



SEND Information Report – Wardley CE Primary School

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

Wardley CE Primary School provides a broad, balanced and relevant curriculum for all children. The National Curriculum is our starting point for planning, which is then adapted to meet the specific needs of groups of children or individuals. Some children have barriers to learning, meaning they have special needs and require a particular action by the school. More details of how our school aims to overcome barriers to learning can be found in the policy on SEND and Inclusion which can be requested from the school office.

2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEND

The SEND Code of Practice 2014 makes it clear that 'all teachers are teachers of pupils with special educational needs.' All teachers at Wardley CE Primary School are responsible for identifying pupils with SEN and, in collaboration with the SENDCO, 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-related expectations
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Termly Pupil Progress 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

Wardley CE 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 SENDCO. The SENDCO and teacher will review the current provision for the child.

3. Information about the school's policies for making provision for pupils with SEND whether pupils have EHC plans, including:
a. How the school evaluates the effectiveness of its provision for such pupils

Effectiveness of provision is evaluated through teacher assessment and progress rates. Pre and post intervention assessments are recorded. Analysis of attainment and progress data is completed for children with SEND across the school, by class, year group and subject areas.

Where support additional to that of normal class provision is required, it will be organised through the class teacher, SLT and SENDCO. 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. 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 be done through reviewing the child's termly Individualised Education Plans (IEPs) and ensuring they are being met.

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

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

Individualised Education Plans (IEPs) will be written and reviewed termly for all children who are identified with Special Educational Needs and parents will be invited to reviews. If they are unable to attend, then a copy of the new IEP will be sent home, and parents' views will be welcomed. Previous targets are evaluated and new targets are set.



Children who have Education Health and Care Plan (EHCP) have an annual review to discuss the targets set out in the original EHCP. Professionals from outside agencies may also be invited, alongside the SENDCo, class teacher and parents to discuss the objectives set out in the EHCP.

These are the more formal arrangements; parents are invited to discuss if they have any concern about their child's progress or well-being. The SENDCo can be contacted via the school office as 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 SEND

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. All pupils can 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 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:

- People 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

All class teachers plan to meet the needs of all children in their care, using adaptive teaching. This planning provides learning opportunities for all children provided in a variety of ways, depending on the child's needs. This may include working walls, adapted resources, pace, lesson structure and alternative recording methods. Support may also be provided by teaching assistants in class to be deployed at the discretion of the class teacher.

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

Our experienced teaching assistants work alongside the class teacher and SENDCo, providing valuable support to all pupils. Provision maps are reviewed termly to deploy teaching assistants effectively. We use a variety of intervention programmes, outlined in class Provision Maps, including Precision Teaching, Read Write Inc, Nessy and Numicon, in addition to providing small/one-to-one support for Maths, Reading and Writing throughout the school. Talkabout, Time to Talk and Socially Speaking are used as specific interventions for children with SEMH needs. ICT is used extensively to support and provide interactive activities and adapted rote work that is available to all learning types and styles.

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

There are numerous after school activities that pupils are warmly invited to, and we actively encourage pupils to participate in these. Most of these activities are free. Details about any afterschool clubs can be found on school newsletters and on the school's website.



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

A caring and nurturing atmosphere exists within school that enables all pupils to learn together, care for each other and achieve. As an inclusive school, we welcome and celebrate diversity and believe that self-esteem is vital for a child's well-being. 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 SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services and or the Behaviour Support Service.

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

SENDCo – Mrs. Nicola Mountcastle

Email address: office@wardleyce.co.uk

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

All teachers have termly progress meetings with the Head teacher to discuss pupils with SEND. Continuous Professional Development is offered regularly for all staff on a range of topics relating to medical and Special Educational and Disability Needs. 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 and Language Therapist, Occupational Therapist, Educational Psychologists, the Behavioural Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services.

6. Information about how equipment and facilities to support children with SEND 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 SEND about, and involving such parents in, the education of their child

Home-School communication is regarded highly at our school. There are three Parents' Evenings throughout the year which allows teachers and parents to discuss progress on any issues. If a child has an EHCP, an annual review 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.

IEP targets are given to children on the SEND register as part of the Assess, Plan, Do, Review process (APDR). 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 view on all aspects of school life. This is usually carried out through pupil feedback and completed questionnaires. If your child has an EHCP, their views will be sought at the review stage, if appropriate.

SEND pupils play a huge part in evaluating their own progress and help to develop the next steps in their learning. Learning preferences are taken into consideration when setting targets for IEPs as children are also encouraged to state their 'Strengths' and 'Area for Support'.

Each Key Stage Two class has two members of the Ethos Committee, as well as Y6 Senior Pupils, to help make important decisions about school. Pupils are asked on an informal basis about the curriculum and how they like to learn.

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



Should parents/carers be unhappy with any aspects of their child's provision, they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should make an appointment with the SENDCo.

In the event of a formal complaint parents should refer to the School's Complaint Procedure:

- 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 SENDCo. If there is still no resolution,
- Stage 3: The head teacher should become involved. If the matter is still not resolved, the complainant should put their complaint in writing to the Chair of Governors (P Donovan)
- Stage 4: The Governing Board deals with the matter through the agreed complaint resolutions 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 Board involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such children

Some children require outside agency support, to ensure there is a holistic approach of support around children and their families. These are likely to be children on the SEND Register who have been identified with SEND at 'Additional SEN Support' who are still not making expected progress, or children with an Education, Health and Care Plan.

The school works very closely with the school's Educational Psychologist (EP) in assessing Special Educational Needs. Once a decision, in conjunction with parents, 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 observation. This is followed by a one-to-one assessment.

It may also be deemed necessary for a child to be referred to Speech and Language. Again, parents' permission will always be sought. Parents are responsible for taking their child to all Speech and Language appointments.



We also have the facility to seek advice from Salford Learning 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 both the Community Paediatricians and CAMHS

11. The contact details of support services for the parents of pupils with SEND, 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>
<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>	<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</i>	<i>0161 607 1671</i>



<i>M27 0AP</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

<i>Transition From</i>	<i>To</i>	<i>Support Service</i>	<i>Contact details</i>
<i>Setting</i>	<i>School</i>	<i>Starting Life Well</i>	<i>0161 793 3275</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>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 Bridge Partnership</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 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> www.salford.gov.uk/localoffer.htm				