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

Our vision

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

Additional support is provided for SEN pupils in a variety of forms: teaching assistants/teacher, resources, small group/one-to-one support, access to an extensive array of intervention programmes and resources. Teaching Assistants are trained in Reading Recovery, Sounds Write, Read Write Ink and First Class @ Number. We are in the process of obtaining the Dyslexia Friendly Awareness award. The 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 point. 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.

Our SEN policy is where parents can obtain further details of the school’s philosophy and achievement. Parents can find this on our school website in the policy section.

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

The SEN Code of Practice 2014 makes it clear that ‘all teachers are teachers of pupils with special educational needs.’ All teachers at James Brindley Primary are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support
are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress, is seen as a significant factor in considering the need for SEN provision.

Children are identified as having special educational needs through a variety of ways including the following:
- Child performing below age expected National Curriculum level descriptions
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable
- Dyslexia Screener from Year 4 onwards
- Concerns raised by School Nurse after eyesight and hearing checks.

James Brindley Primary School believes that monitoring pupil progress is crucial in aiding a child’s development. Progress is the fundamental factor in determining the need for additional support. If a child’s class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCO. The SENCO and teacher will review the current provision for the child.

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

James Brindley prides itself on providing excellent support for all our SEN children. We provide a wide variety of intervention programmes and additional support as listed above. We expect children to make good/outstanding progress with this support. All children complete entry and exit assessments to track progress clearly. We need to make sure that the interventions we provide allow this to happen. If not, then we look at alternative provision.

Where support additional to that of normal class provision is required, it will be organised through the class teacher, SLT and SENCO. This will include: differentiation in class, TA support and small group support where possible. When a child takes part within small group sessions or intervention groups, their progress will be monitored half-termly. This will clearly measure the impact upon the child’s learning. Progress is then shared with the parents during meetings where necessary. If a child is not responding effectively to intervention, i.e. if there is no change in their progress, groups will be revised and new methods considered, where appropriate.

Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment – applying for an EHC Plan. Parents will
be fully consulted at each stage. Each of these intervention programmes are detailed in appropriate sections of our policy. Through joint parent-teacher partnership, all monitoring will be shared so that everyone involved will be aware of the support in place, as well as the impact it is having in supporting the child’s needs.

This will also be done through reviewing the children’s termly I.E.Ps and ensuring they are being met.

A copy of the targets will be given to the parents/carers. All staff monitor the progress made directly related to these targets on a weekly basis and record progress made. Every child with an I.E.P has weekly one-to-one support to work on their targets.

### 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 half-term. This is done by evaluating the Individual Education Plan (teacher, pupil, parents/carers). A meeting takes place between the SENCO and class teacher and any children who are ‘causing concern’ are also discussed. Children who have a Statement of Education or Education Health Care 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, Headteacher, 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 wellbeing. The SENCO can be contacted via the school office. 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

We support the National Curriculum Inclusion Statement, which states:

When planning and teaching, all teachers must set suitable learning challenges, respond to pupils’ diverse learning needs and overcome potential barriers to learning. All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Lessons should be planned to ensure that there are no barriers to every pupil achieving.

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.

We believe every child should be allowed to reach their fullest potential. The school ensures that this happens by the following means:
• Pupil progress meetings, scrutiny of pupil level data
• Pre-teaching
• Precision teaching
• Scaffolded prompts
• Flexible groupings based on ability
• Teaching Assistant Support
• One-to-one support
• Planned intervention programmes

All of these are carefully monitored to ensure progression.

d. How the school adapts the curriculum and learning environment

Our school understands the importance of differentiation in enabling children to access the curriculum depending upon their needs. It is dependent on the individual child’s particular/specific needs, as well as the funding given to support the child, as to how children can best access the curriculum. This is often done through class task differentiation, discreet group support (both in and outside of classes) and through use of Class Teacher support, Teaching Assistant support and one-to-one support where applicable. The curriculum will be adapted, where it is required, as will the learning environment. Teachers and teaching assistants appropriately pace the lesson, recognise achievement and reward as necessary.

It is important to make such changes in order for children to fully benefit from the broad and balanced curriculum offered at James Brindley Primary School.
e. Additional support for learning that is available for pupils with SEN

We are fortunate to have an experienced group of teaching assistants at our school. They work alongside the class teacher and SENCO, providing valuable support to all pupils. We use a wide variety of intervention programmes including: Reading Recovery, Sounds Write, Read Write Ink, First Class at number and Jungle Memory, in addition to providing small group/one-to-one support for Numeracy, Reading and Writing throughout the school. ICT is used extensively to support and provide interactive activities and differentiated work that is available to all learning types/styles.

Every child’s needs must be looked at on an individual basis. We also can provide resources for use at home if necessary. If it is necessary to discuss a particular need or specific difficulty, please feel free to come in and speak with the SENCO.

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.

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

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children’s well-being. As a nurturing school, all our vulnerable pupils are known to staff.

The class teacher has overall responsibility for the pastoral and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.

SEAL activities are used weekly in the Headteacher’s morning assemblies and teachers follow up and discuss needed elements.

We have our own Golden Rules that are firmly embedded both within and outside of the classroom. All children are aware of these and are praised for following them. They include, being kind and gentle, good listening, looking after property, working hard, being honest and respected others games.

A selection of Year 5 pupils are playground leaders and model and encourage the children to play cooperative playground games.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO

The named person for the day-to-day operation of the SEN policy and co-ordination of children with special education needs or disabilities is Mrs Elizabeth Anne Simmons (the appointed SENCO). The SENCO is in school at James Brindley on a full-time basis. Contact may be made via the school office on 0161 7908050.

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

An ongoing Professional Development process is in place for all members of staff at James Brindley. Each year staff assess their own training needs. This is evaluated by the Senior Leadership Team (including the SENCO), who look at the needs of the children and identify the training which needs to take place.

As stated previously, some of our teaching assistants are trained/qualified in Reading Recovery, Sounds Write, Phonics, Read Write Ink and First Class @: Number. 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 James Brindley and provide our children with high levels of support.

We also work closely with any external agencies that are relevant to individual children’s needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services, including Cheviots Children’s Disability Service, and Social Workers.

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

There is a designated budget which is monitored to ensure ‘best value’. On-going monitoring and evaluation together with the strategic planning of SEN ensures that all children’s needs are met through careful targeting of both human and material resources.
7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child

Home-school communication is regarded highly at our school. Every child is given a planner at the beginning of each academic year. This is to be brought into school every day and is used as the key point of contact between children, parents and staff. This planner is checked each week by the class teacher and notes can be written in it when necessary. Appointments can be made with the class teacher/Headteacher when required and the school SENCO is able to meet with parents too, when needed. There are three Parents’ Evenings throughout the year, which allows teachers and parents to discuss progress and any issues. If a child has a Statement or EHC Plan, an Annual Review meeting will be held with all those involved in the child’s education/progress. This ensures that the school is catering for the child in the best ways possible, as well as providing an opportunity for different professionals and parents to discuss thoughts and ideas.

‘I.E.P Targets’ are given to all of the children on the SEN register. These are manageable targets as set by the class teacher and teaching assistants, in partnership. As the children advance through the school, they are more aware of their own goals, how to achieve them and the level of progress they are making. It is seen as valuable to involve children in their own education plan as much as possible and for them to share this with their parents.

Parents are also invited to regular class assemblies to witness the progress being made.

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

We value and celebrate each child’s views on all aspects of school life. This is usually carried out through the pupil feedback and completed questionnaires. If your child has a Statement of Special Educational Needs or an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

SEN pupils play a huge part in evaluating their own progress and help to develop the next steps in their learning. At the end of intervention, they are asked to give their own feedback and this is recorded, alongside the comments of the teacher. Provision/resources can be changed/adapted, so if a teacher/parent/carer/pupil suggests an alternative way to achieve a specific target, then this is considered.

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

Stage 1: The complaint is dealt with by the class teacher. If the matter remains unresolved, Stage 2: The complaint is dealt with by the SENCO. If there is still no resolution, Stage 3: The Headteacher should become involved. If the matter is still not resolved, the complainant should put their complaint in writing to the Chair of
Governors (Mr Pennington):
Stage 4: The Governing Body deals with the matter through the agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parents 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 school works very closely with the school’s Educational Psychologist (EP) in assessing Special Educational Needs. Once a decision, in conjunction with parents/carers, has been made to involve the EP, a referral is made. A date is set and the EP comes to school to carry out a classroom/playground observation. This is followed by a one-to-one assessment. If the child is EAL, then a translator will be brought in for the assessment. This will usually be followed by a meeting with parents (not on the same day). It may also be deemed necessary for a child to be referred to speech and language. Again, parents’ permission will always to be sought. (In the case of an LAC, permission may be given by the carer or the social worker). Parents are responsible for taking their child to all speech and language appointments.

We also have the facility to seek advice from Salford SEN Support Services. We have good links with The Social Interaction Team, who provide invaluable support to school on the best ways to support Autistic and Dyslexic children. We work closely with the school nurse and continue to have good links with the community paediatricians. Many of our children have been referred to CAMHS (Child and Adolescent Mental Health Services).

At times a CAF (Common Assessment Framework) may 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. This is where we need to look at using other agencies within Children’s Services to provide skilled support for the entire family, thus helping the child. The new Education Health Care Plan should 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

| Parent Partnership, Unity House
Salford Civic Centre
Chorley Road
Swinton | 0161 778 0538 |
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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

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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

This can be found on the Salford City Council's website.