

SEN Information Report – Willow Tree Primary School

In addition to reading this report and our Local Offer, please do come in and have a look around. We are always here to answer any questions you may have.

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

Our school is an inclusive school that welcomes all who wish to attend; recognising and supporting children in any barriers to participation, achievement and attendance that they may face.

Additional support is provided for pupils with SEN in a variety of forms. These include: support staff including teaching assistants and additional teachers; resources; small group/1-1 support and access to an extensive array of intervention programmes and resources. Our school works closely with a wide range of outside agencies who offer advice and strategies to help support all children in accessing the curriculum and making appropriate steps of progress from their starting points. We support the implementation of this advice and the delivery of any programmes provided by these outside agencies. All our teaching assistants are ELKLAN trained (a speech and language training programme) and several of our teaching assistants are also ASD Elklan trained (speech and language training specifically aimed at supporting children with Autism). Staff carry out training on a regular basis. Designated time is given to SEN support at staff meetings. We provide the most relevant and appropriate support for our SEN children and we are continually evaluating and improving this provision. As the needs of our children change, so does our provision.

Further information is available in the school's SEN policy which is available in the policies section on the school website, www.willowtreeprimary.org or contact school to discuss anything further with the SENCO Mrs Claire Moore (telephone 0161 921 2850).

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

The progress of all our children is closely monitored both informally and formally through termly pupil progress meetings. 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. This will always include a meeting with parents/carers to discuss concerns and next steps. From this point a child will receive additional support, which may take a variety of forms for example, academic, emotional or social. Their progress will continue to be closely monitored. If insufficient progress is made, it may be beneficial to involve outside specialist agencies to carry out further assessments to identify the strengths and weaknesses of the child for example, an assessment by the Educational Psychologist, or further assessments in school. The results of these assessments will be the basis of the child's Individual Learning Plan (ILP) which will then be created to document detailed targets. This will be evaluated every term. Parents will be invited to discuss the ILP with the SENCO. Those children who have significant difficulties and complex needs may require a referral for an Education, Health and Care Plan (EHCP). This is a statutory document written by the Local Authority (LA) which sets out objectives, strategies, resources and provision required for the child to make progress. There may be extra funding available from the LA to assist with this.

The same process would take place with a LAC (Looked After Child) however a social worker and other professionals would also be involved at the initial meeting. These next steps would form the targets on the child's PEP (Personal Education Plan). Further information is available in the school's SEN policy which is available in the policies section on the school website, www.willowtreeprimary.org or contact school to discuss anything further with the SENCO Mrs Claire Moore (telephone 0161 921 2850).

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

As an inclusive school Willow Tree prides itself on providing excellent support for all our children with SEN. We provide a wide variety of intervention programmes and additional support including formal intervention programmes; Eklon strategies to support children in class; pre-teaching to prepare children for what they are going to learn in a topic and precision teaching. These interventions and support are designed to help children make good progress. The intervention programmes are personalised to meet the child's individual needs and are rigorously monitored by both class teachers and SENCO to ensure they are leading to good progress. If this does not happen then we reassess the child's needs and look at altering the provision to support the child. The teaching staff are attuned to the needs of individual children and provision is adjusted and resources bought to help ensure that all children make at least expected progress and in many cases good and outstanding progress. This progress is checked at termly pupil progress meetings where the impact of interventions is discussed and evaluated.

We also audit our SEN provision using the views of teachers, teaching assistants, parents and children to allow us to evaluate and improve our provision for pupils with SEN.

- b. The school's arrangements for assessing and reviewing the progress of pupils with SEN

The progress of children with SEN is assessed using the school's assessment policy to support National Curriculum assessments. Other more specific assessments, for example reading ages, make up the more specific assessments used to check the progress of our children with SEN. Children's progress is assessed and tracked using both whole school assessments and ILPs.

Termly meetings take place between the SENCO and class teachers, leading to accurate assessment and review of children identified as having additional needs. In this meeting it may be felt that a child requires an Individual Learning Plan (ILP), and to be added to the SEN Register. Parents will always be asked to discuss these next steps with the SENCO.

Children who have an Education, Health and Care Plan (EHCP) have an annual review to discuss the targets set out in their EHCP.

Professionals from outside agencies may also be invited, alongside the SENCO, class teacher and parents/carers to discuss the progress made against the objectives set out in the EHCP.

These are the more formal arrangements. However, parents are invited to make an appointment if they have any concerns about their child's progress or well-being. As a school we view clear communication between parents and staff as an essential component to children making good progress, enjoying and achieving. The SENCO can be contacted via the school office, or via email.

c. The school's approach to teaching pupils with SEN

We support the National Curriculum Inclusion Statement, which states:

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.

We believe every child should be allowed to reach their fullest potential. School ensures that this happens by the following means:

- Differentiated high quality teaching for every child
- Constant monitoring at pupil progress meetings, scrutiny of pupil level data.
- Pre-teaching of topic vocabulary, new concepts and new ideas to allow children to 'tune in'
- Individual learning Plans where necessary
- Pupil Profiles for all children with SEN
- Precision teaching
- Scaffolded prompts
- Flexible groupings based on ability in Key Stage 2 eg. same ability and mixed ability groups
- Teaching Assistant Support
- One to one support
- Planned intervention programmes.

All of these are carefully monitored to ensure progress.

d. How the school adapts the curriculum and learning environment

We adapt the curriculum in many ways depending on the specific need of the child/children. This can include:

- Changes in class sizes
- Use of additional teaching support
- Teaching assistant support
- Differentiation to adapt the curriculum to a child's ability allowing all children fair access.

We assess visual needs using a 'visual stress' test on some pupils, as it may assist reading and writing of pupils if coloured overlays and workbooks are used. We would provide these, as well as providing adapted equipment for children with a visual impairment, for example work books with darker lines, writing slants and magnifying overlays. We also carry out the 'Dyslexia Screener' if deemed necessary and have assessed pupils for dyscalculia if appropriate. We are then able to adapt the curriculum and environment, providing them with equipment such as a phonetic spelling dictionary to support them.

Within the learning environment we make adaptations as required. For example, using hearing loops, writing slants, adapted chairs when required, sitting supports for carpet times and sound buttons. We also provide differentiated word mats and vocabulary support for children with SEN.

e. Additional support for learning that is available for pupils with SEN

We are lucky to have an experienced group of teaching assistants at our school. They work alongside the class teacher and SENCO providing valuable support to all pupils. We use a wide variety of intervention programmes including; Time to Talk, Read, Write, INC., Turn Taking, Social skills, Memory Activities, Power of Two, Plus One, Max's Marvellous Maths, First-class at Maths, and Narrative groups in addition to providing small group/1-1 support for Maths, Reading and Writing throughout the school. Every child's needs must be looked at on an individual basis. We also can provide resources for use at home if necessary. If you need to discuss a particular need or specific difficulty, please feel free to come in and speak with the SENCO.

f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum

We have a variety of after school/ extra-curricular clubs which change from term to term. These clubs are available to all our children (key stage permitting). Under the 'reasonable adjustment duty' changes can be made in order to accommodate children with a specific requirement.

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

At Willow Tree we have a strong pastoral team of Mr Thorpe and Miss Martin. They work with all our families to ensure that any barriers to learning are addressed and removed. We also have Place 2 Be counselling service two days a week. Place 2 Be offers counselling to individual children and Place 2 Talk which is a lunchtime drop in where children can talk to a trained counsellor about things that might be worrying them. Place 2 Be is also able to offer some parent counselling sessions which is another way in which we are able to support the emotional and social needs of our children with SEN.

We are also very fortunate to have a team of highly skilled and highly experienced teaching assistants who can provide support to groups or individuals to help them in their learning or with social and emotional difficulties. This may be school or home related. This support may take place in school in a 1-1 or small group session. We are also very fortunate in having extensive grounds and a teaching assistant with specific responsibility for the market garden where children can enjoy therapeutic gardening work.

Across school we run a number of social skills groups following programmes such as The Friendship Formula, Socially Speaking and Talkabout which work on developing turn taking skills, listening skills and recognising emotions which all help to improve social and emotional development.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the Inclusion Manager

Further information is available in the school's SEN policy which is available in the policies section on the school website, www.willowtreeprimary.org or contact school to discuss anything further with the SENCO Mrs Claire Moore (telephone 0161 921 2850).

5. Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured

Professional Development is in place for all members of staff at Willow Tree. This means that each year staff have to look at their own training needs as part of the school's performance management and continuing professional development programme. This is carried out by

<p>the Senior Leadership Team (including the SENCO). We look at the needs of the children and identify any training which needs to take place.</p> <p>As stated previously, all our teaching assistants are ELKLAN trained (a speech and Language training programme). They have also accessed training on pre-teaching skills; supporting children with ASC; supporting sensory awareness; fine motor development and precision teaching. We also have a trained Reading Recovery teacher alongside a Teaching Assistant who have been trained in Better Reading Partnerships. Staff work very closely with a variety of therapists and our Educational Psychologist. Their support will be sought when deemed necessary. We have experienced staff at Willow Tree and provide our children with high levels of support. The SENCO has completed the National Award in SEN Co-ordination.</p>
<p>6. Information about how equipment and facilities to support CYP with SEN will be secured</p> <p>There is a designated budget which is monitored to ensure 'best value'. On-going monitoring and evaluation together with the strategic planning of SEN ensures that all children's needs are met through careful targeting of both human and material resources.</p>
<p>7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child</p> <p>Parents are welcome to come in at the end of each term to discuss their child's progress and also to discuss next steps. However, parents are also welcome to contact school at any time to discuss any issues or concerns they may have through face to face meetings, phone calls and emails. Parents' views and opinions are actively sought through parental surveys which allow us to evaluate and improve our provision for children with SEN. In addition to this, there are two Parents' Evenings where parents are able to discuss their child's progress with the class teacher. The SENCO is also available during these Parents' Evenings.</p>
<p>8. The arrangements for consulting young people with SEN about, and involving them in, their education</p> <p>SEN pupils play a huge part in evaluating their own progress and help to develop the next steps in their learning. They are actively involved in the development of their pupil profile which is a one sheet profile which informs staff who they are, what learning needs they have and how they like to be helped. The insights they are able to give into their learning styles and the support they require is invaluable. They are also active participants in the evaluation and setting of the targets on their Individual Learning Profile at the end of each term.</p> <p>All pupils with an EHCP are invited to their review meeting and actively participate in discussing their progress, and what is working and what is not. Parents will be invited to meet with the Inclusion Manager to discuss their child's progress and new targets.</p> <p>Pupil's views are listened to and acted upon, this may result in a change of provision or resources. Children with SEN are also represented on Class and School Council's which give pupils a voice in the running of school. We also do a pupil survey on a regular basis.</p>
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school</p> <p>Stage 1: The complaint is dealt with by the class teacher. If the matter remains unresolved, Stage 2: The complaint is dealt with by the SENCO. If there is still no resolution,</p>

Stage 3: The Head Teacher should become involved. If the matter is still not resolved, the complainant should put their complaint in writing to the Chair of Governors, Mr Wayne Whitting.

Stage 4: The Governing Body deals with the matter through the agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parents can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

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 SEN and in supporting the families of such children.

School works very closely with our Educational Psychologist, Yvonne Luckin. Once a decision, in conjunction with parents/carers has been made to involve Yvonne Luckin, a referral is made. A date will be set and Yvonne Luckin will come to school to carry out a classroom/playground observation. This will be followed by a 1-1 assessment. If the child is EAL, then a translator will be bought in for the entirety of the assessment. This will usually be followed by a meeting with parents and Teachers.

It may also be deemed necessary for a child to be referred to speech and language. Again, parents' permission will always be sought (in the case of a LAC, permission may be given by the carer or the social worker). Parents are responsible for taking their child to all speech and language appointments. We also have the facility to seek advice from SEN Support Services. We have good links with The Social Interaction Team (The ACE Team), who provide invaluable support to school on the best ways to support Autistic children. We work closely with the school nurse and continue to have good links with the community paediatricians. In some instances, we may refer to CAMHS (Child and Adolescent Mental Health Services). This would be done after discussion with the child's parents.

There are times when a family needs to be supported in order to help the child. We are fortunate to have a Family Support Officer (Mr Hugh Thorpe) at Willow Tree who is here to help support parents. At times a Family Assessment may need to be completed. This is an assessment tool which looks at the whole family and helps to identify where the need is and who is best suited to offer support in that area. This is where we need to look at using other agencies within Children's Services to provide skilled support for the entire family, thus helping the child. We also have strong links with the EWO (Education Welfare Officer), helping children and families to improve punctuality and attendance.

The new Education, Health and Care Plan should help to provide a more holistic approach to supporting children and their families.

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

<p><i>SIASS - Parent Partnership Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i></p>	<p><i>0161 778 0538</i></p>
<p><i>For children aged 0-5</i></p>	<p><i>0161 793 3275</i></p>

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

12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living. Sometimes you will want to plan a longer, more structured transition into the next phase of education for a child with SEN.

Transition From	To	Support Service	Contact details
Setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 1	Key Stage 2	Educational Psychology	0161 778 0476

		LSS	0161 607 1671
Key Stage 2	Key Stage 3	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 3	Key Stage 4	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 4	Key Stage 5 and beyond	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
		New Directions (the Joint Learning Difficulty Team within Adult Services)	0161 793 2286
		Transition Coordinator	0161 793 2298
		Connexions	0161 603 6850
		Salford City College Learning Support	<p>City Skills Sixth Form Centre - 50 Frederick Road, Salford, M6 6QH</p> <p>Eccles Sixth Form Centre - Chatsworth Road, Eccles, Salford, M30 9FJ</p> <p>FutureSkills - Dakota Avenue, Salford, M50 2PU</p> <p>Pendleton Sixth Form Centre - Dronfield Road, Salford, M6 7FR</p> <p>Walkden Sixth Form Centre - Walkden Road, Worsley, Salford, M28 7QD</p>

<i>For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)</i>	<i>0161 603 4500</i>
<i>For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team</i>	<i>0161 793 3535</i>

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

The Local Offer in Salford (LOIS) can be found at this location:
www.salford.gov.uk/localoffer.html