

SEN Information Report – Hilton Lane Primary School

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

At Hilton Lane we believe each child is special and that all have unique talents, interests and strengths. We welcome all children into our school regardless of their individual needs and will strive to fully meet those needs. All staff recognise their responsibility to nurture children whatever their individual needs and to encourage and help each child to achieve their full potential, not only intellectually, but also physically, creatively, emotionally and socially. It is our belief in creating an inclusive environment where all children, parents and staff can feel a valued part of our school community. Please see our school SEN policy on the website. The school buys into a speech and language therapist and an educational psychologist to support and assess children. At Hilton Lane we are working towards achieving The BDA Dyslexia Friendly Quality Mark award. As part of our special needs provision, we endeavour to ensure the identification, assessment of and intervention for pupils with dyslexia. We access the Primary Inclusion Team which supports us with early intervention for pupils with Social Emotional Mental Health (SEMH) needs. We also make referrals to Salford's Learning Support Service which provide support to children with SEND and school staff to ensure every child has the best access to education to be able to achieve their potential.

Our SEN vision statement- At Hilton Lane Primary School we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make the school a happy, welcoming place where children can achieve their full potential and develop as confident individuals. The school aims to fulfil all children's entitlement to a broad and balanced curriculum, enabling them to participate in the life and work of the school to the best of their abilities, whatever their needs.

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

At Hilton Lane, we plan to meet children's needs through a variety of resources. Where a child is making less than expected progress (academically or emotionally) they may be identified as having SEN. Less than expected progress is generally defined as working on objectives from year groups lower than those for the child's chronological age. It may also be defined as failure to make progress during the course of an academic year. A child may also be defined as having SEN if they cannot maintain behaviour achieved by most of their peers in a year group. At this point parents/carers will be informed if we feel their child has SEN and a graduated response will be carried out. This will involve the development of an individual education plan (IEP) with targets to work on. The plan is reviewed and discussed with parents and targets are changed accordingly.

As for all children at the school, children with SEN will be assessed to see which year group expectations or Early Learning Goal (ELG) they are working at. Reading ages are also assessed in school. Basic tests such as hearing checks are also carried out. Where a child is making less than expected progress a deeper analysis of gaps in learning will be carried out, in order to plan targeted interventions. The SENDCo has access to external agencies which can provide a range of specialist tests. These include speech and language assessment and assessment by the educational psychologist.

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

Class teachers monitor and track progress of SEN children in their class. They discuss their progress with the SENDCo during pupil progress meetings. The SENDCo monitors the progress of all SEN children in school to check to see if they are making similar rates of progress to their peers nationally. The SENDCo checks that SEN children are on track to achieve their end of year targets.

We rigorously monitor interventions, recording assessments before and after they have taken place. This helps us to decide whether or not interventions help SEN children to make progress in school. Monitoring of progress is fed back to the Head Teacher on a regular basis.

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

The progress of all SEN children is discussed during pupil progress meetings between the class teacher and the SENDCo. The SENDCo monitors and tracks progress across the whole school. We review progress towards targets on IEPs every half term. Where a child has an EHCP (Education Health and Care Plan), there is an annual review. Parents, teachers, SENDCo and any external agencies can attend this meeting.

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

When planning and teaching the National Curriculum all teachers must set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment.

All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below year group expectations. All teachers:

- *set high expectations and provide opportunities for all to achieve*
- *take account of legislation requiring equal opportunities*
- *take specific action to create effective learning environments, secure pupils' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.*

For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

Children with SEN

Teachers:

- *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*
- *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 and to take part in learning effectively and safely*
- *help individuals to manage their emotions, particularly trauma and stress, and to take part in learning*

Children with disabilities

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:

- *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

At Hilton Lane we have mixed ability classes. The class teacher decides which group a child will be working in. They can organise teaching groups on the basis of the targets children are working towards for some lessons. In other lessons, mixed ability groups are used to approach tasks in a different way. Children may be in different groups for English and Maths, depending on the level of support they need. No group is ever fixed and children can move groups when a teacher thinks it is necessary for them to do so. Regardless of ability, we feel it is important that children have learning independence and all children are expected to work independently at some point in the week.

Some children work in intervention groups in the afternoon to help them make progress in school. These groups can support reading, writing or maths. Other groups may focus on speaking and listening skills or self-esteem.

d. How the school adapts the curriculum and learning environment

At Hilton Lane we differentiate children's learning in a number of ways:

- Grouping – small group/1:1/ability/ talking partners
- Content – lessons are differentiated by task as well as outcome
- Teaching style – Teachers are expected to use different approaches to learning such as visual, auditory and kinaesthetic methods
- Lesson format – In some year groups there are different topics which provide themes for learning.
- Pace – Children are actively involved in all parts of lessons. We encourage teachers to 'chunk' lessons into active sessions of learning.
- Alternative recording methods – Scribes, mind-mapping, use of a laptop and photographs may record children's learning in class. We also use Seesaw to record work using alternative methods.
- Outcome – Although children may work on the same topic as the rest of the class the task that they are expected to do may be different to the rest of the class.
- Support level – A child with an EHCP will have time to work on explicit targets which are listed in their plan. They will be supported in a variety of ways, by different adults across school. For other children, they may be in a group that receives more support from a teaching assistant.
- Reward – There is a whole school rewards system in place where children receive dojo points for demonstrating one of our six core values. There are whole school merit assemblies which recognise children's achievements through the award of certificates.
- Location – There is a small group room which can be used for interventions, speech and language support and self-esteem groups.

Learning environment

Working walls help to support children's learning in class. All children's work regardless of ability is celebrated in class. SEN children may be given more support tools to work with. They may be given writing scaffolds, sound mats, keyword sheets, number lines, hundred squares, objects and pictures to support them in class

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

We use a variety of interventions to support children with SEN at Hilton Lane. Most interventions are based on achieving the children's next step in learning. Children who are struggling to read are heard read intensively. They may read Project X (a high interest low reading age scheme) or Rapid Reading in KS2 or a Little Wandle phonetically decodable book at a lower level in KS1. Children in KS2 who have not passed the Phonics Screener will continue to have daily phonics lessons and will have a Rapid Catch-up phonetically decodable book. Children may also take part in extra guided reading sessions. For Maths children may take part in number stacks interventions, key number skill work or times tables boosters/ 'fix-it' groups. For writing children may have additional letter formation practice, or sentence level work (e.g. focussing on capital letters or full stops, or grammatical elements) that will help them to achieve the next level of progress. We can offer a 'meet and greet'

for some SEN children who may find the arriving in class an overwhelming experience in the mornings. We can also offer handovers to parents and carers of children with emotional needs who would like detailed daily feedback on their child's progress in school.

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

We offer a variety of after school clubs. These are accessible to any child in the school who wishes attend. These clubs include: drama, arts and crafts, football, gymnastics, netball and multi-skills. The clubs are constantly changing to provide a variety for children at different times during the school year.

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

All children participate in the PSHE curriculum in class. Children may be timetabled to work with the learning mentor if further work is required.

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

Miss Bethany Pilling – 0161 921 1195

In the academic year 25-26, Lauren Kay (usually KS2 SENDCo) will be on maternity leave.

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

We decide on the level of training need on the basis of the children that the staff support. Staff delivering speech and language interventions will be supported by an NHS Speech and Language therapist. The speech and language therapist screens all children at the beginning of reception on a Test of Abstract Language Comprehension (TALC). Children then receive intervention if it is required. Team teach helps staff to support children with emotional and social needs, particularly when they are angry or upset.

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

Hilton Lane has a duty to make reasonable adjustments to disabled pupils who are already at school and also to disabled pupils who may be admitted in the future. Clearly it can be difficult to anticipate every possible auxiliary aid and service that might be required by current or future disabled pupils, but we endeavour to anticipate those auxiliary aids and services which it would be reasonable to expect may be needed.

Auxiliary aids could include:

- A piece of equipment
- The provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- Extra staff assistance for disabled pupils
- An electronic or manual note taking service
- Induction loop or infrared broadcast system
- Audio-visual fire alarms
- Readers for people with visual impairments
- Assistance with guiding.

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

At Hilton Lane, we use parental surveys and questionnaires to seek the views of all parents. We communicate with parents in a variety of ways including: meetings/telephone conversations, text, and home school communication books. For some SEN children we have detailed handover arrangement at the end of the school

day if they request it, or the school thinks it is necessary. IEPs are discussed with parents and targets are shared. Parents are welcome to discuss how they think their child learns best with the class teacher or SENDCo.

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

Children with SEN are encouraged to be members of the school council (as with any other child at the school).. If a child with SEN finds it difficult to fill in a pupil questionnaire they are supported to do so. Targets are shared with children who have SEN. Clear marking guidance is given (which is shared in a way accessible to the child) on the child's next step in learning. Children are welcome to attend their IEP meetings with parents if they would like to.

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

Stage 1: A complaint relating to lack of progress in a subject area. The complaint is dealt with by the subject or class teacher in the first instance. The complainant must feel they have been listened to and all points they raise should be addressed. If the matter remains unresolved,

Stage2: The complaint is dealt with by the SENDCO or by a senior manager. If there is still no resolution,

Stage 3: The Head teacher should become actively involved.
If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors.

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

In the unlikely event that the matter is still not resolved, the parent 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

The school has regular contact with a range of professionals: Educational Psychologists; Advisory Teachers; Speech and Language Therapists; CAMHS; Educational Welfare.

Early Help Assessment

The Early Help Assessment, is an early assessment and planning tool to facilitate coordinated multi-agency support.

It enables professionals to efficiently identify the emerging needs of children and young people at risk of poor outcomes; it reduces duplication of assessment and improves involvement between agencies.

Education, Health and Care Plan

An EHCP is a legally binding document which sets out the child or young person's needs, the provision they require and the educational placement they should attend. The EHCP should be detailed and contain specific information about the support that should be delivered.

The EHCP:

- Runs from birth to age 25
- Person centred with engagement and involvement from parents, carers, children and young people in the process
- Co-ordinated assessment process across education, health and care services
- Focusses on outcomes to be achieved for each child/young person

- Includes parents, carers, children and young people at the heart of the changes
- The legislation applies equally to all schools including academies and free schools.

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

Learning Support Service (LSS)

*c/o Moorside High School
57 Deans Road
Swinton
M27 0AP
0161 607 1671*

Educational Psychology Service

*Burrows House
M28 2LY
0161 778 0476*

Children with Disabilities Social Work Team

*Salford Civic Centre
Chorley Road
Swinton
M27 5DA
0161 793 3535*

Children aged 0-5

*Early Support/Portage Home Visiting Team/Inclusion Officers
Starting Life Well
Unity House
Salford Civic Centre
Chorley Road
Swinton
M27 5AW
0161 793 3275*

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.htm