groups to enable them to participate fully in 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 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 and, at key stage four to prepare for work
- 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 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
- the opportunity for children to move between groups through assessment and monitoring

#### **d. How the school adapts the curriculum and learning environment**

Differentiation by:

- Grouping – small group/1:1/ability/friendship /peer partners/cross-age tutors/some subjects streamed
- 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 e.g. certificates, wonder workers
- Location e.g. in class, The Library, The Nurture room
- Classroom environment e.g. visual timetable, table top prompts, now and next boards

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

Additional adults are deployed throughout the school supporting core subjects in the morning sessions and running intervention programmes in the afternoon sessions, after school interventions are also available:

Specific interventions used:

- Precision teaching
- ELKLAN
- Motor skills united
- Write from the start
- RWI/Phonics/Nessy
- Catch up Literacy and Maths
- Socially speaking intervention
- A circle of friends intervention
- Nurture group intervention
- Behaviour interventions
- Reading volunteers
- Lego therapy
- Emotion coaching
- Social stories
- Lunchtime nurture club
- After school clubs: reading, phonics and pyramid club
- Laptops/ipads
- Equipment/resources to support learning e.g. writing slant, pencil grips, coloured overlays.
- Forest School

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

Extra-curricular activities available for all (some year group specific) :

- Football club
- Gardening club
- Drama club
- Art club
- Story club
- ICT club
- Netball club
- Multi sports
- Pyramid club
- Lego and construction
- Forest schools

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

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

- A smaller room to work on interventions 1:1 or in small groups.
- Socially speaking intervention
- A circle of friends intervention
- Mentoring
- Pyramid Club
- SEAL Activities
- Nurture group intervention
- Behaviour interventions
- Lego therapy
- Emotion coaching

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

SENCO-Mrs A McIlveen  
Contact- Mrs A McIlveen-SENCO/ Ms L.M Jones Headteacher  
0161 427 1845  
Clifton.school@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**

Awareness of SEN, specific for a particular type of SEN and/or basic awareness of SEN appropriate for all staff is given through a range of CPD:

- Team teach trained staff
- ADHD training
- Dyslexia training
- Precision teaching training
- Behaviour modification programmes – Team teach and LSS support/advice
- Supporting EAL pupils in/out of the classroom
- EMTAS support for specified EAL pupils
- External support from specific agencies to target specific areas-LSS

- ELKLAN training
- Epi Pen training
- Epilepsy training
- Defibrillator training
- Experienced SENco who has up to date training
- Family support worker with behaviour training (see also staff and SENCo)
- Learning mentor
- Staff who are phonics trained and qualified to train other staff
- TA trained in Phonics, Catch up Literacy and Maths
- Blank level questioning

## **6. Information about how equipment and facilities to support CYP with SEN will be secured**

The school's procedure for providing a piece of equipment should the need arise or for building up an improved range of equipment in anticipation of a future need arising:

Many, but not all CYP with SEN will be covered under the Equality Act 2010.

In September 2012 the requirement to provide auxiliary aids or services as part of the duty to make reasonable adjustments transferred from Local Authorities to schools. The duty to make reasonable adjustments is an anticipatory duty i.e. it applies not only to disabled pupils who are already at a school but also to disabled pupils who may be admitted in the future. This does not mean schools have to anticipate every possible auxiliary aid and service that might be required by current or future disabled pupils, but that they should anticipate those auxiliary aids and services which it would be **reasonable** to expect may be needed.

Auxiliary aids could include:

- A piece of equipment
- The provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- Extra staff assistance for disabled pupils
- An electronic or manual note taking service
- Induction loop or infrared broadcast system
- Videotapes
- Audio-visual fire alarms
- Readers for people with visual impairments
- Assistance with guiding.

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

Arrangements for consulting parents/carers of young people with SEN:

- Parents Evenings

- SEN conference
- Review meetings
- Open door policy
- Arranging a meeting with teachers.
- Use of parental questionnaires
- Meetings/communication with parents via telephone conversations, email, text, home school communication books
- Parents can request how they wish to be communicated with about their child's SEN
- IEPs/PPs are discussed at parents' evenings and review meetings.

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

Arrangements for consulting young people with SEN:

- Clifton has a school council where each year group is represented by two pupils.
- Student conferences – weekly or as required
- Pupils have a home school contract
- Pupils have the opportunity to speak to their class teacher on an informal basis when they are in class.
- Differentiated pupil questionnaires
- Pupil meetings to discuss IEP targets and reviews

### **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**

The SEN complaint procedure:

- Stage 1: The complaint is dealt with at the lowest level possible so if it relates to lack of progress in a subject area, the subject or class teacher responds 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,
- 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.

### **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**

The Education, Health and Care planning process will mean that there will be more holistic support around children and their families, professionals that are part of this process:

- Educational Psychologists

- Advisory Teachers-LSS/PIT
- Speech and Language Therapists
- CAMHs
- Starting Life Well
- Educational Welfare

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

<i>Parent Partnership Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i>	<i>0161 778 0538</i>
<u><i>For children aged 0-5</i></u> <i>Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i>	<i>0161 793 3275</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</i>	<i>0161 778 0476</i>

Burrows House M28 2LY	
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 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.*

<b>Transition From</b>	<b>To</b>	<b>Support Service</b>	<b>Contact details</b>
Setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 1	Key Stage 2	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 2	Key Stage 3	Educational Psychology	0161 778 0476
		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	City Skills Sixth Form Centre - <a href="#">50 Frederick Road, Salford, M6 6QH</a>

			<p><i>Eccles Sixth Form Centre - <a href="#">Chatsworth Road, Eccles, Salford, M30 9FJ</a></i></p> <p><i>FutureSkills - <a href="#">Dakota Avenue, Salford, M50 2PU</a></i></p> <p><i>Pendleton Sixth Form Centre - <a href="#">Dronfield Road, Salford, M6 7FR</a></i></p> <p><i>Walkden Sixth Form Centre - <a href="#">Walkden Road, Worsley, Salford, M28 7QD</a></i></p>
<p><i>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)</i></p>			<p>0161 603 4500</p>
<p><i>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</i></p>			<p>0161 793 3535</p>
<p>13. Information on where the local authority's local offer is published  <i>The Local Offer in Salford (LOIS) can be found at this location:</i>  <a href="http://www.salford.gov.uk/localoffer.htm">www.salford.gov.uk/localoffer.htm</a></p>			