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| **Urmston Primary School** |

Trafford’s local offer makes it easier for families to find out about the support that is available for children and young people with SEN or who are Disabled. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford’s Graduated Approach document provides guidance on what should usually be available within school’s resources.

Schools have a duty to publish SEN Information on their website which is updated every year. The questions on this template were developed with parents. Some schools have chosen to complete this template to provide their SEN Information. To go straight to a particular question, use the links below:

**Questions**

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| 1. **What kinds of special educational needs does the school provide for?** |
| Urmston Primary School is a fully inclusive school and provides support to children with a range of Special Educational Needs. The most common types of need identified in our school include Speech and Language Difficulties, Social and Communication Difficulties (including Autistic Spectrum Disorders (ASD)) and Mild/Moderate Learning Difficulties. We cater for children with Physical and Medical Needs, Sensory Impairments, Social, Emotional and Mental Health Needs (including behavioural difficulties) and Specific Learning Difficulties (including Dyslexia).  We aim to identify any barriers to learning quickly so that every child is able to reach their full potential, enjoy their time at school and develop a love of learning. We work closely with other professionals to ensure we provide the best provision available and their needs are met.  We do not consider children for whom English is not their first language as having SEN, but we do aim to provide special provision to enable them to access the curriculum. |

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| 1. **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?** |
| We have a rigorous and robust internal tracking system which allows us to closely monitor the progress of our pupils individually. This ensures that pupils’ needs are being met and any children who require additional support are identified early so that interventions or specialist resources can be implemented quickly and effectively. Any concerns which staff have about the child’s development or progress will be discussed with parents / carers and next steps identified together.  We operate an ‘open-door policy’ in which parents / carers are actively encouraged to discuss any concerns they have with their child’s class teacher, with the SENCO available for additional advice and support.  The school has developed strong links with external agencies that work with the school to identify and support children who have special or complex additional needs. We work closely with parents and other professionals to ensure the best possible outcomes for all our children. |

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| 1. **How will both you and I know how my child/young person is doing?** |
| At Urmston Primary School children with SEN are closely monitored. This could be through:   * Regular and systematic tracking of pupil assessment * Termly pupil progress meetings between the class teacher and the senior leadership team * Termly pupil progress interviews between the class teacher and the pupils * Standardised testing and assessments (spellings / reading ages, precision teaching) * Monitoring of progress towards the outcomes set on their Asses, Plan, Do, Review forms (APDR) * Regular SEN reviews with SENCO, class teacher and teaching assistant. * EHC review meetings annually.   We keep parents fully informed of your child’s progress and work in partnership with you to achieve the best possible outcomes for your child. Parents /carers are welcome into school at any time. We also have formal meeting times throughout the year.   * Parent’s Evenings (October / November and February / March) * Annual end-of term reports to parents * Termly target letters * Pupil profile up-dates.   We also hold regular open days and workshops so parents/carers are able to join the children in the learning process and see the high standards we set for all of our children. |

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| 1. **How will the curriculum be matched to my child/young person’s needs?** |
| Every subject across the curriculum has support and challenge activities to allow all children to access the learning. All lessons incorporate various learning techniques: visual, auditory and kinaesthetic learning. For a child who has SEN, the curriculum will be adapted, where appropriate, as will their learning environment. Below are some examples of how this may happen:   * Learning buddies * Use of simplified language / questioning * Use of writing frames / mind maps * Less complex calculations / simplified word problems * Extra time to complete a task * A shorter task with the same level of difficulty as their peers * Extra staff support * Use of resources (word mats, alphabet, personal word books, maths apparatus, times tables squares, i-pads, etc) * Coloured overlays, visual timetables * Special pencil grips, writing slopes, ergonomically-designed furniture * Access to lap-tops, i-pads, - specific software – Dragon (speech-to-text software), Clicker 6, Easi-speak, spell checkers, cameras, recording microphones, talking postcards * Visual support * Incentives for effort and achievement |

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| 1. **How will school staff support my child/young person?** |
| All teachers at Urmston Primary School understand that it is their responsibility to address the needs of the children with SEN on a daily basis. Your class teacher will plan supported and challenging lessons according to the needs of all their children. The class teacher will monitor every child to ensure that optimum progress is made. If there are any concerns, the class teacher will raise these with you, the parent / carer and with the SENCO. A plan of action will be put in place – where you and the school will work together to support your child.  This could include:   * Activities sent home * Small group support * One-to-one support * Specialist support from outside agencies * Over learning * Intervention programmes   All support is regularly monitored, reviewed, evaluated and adapted to ensure maximum impact.  Teachers, specialist HLTAs and TAs are regularly trained to keep up-to-date with current educational research to best meet the needs to your child. |

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| 1. How is the decision made about what type and how much support my child/young person will receive? |
| The decisions are made following discussions with staff, parents / carers and pupils. We have several successful interventions relating to specific needs which run for set periods of time as well as a range of resources which can be adapted to suit the needs of individual children to encourage independence within the classroom.  Decisions are also based on discussion and recommendations from other agencies.  The categories of SEN that we have in school are:  SEN Support: A child may be placed on SEN support if they are working below the level expected for their age, making slower progress than expected or experiencing significant difficulties which cause a barrier to their learning. The child is now on the SEN register. A formal plan is written (Assess, Plan, Do, Review - APDR) and additional provision is put in place. Your child may have an additional difficulty to their learning – for example: Irlen’s Syndrome or dyslexia – here the child is on an APDR to make sure that appropriate teaching strategies are in place.  Education, Health and Care Plan (EHC Plan): A child who has long term special educational needs which affects their access to mainstream education, may be issued with an EHC Plan. They are also on the SEN register. Children with an EHC Plan often have one-to-one support.  All support is regularly monitored, reviewed, evaluated and adapted to ensure maximum impact.  If you have any concerns about the support your child is receiving, your first point of contact is the class teacher. If you feel any issues have not been resolved then please request a meeting with the SENCO (j.helyar@urmstonprimaryschool.com) |

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| 1. How will my child/young person be included in activities outside the classroom including physical activities and school trips? |
| Urmston Primary School is a fully inclusive school and therefore your child will be involved in all aspects of school life regardless of SEN, disability or medical conditions. We will make reasonable adjustments to ensure your child can access all aspects of the activities.  If your child has a physical or sensory impairment, an individual risk assessment will be made for your child. Risk assessments are also made for each school trip and provision put in place to ensure accessibility and inclusion. Extra adult support can be provided to offer increased supervision. We will consult you, and your child, to ensure every step is taken to fully and safely enjoy and benefit from the activity.**8.** |

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| 1. What support will there be for my child/young person’s overall wellbeing? |
| We pride ourselves on our caring school. Our children are encouraged to talk to their class teacher and other adults in school if they are worried. Our School Values encourage each child to be happy, respectful, kind, responsible, proud and resilient and these values are fully endorsed around school. Each child who follows these behaviour rules is rewarded with Golden Time on Friday afternoons which is always looked forward to!  These values run through our school. We pride ourselves on our pastoral support and high attendance. Imaginative teaching and learning ensures pupils are motivated to attend lessons. Praise and rewards are central to developing self-esteem. We pay attention to the wellbeing of all our children, especially our children with SEN. Any concerns may be addressed through circle time, social stories, nurture groups etc. In some circumstances children, with parental permission, will access support from our SCIPs (Social Care in Partnership) worker or referrals may be required to engage support from specialist providers such as CAHMs or Longford Park School.  There is a graduated restorative approach to dealing with inappropriate behaviour, which is outlined in the school’s behavioural policy, and staff work alongside parents to provide a united approach.  Any child with a long-term medical condition, who may require personal care or administration of medicines in school, will have their needs met through the implementation of an Individual Healthcare Plan (IHP). This is written collaboratively with the school, child’s parents, child (if appropriate), school nurse and other necessary health professionals.  If staff have serious concerns regarding the safety and wellbeing of a child, they understand that they have a responsibility to voice these concerns to our Designated Safeguarding Leads in school Mr. Parker (Head) and Mr. Doherty (Deputy Head). |

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| 1. What specialist services and expertise are available at or accessed by the school? |
| We have a pastoral support team who can help support your children before issues can escalate. Please also refer to our website for groups that parents can self-refer to.  Where there is a need for further specialist help and support the SENCO (with your permission) may contact additional services. These include:   * Trafford SENAS (Special Educational Needs Advisory Service) * Educational Psychologist * School Nurse * SCIPs (Social Care Partnership) * CAMHS (Child and Adolescent Mental Health Services) * Speech and Language Therapy Service * School Nurse Team * Occupational Therapy * Sensory Therapy * Longford Park School * Local primary schools to share good practice * Local secondary schools to provide additional and personalised transition for vulnerable pupils. |

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| 1. What training have the staff supporting children/young people with SEND had? |
| Our SENCO, Mrs. Helyar, holds the NASENCO award. She attends the termly SENCO forum and attends relevant training. Teaching staff and TAs attend relevant courses to enable them to refine their quality first teaching and their intervention work. These courses include:  Mental health  Clicker 6  Speech and Language  Dyslexia  ELKLAN speech and language  Writing workshops  Reading workshops  Spelling Made Easy training  Boosting Reading Potential training  Sharing good practice with each other and local schools  Dragon Software training  Autism Spectrum Condition training  Lexia training  Precision Teach training  Emotional Coaching training  Sign language  Longford Park Outreach  Epi Pen training. |

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| 1. How accessible is the school environment? |
| In the Infant Department, it is accessible by a ramp into the building which is on one level. A separate accessible toilet and washbasin with handrails and space for a wheelchair is available. An improved auditory system is installed in the school hall so that the sound is amplified. The classrooms are fitted with Smartboards and the halls with projectors which allow for enhanced visual and auditory learning to take place. We strive to be a dyslexia friendly school: adapting the resources and learning environment to enable all children to learn. Children have access to i-pads, lap tops and learn pads.  All our classroom entrances are wide enough for wheelchair access, and the designated points of entry also allow for access. The Hornby Building has a wheelchair life and the sound system in the Junior Hall is fitted with a loop system to support those with a hearing impairment. There is a wheelchair access and adapted toilet.  Teachers modify teaching and learning as appropriate for these children. For example, they may be given additional time to complete certain activities. Teachers ensure that the work for these children:   * Takes account of their pace of learning and the equipment they use * Takes account of the effort and concentration needed in oral work and visual work * Is adapted or offers alternative activities where children are unable to manipulate tools or equipment, or use certain materials * Allows opportunities for them to take part in educational visits and other activities linked to their studies * Enables the use of resources and teaching and learning styles that allow all children to access the curriculum. * Two break out / relaxing / sensory spaces have been created to allow children who need assistance to regulate their behaviours are used.   Translators are employed, when required, to communicate with parents / carers who first language is not English. |

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| 1. How are parents and young people themselves involved in the school? |
| Parents are invited to two Parent evenings; one early in the Autumn term and one in the Spring term when your child’s progress and attainment will be discussed with you. Information workshops and evenings will give you an overview of the topics your child will be learning in the year and ways you can help support your child at home.  Individual progress reports are also sent home termly which state your child’s current levels of attainment along with their targets. They also provide helpful strategies and links so that you can support your child at home. Children with SEN have designated meeting times to plan and review the child’s APDR, with parents, class teacher, pupil and, where appropriate, the SENCO. These are up-dated termly. Parents are always welcome to help in school, preparing resources or supporting learning in the classrooms. School trips may require extra parental support. Regular fundraising events are organised throughout the year by the PTA who are always keen to welcome parents as new members. A variety of events take part during the year, including Christmas concerts and our Harvest Festival. Our Grandparents afternoon and Easter Bonnet Parade are always so well attended as is our Year 2 and Year 6 leavers performance. Children are offered a variety of before school and after school clubs which may include arts and crafts, football, gymnastics, cookery, science, homework and maths etc. All children are welcome to join a club.  The Pupil Council (voted in by their fellow class members) regularly meet to enhance the enjoyment for all at school. We also have our Eco School representatives. Many Year 6 children are monitors to help the school run smoothly and safely. Playground leaders help keep younger children active and help develop the younger children’s social skills. There are toast and milk monitors, book and library monitors, door monitors and reading buddies.  The Parent Partnership meet once a term with members of the Senior Leadership Team to discuss issues and ideas for the school.  We operate an ‘open-door policy’ in which parents / carers are actively encouraged to discuss any concerns they have with the class teacher, SENCO, Head and Deputy Head. We actively encourage and support parents to work with their child at home to promote their academic, social and physical skills. Home–school books are used for some children. These are personalised and relevant to the needs of the individual pupil.  Teachers are available before and after school to hold formal and informal discussions. Annual reviews are held annually, with parents and outside agencies, to assess the progress of children who have an EHC Plan.  Our school website, Twitter, parent e-mails, texts and reading records are used to help keep parents informed about the daily activities of the school. |

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| 1. Who can I contact for further information? |
| If your child is already in our school, their class teacher will be the first point of contact. If you have further concerns relating to your child’s progress or attainment, SEN or provision provided for them, please arrange an appointment to see the SENCO.  Urmston Primary School – 0161 7484362  SENCO – [j.helyar@urmstonprimaryschool.com](mailto:j.helyar@urmstonprimaryschool.com)  If you are considering applying to our school and have a query about SEN then please e-mail the SENCO or the Head.  Mr Parker (Head) [admin.urmstonprimary@trafford.gov.uk](mailto:admin.urmstonprimary@trafford.gov.uk)  Please make an appointment to come and look around our school and to ask any questions you may have.  The full Local Offer of services available in Trafford can be found at [www.trafford.gov.uk/localoffer](http://www.trafford.gov.uk/localoffer) or by contacting the Family Information Service on 0161 912 1053 or [fis@trafford.gov.uk](mailto:fis@trafford.gov.uk)  Other services you may find useful are:  SCIPs worker on our school number 0161 7482855  Parent Partnership Services 0161 912 3150  SENAS 0161 911 8683  Sensory Impairment Support Service 0161 912 5526  Educational Psychology Service (EPS) 0161 912 3191  CAMHS 0161 860 5157  Please also see our website for contact details for local groups to support mental health. |

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| 1. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life? |
| As parents, you are actively encouraged to visit school with your child before contacting admissions and meet with the Mr. Parker (Headteacher) to discuss the needs of your child.  When moving year groups, teacher meetings are held to ensure all relevant information for vulnerable pupils is passed on from the previous teacher. Successful strategies and resources are shared. All pupils participate in the annual ‘shuffle up day’ where they get to spend the afternoon with their next teacher and familiarise themselves with their new surroundings. Some children may need more time to transition with the help of a TA.  In Year 6, all special educational needs information is passed on to the relevant person at their chosen secondary school. Additional transition is arranged for the most vulnerable pupils, which often included extra visits sometimes accompanied by a member of staff from school. Some of our link secondary schools offer a week’s summer school to ensure they are ready for transition in September.  For pupils with an EHC Plan, we invite a member of their chosen secondary school’s SEN team to attend the annual review so that the transition can be carefully planned with input from the child’s parent /carer and the child (where appropriate).  If a child transfers to or from us during the academic year, we liaise closely with the family and the other school to ensure all information is received or sent. We actively encourage the child to meet the staff and peers in their new class. If we are receiving a new pupil, ‘taster’ mornings and days are arranged before they begin with us full time. |

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| 1. 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/localoffer](http://www.trafford.gov.uk/localoffer)  or by contacting the Family Information Service:  Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm  Email: fis@trafford.gov.uk  Twitter: @traffordfis  Facebook: [www.facebook.com/traffordfis](http://www.facebook.com/traffordfis)  REVIEWED September 2020  Covid-19 update – meetings with parents and outside agencies may need to take place remotely. Parents are encouraged to telephone the school if they wish to speak to a teacher. Children’s playtimes are staggered and they remain in their bubbles – therefore, at present, we are not utilising playleaders.  Parent workshops and other events that would make social distancing difficult are not running at present. Information can be found on our school website.  Parents are always encouraged to phone or e-mail the school if they have a query. |