

## Monton Green Primary School SEN Information Report 2022

22/23

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

Admission to Monton Green is via the Salford LA Co-ordinated Admissions Scheme. This Scheme is operated in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Our school is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement.

Parents are able to get further details about our school's philosophy on SEND, including our SEND Policy and our Local Offer on our website or through the school office: [www.montongreen.salford.sch.uk](http://www.montongreen.salford.sch.uk).

- Monton Green comprises of three single storey buildings which are barrier free. A SEND Coordinator leads this aspect of the schools work; she is a member of the Senior Leadership Team and has a part-time teaching role in order to provide a high level of support to children, families and school staff. She also oversees our specialist SEND Resource.
- Monton Green has an Enhanced Resource Facility funded by the Local Authority for ten children with Moderate Learning Difficulties. Enhanced Resource Facilities are for pupils from schools across the city that have a statement of SEN or Education, Health and Care Plan naming the host school (Monton Green) and detailing the type of provision offered (MLD) in the Facility. Places are allocated through the LA's SEN Panel process. The Resource Facility provides a ratio of 1:5 - enabling the delivery of a modified curriculum and specialist programmes on a 1:1 and small group basis. Nurture room philosophy underpins the work of the Specialist Resource. Children who are admitted as part of this resource have opportunities for inclusion and learning alongside their mainstream peers when appropriate.
- All staff are able to draw on the expertise of the SEND co-ordinator and Specialist Resource staff and there is an on-going programme of training for all staff. Recent areas covered include: ASC, Attachment, ADHD, Self Esteem and Social Skills, Team-Teach and ELKLAN Speech and language therapy training and co-ordination skills development.
- Our special needs co-ordinator is Mrs Kindra Belcher, Assistant Head Teacher and Lead Teacher MLD resourced provision. Contact

details: Tel: 0161 707 2287 email: [montongreen.primaryschool@salford.gov.uk](mailto:montongreen.primaryschool@salford.gov.uk)

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

- Teachers assess children's learning and development continually as part of their day to day practice – through observation, questioning and marking children's work.
- Teachers carry out half termly assessments of children's attainment and progress using a variety of standardised assessment tools.
- If any aspect of a child's attainment and progress is causing concern, further steps are taken to investigate and identify the causes/difficulties.
- Assessment tools include: classroom and playground observations, the Crichton Vocabulary Scale, Ravens Progressive Matrices, Phonological Assessment Battery, Miscue Analysis, Visual Stress (also known as scotopic sensitivity or Meares-Irlen Syndrome). We also recommend parents ensure eyesight and hearing checks are carried out.
- If a child's behaviour is causing concern, we will first consider whether there are any potential underlying learning difficulties and if there appear to be none, we will: 1) Speak to the parent about anything that might have happened at home. 2) Gather information from staff about what sort of incidents are occurring, at what time of the day, during which lessons etc. and analyse this information to see if there are any patterns. 3) Carry out timed observations in class/on the playground and record the way the child is behaving, taking account of who else is involved and any environmental factors. We will use an ABC (Antecedent/Behaviour/Consequence) sheet to record this. 4) If, after a period of intervention using the analysis of the ABC sheets, there is no improvement, we will refer to the appropriate specialist services for further assessments
- Parents will be informed if we think their child has an SEN. Both the parent and the child will be involved in planning to meet their needs. Our SEN Policy includes further details about this process and is available via the school website: [www.montongreen.salford.sch.uk](http://www.montongreen.salford.sch.uk)  
Less than expected progress can be characterised by progress which:
  - Is significantly slower than that of their peers starting from the same baseline
  - fails to match or better the child's previous rate of progress
  - fails to close the attainment gap between the child and their peers ➤ widens the attainment gap
- We recognise that other criteria, such as social and emotional development, may indicate a child has Special Educational Needs.

### **3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans.**

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

We evaluate the effectiveness of the school's provision through the use of the following:

- Analysis of assessment information/progress rates
- Analysis of attainment and progress data for children with SEN across the school, by class, year group, subject area
- Analysis of outcomes for children who have received interventions compared with that of those who haven't
- Trends over time of closing the gap between children with SEN and those without
- Pupil/parent feedback e.g. questionnaires/surveys/review meeting feedback

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

- All children's attainment and progress is reviewed each half term; including children with SEN. Termly Parent/Teacher meetings are also arranged each term.
- IEPs for pupils at SEN Support Band C + are reviewed on a termly basis and targets are updated.
- Children with EHCPs have formal review meetings annually.
- Regular open evenings/afternoons are organised for parents of children in the Specialist SEND resource.

#### **C .The school's approach to teaching pupils with SEN**

- The school's first response to SEN is Quality First Teaching. 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 the expected key stage levels.
- 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, 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. Where necessary, access plans are completed for individual children.

#### 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

### **d. How the school adapts the curriculum and learning environment**

The school adapts the curriculum and learning environment through a range of differentiation strategies, including: Grouping – small group/1:1/ability/friendship /peer partners/cross-age tutors

Lesson content

Opportunities for learning in a multi-sensory way

Lesson format – thematic units/games, simulations, role-plays, discovery learning

Pace

Alternative recording methods – scribing, use of ICT, mind-mapping, photographs etc.

Outcome

Materials

Support level

Reward

Location

#### Learning Environment

Our Specialist SEND Resourced Provision is located in a small, self-contained classroom.

The Provision includes individual and group learning booths for children who require a low-distraction environment. There is an interactive white board to support teaching and learning. The resource is accessed by children within the Specialist Provision and is also available to other children with additional needs from the mainstream population, if required.

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

To meet individual needs, a package of support is created, which may include:

- In class support
- Small group interventions for: vocabulary development, memory development, social skills programmes, hand function, co-ordination groups, Self-esteem programmes
- 1:1 intervention programmes – to deliver individual speech and language, Occupational Therapy and Physiotherapy targets ➤ Provision of ICT resources to address barriers to learning
- Reading intervention groups
- Maths catch-up groups
- Spelling - Precision Teaching
- Social Stories
- Individual support plans
- Individual or group Thrive interventions
- Access to Thrive spaces

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

The school offers a wide range of extra – curricular activities which are available to all children. These are advertised on a termly basis. Typically these include; Street Dance, Cross Country Running, and Football clubs.  
The school has breakfast and after – school child care facilities which are available to all children

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

- In addition to provision listed above (See section e) the school also uses the JIGSAW programme.
- The Thrive approach is adopted throughout school
- Specialist therapeutic interventions are also commissioned when necessary

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

- The School's SEND Co-ordinator is Kindra Belcher – she is a member of the Senior Leadership Team.
- In her absence, the Headteacher can be contacted in relation to SEND issues

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

School staff have had training in a variety of specialisms including: autistic spectrum disorders, ADHD, attachment difficulties, visual stress, dyslexia, ELKLAN - speech and language difficulties(expressive, receptive and dysfluency), TALKBOOST, bereavement, social communication disorders, dyspraxia, anger management, Team Teach, Restorative Practice and Down's Syndrome.

Staff have had basic awareness training in relation to moderate learning difficulties and dyslexia friendly strategies. School prioritises training for staff who will be working directly with a child with specific additional needs and those staff who are new to school. School-wide training needs form part of the SEN Action Plan which seeks to anticipate the needs of children joining the school in the forthcoming year.

A library of SEND support materials, CPD training notes are available in school, along with access to on-line training programmes.

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

The school acknowledges that the need to make reasonable adjustments is an anticipatory duty i.e. it applies not only to disabled pupils who are already at a school but also to disabled pupils who may be admitted in the future.

Reasonable auxiliary aids might 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
- Readers for people with visual impairments
- Assistance with guiding

The need for additional equipment will be identified through the transition planning and SEN review. Outside professionals work closely with school to provide the necessary advice/support in acquiring the appropriate equipment e.g. Occupational and Physiotherapy Services carry out an Environmental Access Audit which identifies additional equipment and building adaptations required to meet the needs of individual children.

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



- We formally consult parents of children with SEN about the education of their child through parent-teacher meetings and the SEN review process.
- Informally, school maintains regular contact with parents in a variety of ways; home/school books, informal meetings, telephone conversations, email, text. Parents' preferred method of communication is used.
- Parents are involved in drawing up their child's IEP through discussion and the review process. School aims to work collaboratively with parents to meet the needs of their child.

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

- School is committed to ensuring that School and Class Councils are representative of the whole school population.
- Pupil surveys, questionnaires and focus groups are used to ascertain the views of all children. These may be differentiated as appropriate so they are accessible to all children.
- Class teachers and/or the SENCO discuss children's views and incorporate these into their IEPs.

#### 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

The SEN complaint procedure is as follows:

- Stage 1: The complaint is dealt with by the class teacher in the first instance. If the matter remains unresolved,
- Stage 2: The complaint is dealt with by the SENCO or by a senior manager. If there is still no resolution,
- Stage 3: The Head teacher would 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.

Support for parents of SEND pupils who have a complaint is available through Schools Information and Support Service - <https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/salford-information-adviceand-support-services-siass/>

#### 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 regularly has contact with: Educational Psychologists; Specialist Advisory Teachers from the Learning Support Service; Speech and Language Therapists; Counsellors; CAMHS; Community Consultant Paediatricians, Starting Life Well; Parent Partnership Officer and a variety of professionals within Locality Teams (i.e. Parenting and Family Support Workers).
- In order to access many of these professionals, school works with parents to complete a Family Assessment.
- School endeavours to work closely with all professionals across Education, Health and Care to ensure a holistic support package is created to fully meet the needs of both a child and their family.

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

Schools Information and Support Services	0161 778 0343/0349
<u>For children aged 0-5</u> Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre Chorley Road Swinton M27 5AW	0161 793 3275
Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY	0161 778 0410
Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP	0161 607 1671
Educational Psychology Service	0161 778 0476

Burrows House M28 2LY	
Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA	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	City Skills Sixth Form Centre - <a href="#">50 Frederick Road, Salford, M6 6QH</a>

			<p>Eccles Sixth Form Centre  <a href="#">Chatsworth Road, Eccles, Salford, M30 9FJ</a></p> <p>FutureSkills - <a href="#">Dakota Avenue, Salford, M50 2PU</a></p> <p>Pendleton Sixth Form Centre  - <a href="#">Dronfield Road, Salford, M6 7FR</a></p> <p>Walkden Sixth Form Centre -  <a href="#">Walkden Road, Worsley, Salford, M28 7QD</a></p>
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)			0161 603 4500
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			0161 793 3535
13. Information on where the local authority's local offer is published:			
<p>The Local Offer in Salford (LOIS) can be found at this location:  <a href="http://www.salford.gov.uk/localoffer.htm">www.salford.gov.uk/localoffer.htm</a></p>			