



## SEN INFORMATION REPORT

Policy Number	
Target Audience	Staff, Parents
Approving Committee	Executive
Last Review Date	May 2026
Next Review Date	May 2027
Policy Author	Mrs J Davies

Version Control			
Version No	Date Approved	Reviewed By	Changes
V1	May 16	GB	
V2	22 Nov 17	GB	Updates to disability requirements
V3	Nov 18	K.Allen	Development of Well-being and parent involvement.
V4	Nov 19	K.Allen	4. meetings of concern
V5	March 22	K.Allen	No changes
V6	Nov 2024	J Davies	Updates and Local Offer Links
V7	Nov 24	J Davies	Reviewed and checked
V8	May 26	C Clay	Reviewed and checked

### Introduction

Maintained schools, under the Salford Local Authority (LA), have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in the school. Our school ensures that we can meet the needs of pupils with Special Educational Needs and Disabilities wherever possible. The four broad 'areas of need' are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical needs

## The SEN Information Report

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by the school policy. Along with the Local Offer, the SEN Information Report will be reviewed annually.

Here at St Andrew's Church of England Primary School, we have a happy, safe and welcoming environment where everyone is valued. Our Christian Faith is central to moral development, mutual respect and an appreciation for the cultural diversity within our community. It is our intention to provide opportunities for every child to succeed and to strive towards excellence in everything they do. We are a family, our strength is in our love and respect for one another. Together we can achieve our goal. More details of how our school aims to overcome barriers to learning can be found in the Special Education Needs policy on our website.

### 1. Who are the best people to talk to in this school about my child's difficulties with learning, Special Educational Needs or Disability (SEND)?

#### Class teachers

- Will check the progress of your child regularly and identify, plan and deliver any additional help your child may need (this could be targeted work or additional support. Teachers will make the Special Education Needs Coordinator (SENCo) aware of this.
- Set termly SMART (Small, measurable, attainable, realistic, timely) targets for Individual Education Plans (IEPs) ensuring that they include the advice given by outside agencies. They will share and review these targets with parents when a new IEP is completed.
- Ensure that the school's SEN Policy is followed in their classroom.
- Make reasonable adaptations to their lessons to help every child reach their potential.

#### SENCo (Special Needs Coordinator – Mrs Davies)

- Develop and review the school's SEN policy.
- Coordinate all support for children with special educational needs or disabilities (SEND).
- Liaise with any external agencies, e.g. Speech and Language Therapy, Education Psychologist.
- Update the school's SEN register (a system for ensuring that all the SEN needs of children in this school are known)
- Provide specialist support for teachers and support staff in the school

#### Headteacher (Mr M. Platt)

- Is responsible for the day-to-day management of all aspects of the school; which includes the support for children with SEN.
- Will give responsibility to the SENCo and class teachers of children with SEN, but is still responsible for ensuring that the children's needs are met.
- Ensure that the Governing Body is regularly updated.

## SEN Governor (Mr J. Lowe)

- Ensures that the necessary support is given for any child with SEN who attends the school.
- Offers advice and support to the SENCo

## 2. What are the different types of support available for children with SEN in our school?

### a) Quality First Teaching

- Teachers have the highest possible expectations for all children in their class.
- Varying methods of teaching are in place, so that your child is fully involved in class learning. This may include adaptations to activities and varying levels of support.
- Specific strategies are in place to support your child's learning. These may be recommended by external professionals or the SENCo
- Your child's teacher will have monitored your child's progress and will have decided that your child has a gap or gaps in their understanding and/or learning and would benefit from some extra support to help them make progress.
- Provide appropriate intervention.

### b) Specialist support delivered by outside agencies, e.g. Speech and Language Therapy, Learning Support Service

This means a pupil has been identified by the SENCo/ class teacher as needing some specialist support in school from an external professional. This may be from the Local Authority central services, such as the Learning Support Services or Sensory Service (for pupils with hearing and/or visual need) or the Education Psychology Service.

#### What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations to the support provided for your child.

#### Specified Individual Support:

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.

Your child will need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Learning Support Service or Sensory Service (for students with a hearing or visual need) or the Education Psychology Service.
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

### The EHCP Process would mean:

- A request for the Local Authority Services to carry out a statutory assessment of your child's needs. This is a legal process that sets out the amount of support that may be provided for your child.
- After the request has been made a panel of professionals will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to warrant 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 your child is assessed as not requiring an EHCP, the SEN Team will ask the school to continue with the current support.
- After the reports have all been submitted, another panel of professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Educational Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support. They will also arrange a meeting in school to ensure a plan is in place to meet your child's needs.
- An EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA, how the support should be used, and what strategies must be put in place. It will contain long and short-term goals for your child.
- When recruited, an additional adult may be used to support your child with whole class learning, run individual programmes or deliver small group support which includes your child.

### 3. How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs Co-ordinator (SENCo) Mrs J Davies.

The school SEN Governor, Mr J Lowe, can also be contacted for support, through the school office.

### 4. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Obtain extra information about the child and family history.
- Plan any additional support your child may need both in school and at home.
- Discuss with you any referrals to external professionals.
- Outline potential next steps.

### 5. How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Salford LA, includes money for supporting children with SEN. The Head Teacher decides on the deployment of resources 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 SENCo discuss all the information they have about SEND in the school including:

- Children already receiving extra support

- Children needing extra support

From this information, they decide what resources/training and support is needed. The provisions offered in school are reviewed regularly and monitored closely.

## 6. What services are the other people providing for children with SEND in St Andrew's?

### School provision

- Teachers take overall responsibility for teaching SEN groups/individuals. They may, at times, delegate some group teaching to teaching assistants delivering pre-planned programmes of work.
- Teaching Assistants and Higher Level teaching Assistants (HLTAs) work in the classrooms or additional rooms with either individual children or small groups.
- ICT support in the form of reading, writing and maths programmes, is delivered by teaching assistants.

### Local Authority Provision delivered in school

- Educational Psychology Service
- Learning Support Service
- Sensory Service for children with visual or hearing needs
- SALT (Speech and Language Therapy)

### Health Provision delivered off site or in service via prior agreement

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

## 7. How are the teachers at St Andrew's supported to work with children with SEND, and what training do the teachers have?

The SENCo's job is to support the class teachers in planning for children with SEN. The school provides training support to enable all staff to improve their teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Dyslexia, Autism Spectrum Disorder (ASD) and Speech and Language difficulties.

## 8. How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

## 9. How will we measure the progress of your child in St Andrew's?

- Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed with the SENCo every term.

- All children are required to be formally assessed using the Standard Assessment Tests (SATs) in Year 6. This is something that the government requires all schools to do and the results are published nationally. Pupils are also formally assessed at the end of Foundation stage, Year 1 and Year 4.
- Where necessary, children will have an IEP based on the National Curriculum targets or based on targets set by outside agencies specific to their needs. Targets will be set and designed to accelerate your child's learning and close the gap.
- At the end of an intervention, an assessment will be carried out to show the effectiveness of that particular intervention for that child, alterations are made where necessary. This is also shared with the SENCo.
- The progress of children with an Educational Health Care Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. This will be reviewed every 6 months if your child is under 5 years old.
- Members of the Senior Management Team will monitor progress and attainment to ensure that the needs of all children are met and that the quality of teaching and learning is of a high standard.

#### 10. What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss our child's progress or any concerns you may have and to share about what is working well
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be shared with you directly, or where this is not possible, in the form of a report.
- IEPs will be reviewed with your involvement every term
- Homework may be adapted as needed to your child's individual requirements.

#### 11. How is St Andrew's accessible to children with SEN and Disabilities (SEND)?

- The school is fully compliant with DDA requirements.
- The front desk has a wheel-chair height section and is DDA compliant
- There is a disabled toilet and a showering area.
- The school has easy access, with double doors and ramps to access the playground.
- We ensure that, wherever possible, the equipment used is accessible to all children, regardless of their needs.
- After-school provision is accessible to all children; including those with SEN. Extra-curricular activities are accessible for children with SEN.
- There is wheelchair access at all entrances and sections of the school.
- Classrooms are carpeted to aid pupils with hearing impairments
- Exterior lighting improves evening access.

- Routes to the main entrance are clearly signed and free from obstructions.
- Disabled toilet located next to the office.

## 12. Admission of Pupils with Disabilities

### Arrangements for Admission

Children are admitted to St. Andrew's according to the Salford Local Authority's admission policy. Pupils with disabilities have their level of need assessed by the school in consultation with the child's parents, the local authority and health agencies prior to entry to ensure the school's physical environment and the appropriate resources (materials and personnel) can meet the child's needs.

The school already has experience in developing a range of strategies to meet academic, emotional, behavioural, medical and physical needs. These include additional adult support, not only in the classroom but also at lunchtime and on school trips, specialist resources, adaptations of lessons and the use of different teaching methods. Outside agencies often give advice in relation to more significant needs. All practical steps are taken to ensure that disabled children fully participate in everyday activities.

To ensure the school continues to be proactive in the provision for those with disabilities it frequently reviews its ability to educate those with disabilities. It also reviews the individual pupils who will be on roll in advance of each new academic year to evaluate need and formulate a plan to ensure appropriate levels of provision are made.

### Steps taken to prevent disabled pupils being treated less favourably than other pupils

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate pupils with disabilities should parents wish. Steps are taken to prevent any pupils being treated less favourably than other pupils. In practice, we ensure that classroom and extra curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

### School Accessibility Plan

The Local Authority have audited our schools' accessibility to people with disabilities and we have put an action plan in place to continually review accessibility to the building and our curriculum. The plan covers increasing the access to the curriculum, the physical environment and improving the provision of information in alternative formats to pupils with disabilities.

## 13. **How will we support your child when they are joining St Andrew's? Leaving St Andrew'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 smoothly as possible.

### **If you child is joining us from another school:**

- If necessary, the SENCo will liaise with pre-schools with the Foundation Stage Leader when appropriate.
- Your child will be aided by the completion of an 'All About Me' book, and a 'Here I Come' book.

- 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 should be made for your child.
- Where possible, a planning meeting will take place with the SENCo/class teacher from the new school.
- We will ensure that all records about your child are transferred.

#### **When moving classes in school:**

- Relevant information will be shared with the new class teacher in advance and a transition meeting will take place with the new teacher.
- IEPs will be shared with the new teacher.
- Welcome information for the new class can be provided.

#### **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.
- Where possible, your child will visit their new school, and in some cases staff from the new school will visit your child in this school.

#### **14. How will we support your child's emotional and social development?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Emotion Education) curriculum to support this development.

If your child still requires extra support, with your permission, the SENCo will access further support through our Place to Be support worker.