



CLARENDON ROAD PRIMARY SCHOOL
SEND Information Report 2019-2020



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

Clarendon Road Primary School is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to their learning to participation and achievement for a variety of reasons.

- Our SEN Policy is available on the school website
- School has a SENCO and Learning Mentor whose time is dedicated to removing barriers to learning and supporting the emotional well-being of both children and families
- We offer nurture provision for children who require additional support during less structured times, such as playtimes and lunchtime
- Every Child Matters meetings take place with the SENCO, staff and families at any time to ensure needs are addressed and support is provided at the right time
- School buy in specialised support packages to ensure the needs of children with SEN are met

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

- Clarendon Road completes assessments every half term to identify children who are not making expected progress
- Teachers meet fortnightly to discuss and modify teaching expectations for children who require additional support
- SENCO meets with multi-agencies to discuss progress and next steps for children with SEN
- Pre-learning activities take place in lessons to identify children who may require additional support or intervention to allow them to make progress
- School have access to dyslexia screeners through purchase of a diagnostic assessment tool.
- Phonic assessments are undertaken every half term and pupils who require additional support have additional intervention work
- Statutory health checks are completed in line with the School's Health Team

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

a) How the school evaluates the effectiveness of its provision for such pupils;

- For children identified as requiring additional support half termly tracking of progress is carried out by SENCO
- Individual targets are reviewed and refined continuously as assessments take place throughout the term
- Progress is discussed with both parent/carer and children through learning plans. Next steps are then discussed and agreed
- Parent's view of effectiveness is valued during Every Child Matters Meeting
- Professional's meetings take place to discuss the effectiveness of provision and advice from outside agencies is implemented to inform future targets

b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

- Interventions carried out involve pre and post assessment to analyse and review progress
- School works alongside outside agencies to ensure an initial assessment is completed to establish needs, for example Speech and language therapy and Learning Support Service. Opportunities are given to review success of programme and feedback is given all parties to inform future provision.

c) The school’s approach to teaching pupils with special educational needs;
<p>For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.</p> <p>Teachers:</p> <ul style="list-style-type: none"> • Complete learning style assessment to establish the most effective style to teach to support learning • Take account of the type and extent of a pupil’s special educational needs in planning and in assessment • Provide support for communication, language and literacy needs • Incorporate a plan, do, review cycle of teaching to inform next steps. • Plan, where necessary, to develop pupils’ understanding through the use of all available senses and experience • Plan to enable children to take full part in learning, physical and practical activities • Help pupils to manage their behaviour, to take part in learning effectively and safely • Help individuals to manage their emotions, particularly trauma and stress, and to take part in learning • Receive advice from outside agencies to support particular requirements <p><u>Children with Disabilities</u></p> <p>Not all pupils with disabilities necessarily have special educational needs. Teachers take action however, to ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. Teachers:</p> <ul style="list-style-type: none"> • Plan for enough time for satisfactory completion of tasks • Plan opportunities where needed for the development of skills in practical aspects of the curriculum identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals • Ensure advice and recommendations from multi-agency visits are incorporated into planning and delivery of lessons. <u>Class Organisation:</u> • We currently have an intake of 45 pupils and they are split into mixed ability classes. As a result, we do have some mixed age classes. Decisions about the criteria for class groupings are made in line with School Policy. They are based on age, maturity and friendship groups: we do not base these decisions on academic ability. We try to ensure that there is an equal balance of pupils in each class.
d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

<ul style="list-style-type: none"> • Grouping – small group/1:1/ability/friendship/Kagan • Differentiated appropriate lesson content for SEN Pupils • Teaching style (VAK) • Review, teach, practice, apply model with an engaging question-based curriculum .Pace is adapted according to need • Alternative recording methods – scribing, use of ICT, mind-mapping, photographs • Differentiation by outcome is used where appropriate • Materials specific to pupil needs • Teaching assistant and teacher support • Location of small group work may take place outside of the classroom where appropriate. Use of Physical aids and prompts, as required. • Pastel coloured paper and backgrounds used as part of the dyslexia friendly approach. Learning through working walls and use of toolkits
<p>e) Additional support for learning that is available to pupils with special educational needs;</p> <p>The school provide bespoke, personal learning programmes for individuals and groups of children to ensure they make progress. <i>Specific interventions used in our school include:</i></p> <ul style="list-style-type: none"> • Precision teaching • Seema (for children with EAL) • Project X phonic Reading Scheme • Power of 2 (Numeracy Intervention programme) • Toe by Toe (Spelling Intervention Programme) • Direct Phonics • Nurture Group • ELKLAN • Pixl • Social Skills programmes • Individualised Speech & Language programmes • Coordination and motor skill work
<p>f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum; and</p> <p><u>Clubs</u></p> <ul style="list-style-type: none"> • Gardening Club and Code Club • Art club • Range of sport clubs across the year, including cricket, bench ball, dance and gymnastics and guitar club • Brass lessons • EAL Club with parents
<p>g) Support that is available for improving the emotional and social development of pupils with special educational needs.</p>

<ul style="list-style-type: none"> Children can access the SENCO or the Learning Mentor for support with emotional or social issues. Around school there are message boxes where children can put any concerns they may have and they will be spoken to by the Learning Mentor during her dedicated time. Children can access the school council message boxes to identify an issue within school. Use of Playground Friends on the playgrounds and welfare staff. All children are trained to use the five finger tell to enable them to sort minor disagreements out independently. Dedicated quiet area on the playground where social chat, games and reading can take place.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.
Mrs C. Clarke 0161 921-1170
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
<ul style="list-style-type: none"> A number of staff are ELKLAN trained to support children with speech and language requirements Identified staff are trained by medical agencies to ensure they have a sound knowledge of individual medical procedures and requirements Continued communication with school nurse to ensure all medical requirements are shared and healthcare plans developed
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
<ul style="list-style-type: none"> Advice sought from outside agencies regarding equipment required to support a child Low cost specialist equipment purchased by school. In some instances, a request to LEA for highly specialised and costly equipment may be required
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
<ul style="list-style-type: none"> Parents' Evening Open door policy to discuss any SEN concerns with SENCO ECM meetings with staff, parents and outside agencies. SEN Annual Reviews
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
<ul style="list-style-type: none"> Pupil's voice communicated through discussion around individual targets on learning plan Learning plan reviewed with child and new targets discussed between child and teacher to develop ownership of own learning
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

<ul style="list-style-type: none"> • Stage 1: Informally through direct communication with staff concerned • Stage 2: Complaint in writing to the head teacher if complaint is not resolved at Stage 1. The headteacher may involve the Chair of the Governing Body in a detailed investigation and response. • Stage 3: If a parent is not satisfied with the response at this stage parents can request a governing body review.
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 special educational needs and in supporting the families of such pupils
<ul style="list-style-type: none"> • Clarendon Road Primary School work closely with outside agencies for consultation, observation and advice. These include Educational Psychologists, Speech and Language therapists, Play Therapists, Paediatricians, Occupational/Physiotherapists, CAMHS, Children’s Services, Primary Inclusion Team and the Learning Support Service • School promotes the use of Salford Information and Support Service (SIASS) to assist both school and parent in the process of EHCP statutory assessment and for other matters that may arise for SEND throughout their time at Clarendon Road. • We also use the TAF process as a tool to enable us and parents to address issues that are barriers to learning.
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.
<p>Maureen Fowler SIASS Service, Unity House, Chorley Road in Swinton, Phone 0161 778 0343/0349 siass@salford.gov.uk</p>
12. The school’s arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.
<ul style="list-style-type: none"> • Transition meetings with all interested parties prior to attending new class/school. All information shared to ensure a smooth transition • Use of social stories to lessen any anxieties and prepare child for a new setting □ Additional visits to new classroom/school
13. Information on where the local authority’s local offer is published.
<p>Core offer is published on the school website: http://www.clarendonroadschool.org/</p>