



SEN Information Report – Lower Kersal Community Primary School

‘Every teacher is a teacher of every child’

In addition to reading this report and our Local Offer, please do come in and have a look around! We are always here to answer any questions you may have!

1. The kinds of special educational needs (SEN) for which provision is made at our school

Our school is an inclusive school that welcomes all who wish to attend whilst recognising that some children face barriers to participation, achievement and attendance.

Children may have the following kinds of SEN:

Cognition and Learning: For example, Moderate Learning Difficulty (MLD), Dyslexia, Dyscalculia, Dyspraxia (Specific Learning Difficulty – SpLD)

Sensory, Medical and physical: For example, Asthma, Epilepsy, Visually Impaired (VI), Hearing Impaired (HI), Physical, Cerebral Palsy

Communication and interaction: For example, Autistic Spectrum Conditions (ASC), Asperger Syndrome, Speech and Language

Social, Emotional and Mental Health Needs: For example, this may include providing support for children with behaviour difficulties

Additional support is provided for SEN pupils in a variety of forms; teaching assistants / teachers, resources, small group / 1-1 support, access to an extensive array of intervention programmes and resources. School works closely with outside agencies to make sure that all children are able to access the curriculum and make appropriate progress from their starting points. A speech and language therapist works in school half a day a week. Some of our teaching assistants and SENCO are ELKLAN trained (a speech and language training programme). Staff carry out training on a regular basis. Designated time is given to SEN at staff meetings.

We provide the relevant and most appropriate support for our SEN children and we are continually evaluating and improving this provision. As the needs of our children change, so does our provision.

The school is a Dyslexia Friendly School and achieved this status in July 2017. We hope to achieve Emotionally Friendly status this academic year (2020-2021).

Further information is available in the school’s SEN policy which is available on the school website www.lkps.co.uk, or contact school to discuss anything further with the SENCO Mrs Sam Mitchell (telephone 792 2726)



2. How our school identifies and assesses children with SEN

- The school follows the current Code of Practice (2014)
- This Information Report explains how we identify and assess children with Special Educational Needs (SEN)
- Further information on our policy for managing children with SEN can be found on our website under 'Policies'

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

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

- Tracking of children's progress in terms of National Curriculum steps of attainment takes place 3 times a year and our SEN provision map is updated at these times
- We track the progress of our children using Target Tracker
- Provision at LKPS is evaluated each term by the SENCO who works closely with teaching assistants and class teachers to ensure the impact of interventions is accurately measured.
- The impact of our special intervention packages are monitored by the SENCO on a termly basis
- The overall SEN policy is monitored annually by the SENCO
- The SENCO reports to the Governing Body annually

b. How we assess and review the progress of pupils with SEN

- We place a great deal of emphasis on teacher assessment to provide a baseline for identifying children's needs and matching provision to suit these needs.
- In addition we use formal tests to support our judgements about a child's specific needs for example, dyslexia and dyscalculia screening and language assessments.
- Our assessment procedures will reveal areas where adequate progress is not being made and we match our interventions to these areas.
- We ensure that appropriate help and support is available to children who may need extra help during National Curriculum assessments and tests
- Teachers meet with the Headteacher every term where they discuss attainment / progress of all pupils within their class
- Tracking of children's progress in terms of National Curriculum steps of progress takes place 3 times a year and our SEN provision map is updated at these times
- An annual review for children with Statements / EHC plans takes place once a year

- Interim reviews make also take place at any time as necessary

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

At our school we believe:

- Every teacher is a teacher of every child.
- In high quality teaching that is differentiated and personalised to meet the individual needs of the majority of children.
- The provision for children with SEN is underpinned by high quality teaching and is compromised by anything less.
- In setting high expectations.
- In fostering confident individuals who achieve their best.
- In encouraging children to lead fulfilling lives.
- In empowering children to make a successful transition into adulthood.
- In children being fully engaged and included in the activities of the school.
- In meeting our duties under the Single Equality Act 2010 to prevent discrimination, promote disability equality and ensure that children are not treated less favourably.

Children with SEN

Teachers **must**:

- 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
- engage the pupil in the learning process

Children with disabilities

- We ensure pupils with disabilities are able to participate fully and effectively in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. We make



reasonable adjustments under the Single Equality Duties and ensure that pupils with a disability are not treated less favourably than others. The school also has an accessibility plan.

Teachers **must**:

- 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

All classes in our school are mixed ability however children may be grouped according to their ability for some activities. This allows children to access work at the correct level and to ensure effective teaching and learning. Teachers identify where adult support maybe required. The teaching of spellings and phonics is one area where children are grouped according to ability throughout school. Assessments inform teachers of progress and teachers will move children between groups accordingly.

d. How the school adapts the curriculum and learning environment

We do this through:

- Personalising the curriculum
- Small group work
- 1-1 teaching
- 1-1 teaching assistant support
- A range of intervention programmes
- A range of teaching styles for example visual, auditory and kinaesthetic
- Specialist support for example Speech and Language Therapist, Educational Psychologist
- External support for example Learning Support Service, voluntary and private agencies
- Providing specialist facilities and equipment
- Providing supporting resources for example coloured paper, overlays, pencil grips, enlarged print, laptops, visual timetables
- Providing scaffolds for learning for example word webs, mind maps, writing frames

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



- We have 9 additional teaching assistants working within the school: each has expertise in delivering a specific intervention programme and 1 is Eklan trained.
- We follow support programmes advised by external agencies for individual children for example Speech and Language Therapy
- We offer parent workshops, drop-ins and additional guidance and support on a needs basis.
- We have an on-site speech and language therapist half a day per week.
- We have a range of interventions matched to individual needs which may include:
 - Numeracy intervention groups
 - Literacy intervention groups
 - Phonic intervention groups
 - Extra reading sessions
 - Fine/ gross motor skills intervention
 - Speech and language intervention
 - Social skills groups
 - Emotional and behavioural support groups or 1:1 sessions
 - LSS assessments and strategies
 - Educational Psychologist for assessments and strategies

Other support could include:

Special booster clubs

Use of ICT (I pads and laptops)

Teaching Assistants are utilised throughout school to:

- support individuals
- support groups within classes
- provide intervention group work

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

All extracurricular activities are available to all children. These include

- Residential trips
- Class trips
- Lunch time and after school clubs
- Our school garden and our animals

School provides a varied selection of extra-curricular activities which change throughout the year.

Here are some examples:

choir, drama, gardening, netball, football, gymnastics, dance, basketball, board games, Spanish

These are available for all children and are accessible to any child who wants to attend subject to reasonable adjustment.

Our Pupil and Family Officer also works with groups of or individual children to help with social, emotional and behavioural skills.

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

Our school endeavours to provide support to improve the emotional and social development of children.

- We have a school Pupil and Family Officer who works closely with children who are looked after or who have social or emotional needs. This may include children with behavioural difficulties.
- We have a range of interventions specifically aimed at the development of social and emotional skills these include Lego Therapy, Socially Speaking, Time to Talk and the use of Social Stories.
- We use the Boxall Profile to assess children with social and emotional difficulties and implement the recommended programmes.
- We act on the advice of the Educational Psychologist and the Learning Support Service along with advice from other relevant agencies such as CAMHS and PIT (Primary Inclusion Team)
- We have School Ambassadors (nominated Year 6 pupils) who support children at break times, lunch times and transition times.
- We have a whole PSHE programme that is delivered weekly in every class.

4. Our Special Educational Needs Coordinator (SENCO)

Mrs Samantha Mitchell

B.A. Hons / P.G.C.E. / PG Cert NASENCo

Contact Telephone Number 0161 792 2726

5. Specialist expertise and training of our staff in relation to children with SEN

Professional Development is in place for all members of staff at Lower Kersal. This means that each year staff have to look at their own training needs as part of the schools performance management and continuing professional development programme. This is carried out by the Senior Leadership Team. We look at the needs of the children and identify any training which needs to take place.

We have the following expertise within our team.

- An experienced SENCO who has worked with many children with a range of SEN.
- ELKLAN trained teaching assistant
- HLTAs (Higher Level Teaching Assistants)
- Subject – specialist TAs delivering specific intervention programmes

Our staff are also trained in delivering the following intervention programmes / teaching strategies

- Read Write Inc
- Talking Partners
- Precision teaching
- Toe by Toe / Dyslexikit
- Dyslexia friendly strategies
- Inclusion Development Programme (including Autism, Speech and Language, Behaviour
- Numicon
- Pixl
- SEEMA / Racing to English
- LEGO Therapy
- Socially Speaking / Time to Talk

Staff work very closely with a variety of therapists and our Educational Psychologist. Their support will be sought when deemed necessary. We have experienced staff at Lower Kersal who provide our children with high levels of support. We undertake further, additional training if the need arises.

We have specialist Teaching Assistants in the following areas:

- Maths (EYFS / KS1 / KS2)
- English (KS2)
- ASC (Autistic Spectrum Conditions)
- Physical and Motor development
- Reading (EYFS / KS1)

- EAL (English As an Additional Language)
- Speech and Language

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

We will endeavour to provide equipment and facilities to support children with SEN, to make reasonable adjustments and to ensure that children's needs are met through:

- Discussion with agencies involved
- Collaboration with parents
- Exploring funding opportunities
- Children may need equipment to help them work and learn more independently we have:
 - different types of pens, pencils and grips
 - Fine motor skills resources including putty
 - Laptops and i pads
 - Coloured overlays and rulers for students with dyslexic tendencies
 - Visual timetables and prompts
 - Sloping boards
 - Sitting cushions
 - Fidget bracelets and toys
 - Visual timers
 - Readers and visualisers for children with visual impairment
 - Coloured overlays and rulers
 - Calm boxes for students with social / emotional difficulties
- Advice is sometimes sought from other specialists e.g. Speech and Language Therapists, Educational Psychologists, Learning Support Team, PIT, Health professionals including Clinical Psychologists, Early Years Team, the advice from these professionals is used to inform teaching and learning. Strategies to be used are recorded on SEN target sheets.

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



- Parents evening 2x per year
- School reports 3x per year
- Review statements 1x per year
- Interim reviews as appropriate
- Additional meetings with parents as appropriate
- Open door policy: parents always welcome
- Appointments with parents
- Parental questionnaires
- Governor's coffee mornings
- Parent Workshops / drop ins
- Newsletters / blog/ Twitter
- SEN parent meeting
- Telephone calls
- Text messages
- Reward cards, letters, certificates home

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

- Class council
- Suggestion box
- Pupil interviews
- Review meetings
- Telephone calls
- Reward cards, letters, certificates home
- mentoring

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

If you have a concern please contact the SENCO in the first instance.

In the event of a complaint that cannot be resolved, the matter will be referred to the Chair of Governors



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 SENCO reports to the Governing Body annually
 The Governing Body is responsible for quality assuring the implementation of the SEN policy, including how the school uses other agencies such as Health and Social Services to meet the needs of children with SEN.

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>SIASS / Parent Partnership Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i></p>	<p><i>0161 778 0349</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 Chorley Road Swinton M27 5AW</i></p>	<p><i>0161 793 3275</i></p>
<p><i>Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY</i></p>	<p><i>0161 778 0410</i></p>



<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

Transition From	To	Support Service	Contact details
<i>Setting</i>	<i>School</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>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 3</i>	<i>Key Stage 4</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 4</i>	<i>Key Stage 5 and beyond</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
		<i>New Directions (the Joint Learning Difficulty Team within Adult Services)</i>	<i>0161 793 2286</i>
		<i>Transition Coordinator</i>	<i>0161 793 2298</i>



		<i>Connexions</i>	<i>0161 603 6850</i>
		<i>Salford City College Learning Support</i>	<i>City Skills Sixth Form Centre</i> <i>- 50 Frederick Road, Salford, M6 6QH</i> <i>Eccles Sixth Form Centre</i> <i>- Chatsworth Road, Eccles, Salford, M30 9FJ</i> <i>FutureSkills - Dakota Avenue, Salford, M50 2PU</i> <i>Pendleton Sixth Form Centre</i> <i>- Dronfield Road, Salford, M6 7FR</i> <i>Walkden Sixth Form Centre</i> <i>- Walkden Road, Worsley, Salford, M28 7QD</i>
		<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>	<i>0161 603 4500</i>
		<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>	<i>0161 793 3535</i>

13. Information on where the local authority's local offer is published

The school's offer for provision for children with SEN is available on this website. Our offer forms part of the Local Authority's Local Offer which can be found at www.salford.gov.uk



Annex to Lower Kersal Community Primary SEND Information Report: COVID-19 and SEND provision

Context

This Annex to the Lower Kersal Community Primary SEND Information Report has been created in response to the COVID19 pandemic. This Annex must be read in conjunction with the Information Report. Guidance from the DfE is being reviewed and updated regularly as we navigate through these unprecedented times and therefore this Annex will also be updated as required.

1f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum.

Due to the COVID 19 restrictions placed upon the school, we are unable to offer our usual extra-curricular activities/clubs to the pupils at this time. We are hopeful that this will re-commence soon.

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

Due to the COVID 19 restrictions placed upon the school, we will be unable to host parent workshops until further notice. We will however be communicating with parents via other methods such as letter, text messages, video messages.

