

**1. The kinds of special educational needs for which provision is made at the school;  
What provision is made at the school for children with SEND?**

Special educational needs and provision can be considered under four broad areas:

- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social, mental and emotional health
- 4) Sensory and/or physical

- Each pupil's educational programme will be planned by the class teacher.
- Additional support is provided for SEN pupils on a variety of forms; teaching assistants/teacher, resources, small group/1-1 support, access to intervention programmes, ICT.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc, then the pupil may be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need and progress made, with this being constantly monitored. If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCo.
- Pupil Progress meetings are held each term. This is a meeting where the class teacher meets with the Executive Headteacher, DHT and SENCo to discuss the progress of the pupils in their class. This shared discussion may highlight any potential issues for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as the Educational Psychologist, Speech & Language Therapist, Primary Inclusion Team etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency.
- We offer nurture provision for children who require additional support during less structured times, such as playtimes and lunchtime.
- All Reception pupils are screened using the TALC SALT assessments, which looks at children's understanding of abstract language through verbal reasoning. Following this, the children are assigned to intervention groups to develop language and understanding skills. These assessments and groups are organised by an NHS Speech and Language Therapist as we pay for the buy-in service yearly.
- Other children who are identified as having difficulties with their understanding will also be screened using the TALC assessment and receive intervention if necessary.
- Nursery children are screened by the Speech and Language Therapist using the British Picture Vocabulary Scale (BPVS), which assess the child's understanding of vocabulary. Children are grouped according to need and have targeted group sessions.
- Staff including teaching assistants and the SENCo (Special Educational Needs Coordinator) are ELKLAN trained (a speech and language training programme). All the staff receive regular training on Speech, Language and Communication Needs as part of the school's ongoing CPD offer. This is delivered by the school's Speech and Language Therapist.
- We have a dedicated Language Room and dedicated Speech and Language teaching assistants, who deliver targeted interventions.
- We have a service level agreement with Salford Educational Psychology Services. We may also outsource Educational Psychologists from other companies.

**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;**

## How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?

- The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. The school's system includes reference to information provided by:
  - The observations of teaching and learning
  - Scrutiny of work
  - National Curriculum descriptors for the end of a key stage
  - Standardised screening and assessment tools (NFER)
  - Observations of behavioural, emotional and social development
  - Assessments and observations by a specialist service, such as educational psychology, identifying additional needs
- The progress of all our children is closely monitored. Staff are continually assessing and evaluating the impact of their teaching on all pupils. If any concerns arise then a meeting will take place between the class teacher and SENCo and next steps discussed.
- Those children who have significant difficulties and complex needs may require an Education, Care Health Plan (ECHP). This is a statutory document which sets out objectives, strategies, resources and provision required for the child to make progress. There may be extra funding available to assist with this.
- SENCO meets with teachers every half term to discuss children with SEN about what is working well and what is not working well.
- 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
- If you have any concerns that your child may have special educational needs, please do not hesitate to contact Miss Harrison (SENCo) or Miss Walker (SENCo) and a meeting can be arranged to discuss your concerns.

### 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 the pupils with special educational needs;

##### How do you know if the provisions made in the school are effective?

- The progress and attainment data for children with SEN is analysed across the whole school, by year group, class and subject.
- Gap analysis information is used to plan teaching and learning for all pupils and intervention for those with identified need.
- Half termly tracking of progress is carried out and discuss at Pupil Progress involving the class teacher, Executive Headteacher, Deputy Headteacher and SENCo.
- Individual targets are reviewed and refined continuously as assessments take place throughout the term.
- Progress is discussed with children, using child friendly learning goals, to establish effectiveness and next steps.
- The school's progress and attainment data for children with SEN is also compared to national figures
- Professional's meetings take place to discuss the effectiveness of provision and advice from outside agencies is implemented to inform future targets.
- Any child or group of children who have taken part in a specific intervention will be assessed pre and post intervention to look at progress and determine the effectiveness of the intervention.

<p><b>b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;</b>  <b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b></p>
<ul style="list-style-type: none"> <li>• Interventions carried out involve an entry and exit assessment to assess and review progress.</li> <li>• The school works alongside outside agencies to ensure an initial assessment is completed to establish needs, for example Speech and Language therapy. Opportunities are given to review success of the programme and feedback given to all parties to inform future provision.</li> <li>• Parents will be invited to attend Parents Evening, where their child's progress in learning will be discussed.</li> <li>• Parents are welcome to arrange a meeting with the class teacher and/or SENCo if they have any concerns about their child's progress or well-being.</li> </ul>

<p><b>c) The school's approach to teaching pupils with special educational needs;</b>  <b>How will the school staff support my child?</b>  <b>How will the curriculum be matched to my child's needs?</b></p>
<p>We support the National Curriculum Inclusion Statement, which states:  <i>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.</i></p> <p>We believe every child should be allowed to reach their fullest potential; it is up to us and parents to ensure that this happens.</p> <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"> <li>• Take account of the type and extent of a pupil's special educational needs in planning and in assessment.</li> <li>• Provide support for communication, language and literacy needs.</li> <li>• Plan, where necessary, to develop pupils' understanding through the use of all available senses and experiences.</li> <li>• Plan to enable children to take full part in learning, physical and practical activities.</li> <li>• Help pupils to manage their behaviour, to take part in learning effectively and safely.</li> <li>• Help individuals to manage their emotions, particularly trauma, loss and stress, and to take part in learning.</li> <li>• Receive advice from outside agencies to support particular requirements.</li> </ul> <p><b><u>Children with Disabilities</u></b></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.</p> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• Plan for enough time for satisfactory completion of tasks.</li> <li>• Plan opportunities where needed for the development of skills in practical aspects of the curriculum and identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals.</li> <li>• Work with Salford SEN support teams to modify any equipment or resources.</li> </ul>

<p><b>d) How the school adapts the curriculum and learning environment for pupils with special educational needs;</b>  <b>How does the school change the curriculum and learning environment to meet the needs of my child?</b></p>
<ul style="list-style-type: none"> <li>• Distraction-reduced learning environment</li> <li>• Work stations in class</li> <li>• Working walls</li> <li>• Grouping – small group/1:1/ability/friendship</li> <li>• Scaffolding – providing temporary support to the child as they learn a new skill</li> <li>• Differentiated appropriate lesson content if needed</li> <li>• Review, teach, practice, apply model</li> </ul>

- Engaging curriculum
- Pace is adapted according to need
- Alternative recording methods – scribing, use of ICT, mind-mapping, photographs
- 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 prompts and aids as required
- Learning environment with learning aids and working walls with models and worked examples
- Dedicated nurture time

**e) Additional support for learning that is available to pupils with special educational needs;  
What additional support for learning is there for my child?**

The school provide bespoke, personal learning programmes for individuals and groups of children to ensure they make progress.

*Specific interventions used in our school include:*

- Phonics catch-up (Read Write Inc)
- Social Skills programmes
- Individualised Speech & Language programmes
- Precision Teaching
- Attachment Play
- Coordination Group
- Sensory Circuits
- Specific interventions used in our school include:
- Peel Hall Guided Maths (Numeracy Intervention programme)
- Non Nonsense (Spelling Intervention Programme)
- Booster Reading Primary (1:1 reading booster programme)
- Nurture Group

The school provide bespoke, personal learning programmes for individuals and groups of children to ensure they make progress.

**f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;  
How will my child be included in activities outside the school classroom including school trips?**

Clubs

- Before school – breakfast club
- After school – a timetable of after school clubs are offered on a termly basis
- There are numerous after school activities that pupils are invited to and we actively encourage pupils to participate in these.
- All children will take part in a number of school trips, throughout the school year. Children in Key Stage Two will have the opportunity to attend a residential trip.

**g) Support that is available for improving the emotional and social development of pupils with special educational needs;  
What support will there be for my child's overall well-being?**

- Daily check-ins from key staff
- Teachers complete a Strength and Difficulties questionnaire (SDQ) for children with possible difficulties
- Targeted interventions
- Assess to quiet areas at lunch time
- Children can access an assigned key adult for support with emotional or social issues
- Children with identified needs have dedicated time with a key adult

**4. Name and contact details of the SEN co-ordinator and Head of Inclusion**

Special Educational Needs Coordinators (SENCo)

Miss Harrison and Miss E Walker

[senpeelhall@salford.gov.uk](mailto:senpeelhall@salford.gov.uk)

0161 790 4641

**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.**  
**What specialist services and expertise are available at or accessed by the school?**  
**What training have the staff supporting SEND had or what training are they having?**

- The SENCo (Miss Walker) and a number of TAs 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 such as diabetes, anaphylaxis and epilepsy.
- 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.**  
**How are equipment and facilities allocated to support my child?**

- The school's budget includes a notional budget for supporting children with SEN.
- Children with an Education, Health, Care Plan will have funds allocated to support them. This will be detailed in their plan and will be discussed and evaluated at their Annual Review meeting.
- All resources/training and support are reviewed regularly, and changes made as needed.

**7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**  
**How are parents/carers involved in the school? How can I get involved?**  
**Who can I contact for further information?**

- Parents` Evening
- Open door policy to discuss any SEN concerns
- Group Consultation with Educational Psychologist
- SEN Annual Reviews
- Open Days
- Workshops

**8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**  
**How is my child involved and consulted in decisions made about their education?**

- Pupil`s voice questionnaires and meetings throughout the year
- Person Centred Meetings
- Following Pupil Progress meetings, children meet with the class teacher to discuss progress and next steps to develop ownership of own learning
- Children with an EHCP complete a My Story
- 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.**  
**What should I do and who should I contact if I would like to make a complaint concerning the provision made at the school?**

- Concerns can be raised with the school at any time and will often generate an immediate response, which will hopefully resolve the concern.
- 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.

<p><b>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</b></p> <p><b>What other outside agencies does the school work with to meet the needs of my child?</b></p>
<ul style="list-style-type: none"> <li>• Peel Hall Primary works closely with outside agencies for consultation, observation and advice. These include Educational Psychologists, Speech and Language therapists, Paediatricians, Occupational/Physiotherapists, CAMHS, Children's Services and Learning Support Services.</li> <li>• School promotes the use of Salford Information Advice and Support Services (SIASS) to assist them in the process of statutory assessment and for other matters that may arise for SEND throughout their time at Peel Hall.</li> </ul>
<p><b>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.</b></p> <p><b>Who can I contact if I need information, advice and support about special educational needs?</b></p>
<p><b>Salford Information Advice and Support Services (SIASS)</b></p> <ul style="list-style-type: none"> <li>• 0161 778 0343/0349</li> <li>• <a href="mailto:siass@salford.gov.uk">siass@salford.gov.uk</a></li> </ul>
<p><b>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.</b></p> <p><b>How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?</b></p>
<ul style="list-style-type: none"> <li>• Transition meetings with all interested parties prior to attending new class/school. All information shared to ensure a smooth transition</li> <li>• Home visits for all Nursery children and Reception children.</li> <li>• Use of social stories to lessen any anxieties and prepare child for a new setting</li> <li>• Additional visits to new classroom/school</li> </ul>
<p><b>13. Information on where the local authority's local offer is published.</b></p>
<ul style="list-style-type: none"> <li>• Local Offer is published on the school website: <a href="http://www.peelhall.co.uk">www.peelhall.co.uk</a></li> </ul>