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**SEN Information Report**

This Information Report has been written by Mrs E Williams.

Parental support provided by Mrs Saati, Mrs Butt, Mrs Ballhugh,Mrs Sattar and Mrs Ambreen

**The school offer informs you of the type of support available for your child at Crumpsall Lane. It will help you understand who can support you and how this support can be accessed.**

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| **Review Date** | **Amendments Made** |
| July 2019 |  |
| November 2020 | Changed the name of the SENCo from Mrs Fairclough to Mrs Williams  Added Wakefield Progression Scheme to how we assess  Removed games room lunchtime provision as this is currently unavailable due to Covid 19  Added a ‘SEN Journey’ paragraph – a parent’s experience of working with school to support the additional needs of their pupil. |
| September 2021 | Class teachers are available at the start of the school day and parents and carers are welcome to request a phone call (due to Covid restrictions)  Alongside the SENCO, our Year 6 teachers lead information sharing between our school and high schools.  Reviewing the impact of interventions (for example, after 6-8 weeks or 10weeks for First Class@ Number) using our provision mapping software.  Link to Manchester’s local offer |
| September 2022 | A member of staff is available at the start of the school day.  Page 5 – information about Smart Room  Feedback from parents added |

## The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

* Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
* Cognition and learning
* Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
* Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, diabetes
* Moderate/severe and multiple learning difficulties

## Identifying pupils with SEN

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

* 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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether something different or additional is needed.

## Consulting and involving pupils and parents

We know that good communication with parents and carers is key to providing a high quality education and school experience for our pupils and we try our utmost to provide this home-school communication.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational support. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We take into account the parents’ concerns
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

We do have staff who can support parents where English is not their first language. We currently offer interpreters for Urdu, Punjabi, Arabic, French, Spanish and Italian.

A member of staff is available at the start of the school day to answer any questions or pass on a message. Class teachers are available at the end of the school day. We do advise parents to contact the school office and make an appointment so that the required amount of time can be offered.

Parents and carers are kept up to date with their child’s progress via teacher discussions, annual reviews, celebration assemblies, school reports and teacher meetings.

At the parent/carer teacher meetings the child’s APDR Plan and/or One Page Profile is shared with parents.

Parents and carers are invited to workshops to support their understanding of their child’s education and behaviour.

Annual school reports are sent out in July. These clearly show the child’s progress to date and targets for the future. Parents and carers are invited to discuss the reports and have the opportunity to provide feedback to the school.

Parents / carers can contact us in a range of ways including:

* By telephone: 0161 740 3741
* Fax: 0161 795 1572
* By email to the SENCO: [ewilliams@crumpsall.manchester.sch.uk](mailto:ewilliams@crumpsall.manchester.sch.uk)
* Through a face-to-face meeting

## Assessing and reviewing pupils' progress

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:

* The teacher’s assessment and experience of the pupil
* Their previous progress and attainment and behaviour
* Other teachers’ assessments, where relevant
* The individual’s development in comparison to their peers and national data
* The views and experience of parents
* The pupil’s own views
* Advice from external support services, if relevant

Where pupils in KS1 or KS2 are not yet working at National Curriculum standards, they will be assessed using the Wakefield Progress Scheme. This looks at the Pre-Key Stage Standards for KS1 and enables the children to demonstrate small steps of progress. The assessments will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

## Transition arrangements

During the pre-admission arrangements, pupils and parents/carers are invited to visit school for an induction meeting with the Family Support Worker. Relevant information is passed on at this point, from the parent/carer and other involved professionals to the school staff, who use this information to ensure a smooth transition and maximise the pupil’s learning, health and wellbeing.

If a child transfers from or to Crumpsall Lane, the SENCO ensures that all relevant SEND files are communicated to the professionals involved to provide a smooth transition.

Transition meetings take place at the end of every academic year. The SENCO meets with the current and future members of staff and shares all relevant information to ensure a smooth transition. Where necessary, additional transition sessions are planned and opportunities for teachers to observe current practice are put in place.

Transition into Early Years is completed via Home Visits and information sharing with other settings. This is vital in ensuring that all relevant documentation is shared and therefore acted upon to enable a smooth transition. Where external agencies are involved, Crumpsall Lane need all of this information in case a Statutory Assessment Request is needed. Pupils are also invited to Stay and Play sessions, so that children can familiarise themselves with the environment and staff.

We recognise that transition to high school can be a difficult time for both our pupils and their families. For this reason, we work closely with our partner high schools and have a developing relationship with all of them, doing our best to offer a smooth transition between the two settings. We currently feed into several different high schools so parental support and involvement during this process is of profound importance.

We offer:

* Discussion with families from year 5 at annual reviews and an opportunity to build links with the high school that the child will be attending in the future by organising visits.
* Work with the children in the classroom about ‘changes’ as part of preparation for high school approach.
* A programme of planned visits by the pupil to their high school during the spring / summer term in year 6, supported by individual class staff from Crumpsall Lane Primary School who know them well (where needed additional visits are added for pupils who require them)
* Visits are planned to ensure children are with their friends, and may be placed in a class with pupils who they know from the year before.
* Pupils who may require further support may be paired up with older friends/buddies during the official transition visits.
* Alongside the SENCO, our Year 6 teachers lead information sharing between our school and high schools.
* SENCO meets with high school SENCO to ensure a smooth handover of information. The further use of specialist resources if needed, for example, social stories and visual timetables.

## Our approach to teaching pupils with SEN

We recognise that every child at Crumpsall Lane School is an individual and that all children learn in different ways. With this in mind, we ensure that a range of teaching and learning strategies are implemented throughout all lessons so that the children at our school are engaged and excited by their learning and also that their needs are met.

A small number of pupils have been identified (through their EHCP or by professionals) as needing a bespoke approach to learning within a small group setting. As a result of this need we have created our Smart Room – a provision base for up to 10 children. It is staffed by our SENCO, HLTA and a TA3. Pupils attend this provision base for English and maths lessons. Their attendance is under regular review and in discussion with parents, SALT and EP.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

The strategies we use are:

* A differentiated Quality First Teaching curriculum which is matched to the needs of all our children. This follows continuous monitoring and assessment of pupils to provide targeted intervention.
* SEND identification built into the school assessment cycle using the Assess, Plan Do Review (APDR) cycle of need that is reviewed at least 3 times a year.
* Ensuring that an appropriate classroom learning environment is in place for pupils, that reflects current learning. Also that the classroom is matched to the needs of the pupils in each class e.g. clearly labelled resources, dyslexia friendly prompts, visual aids matched to learning need, break away areas for individual and small group support for targeted learning.
* Highly trained and skilled staff that are experienced in working with children with a wide range of learning difficulties and disabilities and have regular CPD.
* School TA staff trained in the teachings of PECs, Signing, Braille, Speech and Language support to provide a total communication delivery.
* Access to specialist outreach support for specialist teaching in Braille, Hearing impairment, behaviour management and to support pupils with physical needs or an ASC diagnosis.
* School buy in additional weekly Speech and Language Team (SALT) support who work closely with the all school staff.
* We seek advice from a range of services when planning to meet the needs of pupils: SALT, Educational Psychologist, Community Paediatricians, Sensory Team, CAMHS, School Nurse, Health Visitor, Occupational Therapist, Physiotherapist and Specialist Nurses

## Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils’ needs are met:

* Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
* Adapting our resources and staffing
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, radio aids
* Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, task boards

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## Expertise of staff

The school has a highly skilled team consisting of:

1. Head of School achieved NASENCO Award June 2019 (PGCE in Vulnerable Learning)
2. ELKLAN TA3 with responsibility for Speech and Language and Communication Needs across the school
3. Two Elklan trained TA3s based in EYFS
4. TA3 with specialism for Visual Impairment support, including Braille
5. 3 teachers and 4 TA3s BSL Level 1 trained
6. Head of School and TA4 trained to deliver therapeutic intervention
7. 2 teachers and 3 TAs Diabetes trained
8. Team Teach facilitator who trains all staff in de-escalation and positive handling
9. Two TA3s trained in First Class@Number interventions
10. Two TA3s trained in Fischer Family Trust reading intervention
11. Majority of TAs trained in RWI phonics intervention

A detailed list of the interventions available at Crumpsall Lane can be found on the school website, under the Curriculum Tab.

## Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

* Reviewing pupils’ individual progress towards their goals each term
* Reviewing the impact of interventions (for example, after 6-8 weeks or 10weeks for First Class@ Number) using our provision mapping software.
* Using pupil voice
* In class monitoring by the SENCO
* Holding annual reviews for pupils with Education Health and Care plans

## Enabling pupils with SEN to engage in activities

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in all aspects of school life, including trips, shows and sporting events. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school is a Victorian building and the KS2 building is over 2 floors. It does have appropriate access points, toileting facilities and wide doorways throughout the school to ensure accessibility for pupils with disabilities. We have and will continue to seek support from Lancasterian School to risk assess the environment so we can make reasonable adjustments for any pupil wishing to attend our school. Our Accessibility Plan can be located on the school website.

On our website you will find a link to Manchester’s local offer, which provides information regarding what facilities and support are available to our families. <https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

## Support for improving emotional and social development

We are a nurturing school. We believe in creating strong relationships with pupils, offering de-escalation strategies and opportunities for reflections. We provide support for pupils to improve their emotional and social development in the following ways:

* Pupils with SEN are encouraged to be part of the learning council.
* In autumn 2019, we launched a Th.Inc Room programme, targeting pupils with SEMH needs, using SDQs to identify starting points.
* Zones of Regulation is used to support children in recognising their emotions and implementing strategies themselves
* Cool Kids Crew is delivered to support pupils with playground interactions
* We use Boxall Profiles to plan specific work for targeted children.

We have a zero tolerance approach to bullying. The school’s anti-bullying policy can be found on the school website and is shared with staff, pupils and parents. The anti-bullying policy, anti-bullying lessons, assemblies and positive relationships ensure that all pupils feel safe at Crumpsall Lane. Bullying is taken seriously and acted on immediately.

Pupils are made aware of e-safety issues and this is embedded in our Computing curriculum.

## Working with other agencies

Within our school we have a very strong pupil voice. The Learning Council meet throughout the year and the pupils proactively lead projects for school improvement, for example, how to spend funds and implementing strategies to develop learning behaviour. The Pupil Learning Council is made up of a pupil representative from each class in years 2-6; there is an application process, which is coordinated by the PSHE leader. They are fully involved in school life and ask their peers for their views which are then fed back to the SLT.

Parents and carers are encouraged and invited to become more involved in their child’s education. During any meeting, parental views are always sought and listened to. Where necessary, Early Help is put in place to ensure all agencies are coordinating to achieve the best outcomes for the pupils and families involved.

School are proactive in seeking external advice and support from a range of professionals such as Educational Psychologists, Speech and Language Therapists, Out Reach Support, Behaviour support, Sensory Service, CAMHS and School nurse. This is all done with parental consent.

Meetings with the SENCO take place on request and parents are encouraged to have regular dialogue with teachers, TAs and agencies involved.

Parents/carers are also asked their views about school and their child’s education through school questionnaires and at the Annual Review meetings and Parent teacher meetings where SEND provision is shared and discussed.

Parents are supported with DLA forms and advice around health from the SENCO and school nurse. The Family Support Worker provides daily support to parents and signposts services to further support families.

Workshops are planned for throughout the year. EYFS provide opportunities for parents to stay and learn with their children, through play based activities. Parents have the opportunity to attend a variety of workshops which will provide them with the skills to effectively support with reading, phonics, maths, e-safety as well as for supporting their child through statutory examinations.

## Complaints about SEN provision

On the rare occasion that a parent is not happy about the provision their child is receiving, they should discuss these with the SENCO in the first instance. If a resolution is not met, they will be directed to the Executive Head teacher or to contact the Chair of Governors, following the school’s complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

The **Information, Advice and Support (IAS)** offers independent information, advice and support to parents and carers to increase their involvement in the education of their children with SEND, in Manchester. They can be contacted on 0161 209 8356.

## Parent feedback during input:

Mrs Ambreen (Dec 2019):

* happy with what is being offered
* happy with values of the school and all the additional support offered
* progress can be seen
* SMART Room works because it is visual and kinaesthetic approach with lots of overlearning
* small group is helps with concentration
* child is happy and perceives work set as difficult; boosts self-confidence
* Smart Room is promoting his independence

## Parent feedback during input:

Mrs Sattar (November 2020) :

An SEN Journey:

I have two children who attend Crumpsall Lane Primary School. My son is an SEN child with sensory needs, which became apparent to us all within only a few weeks of him starting his reception class. His teacher at the time was amazing and happy to discuss my son’s needs and how we could help him to settle in and learn. Due to this, we also had a meeting with the school nurse who advised a course for me to attend, which would help with managing my sons needs. He was also referred to a community peadiatric consultant for an assesment and further refferals for possibly being on the autistic spectrum.

My son was also introduced to the Smartroom, where he recieves a lot more support in day to day learning and is taught in smaller groups, as opposed to being in a large classroom, like in the afternoons. This really helps him to focus more and stay on task.

The teachers in the Smartroom have been amazing with my son and he loves it there. He was also quickly referred to the Speach and Language team for assesment and has had continued input from them every year.

The smartroom itself is bright, warm and cheery. All around the room you can see personal touches from all the children which makes it feel so much more interesting and welcoming.

Once he was seen by the Community consultant, he was referred to CAHMS, OT and physiotherapy for assessment and support with fine motor skills and balance etc. The school also got him assesed by the Educational Psychologist, which resulted in him being put forward for an Education and Health Care Plan.

I was involved throughout the process with a number of meetings following all assesments. I was kept up to date via phone during lockdown as work was still being continued with results of assessments etc.

To make sure he still has a productive day in the afternoons when he’s not in the Smartroom he has specific tasks he completes with support and also gets involved with the learning of the rest of the class. This has only been achieved through the hard work of staff involved with his learning and development. It is wonderful to see him flourish as he has done over the years. To see him grow amd become more confident in himself and to interact with other children by himself.

Due to the quick recognition and refferal to appropriate services, my son has had the right support and care right from the beginning and has now been diagnosed as being on the autistic spectrum.

My child’s behaviour has improved 100%. He is now much more emotionally resilient. His journey from Reception to Year 3 has not been possible on my own. This progress is having an impact on home and school positively. He has started to really enjoy reading since entering Year 3.

EHCP Parents’ Meeting 20.9.22

My son has left the Smart Room and returned to the mainstream classroom. This transition has gone really well and he is flourishing. I am happy with school.

EHCP Parents’ Meeting 20.9.22

My son is doing amazing. He has moved 10 years in less than a year. He was hitting me at home and crying because he didn’t want to come to school. Now he is happy and is so keen to come to school.

EHCP Parents’ Meeting 20.9.22