

# SEND Information Report – Lewis Street Primary School



2022-2023

## 1. The kinds of Special Educational Needs (SEND) for which provision is made at our school

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate/severe learning difficulties (MLD & SLD)
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Some pupils may have needs in more than one area and pupils' needs can change over time.

The Local Authority's KS1 Resourced Provision for pupils with Social, Emotional and Mental Health Needs (SEMH) is The Leaf. It is located within Lewis Street Primary School and has 6 places for pupils with an Education, Health and Care Plan (EHCP). The pupils are registered with a mainstream class and follow personalised timetables based on individual strengths and needs, with time spent in The Leaf and mainstream classroom when they are ready.

## 2. How our school identifies and assesses children with SEND

The school assesses pupils on entry to Nursery and Reception with a baseline assessment and uses an assessment tracker to record progress and attainment. We were an Early Adaptor setting last year and are completing Reception Baseline this year in the first 4 weeks of children starting.

We assess each pupil's current skills and levels of attainment on entry, which build on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers/widens the attainment gap

Pupil assessments are tracked using SIMS and PIXL. The SLT, Phase Leaders and SENDCo can access both tracking tools in order to monitor progress and attainment for all pupils, including pupils with SEND. The SENDCo then works with the Phase Leader, class teacher and/or LSA to support the individual child with the most appropriate intervention to support their individual needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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We also assess progress in areas other than attainment, for example, pupils' social and emotional needs. Here at Lewis Street Primary, we use The Boxall and Strengths and Difficulties Questionnaire (SDQ) to complete such assessments of pupils' wellbeing. These may be used to identify pupils needing therapeutic intervention, and/or to measure the impact of such interventions, where appropriate.

## 3. Information about our school's policies for making provision for pupils with SEND whether or not pupils have EHC plans, including a. How our school evaluates the effectiveness of its provision for such pupils

We use a model of pre or post teach whereby children are supported to prepare for learning, including teaching key vocabulary and post teaching to support children who need a catch-up.

We have the following provisions available to support learners with SEND, alongside high quality teaching and learning:

- Sensory Room
- SEMH intervention teacher (one day a week)
- A Play Therapist (one day a week)
- Place 2 Be Counselling Service (2 days per week)
- CAMHS I Reach (half a day a week)

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress in Achievement for All termly meetings with the class teacher, Phase Lead and SENDCo
- Reviewing the impact of interventions by comparing baseline and post-intervention scores
- Using pupil, staff and/or parent questionnaires
- Regular monitoring by the Leadership Team and SENDCo, including learning walks and book looks
- Holding annual reviews for pupils with EHC plans.

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

Pupils are assessed formally three times yearly and this data is analysed in detail at Achievement for All and Phase Meetings with the class teacher, LT and SLT three times yearly.

We follow the graduated approach and the four-part cycle of assess, plan, do, review. The class teacher or Phase Leader will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant

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- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

## c. The school's approach to teaching pupils with SEND

We are an inclusive school and teachers at Lewis Street Primary are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Lessons and activities are planned around children and their individual needs and learning styles. Some activities are taught 1-1, in groups and whole class.

Staff are proactive in seeking the expertise from the SENDCo, Phase Leader and outside agencies to further understand and support children's SEND needs.

The sensory room is accessible to all pupils who attend for a minimum of a term. Class teachers complete sensory profile questionnaires and score a pre-intervention SDQ. Children often attend the sensory room daily for 15 minutes for a term. A post-intervention SDQ is used to monitor the effectiveness of the sensory room.

## d. How the school adapts the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- All children take part in all areas of the curriculum.
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Carefully consider staff deployment so that children are adequately supported as well as given time to be independent.
- Our learning environments are consistent, neutral and organised throughout school. Visual timetables are in place in all classrooms. Resources are clearly labelled in the classrooms and there is a dyslexia and sensory class box in every classroom with resources that all pupils can use to support their learning and emotional wellbeing.
- We have a sensory room and safe spaces within each building where children can retreat to if they need a moment of quiet.

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

Children's additional needs are managed via a school SEND register. Pupils are banded by A, B, C or EHCP Bands D-G. This allows all staff to know the level of support needed for pupils on the SEND register.

We have purposeful relationships with many external services, including the Primary Inclusion Team (PIT), SRFT Speech and Language (enhanced buy-in and community services), Paediatrics, Occupational Therapy, Learning Support Service and CAMHS. We are a link school for CAMHS so can now refer directly for children with suspected ASD and ADHD traits via the neurodevelopment pathway.

We have a number of Learning Support Assistants (LSAs) who are trained to deliver interventions such as Read Write Inc, Lego Therapy, Listening & Attention Skills and Attention Autism.

We are a dyslexia friendly school and have the accreditation. All our resources are planned with this in mind and we avoid black print on a white background at all costs.

## f. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We run a number of therapeutic interventions including:

- Messy Crew
- Raising Self Esteem and Confidence
- Understanding Emotions
- Lego Therapy

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Lledr Hall, North Wales and all pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

If a pupil with a disability joins our school, a meeting will be held with parents/carers, SENDCo and Phase Lead or class teacher, as well as other professionals where appropriate, so that information can be shared on how best to support the pupil once they are on roll. Associated paperwork is completed depending on the needs of the child, i.e. Personal Emergency Evacuation Plan (PEEP) written prior to the pupil starting and shared with relevant staff. For further information on the facilities we provide to help disabled pupils access our school, including steps we have taken to prevent disabled pupils from being treated less favourably than other pupils, can be found in our school's accessibility plan on our website. Alternatively, you can contact the school office directly and request a copy.

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

We have strong links with The Primary Inclusion Team (PIT). PIT offer support to all Salford primary schools, via referral, for pupils with SEMH needs.

We have a strong emphasis on delivering a curriculum that promotes PSED (for EY children) and PSHE (Year1-6). We use a PHSE scheme called Jigsaw to deliver this curriculum to all KS1/KS2 pupils.

Miss Charlene Skeels (SENDCo) and Mrs Tracey Redgrave (Children and Families Officer) are trained 'Mental Health Champions'. Both staff are able to request assessment for ASD and ADHD via the neurodevelopment pathway, as well as complete referrals to CAMHS i-Reach and core services. School receive a weekly half-day support from a CAMHS i-Reach worker, who offer low intensity school-based interventions for children.

Place2Be is our chosen school counselling service, which is delivered here two days a week. Our Place2Be Project Manager is Louisa Hodgson. She works closely with the SENDCo, staff, parents/carers and children.

## 4. Our Special Educational Needs Coordinator (SENCO)

Our Special Education Needs and Disability Co-ordinator (SENDCo) is Miss Charlene Skeels. She is Assistant Headteacher and is based across Lewis Street and Christ Church as Inclusion Manager and works closely with the SEND team from our partnership schools; Lewis Street Primary and Lark Hill Primary School.

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

Charlene Skeels, has completed the Mental Health First Aid Lead training, alongside Tracey Redgrave, our Children and Families Officer. Miss Skeels received training in order to request assessment for ADHD and ASD to CAMHS via the neurodevelopment pathway, and is a regular panel one member for requests of statutory assessments within the Local Authority SEND team.

Rachelle Broadist, a teacher from the Primary Inclusion Team, works at Lewis Street Primary one day each week and delivers SEMH pupil interventions. This is delivered on a model of capacity building so our LSAs can deliver subsequent interventions on their own.

There is a rolling programme for Team Teach Training. SLT and The Leaf staff have completed the 12-hour Team Teach course and some staff have completed the 6-hour Team Teach course. In the last academic year, staff have been trained in strategies to support dyslexia in the classroom, attachment awareness and sensory processing needs.

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

We have a positive working relationship with the Educational Psychology Service, Learning Support Service, including ACE and CAMHS I- Reach and Core Teams, the Primary Inclusion Team and SRFT Speech Therapy Service enhanced buy-in and community services.

We have an accessible toilet on each level of the buildings.

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

Parents/carers are kept informed about their child's progress at all times, from informal meetings at the school door, meetings inside school (with class teacher, Phase Leader and/or SENDCo), termly Learner Review parent meetings and multi-agency meetings.

Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.

Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the class teacher in the first instance, and then the Phase Leader and SENDCo at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0161 7894400.

We will formally notify parents when it is decided that a pupil will receive SEND support, and as such be added to the school's SEND register. Here are some support services for the parents/carers of pupils with SEND, including those for arrangements made in accordance with clause 32:

- Salford Information and Support Services (SIASS) 0161 778 0538
- Early Support/Portage Home Visiting Team/Inclusion Officers (0-5 years) 0161 793 3275
- Statutory Assessment Team/Local Authority 0161 778 0410
- Learning Support Service 0161 607 1671
- Educational Psychology Service 0161 778 0476
- Children with Disabilities Social Work Team 0161 793 3535

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

Children are familiar with staff sharing information about their learning and behaviour. Marking in books encourages children to read through their teacher's comments and respond to them. Often, there is a question or an activity to reinforce pupils' learning or to develop it further.

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The school has a school council; this is a group of children from each class who are involved in making decisions about parts of school life. All pupils are able to regularly share their views with members of the school council.

Pupils with EHCPs will be asked to complete a child view form which will be shared in the annual review meeting. Where appropriate, children are also invited to attend part of the annual review meeting so their views can be heard.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.

Complaints about SEND provision in our school should be made in line with the School's Complaints Procedure, which can be found on our website or by contacting the school office directly on 0161 7894400

We also have a SEND caseworker, Jessica Core, who is contactable on 0161 778 0410 to discuss any complaints or concerns about SEND provision in school.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions, previously exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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 SEND and in supporting the families of such children

School engage openly with all external agencies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting pupils' SEND and supporting their families. The Governing Body supports the work done by Salford Information and Support Services (SIASS). There is a named SEND Governor, Ms Morag Magee.

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

[www.salford.gov.uk/localoffer.htm](http://www.salford.gov.uk/localoffer.htm)

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