



Acre Hall Primary School (A member of the Dunham Trust)
Special Educational Needs and Disability SEN Information Report



Updated April 2018

1. What kind of special educational needs does the school provide for?

Acre Hall Primary has an inclusive ethos and provides for the following Special Educational Needs and Disability (SEND) within its mainstream classes:

- Communication and interaction
- Cognition and learning
- Emotional, social and mental health development
- Sensory and/or physical
- Medical

There are also 3 Small Specialist Classes (SSC) based at Acre Hall which are designated to support 30 SEND pupils in one KS1 class and two KS2 classes. The Local Authority has designated the provision to be for children with **Social Communication and Complex Learning Difficulties including Autistic Spectrum**

These pupils are included in all aspects of Acre Hall school life but reside all around the local Authority.

A mainstream education is not currently appropriate for these pupils and so they are taught in classes of 10 pupils with a Specialist Teacher and a Specialist Teaching Assistant. All these pupils have an Educational Health Care Plan for SEND.

2. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

At Acre Hall Primary School pupils with SEND are identified through:-

- information from the previous school attended by a pupil
- information collected as part of Foundation Stage, KS1/KS2 transition
- test results and teacher assessments carried out through the school year
- concerns expressed by the Class Teacher, parents, pupils or other adults involved with the child
- Information gathered by other professionals eg Educational Psychologist, School Nurse, Medical Support, Trafford SEN Advisory Service (SENAS)
- referrals from the Local Authority (for the 3 Small Specialist Classes)

The children are monitored continuously through assessment of their progress or through observation of their learning styles, social and emotional needs or medical needs. Those children who are not quite making the progress expected will be given appropriate support or intervention and will have their needs addressed primarily within the classroom, through scaffolded quality first teaching and in-class support from the Class Teacher and Teaching Assistants.

The Class Teacher may discuss such a child with the Special Educational Needs Coordinator (SENco) but at this point the child is not classed as having a Special Educational Need.

Below are examples of intervention or support that may be put in place for these children:

- Early Literacy Support groups (ELS)
- Individual Reading Support
- Additional Literacy Support for Year3 groups (ALS)
- Phonic groups
- Social and Emotional support groups (Based on the Social and Emotional Aspects of Learning (SEAL) programme)

- Maths support groups
- Handwriting intervention
- Pre teaching (in preparation for a new topic or skill)

Parents are kept fully informed of their child's level of need and the support being provided by the school, through parental interviews and by letter. If a parent has any concerns they should initially speak to the Class Teacher who may then arrange a meeting with the school SENCo.

If it is felt that access to the above support has not had the required impact and a child is making slow progress, no progress or needs a higher level of support the SENCo will become more involved and the child will be recorded as having the need for Additional Support in school.

This may result in some 1:1 support, an individual programme of work, special resources or a specific focus of support such as

- Dyslexia / Specific Learning Difficulties (SPLD) support groups
 - Toe by Toe spelling programme
 - Anger management support
 - Fine and Gross motor skill activities
 - Referral to a health agency for eye test, Speech and Language assessment, Occupational therapy.
 - Assessment / observation by another professional eg Educational Psychologist, Local Authority Advisors.
- Parents will be informed and involved if the child is moved to Additional Support.

3. How will both you and I know how my child is doing?

Assessment and monitoring of the children is continuously taking place to ensure that there are no barriers to learning and that progress is being made. This takes the form of ongoing teacher assessment, optional SATS practise tests and more formal assessment such as Early Years Foundation Stage Profile, national SATS tests, Y1 phonic screening check. Each child receives an annual report in the Summer Term and interim reports are sent out in the Autumn and Spring terms. We hold 2 parents' evenings to report progress during the Autumn and Spring Terms of each academic year.

Progress can be discussed with the Class Teacher and SENco at any point in the school year if there is a concern. If the child has a Pupil Support Framework (PSF) due to being at the Additional Support level or due to having an Education, Health Care Plan (EHC plan), then parents are invited to discuss the support and progress in light of the PSF. Parents of pupils with Statements and EHC Plans are invited to participate actively in their child's Annual Review. Progress will be discussed in relation to the nationally expected level for a child of that age, or for a child with a special educational need of that age.

The progress of all pupils in the Small Specialist Classes is monitored with the same rigor and all have a PSF to support their curriculum needs and wellbeing. These pupils have Annual Review meetings and the same parents' evenings and reporting systems.

The Local Authority Advisor for Inclusion monitors the SSC pupils' progress and personal achievement annually.

4. How will the curriculum be matched to my child's needs?

At Acre Hall Primary School pupils are taught in mixed ability classes. They experience different types of grouping for different subjects and these match the particular needs of the pupils. English and Maths lessons allow for scaffolded activities daily and these National Curriculum areas are also taught discretely through integrated theme work in KS1 and KS2. All pupils with SEND are enabled to access this work through the following methods of scaffolding:

- use of resources and/or technological aids
- additional adult support (for scribing ideas, supporting understanding or maintaining pupil focus)
- related but modified tasks and activities
- by outcome

Daily effort is made to accommodate each child's particular needs and to ensure they make progress, so that their personal potential is realised. This is reflected in the Class Teacher's weekly plans.

The pupils in the SSCs have access to an appropriately scaffolded or differentiated curriculum and which is often individually tailored to meet specific learning styles and needs. The learning experiences are highly practical and multi -

sensory with the capacity for over learning and consolidation of skills.

5. How will school staff support my child?

Every Class Teacher plans, assesses and reviews the progress of each child to ensure that the children are happy, progressing well and are experiencing the wider curriculum and a range of experiences. Individual targets are given to all pupils as appropriate and are then addressed through carefully planned lesson content or identified intervention sessions. At Acre Hall we have Teaching Assistants who also cover break and lunchtime for identified pupils. The Lunchtime Support staff are aware of pupils with specific needs and know who to contact if there are questions or concerns are raised. This means children with SEN continue to receive understanding and support over this social period of lunchtime. If a child needs Intervention Support this is monitored and reviewed through the use of a Provision Map or Pupil Support Framework that is shared with parents. It will show the reason for the support, the context and timings of the support, the supporting adult, current personal targets and the levels the child is working at.

6. How is the decision made about what type and how much support my child will receive?

The Head of School has been delegated overall responsibility for special needs from the Governing Body, and the Special Needs Co-ordinator (SENco) manages the framework of provision for pupils with SEN. Every Class Teacher is responsible for implementing, monitoring and recording programmes of work for pupils experiencing difficulties in their class and managing the work of the Teaching Assistants together with the SENco. The amount of support and type will depend on the exact nature and severity of the need to be addressed. We also have an Intervention Manager who monitors pupil progress, implements intervention groups and liaises with the SENco to ensure that 'no child slips through the net.' The pupils placed within the SSCs have an Education and Health Care Plan that states exactly how the individual will be supported and which resources and professionals will be involved.

7. How will my child be included in activities outside the classroom including physical activities and school trips?

It is our belief that all pupils can access all school related opportunities eg after school clubs, educational visits and residential trips. Adaptations may be necessary but should be made with parent and pupil involvement to achieve the best possible scenario. Teachers follow the inclusion principles and plan activities and trips that meet the needs of all pupils within the classroom. Risk assessments are undertaken to ensure that activities outside the classroom and school trips are suitable and safe for all pupils. For example, Y6 pupils from our SSC go on the residential trip if they wish and a member of staff from the class goes with them. If an over-night stay is deemed too problematic, parents have happily arranged to take their child on a daily basis in order to still enjoy access to the activities.

8. What support will there be for my child's wellbeing?

The social, emotional and physical wellbeing of pupils is important to all members of staff at Acre Hall Primary School. All School Staff have taken part in level 1 safeguarding training and First aid at the required levels. The Head of School, Deputy Head of School and some named members of the Senior Leadership Team have completed safeguarding training at a higher level and there are several named Paediatric first aiders in place. All Staff are aware of who to contact if they have any concerns about a pupil. We hope that our pupils understand that they can share concerns with their teacher or adults working in school and have the confidence to do so.

PSHCE lessons address the social and emotional aspects of learning and children can be referred to our Learning Mentor for support sessions which may involve discussion about good choices, keeping safe, sharing and turn taking, and getting along with others. Children with a PSF who need particular support with their wellbeing will be supported weekly by the Learning Mentor or Teaching Assistant for specific intervention strategies such as Emotional Literacy or Anger Management strategies.

If we feel that a pupil is in need of a higher level of professional support for social, emotional and mental health concerns we will support parents to achieve a referral to the Local Authority 'Healthy Young Minds' service previously known as CAMHS. We have also funded sessions with a respected play therapist as an alternative way of providing opportunities for children to talk through difficulties.

Several members of staff are currently taking part in Place 2 Be training for being 'Mentally Healthy' schools.

The Head of school has completed Youth Mental Health First aid training and is now attending similar training with an adult focus.

If we think a child or family will benefit from some Social Care support and advice, we have a Social Care In Partnership with School (SCIPS) Worker who attends school regularly and is available for meetings.

The health of our pupils is of the utmost importance and where possible we try to support any medical needs within our school. We work closely with our School Nurse and can also obtain specialist advice from the designated Local Authority Advisor.

Please see the separate policy for Managing medicines and medical needs at school.

Some pupils qualify for Pupil Premium support which allows us to offer TA support, purchase specific resources, arrange free access to breakfast club, music lessons, school visits and in some cases arrange very individual support eg 1:1 speech therapy or technology. The Pupil Premium Policy is also available on our website.

9. What specialist services and expertise are available to or accessed by the school?

We have 3 Small Specialist Classes (SSC) at Acre Hall and a wide range of SEN experience and expertise within the Staff. Links with Local Special Schools and other Small Specialist Classes are well established and are sometimes used to gather advice on how to support pupils with SEN or access a wider range of expertise and resources. Within our own Trust we also have the expertise of the staff from The Orchards Special School and Barton Clough which also has 2 Small Specialist Classes.

The following contacts are also available to school for pupils in the mainstream classes and the SSCs. Our contact with these agencies allows access to specialist, up to date advice and support.

Trafford SEN advisory service (SENAS)

Social Care (for specific families requiring official support) SCIP worker (for any family in school to access)

Healthy Young Minds.

Speech and Language Therapy Service (The Small Specialist Classes have designated support from this service.

KS1- one morning weekly session, KS2- 2 x 6 week rolling programme)

Educational Psychologist

Learning Mentor

Educational Welfare Officer

Trafford Sensory Impairment Support Service

School Nurse

Multi Agency Referral and Assessment Team

Longford Park Behaviour Outreach Team

10. What training have the staff supporting children with SEND had?

The SENco has taught in Small Specialist classes for over 20 years and initially attended a year long training course for Trafford SENcos. The SENco is a Primary Talk Trainer and delivers teacher training sessions about Speech and Language Development and strategies to improve understanding of Pupils with these difficulties. The SENco attends SEN forums run by the Local Authority and took part in Inclusion Development Planning. Staff attend Local Authority training to ensure that the school has up to date information about provision surrounding SEND. The SENco has recently become a Specialist Leader in Education (for SEND) within the Dunham Trust. This means that she is asked to go into other schools to advise or support with matters relating to SEND. One of our SSC teachers has taken her first course towards a Masters degree in Autism and we also have Teachers and Teaching Assistants with Sign Along and British Sign Language experiences. We have a Teaching Assistant who has specialist training in Autism and one who has specialist training in Dyslexia. Staff receive training within school, at staff meetings and on INSET days, and are able to deliver the intervention programmes in school.

11. How accessible is the school environment?

Acre Hall is a new, two storey building and is accessible by wheelchair through the main door and other external doors. There is a lift for identified users. The classroom doorways are wide to allow wheel chair access. Several toilets have wider doorways and handrails, to accommodate disability and wheel chair access. Wide paths enable access to all playgrounds. There are car parking facilities to allow space for disabled visitors and the Trafford mini buses that bring our pupils safely to school. We have fire evacuation chairs at the top of each staircase to allow the safe removal of disabled pupils or adults in case of an alarm.

12. How are parents and young people themselves involved in the school?

There is a signed Home School Agreement in place for all pupils and families. This sets out how we will all work together to ensure that the best possible partnership is in place. Parents are regularly involved with supporting the learning of their children through homework and reading. We also offer short interactive sessions such as how we teach maths or Letters and Sounds. Special assemblies are always well attended by parents and all children are included. Parents and pupils are asked to contribute to the Annual EHC Review process and are encouraged to contact school to share information or simply to 'catch up'. Home School books are also used for communication.

Young people have a voice through the School Council which includes pupils from the SSCs. SEND pupils have represented school as Head Boy and Head Girl when voted for by Staff and Pupils.

There is a parent governor on the Governing Body and a Governor for SEND.

We also have pupil representatives to promote safety around school and simple safeguarding ideas. .

Pupil and parent surveys are used to gather information about school related areas or opinions of specific matters.

Pupils with SEND including those from the SSCs take part in all aspects of school life including assemblies, swimming, school plays, clubs and visits, learning musical instruments, sports coaching and visiting guests and artists.

Parents who need further advice about SEND can also contact The Trafford Parent and Young People's Partnership for Independent support and advice www.traffordpypps.co.uk . Staff from this agency will accompany you to school if necessary to make sure that you receive all the information needed to help you make a decision about schooling.

13. Who can I contact for further information?

Mrs J Appleyard, The Executive Head of the Dunham Trust
Mrs A White, The Head of Acre Hall Primary School
Mrs A Yeates, The Deputy Head and SENco
Mrs S Smith, The Local Authority Advisor for Inclusion

14. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Many of our pupils join the school from our Nursery. Each class teacher meets with the next teacher in the Summer and Autumn terms to ensure all information has been exchanged and aid a smooth transition. Pupils joining year groups should have their information sent from their previous school and parents are asked to make the school aware of any particular information that would aid the transition process. Potential pupils and parents are invited to visit the school and look around.

Parents of pupils with EHCs, who may wish to access a place in a Small Specialist Class are encouraged to visit for a look around the school as a whole and then make a short visit within the SSC. If a place is then given by the Local Authority, we arrange transition visits and try to visit the pupil in their current school too. We have information packs with photos of important staff and places in school for children who may benefit from regular sharing of this knowledge in preparation for transition. The Local Authority and previous school send records to Acre Hall when the place is accepted.

The school website is a good source and has information about the Small Specialist Classes.

If a child is leaving our school, the receiving school SENco or Head of Transition is invited to a transition review to hear all

the necessary information. If this is not possible, the SENcos from both schools meet or exchange information by phone. We pass on all relevant documents and information once the pupil has been given a designated school place. Our local KS3 schools all organise transition events and visit the pupils at Acre Hall where we share information and prepare the pupils for transition. Some pupils eg a pupil with Autism, may require special programme of transition support.

15. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/sendirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 – Mon to Friday, 8:30 until 5pm

Email: fis@trafford.gov.uk

admin@acrehall.trafford.sch.uk