

Alder Brook Primary Partnership Centre
Walnut Road
Winton
Eccles
M30 8LE
Tel: 0161 560 8174
Website address: www.alderbrook.org.uk

SEND Information report 2026/27



What provision is made available at Alder Brook PPC for pupils with special educational needs
- Alder Brook is a pupil referral unit and special school for pupils aged 4-11 years old. - The school supports pupils with SEN needs primarily within Social, emotional and mental health as well as supporting cognition and learning, communication and interaction and sensory needs. - The school has a main site and a satellite site and pupils are allocated to sites depending on the level of provision and curriculum access the pupil requires. - Alder Brook is committed to providing the best possible support to children identified as having a special educational need. - We have a service level agreement with Salford Educational psychology service as well as a privately commissioned educational psychologist. - We access external agencies to support specialist additional needs including Learning Support Service (LSS), Occupational Therapy (OT) and Speech & Language Therapy (SALT) - Pupils are referred to the external agencies, where appropriate, based on assessment data analysis, observations, attendance data, incident tracking and discussing in pupil progress meetings. - Teaching assistants work alongside the SENCo and Speech and language therapist to provide targeted group and individual support for children with speech language and communication needs. - The school is currently working towards gaining Dyslexia Friendly Schools status which ensures children with dyslexia or those who have difficulties associated with dyslexia are supported through universal, targeted and specialist provision. - Our teaching assistants are trained to provide additional interventions in areas such as Speech language and communication, reading intervention, maths interventions and social, emotional and mental health needs. - Our family liaison officer, Mrs. Thompson, is responsible for attendance and punctuality, deputy safeguarding officer and parental engagement.
What are the school's policies for the identification and assessment of pupils/ students attending the school?
- Pupils attend Alder Brook through a number of routes; Education, health and care plan naming the school, permanent exclusion or on short term placement intervention programmes which are allocated following a school application to the Inclusion panel. Upon coming on roll pupils are recognised as having additional needs to their mainstream counterparts and so are registered with SEND needs. - The school assess all new on roll pupils within the pupil's first two weeks for reading level, writing ability and maths skills. Further assessments are completed over time, where needed, to further understand each individual pupil's needs. The assessments range from cognitive abilities, sensory profile, motorskills and co-ordination, emotional and social development (SDQ) and communication.
How do we evaluate the provision for pupils at Alder Brook and the progress of pupils

Alder Brook is an inclusive school where our school values are embedded and evident in all areas of school and school life. We evaluate the provision through a range of tools and methods.

- Pupil progress is tracked against achievement of personalised targets taken from the National curriculum termly.
- Also tracking of progress in emotional and social development (SDQ).
- Progress is also evaluate through annual reviews of Education, health and care plans and pupil progress against personal outcomes.
- Robust systems of monitoring are in place to evaluate impacts of adaptations and pathways against pupil incidences and the school respond rapidly to any changes in needs for any individual pupil.
- Alder Brook view pupil progress in a holistic manner with progress indicators not restricted to academic progress.

How does the school adapt the curriculum and learning environment

- Alder Brook supports a wide range of SEND needs and diversity.
- Alder Brook continually responds to the needs of the pupils on roll and adapts.
- Alder Brook currently have 3 main pathways in which pupils are placed based on the individual needs of the pupil. Each pathway has been carefully designed to meet the needs of cohorts of pupils and the adjustments include the level of support and provision required to meet the needs of the pupils, the curriculum model and access to personal development opportunities is catered differently depending on the pathway with every pupil on roll having access to personal development opportunities through the school year.
- Staff deployment is carefully considered based on the skills and experience of the staff and needs of the pupils to ensure pupils are supported appropriately whilst building in skills for independence.
- Learning spaces are adapted based on the needs of the cohorts including work stations, visual aids, in and out trays, low demand approaches to completing tasks through routine and visual support, coloured overlays, access to IT devices, continuous provision spaces to engage hands on learning.
- Access to tools to support regulation including sensory tools such as peanut ball, sensory sock, ear defenders, fidgets, wobble boards, spinning seats.

Additional support for learning that is available for pupils

- Personalised targets set for every pupil based on areas of need and daily activities and tasks based on the target.
- Modelling and scaffolding – “I do, we do, you do”
- Repeat, re-visit, recall to support working memory.
- Concrete, pictorial and abstract.
- Child-led continuous provision to support learning
- Visual aids
- Adult support

- Avoiding using screens or print with a wide discrepancy of colour ie black on white. Whole school print on cream paper and bespoke exercise books on cream background for all pupils.
Enabling pupils to engage in activities
- Alder Brook offer a wide range of activities on and off site – personal development opportunities. - All pupils have access to PD and in some cases adaptations are needed to reduce risks and enabled attendance to off site provisions. The adaptations include direct intervention with the young person on site through SEMH programmes to improve pupil well-being and resilience and reduce risks when off site. Reward system. Where possible increase staffing for off site provision and also engage with parents to support on off site personal development activities.
Support for improving emotional and social development
- Robust CPD programme skilling all staff in supporting pupils’ emotional and social development. - SEMH intervention programmes weekly for all pupils. - A focus on PSHE sessions throughout the week to support emotional and social development. - Access to on and off site personal development opportunities to improve well-being, resilience and emotional literacy. - Staff CPD on Adult/ Child interaction to further improve emotional and social development.
Meeting the needs of all of our pupils
- We have a team of over 30 teachers and teaching assistants as well as leadership and pastoral team members who work across the school providing support and leading learning in a variety of subjects - School engages with a variety of external agencies and services. - The school staff have knowledge and experience in supporting a range of SEND needs. - The curriculum and the pathways are designed specifically to meet the needs of all of the pupils. - Adaptations are made to all aspects of curriculum delivery in order to meet the holistic needs of every pupil. - Teaching staff across the school use the most appropriate teaching methods to meet the varying needs of the pupils.
Arrangements for assessing and reviewing children’s and young people’s progress towards outcomes
- Pupils with EHC plans are assessed against their EHC outcomes on an annual basis. - All pupils are assessment termly against their personal targets on their learning plans (Individual education plans). - Teachers engage in regular pupil progress meetings - Teacher assessment alongside tracking ladders for core subjects is recorded termly on an online platform and teachers and subject leads review the information as well as subject monitoring and book looks to support assessing and reviewing pupil progress.
How will equipment and facilities be provided to support our pupils?

- Alder Brook has strong positive working relationships with all external professional bodies and the Local Authority. Regular meetings and assessments of pupils needs are completed with the Educational psychology service, Speech and language therapist and SEN consultants.
- Other agencies are referred to where appropriate such as the Neurodevelopment pathway and Early Help service to support our pupils and families.

Arrangements for consulting parents of pupils at Alder Brook

- Positive relationships with parents and carers is key at Alder Brook – we work in partnership for the best outcomes for the pupils we support.
- Parent and carer days are held in school each term inviting our pupils' important adults in to school to complete activities and look at their work and meet class leads for progress updates.
- Parents and carers can contact school and we endeavour to meet at short notice to resolve any queries.
- Parents and carers can contact teaching staff and SEN team directly via email to get prompt responses.
- Alder Brook use a communication APP – School Spider – to support strong communication.
- Newsletters each term are shared on parent/carers day and sent home which celebrate the term prior and what to expect in the coming term.
- Parent representation on the local governing board.
- Parents can give feedback through email, School Spider, telephone and face to face.
- Parent questionnaire completed on parent/ carers day help to get a good understanding on Alder Brook's progress.

Arrangements made by the Local Governing Board for dealing with parental carer complaints

We have a complaints procedure which is followed for any complaint made to school. This can be found on our website.

- Stage 1: Initially any complaint should be taken to the class teacher. 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, parents 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

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 SEND and in supporting the families of such children

- Our SENCo will liaise with other bodies in supporting children with SEND and their parents. We have a service level agreement with Educational Psychologist and buy in Speech and Language therapist services.
- Referrals can be made via the SENCo to Learning Support Service for additional support and advice.
- The School nurse can access support and provide advice and support for health concerns.
- Referrals to the Neurodevelopment pathway where appropriate can be made with parents/ carers.
- When necessary our family liaison officer, Mrs Thompson, will invite parents of children who have additional needs into school to complete a CAF – common assessment framework. Mrs Thompson can also organise TAC meetings – team around a child – when there are multiple agencies involved with one family.
- Referrals can be made to the Early Help team in collaboration with parents.

The contact details of support services for the parents of pupils with SEND

- Parent Partnership Unity House Salford Civic Centre Chorley Road 0161 778 0538 10 Swinton M27 5AW
- For children aged 0-5 Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre Chorley Road Swinton M27 5AW 0161 793 3275
- Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY 0161 778 0410
- Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP 0161 607 1671
- Educational Psychology Service Burrows House M28 2LY 0161 778 0476
- Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA 0161 793 3535

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

The local authorities local offer can be found at <http://www.salford.gov.uk/localoffer.htm>

School SEN co-ordinator and wider staff

SENCo – Kate Livesley (Deputy Headteacher) Contact: alderbrooksenco@thelinkeducationtrust.co.uk

SEN – Mrs. Heywood Contact: alderbrooksenco@thelinkeducationtrust.co.uk

Office Admin – Heather. Brown alderbrookenquiries@thelinkeducationtrust.co.uk

Family liaison officer – Mrs. Di Thompson alderbrookenquiries@thelinkeducationtrust.co.uk