



Our School Local Offer

www.peelhall.co.uk



SEND at Peel Hall Primary

- Peel Hall Primary is an inclusive setting, determined to ensure all children's needs are met irrespective of gender, race or disability.
- The school has an Equality Policy, Anti Bullying Policy and Special Educational Needs Policy that ensures there is equality of opportunity and those children with Special Educational Needs and Disabilities are not disadvantaged.



What is Special Educational Needs (SEN)?

Your child has special educational needs (SEN) if they have:

- much greater difficulty learning something than most others of the same age
- a disability that makes it difficult for them to use the facilities that others of the same age use in mainstream schools or educational settings

What is a disability?

A child or young person has a disability if they have a **physical or mental impairment** that has a substantial or **long-term effect** on their ability to carry out normal day-to-day activities.

Children and young people with the most complex needs will require specialist services. They will require support with their health, education or physical, intellectual, emotional, social or behavioural development, due to disabilities.



Disabilities include:

- Multiple and complex health needs or chronic illness
- Sensory impairment such as hearing or vision loss,
- A significant and long-term learning difficulty
- A physical disability
- Autistic spectrum disorder
- A severe communication disorder
- A significant developmental delay

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SEN support in schools

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

..has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, or by relevant early years providers.

SEND Code of Practice 2014

Follow the link to the Special Educational Needs and Disability Code of Practice: 0-25 years
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf

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Admission Arrangements for children/young people with SEND

Children are admitted if they live within the school admission zone. Children outside the zone are admitted on parental request if the year group has not exceeded the statutory number. Children wishing to transfer from a neighbouring school are directed to the admissions section of the LA. Children with a ECHP or Statement of Special Educational Need are admitted in accordance with the SEN Code of Practice.

The school Admissions Policy can be found on the website.

We are fully accessible to children with mobility problems. We have wheelchair access and disabled toilets. School will take all reasonable steps to ensure that

“They are not placed at a substantial disadvantage to those who are not disabled.”

(Disability Act 2001)

The school Accessibility Plan can be found on the website.

What are the different areas of SEND?



Communication and Interaction: Children with speech, language and communication needs (SLCN) have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Disorder (ASD).



Cognition and Learning: Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), and severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia



Social, Emotional and Mental Health: Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn and isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.



Sensory and/or Physical needs: These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment or access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers.

What are the different types of support available for children with SEND?



At Peel Hall Primary we follow a graduated approach of support, as detailed in the SEN Code of practice, which can be found at [SEN Code of Practice 2014](#).

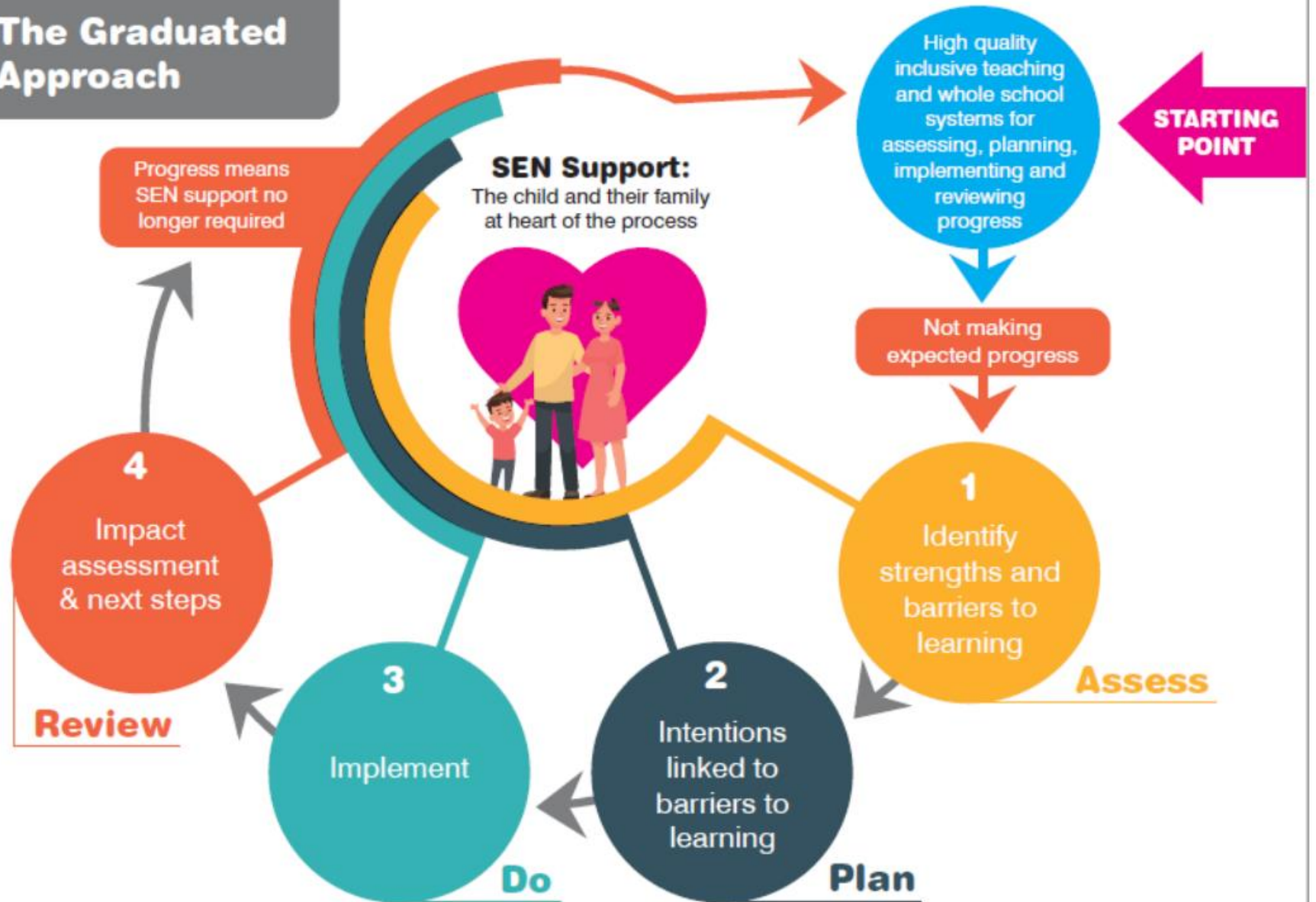
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SEN support in schools

Where a pupil is identified as having SEN, Peel Hall Primary will take action to remove barriers to learning and put effective provision in place. This SEN support will take the form of a four part cycle **assess, plan ,do, review**, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The Graduated Response 6.44 SEN Code of Practice 2014

The Graduated Approach



Meeting the needs of all children

Every child is individual. They all develop and learn at different rates. At Peel Hall we use adapted teaching and reasonable adjustments to support children with their learning. Most children will benefit from these approaches and will make progress. However, some children may need more support.

Examples of support may include:

- Small group interventions
- Additional adult support
- Targeted 1-1 interventions

If a child is not making expected progress, parents will be informed, and it may be agreed that extra help is needed to support the child's learning in school. Your child may have an Individual Education Plan (IEP), written by the class teacher. From Foundation Stage to Year 6, parent meetings are held three times year. The class teacher will discuss any concerns they have about your child and the progress they are making.

For some children, the SENCo may need to seek advice from external support services. The SENCo will always ask your permission. This may include a specialist teacher, an educational psychologist, a speech and language therapist or other health professional, according to your child's needs. The SENCo may develop an Individual Education Plan (IEP) based on this advice. You will be involved, and we will regularly record and review your child's progress.

How does Peel Hall Primary assess pupils?

All children in our school are continually assessed by the class teacher through both informal and formal assessment.

Formal methods of assessment: EYFS Development Matters: Foundation Stage Good Level of Development (GLD) Assessments, Key Stage 1 and Key Stage 2 Standard Assessment Tests (SATs), WELCOMM speech and language assessment, Phonics Screening and half termly internal assessments such as NFER assessments.

Informal methods of assessment: Dyslexia screener, questionnaires, teacher assessments, social and emotional skills assessments and regular staff discussions

Monitoring of any extra support a child may require, is decided upon by the Special Educational Needs and Disabilities Coordinator (SENDCo) and the Class Teacher.

Observations, focus groups and case studies with pupils may be carried out by internal staff, mentors, non-teaching staff, and external agencies when required (parent consent is sought when engaging with an external agent or new referral).

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental Health Difficulties](#)

[Sensory and/or Physical Needs](#)



In addition to what is provided for all children, we know that this is not always enough for some children. Sometimes children have difficulties which means they need more help and support in school.

These may include:

- [Communication and Interaction](#)- This covers speech, language and communication.
- [Cognition and Learning](#)- This covers how children learn.
- [Social, Emotional and Mental Health Difficulties](#)- This covers any areas related to children's well-being and social skills.
- [Sensory and/or Physical Needs](#)- This covers any difficulties related to the senses and how children are able to move or medical conditions.

If you believe that your child has a difficult in any of these areas, please get in contact with the class teacher.

Communication and Interaction



If you are worried about your child's speech and/or language development, please do not hesitate to contact the class teacher, or SENCo.

In school we can support your child in the following ways:

- Access to small group and/or individual programmes of work to develop skills in their use of language, their understanding of language and vocabulary, phonological awareness or speech clarity
- Access to Speech and Language Therapy Service. We have a qualified Speech and Language therapist who works at Peel Hall Primary for some of the week
- Use of resources such as visual timetables and social stories
- Access to quiet areas
- Dedicated language room for interventions
- Use of speech and language programmes such as Black Sheep, Time to Talk, Phonological Awareness programme
- Using technology e.g. laptops.
- Careful planning of transitions between year groups and key stages
- Speech and Language intervention for children with a Speech and Language programme

Cognition and Learning



In school we can support your child in the following ways:

- Regular, individual, or small group programmes of work with a teacher or TA
- Small steps teaching
- Small group support in class
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age
- Use of ICT equipment and software
- Flexible groupings in classes
- Making assessments accessible e.g. readers, scribe, use of ICT
- Use of strategies such as simple instructions and frequent repetition and reinforcement.
- Educational psychologist assessments and support
- Salford Learning Support services assessment and support



If you are worried about your child's cognition and learning, please do not hesitate to contact the class teacher or SENCo.

[Areas of Need Menu](#)

Social, Emotional and Mental Health Difficulties



If you are worried about your child's social, emotional and mental health development, please do not hesitate to contact the class teacher or SENCo.

In school we can support your child in the following ways:

- Regular check-ins with a key adult
- Quiet lunch groups
- Access to 'safe place'/individual work area
- Advice and support for family and school staff from the Educational Psychology service.
- Social skills group
- Individual behaviour plans
- Access to behaviour support from Salford Primary Inclusion Team
- Evidence based interventions
- Attachment Play
- Counselling sessions with a qualified therapist
- ELSA trained teaching assistant



Sensory and/or Physical Needs



In school we can support your child in the following ways:

- Access to individual work area
- Sensory breaks
- Focus tools (fidget toys)
- Sensory Circuits intervention
- Handwriting intervention
- Physical aids from specialist services e.g. wheelchair, walking frame, hearing aids, large print materials.
- Access to a specialist teacher e.g. Teacher of the Visual Impaired
- Access to support for personal care
- Access to school nurse service
- Adapted curriculum to enable full access e.g. modified PE curriculum, different ways of recording work

If you are worried about your child's sensory and/or physical needs, please do not hesitate to contact the class teacher or SENCo.

[Areas of Need Menu](#)

Reviewing your child's progress

- For children who need additional support, reasonable adjustments will be made by the class teacher. Your child may have individual education plan, which is reviewed each term.
- All pupil's progress is discussed at termly pupil progress meeting. The class teacher, SLT and SENCo will be present at each pupil progress meeting to discuss progress, barriers to learning and adaption of provision.
- Parents' meetings are held once a term to look at the progress children have made and to plan support for the next term. This gives you and your child an opportunity to celebrate success and discuss what the next steps are.
- Annual Reviews are held for children who have an Education, Health and Care plan. These reviews will include: you and your child, outside agencies and professionals who are involved, with your child's needs as the central focus.



Education Health Care Plans

What is an Education Health and Care Plan (EHCP)?

An EHCP is a document that describes a child or young person's special educational, health and social needs, the support they need and the outcomes they would like to achieve.

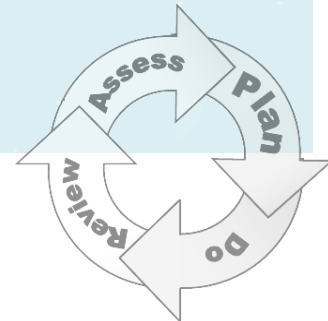
An EHCP can only be issued after a child, or young person has gone through an Education Health and Care (EHC) needs assessment. An EHCP must be reviewed every 12 months, or every 6 months if the child is under 5.

Not all children with special educational needs (SEN) will need an EHCP; lots of most children will be supported by schools at SEN Support. At SEN Support, the school and any services involved be take a graduated approach to meeting a child's special educational needs.

Where provision cannot be reasonably provided through services and resources that are normally available, it may be necessary to request and EHC needs assessment.

For more information regarding EHCP please follow this link:

<https://directory.salford.gov.uk/kb5/salford/directory/site.page?id=BmGGmEJMKUY>



Peel Hall's Enhanced Resource Provision (ERP)

What is the ERP?

Peel Hall's Enhanced Resource Provision (ERP) is a specialist setting within our school, designed to support children from Reception to Year 6 who have an Education, Health and Care Plan (EHCP) with a primary need in communication and interaction. Communication and interaction difficulties encompasses children with speech, language and communication needs (SLCN). They may struggle to say what they want, understand what is being said to them, or may struggle to understand the social rules of communication.

Communication and interaction needs may be due to difficulties with attention and listening, expressive language (using verbal and non-verbal communication), receptive language (understanding verbal and written words), speech sounds, remembering and recalling information, or social communication skills.

We offer places for 12 pupils, split across two classes:

- Lavender 1
- Lavender 2

Our aim is to provide a nurturing, autism-friendly environment where children can thrive both academically and socially.

Peel Hall's Enhanced Resource Provision (ERP)

Who is the ERP for?

Lavender classes are for children who:

- Have an EHCP
- Need more support than a mainstream classroom can typically offer
- May benefit from some integration with mainstream peers

We work closely with Salford's SEND Team, parents/carers, and other professionals to decide if our provision is the right fit for your child.

Admissions

All places in the ERP are arranged by Salford's SEND Team.

To be considered, your child must:

- Have an EHCP
- Have Communication and Interaction identified as their SEN primary need
- Be assessed for suitability by the school, the local authority, and you as parents/carers

What specialist services might work with my child?

Specialist services and outside organisations who we work with:

Our school works with a wide range of other organisations and professionals who support children, staff and parents with specialist advice.

These include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Salford Learning Support Services
- Salford Primary Inclusion Team
- Early Help Practitioners
- Health visitors
- Physiotherapist
- CAMHS
- Visual/Hearing Impairment Support Services
- School Health (0-19 team)

Who can I contact?

Your child's class teacher is the first person to talk to about concerns about how your child is getting on in school.

SEND Co-ordinator (SENCO)

Miss E Walker (school)

Miss R Harrison (ERP)

The SENCOs manage SEND support in school. You can contact them at school to discuss your child's provision and any other concerns you may have. Miss Walker can be contacted on 0161 790 4641 or through SeeSaw.

In addition, you may wish to contact-

Salford Information Advice and Support Services (SIASS) SIASS offer support and advice to families of children with Special Educational Needs. SIASS offer free, impartial and confidential advice and support for families in all aspects of Special Educational Needs.

The link below will take you Salford SEN Support and Advice web page. Here you can find the support and advice that is available to parents and young people with special educational needs and disabilities who live in Salford

<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/salford-information-advice-and-support-services-siass/>

Where can I access more information regarding SEND?

Salford	Neurodiversity
<p>Salford Local Offer https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0</p> <p>Salford Parent Carer Forum</p> <p>Being a parent – SEND</p> <p>Things to do – local activities for children and young people with SEND</p>	<p>Salford Neurodiversity events and workshops</p> <p>National Autistic Society</p>
Speech, Language and Communication	Social, Emotional and Mental Health
<p>Speak Up Salford</p> <p>Top Tips for Talking</p>	<p>Salford CAHMS</p> <p>Emotional based school avoidance - Salford</p> <p>Young Minds - Mental health guide for parents</p>





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Headteacher – Mr Stephen Lawler-Smith
SENDCo– Miss E Walker and Miss R Harrison
SEN Governor – Mrs Heather Aaron

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