

SEND Information Report – Lewis Street Primary and Christ Church CE Primary School September 2020

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 (SEND) for which provision is made at our school

The school has an SEND Policy in line with local and National expectations which is available on the school's website or as a hard copy on request.

At Lewis Street Primary and Christ Church CE Primary, we cater for all children with SEND, including children with:

- communication and interaction, including Autistic Spectrum Condition;
- cognitive and learning difficulties; we are a Dyslexia Friendly school;
- social, emotional and mental health needs; and
- sensory, physical and medical needs

The Local Authority's Resourced Provision for pupils with Social, Emotional and Mental Health Needs (SEMH) is The Leaf. It is located within Lewis Street Primary School and has 6 places for pupils with an Education, Health and Care Plan.

The pupils are catered for individually and a carefully planned transition package to their mainstream class as and when appropriate, based on individual needs.

2. How our school identifies and assesses children with SEND

The school assesses pupils on entry to Nursery and Reception with a baseline assessment and uses the Foundation Stage assessment tracker to record progress and attainment. We are an Early Adaptor setting this year. In other year groups, children are assessed regularly against national expectations.

SIMS and PIXL is our school tracking system where teachers update the children's assessment results. The SLT, Phase Leader and SENCO can access these and monitor progress. The SENCO then works with the class teacher and LSAs to support the individual child with the

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most suitable intervention to support their individual needs.

If teachers have other concerns about a child, they will contact the SENCO and advice will be given before adding to the SEND register as an initial concern.

Children with identified SEND and working well below ARE at P levels are accessed using

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/617033/Performance - P Scale -
_attainment targets for pupils with special educational needs June 2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/617033/Performance_-_P_Scale_-_attainment_targets_for_pupils_with_special_educational_needs_June_2017.pdf)

3. Information about our school's policies for making provision for pupils with SEND whether or not pupils have EHC plans, including

a. How our school evaluates the effectiveness of its provision for such pupils

Pupils are accessed formally three times yearly and this data is analysed in detail at Achievement for All and Phase Meetings with the class teacher and SLT three times yearly. Interventions are evaluated via the planning sheet.

We use a model of pre or post teach whereby children are supported to prepare for learning, including teaching key vocabulary and post teaching to support children who need a catch-up.

b. How we assess and review the progress of pupils with SEND

Children are assessed at least 3 times per year and their results are logged in our school system, SIMS and PIXL. PIXL therapies are used to address gaps in learning.

SENCO monitors the progress termly and any children who have not made individual progress towards their targets/interventions are discussed and advice given.

When children are known to external services we review their progress termly.

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

Staff are very proactive in seeking expertise to further understand children's SEND needs. We are a very inclusive school and have children with varying needs both in our mainstream classes and The Leaf.

We have an SEMH Resource which caters for 6 pupils with an EHCP for Social, Emotional and Emotional Needs as well as other needs such as attachment, learning needs, speech and language and ASC. The Leaf Provision provides an education for children who require

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specific provision which is tailored to meet their social, emotional, and sensory and communication needs, as well as providing support to enable them to manage levels of anxiety.

Lessons and activities are planned around children and their individual needs and learning styles. Some activities are taught 1-1, groups and whole class.

d. How the school adapts the curriculum and learning environment

All children take part in all areas of the curriculum. We differentiate to meet the needs and preferred learning styles of all learners.

Staff deployment is crucial in ensuring all children are supported as well as given time to be independent.

Our learning environments are very consistent, neutral and minimal. We have a display policy which ensures environments are purposeful and not wallpaper! Visual timetables are put into place in all classrooms. Resources such as coloured overlays are available for all pupils.

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

Children's additional needs are managed via an SEND Register. They are banded by A (upto 8 hours) B (8-15 hours) and C (15 hours +) or EHCP. This allows all staff to know about the level of support needed.

We are a dyslexia friendly school and have the accreditation. All our resources are planned with this in mind and we avoid black print on a white background at all costs.

We have purposeful relationships with many external services, including PIT, Speech and Language, Paediatrics, Occupational Therapy, Physiotherapy, Learning Support Service and CAMHS. We are a link pilot school for CAMHS so can now refer directly for children with suspected ASD and ADHD traits.

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

We run a number of therapeutic interventions to support our children. These include Where the Wild Things Are (Reception and Year 1) Wild Tribe (Y3) and Forest Crew (Y5) which are run by trained staff weekly in Worsley Woods. This year we will also be starting Where the Wild are with our Reception and Year 1 children.

Messy Crew, an intervention for children who staff observe are inhibiting or exhibiting behaviours. This is a group approach and the children are assessed using an SDQ and we group children accordingly based on needs.

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We are very inclusive in all our approaches and all children are well to access after school clubs. We run Pyramid Club specifically for target children. Mrs Redgrave, our Children and Families Officer is able to give more details about this.

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

We have strong links with The Primary Inclusion Team. PIT offer support to all primary schools, via referral, for pupils with SEMH needs. We offer The Blue Lagoon, as a self referral retreat at lunchtimes for pupils who find the playground too busy. We have trained 'Peer Mediators' and 'Sports Leaders' and they are around at lunchtimes to assist with friendship and social skills.

We have a strong emphasis on delivering a curriculum that promotes PSED (for EY children) and PSHE (Year1-6). We use A PHSE scheme.

Miss Skeels, Miss Barlow and Mrs Redgrave are trained 'Mental Health Champions' and work closely with Place 2Be, our school counselling service. Staff, children and parents can access this via referral.

4. Our Special Educational Needs Coordinator (SENCO)

Our Special Education Needs Co-ordinator is Miss Charlene Skeels. She is Assistant Headteacher and is based across Lewis Street and Christ Church as Inclusion Manager.

5. Specialist expertise and training of our staff in relation to children with SEND

13 members of staff have undertaken ELKLAN training to support speech and language needs.

There is a rolling programme for Team Teach Training. All SLT and The Leaf staff have completed the 12 hour course.

We have a two lead SEMH teachers, Mrs Sarah Miles is one of the lead teachers for the Primary Inclusion team. Mrs Trudie Ottiwell and Miss Sutton, in The Leaf, have the Nurture Qualification.

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

We have a very positive working relationship with the Educational Psychologist, Learning Support Service, PIT, Paediatrics CAMHS and

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Speech Therapy Service.
7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child
Parents are kept informed about their child's progress at all times, from informal meetings at the school door, meetings inside school (may be with the SENCO), parents' evenings and multi-agency meetings. If parents are concerned about their child, they are encouraged to talk to the class teacher first and then the Phase Leader and SENCO.
8. The arrangements for consulting young people with SEND about, and involving them in, their education
Children are used to staff sharing information about their learning and behaviour. Marking in books encourages children to read through their teacher's comments and respond to them. Often, there is a question or an activity to reinforce pupils' learning or to develop it further. The school has a school council; this is a group of children from each class who are involved in making decisions about parts of school life. If age appropriate, children are invited to their annual EHCP reviews. Children will be asked to complete a child view form for the annual reviews.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.
Parents may ask for a copy of the School's Complaints Procedure and a meeting will be held to talk about the concern to try to resolve it. Each child has a named caseworker, ours schools caseworker is Aeron Christopher. He is contactable on 01617880410 if they have any concerns.
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 SEND and in supporting the families of such children
The Governing Body supports the work done by Salford Information and Support Services (SIASS).

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School engage openly with all external agencies.	
11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32	
Salford Information and Support Services 0161 778 0538	Early Support/Portage Home Visiting Team/Inclusion Officers (0-5 years) 0161 793 3275
Statutory Assessment Team/Local Authority 0161 778 0410	Learning Support Service 0161 607 1671
Educational Psychology Service 0161 778 0476	Children with Disabilities Social Work Team 0161 793 3535
12. The contact details of support services for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living	
Starting Life Well (0-5 years) 0161 793 3275	Educational Psychology Service 0161 778 0476
Learning Support Service 0161 607 1671	New Directions (Joint Learning Difficulty Team within adult services) 0161 793 2286
Transition Coordinator 0161 793 2298	Connexions 0161 603 6850
13. Information on where the local authority's local offer is published	
www.salford.gov.uk/localoffer.htm	



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