



Special Educational Needs and Disability SEN Information Report

Updated March 2021

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 when it is appropriate:

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

We do support some pupils with Education Health Care Plans within our mainstream classes.

There are also 3 Small Specialist Classes (SSC) based at Acre Hall which are designated to support 30 SEND pupils across 3 classes.

The Local Authority has designated the provision to be for children with **Social Communication and Complex Learning Difficulties including Autistic Spectrum.**

We are asked by the Local Authority to consult upon whether we can meet the needs of a new pupil within one of our classes. If we can meet the need, and accept a pupil, transition arrangements will be made.

EYFS pupils and KS1 pupils are together in one class of 10.

The 20 pupils across KS2 will be placed in the most appropriate of 2 classes and this is decided by the Specialist Staff and Senco.

Our Small Class pupils are included in all aspects of Acre Hall school life but come from 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 ongoing 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, Speech Therapy Service, School Nurse, Medical Support, Trafford SEN Advisory Service (SENAS)
- Consultation with the Local Authority for entry to the 3 Small Specialist Classes or for a pupil with an EHC plan asking to join one of our mainstream 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)
- BLAST and WellComm - early communication and listening skills programmes
- Individual Reading Support or Reading Buddies
- Additional Literacy Support for Year3 groups (ALS)
- Phonic group intervention
- Social and Communication intervention via SENAS and Speech and Language advice and training.
- 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)
- Occupational therapy packs for motor skills or sensory needs.
- Emotional or mental health support via the Wellbeing team

Parents are kept informed of their child's level of need and the support being provided by the school, through parental meetings. If a parent has any concerns they should initially speak to the Class Teacher who may then arrange a meeting with the school SENCo. Children are often very different at home and it helps everybody concerned if we have a clearer picture of behaviours, anxieties or medical concerns.

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
- Nessy dyslexia computer assessment and learning programme
- Cogmed working memory computer programme
- Anger management support

- Speech therapy intervention groups
 - Social stories
 - Fine and Gross motor skill activities
 - Referral to a health agency for eye/hearing test, Speech and Language assessment, Occupational therapy.
 - Assessment / observation by another professional eg Educational Psychologist, Local Authority Advisors/ Trafford Combined ADHD Service (TCAS), the Trafford Autism and Social Communication Pathway (TASC) or Healthy Young Minds.
- 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 may be discussed in relation to the nationally expected level for a child of that age, but emphasis will be upon personal progress for a child with a special educational.

The progress of all pupils in the Small Specialist Classes is monitored regularly using an online assessment tool 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.

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
- small group support
- extra adult attention

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 and reduced curriculum, 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. Targets/outcomes 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 Teachers and Teaching Assistants that also cover break and lunchtime and, where possible, support identified pupils. The Lunchtime Support staff are aware of pupils with specific needs and who to contact if

there are questions or concerns are raised. This means children with SEN continue to receive understanding and some level of 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 (PSF) 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 Headteacher 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. eg a pupil with poor concentration may receive support via a listening and attention group, or a pupil struggling to record information may receive help to develop fine motor skills, handwriting or spellings.

We hold termly pupil progress meetings to monitor the pupils in each class and discussions take place about future support and resources that a pupil may need.

The pupils placed within the SSC have an Education and Health Care Plan that offers advice about how the individual might be supported, and which resources and professionals might be involved. Sometimes the EHC plans will be very specific about which services must be involved, and school is tasked to ensure that this happens.

Our Small Class pupils are also monitored via termly pupil progress meetings.

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 and should 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. Pupils attending the SSC can attend after school clubs, but if they usually go home by Local Authority Transport, they must be picked up by parents afterwards.

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 basic safe guarding training and First aid at the required levels. The Head Teacher, Deputy Head and some named members of the Senior Leadership Team have completed Safe guarding 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 Well-being Mentor, Learning Mentor or Teaching Assistant for specific intervention strategies such as Emotional Literacy or Anger Management strategies. Several members of staff are also Mental Health First Aiders.

We have a well-being team that comprises of staff across all Key Stages. This team meets half termly to discuss any ongoing pupil concerns and to bring new names to the group. We then plan how to address the needs. Sometimes the children go for a regular chat and play with our Well-being Mentor, or she may just keep an eye on them around school or through discussion with parent and teacher.

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. This may involve the School Nurse. 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 have recently completed Place 2 Be training for being 'Mentally Healthy' schools. The Head of school has completed Mental Health First aid training for youths and has also attended 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 Well-being Mentor who is available for meetings and can begin an 'Early Help' assessment.

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.

Any safeguarding or care concerns are logged upon CPOMS (a safe, digital system) which allows all the necessary information to be stored and retrieved when needed. This helps us to develop a history of a pupil or family who have needed support, or it helps us to link events and meetings that could be forgotten. We will contact parents with any concerns we may have or, in the case of significant concerns, follow Safeguarding Guidance and contact Social care or the police. We will then work closely with these professionals and follow advice to make sure that we support and safeguard a child.

The Trust employs an Independent Safe Guarding Advisor who meets regularly with the Head of School to review focused aspects or to look at our procedures and policies. She may discuss specific cases and check that we have followed procedures. This Advisor also provides staff with the legal training necessary and supports our 'Safe guarding Ambassadors.' (see section 12 below)

All school staff know who to go to if they have any concerns about a pupil and we have an online monitoring system that allows us to keep all information confidential but available when needed.

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 schools with Small Specialist Classes are sometimes used to gather advice on how to support pupils with SEN or access a wider range of expertise and resources. Within the Bright Futures Educational Trust (BFET) we can also access the expertise of the staff from our KS3 and primary Special Schools. 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)

Healthy Young Minds.

Speech and Language Therapy Service (The Small Specialist Classes are advised by a Highly Specialised Therapist)

Educational Psychologist

Occupational and Physiotherapy Service

Well-being mentor

Learning Mentor

Educational Welfare Officer

Trafford Sensory Impairment Support Service

School Nurse

Multi Agency Referral and Assessment Team

Longford Park behaviour Outreach Team

Other medical professionals such as the diabetes nurse or epilepsy service can be relied upon if necessary.

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

The SENco has taught in Small Specialist classes for 30 years and initially attended a year long training course for Trafford SENcos. The SENco is a Youth Mental Health First Aider and has attended many training courses relating to the varied needs of pupils within our school eg Autism, ADHD, Speech and Language, Attachment and medical needs. The SENco is a Specialist Leader in Education (for SEND) which means that she is asked to go into other schools to advise or support with matters relating to SEND. The SENco is involved annually in training new teachers in how SEND expectations and SEND Legal requirements will impact within their classrooms. The SENco attends SEN forums run by the Local Authority and is aware of changes within SEND as they arise.

School staff attend Local Authority training and external consultant training to ensure that the school has up to date information about provision surrounding SEND, this includes training courses relating to the varied needs of pupils within our school eg Autism, ADHD, Speech and Language, Attachment and medical needs. We have a Teaching Assistant who has specialist training in play therapy and mental health first aid and others who have attended training in recommended aspects of speech and language such as thinking skills and communication skills, PECS and Lego therapy. Staff deliver and receive training within school, at staff meetings and on INSET days, and are able to deliver a number of intervention programmes in school. The Speech Therapy service provides year round training which our Teachers and TAs can attend online or at a venue. Several members of staff have attended specific ASD related training run by LA SEND advisors.

Members of staff have attended training for diabetes and insulin care, and epilepsy, so that pupils with these conditions can attend school with as little disruption as possible.

11. How accessible is the school environment?

Acre Hall is a modern, 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 door ways 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 and events 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 can be used to communicate short messages and we provide parents evenings and two formal reports each year. We are happy to arrange meetings to discuss educational or behavioural concerns that parents may have.

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

We have pupils who are 'Safe guarding officers' who know about basic safety such as which lanyards visitors should wear and that doors must not be opened by children only adults. They promote safety around school and simple safeguarding ideas.

There is a parent governor on the Governing Body and she is the Governor for SEND. This Governor and the SENco meet to go over procedures and look at current needs.

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 SSC 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 SENDIASS for independent support and advice. Email- sendiass@trafford.gov.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?

Mr John Stephens, Chief Executive Officer of the Bright Futures Educational Trust
Mr Gary Handforth, Director of Primary Education for the Bright Futures Educational Trust
Mrs A White, The Head of School at 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.

There is a consultation process to be followed for pupils with EHCs, who may wish to access a place in a Small Specialist Class. We are asked to consider if we can meet a pupil's needs in our environment. Families 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 agreed by the school and

Local Authority, we arrange transition visits and try to visit the pupil in their current school too. We can provide 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 has more detailed 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. Some Y6 pupils have attended Speech and Language summer schools focused upon transition.

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.trafforddirectory.co.uk/sendlocaloffer or by contacting the Family Information Service:

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

Email: fis@trafford.gov.uk

This outreach team is also available to talk to your families or young people to provide information about a whole range of services.

They can also show you around the Trafford Directory including the Local Offer Channel, Young People Channel and Children and Family Channel.

admin@acrehall.trafford.sch.uk