**SEN Information Report – St Mary’s RC Primary School, Eccles**

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

St. Mary’s offers an inclusive education for all children regardless of SEND. Children are identified as having SEND through a variety of ways including the following:-* Liaison with previous nursery setting/ previous school
* Child performing significantly below age related expectations
* Concerns raised by Parent
* Concerns raised by teacher for example behaviour or self-esteem is affecting performance
* Liaison with external agencies i.e. speech & language, ACE Team, PIT Team, CAMHS, Caritas etc
* Health diagnosis through paediatrician

At St. Mary’s we offer barrier free education to children with physical disabilities. The school site is on one level and is wheelchair friendly, with ramps at specified fire exits. We have a disabled toilet which is large enough to accommodate personal needs and includes a hydraulic changing table.Over the years St Mary’s school has developed a strong team of teaching and non-teaching staff who have experience and training that enables them to support pupils with individual SEND. In addition links have been made with a number of leading SEND professionals and specialists who offer support in meeting the needs of our pupils. The social and emotional needs of our pupils are addressed through our links with the Salford Diocesan charity Caritas and Place to Bee, who provide the services of a trained counsellor once a week in school. St. Mary’s school is committed to supporting pupils with barriers to learning and have implemented many initiatives such as adopting strategies to help pupils with dyslexia.The school does not have a designated specialist, special needs unit attached to the school.The school SEND Policy document provides further details of our school’s philosophy on SEND and is available on request. |
| 1. **Information, in relation to mainstream schools and maintained nursery school, about the school’s policies for the identification and assessment of pupils with SEN**
* The school has a special needs and disability policy that sets out how the school will assess and meet the needs of pupils with special educational needs and disability.

A child may be identified as having SEND through a range of methods. In the Early Years every child is assessed to test their basic function using the Foundation Stage profiles approved by the LA and DfS. Children in year 6 undertake the SAT’s. Children in years 2, 3, 4 and 5 take the optional tests. Children in year 1 undertake a phonics assessment in the Summer term. Salford Sentence reading tests are used at the teacher’s discretion to assess children in years 1 to 6. In addition to these assessments all teachers undertake the regular assessment of children’s achievements in line with End of Year Readiness. St. Mary’s has a robust range of assessments that are regularly used throughout the school. The school Assessment Policy document provides further details and is available on request. Where necessary specific tests, e.g, Dyslexia Screener or the Visual Stress Test, are used to help decide if even more specialist assessment from an external professional is needed. Parents/carers may be asked to take their child for an up-to-date hearing or eyesight test in order to rule out any physical issues the child may have. When a child’ s behaviour is causing concern the class teacher will seek to find out whether there are any potential underlying difficulties and if there appear to be none, then the following steps will be taken:* + Speak to the parent about anything that might have happened at home.
	+ Talk to the child concerned to see if they can explain the changes in their behaviour
	+ Gather information from staff about what sort of incidents are occurring, at what time of the day, during which lessons etc and analyse this information to see if there are any patterns.
	+ Teachers will consult with the SENDCo to discuss school based strategies such as the use of a Positive book, or sticker chart to monitor the behaviour.
	+ If a child has been identified as having behaviour difficulties, a personalised Behaviour Plan is draw up by the class teacher in consultation with the parents/carers and the child. This will identify the specific issues, put relevant support in place and set targets. This will be reviewed termly or sooner if necessary.
	+ Parents will be informed if it is thought their child has a SEND and that they (and the child/young person) should be involved in the planning to meet the need.
	+ The SENDCo, in consultation with the parents may consider the involvement of other professionals who could offer support and advice for child, parents or school. Referrals will be made and assessments carried out by the professionals.

The school SEND Policy document provides further details of our school’s philosophy on behaviour and is available on request.If a child is not making the expected level of progress which at St. Mary’s is identified as a child who is working significantly below the age related expectation. The targets are in line with national expectations. This can be characterised by progress which: * Is significantly slower than that of their peers starting from the same baseline
* fails to match or better the child’s previous rate of progress
* fails to close the attainment gap between the child and their peers
* widens the attainment gap

Other policies, including the anti-bullying policy, teaching and learning policy, admissions policy, pastoral care policies and assessment policy take careful and particular account of pupils with special needs or disability. |
| 1. **Information about the school’s policies for making provision for pupils with SEN whether or not pupils have EHC plans, including**
2. **How the school evaluates the effectiveness of its provision for such pupils**

The Salford Provision Mapping Tool is used in school to assess the level of SEND within each year group. This information is used by the Senior Leadership Team to determine the levels of support that each class needs in terms Teaching Assistant’s time. For children who have IEP’s, class teachers use the school’s Actions and Evaluations sheet to evaluate the impact that individual interventions are having in relation to the child’s progress. Teaching Assistants keep records relating to the interventions that they are carrying out with the SEND pupils and this information is then used when recording on the Actions & Evaluations sheet the progress or lack of it that the child has made and the impact that the intervention is having in helping the child to meet their individual targets. The SENDCo keeps up-to-date records of the progress all of the children on the SEND List are making. This data is analysed termly and children who are not making the expected level of progress are highlighted. Using this information the SENDCo can then discuss alternative strategies that may be used with the child to see if a different approach could lead to a better result. The Senior Leadership Team discuss the Termly SEND provision and consider whether changes to the TA’s timetables need to be made in order to accommodate new intervention strategies. Also this information can be used to compare trends over time of closing the gap between children with SEND and those without |
| 1. **The school’s arrangements for assessing and reviewing the progress of pupils with SEND**

The SENDCo oversees all support and progress of any child requiring additional support across the school.The class teacher will oversee, plan and work with each child with SEND in their class to try and ensure that progress in every area is being made. For children with PP’s/IEP’s, parents are invited into school termly to meet with the class teacher and their child in order to review the targets that had been set and to discuss the new targets for the next term. Parents can ask questions and raise any concerns they may have at these meetings. The meetings also provide an opportunity for parents to up-date school on any new information or changes to their child’s condition, as well as discussing any recommendations that may have come from any recent appointments with other professionals or outside agencies who are supporting their child. For children with Education, Health and Care (EHC) Plans there is an annual review of the child’s progress in relation to EHCP objectives and to discuss any changes that need to be made to the provision provided during the forthcoming year.* Parents are sent a letter inviting them to an Annual Review Meeting which is held in school. Parents have a vital role to play in the review process and the school works in partnership with them to ensure the best outcomes for their child.
* The views of the parents and the pupils are included in the Annual Reviews and included in the documentation that is sent to the LA for consideration when reviewing the EHCP. Parents are given the opportunity to submit their own written report on how they feel their child has progressed over the year. The child’s views will also be recorded by the pupil themselves or by a supporting adult if they are unable to.
* Parents are asked to let the SENDCo know if they wish for any other professionals who are working with their child to be invited to this review meeting. The SENDCo will then send out invitations to these other parties.
* At the end of Year 5 transition arrangements to high school are discussed. Parents are asked to provide the names of their preferred high schools and the SENDCos from each of these schools will be invited to attend the Annual Review Meeting and discuss whether their school can meet the needs of the young person. The Local Authority SEND Caseworker for our school will also be invited to attend this meeting and can provide advice and guidance at a Local Authority level.
* At the Annual Review meeting things that are going well will be acknowledged and discussed and any further action that needs to be taken will be recorded as an action point and followed up by the designated person.
* At the Annual Review meeting things that are not going well will be acknowledged and discussed and any further action that needs to be taken will be recorded as an action point and followed up by the designated person.
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| 1. **The school’s approach to teaching pupils with SEND**

When planning and teaching the Curriculum, all teachers must set suitable learning challenges, respond to pupils’ diverse learning needs and overcome potential barriers to learning and assessment.Through the use of differentiation and adaptations in lesson plans, all pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the age related expectations. All teachers: * set high expectations and provide opportunities for all to achieve
* take account of legislation requiring equal opportunities
* take specific action to create effective learning environments, secure pupils’ motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.

For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities. Children with SENDTeachers: * take account of the type and extent of a pupil’s special educational needs in planning and in assessment
* provide support for communication, language and literacy needs
* plan, where necessary, to develop pupils’ understanding through the use of all available senses and experience
* plan to enable children to take full part in learning, physical and practical activities
* help pupils to manage their behaviour, to take part in learning effectively and safely.
* help individuals to manage their emotions, particularly trauma and stress, and to take part in learning

Children with disabilitiesNot all pupils with disabilities necessarily have special educational needs. Teachers take action however, to ensure pupils with disabilities are able to participate as fully and effectively as possible in the Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. Teachers: * plan for enough time for satisfactory completion of tasks
* plan opportunities where needed for the development of skills in practical aspects of the curriculum
* identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals

Within our school, the children are taught in mixed ability classes. The differentiated teaching groups are decided upon using up-to-date formative teacher assessment and end of year summative assessments; these are based on both teacher assessment and test results. Pupils can move within these groups at any point deemed necessary by the class teacher; these decisions will be based on the on-going teacher assessment which takes place constantly as teachers review and plan the teaching and learning cycle.  |
| 1. **How the school adapts the curriculum and learning environment –**

The curriculum is planned and delivered to meet the needs of children, this wave one quality first teaching in-order to provide planned work for each child the work will be differentiated. Differentiation means teaching a pupil in ways and at levels which match their style of learning. Pupils make progress at different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation, but if the pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with SEND. The SENDCo will work with staff to ensure that more pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having SEND if additional or different action is taken. The range of support that every pupil at the school can expect is:* Small group work
* Work adapted to meet needs
* Work with other adults, one to one, or small group
* Grouping – small group/1:1/ability/friendship /peer partners
* Content
* Teaching style
* Lesson format – thematic units/games, simulations, role-plays, discovery learning
* Pace
* Alternative recording methods – scribing, use of ICT, mind-mapping, photographs etc.
* Outcome
* Materials
* Support level
* Reward
* Location

**What are the school’s approaches to differentiation and how will that help my child?*** All work within class is set at an appropriate level so that all children are able to access according to their specific needs.
* The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
* A Teaching Assistant (TA) is an additional member of staff who works under the direction of a teacher.
* In our school TAs work with small groups and on a 1:1 basis to prepare children who need extra help for learning by pre- teaching concepts and vocabulary, reinforcing the learning after a lesson, providing opportunities to have additional practice, or working through differentiated materials with them. Teaching Assistants also are used to teach intervention programmes that will help improve literacy, numeracy or social skills. If additional funding is allocated to a child through an Education Health and Care Plan, we may use the funding to employ an extra TA to work specifically with them. If we think your child needs additionalsupport from a Teaching Assistant on a regular basis, parents will be informed. If a child had TA support in another school or setting, it would be useful to inform the school of this.
* We have a team of TAs who work across the school. 4 of them are working at Level 3 and the remainder are working within the Level 2 band.
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| 1. **Additional support for learning that is available for pupils with SEN**

The following interventions are used throughout the school to support individual pupils with SEND:* Precision Teaching
* Toe-by-Toe
* Daily Reading
* 1:1 phonics support
* 1:1 maths support
* 1:1 writing support
* 1:1 Speech & Language Support
* Socially Speaking
* Time to Talk sessions
* Springboard Maths Programme
* 1:1 Occupational Therapy support
* Working memory tasks
* Dyslexia friendly teaching strategies
* Coloured overlays
* Numicon
* Various IT packages eg Touchtronics
* Sign-a-long for children with hearing difficulties
* Coloured paper/Coloured backgrounds on IWB

Additional adults (Teaching assistants) are deployed throughout the school– to work with children who have SEND, this maybe:* 1:1 within the classroom or in a quiet area
* With small groups of 3 or 4 children in class or within a quiet area.
* Pre-teaching by introducing new concepts or vocabulary prior to the lesson starting
* After the lesson working on consolidation of knowledge, skills and understanding
* Shadowing a child to develop the use of independence strategies and problem solving skills
* Modelling appropriate behaviour, language, play skills and social communication techniques.
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| 1. **Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum;**

As an inclusive school all pupils have the opportunity to participate in the extracurricular or wider aspects of school life at St. Mary’s; these included the following:* Attending mass at St. Mary’s R.C. Church
* Acting as class representatives on the School Council, Eco Councils, Chaplaincy Group
* Participating in the Y3 Sacramental Programme
* Weekly swimming lessons in Y4/ Y6
* Weekly music lessons in Y3,4 ,5,6(Wider Opportunities)
* Class assemblies
* Inter-class prayer group s and assemblies
* Inclusion in class trips and visits
* Inclusion in the sports teams e.g. football, netball, chess club etc
* Inclusion in the Y6 residential trip
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| 1. **Support that is available for improving the emotional and social development of pupils with SEND**

We are an inclusive school; we welcome and celebrate diversity. All staff share the belief that having high self-esteem is crucial to a child’s well-being. We have a caring, understanding staff team looking after our children. The class teacher has overall responsibility for the emotional and social development of every child in their class; therefore this would be the parents’ first point of contact. All classes provide opportunities for the children to take part in regular circle time/SEAL discussions and activities. The Religious Education curriculum also provides opportunities for the children to discuss person, social and emotional issues, as these are intrinsically woven into our school Mission Statement and the Gospel values we live out through our faith in Jesus Christ.Through the Salford Diocese, our school offers the services of a Caritas trained counsellor. The counsellor can work in a variety of different ways to support children within our school community. The service is centred on the needs of children and young people to fulfil their potential by having full access to life and learning opportunities offered by the school. Caritas also offers support to families, parents and teachers where necessary in order for them to fulfil their vital roles. The service will:* Remove barriers to learning and participation.
* Develop the full potential of individuals within the values and ethos of their school.
* Nurture the emotional and spiritual development of individual children and young people within the school and home community.
* Address critical personal and social issues.
* Develop new skills, knowledge, attitudes and values that assist children and young people in reaching their full potential.

Through our Behaviour Policy we encourage all pupils to work and play in a positive and co-operative manner. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as the Learning Support Service, Health and Social Services, and/or the Primary Inclusion Team.  |
| 1. **In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO**

The SENDCo at St. Mary’s R.C. Primary School is: Mrs E. BatesThe SEND Governor is:Jenna WildeStmaryseccles.rcprimaryschool@salford.gov.ulk Tel: 0161 789 4532 |
| 1. **Information about how the expertise and training of staff in relation to CYP with SEND and about how specialist expertise will be secured**

Should a child require specialist (in-depth training about a particular type of SEND, the school will ensure that staff receive the necessary training in-order to fulfil their role in working with the individual pupil in question and meet the needs of the child.SEND is part of the school’s annual Development Plan and as will prioritise needs for the coming year, CPD may form part of this plan and be a priority; this may include the need for a whole school approach or a more bespoke approach to meet individual needs. CPD can also arise due to the changing needs of the individual SEND pupils or it may be a requirement of a EHCP as the result of an annual review of a EHCP for a child. **CPD can be planned and delivered according to different need such as:*** Awareness - this provides a basic awareness of a particular type of SEND and is appropriate for all staff who will come into contact with a child or young person with that type of SEND.
* Enhanced - this focuses on how to adapt teaching and learning to meet a particular type of SEND, for early years practitioners, class and subject teachers and teaching assistants working directly with the child or young person on a regular basis,

The CPD within school has included:* The SENDCo attends relevant SEND training provided by professional educational support services, on a regular basis.
* All teaching staff have undertaken training provided by the Educational Psychology Service in how to use Precision Teaching with SEND children. All Teaching Assistants undertook similar training delivered by the SENDCo.
* We have ELKLAN trained TA’s to support speech and language needs, we are able to use this support to benefit children across all key stages from Foundation Stage to KS2.
* Dyslexia Friendly training is provided on a rolling programme with staff and governors accessing training or updates as and when required.
* Early Help training is provided on a rolling programme with staff and governors accessing training or updates as and when required.
* Autism awareness training delivered by the ACE Team to teachers and TAs
* Bereavement Training
* Teaching Assistants have completed workshops on how to support children with English as an additional language.
* Teaching staff have undertaken Asthma training with the Asthma nurse.
* Teaching staff have undertaken Epilepsy training with the Epilepsy nurse.
* All staff have undertaken first aid training
* Some staff have undertaken Higher level First Aid Training
* Paediatric First Aid Training for some TA’s
* All staff have undertaken training in heart start procedures
* All staff have completed training on how to use the school’s Defibrillator
* Staff have undertaken specific training on how to administer an Epipen
* The SENDCo/ TA’s have undertaken training specific to working with children with Down’s Syndrome
* The SENDCo and several TA’s have undertaken training in how to administer the Dyslexia Screening Programme.
* The SENDCo has completetd the NASENDCo course
* Emotionally Friendly Schools training
* Adaptive teaching training

**What ongoing support and development is in place for staff regards supporting children and young people with SEND?*** + Staff development needs are identified through performance management and appraisals.
	+ Termly staff meetings dedicated to SEND issues.
	+ SEND staff meetings take place as and when they are required throughout the year
	+ InSET on Precision Teaching led by an Educational Psychologist.
	+ INSET for TAs on SEND
* What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
	+ Children who meet the criteria for extra time or a scribe or reader are identified and given a suitable place to work
	+ TA’s scribe or read for identified children
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| 1. **Information about how equipment and facilities to support CYP with SEN will be secured**

From September 2012 when the responsibility transferred from the Local Authority to schools, St. Mary’s school is fully aware of its role with regard to providing auxiliary aids or services as part of our duty to make reasonable adjustments for pupils with SEND. We take seriously this role ensuring that both existing pupils and any pupils who may be admitted.The Auxiliary aids used in school have include:* A piece of equipment e.g. an adjustable hydraulic changing table
* Extra staff assistance for disabled pupils
* Staff to undertake personal care
* A manual or electronic note taking service
* Induction loop or infrared broadcast system
* Vertical blinds in each classroom for the benefit of visually impaired pupils
* Wheel chair ramps
* Memo Memory Programme

If a piece of equipment is required by a child with SEND then the school will seek professional advice as to the best suppliers and quotes will be obtained to ensure value for money is maintained. Where possible the equipment will be paid for from the school’s SEND budget. A copy of our most recent accessibility plan is available upon request from the school office – tel. 0161 789 4532  |
| 1. **The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child**

At St. Mary’s School we offer an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher and/or SENDCo and discuss how your child is getting on. We can offer support, advice and practical ways that you can support your child at home. We believe that your child’s education should be a partnership between parents and teachers, therefore we offer a range of ways in which we can communicate with parents, these methods will vary according to each individual pupil/parents needs and includes:* one-to-one meetings between parents and class teacher and the SENDCo
* one-to-one meetings between parents and the SENDCo
* telephone conversations
* email
* text
* home school communication books
* home visits for children new to the Foundation Stage

For children with an IEP, PP (Play Plan), BP (Behaviour Plan) or with an EHCP termly review meetings take place between the child, parents/carers and the class teacher. This meeting provides an opportunity for parents to discuss the strategies that will be used in order to support their child and to offer any advice or information that they feel would be relevant when considering the best ways in which to support individual pupils with SEND. Parents/carers of children with an EHCP are sent a letter inviting them to an Annual Review Meeting which is held in school. As with the termly review meetings the Annual Review provides an opportunity for parents/carers to discuss the progress that is being made by their child, as well as discussing the targets set for the next year and the strategies to be implemented within the class in order to achieve these targets. In addition at the Annual Review parents /carers are offered the chance to submit a written report outlining their views on their child’s SEND provision for the past twelve months and to make suggestions as to how things could be improved on for the following year. This report is included as part of the Annual Review documentation evidence that is then submitted to the Local Authority for their consideration. To ensure that information received from parents about how their child learns best is shared with those people who teach him/her, the school invites parents/carers to complete annual questionnaires regarding how they feel their child has settled in and is progressing at school. The first questionnaire is completed towards the end of the first half-term of induction. Further questionnaires then follow at annual parent/teacher consultation meetings, at review meetings and with the statutory end-of-year annual report to parents.  |
| 1. **The arrangements for consulting young people with SEN about, and involving them in, their education**

At St. Mary’s School we have an ethos and shared vision that values and celebrate each individual child. The pupils are encouraged to express their views on all aspects of school life; this is usually carried out through:* Children with an EHCP are asked to voice their feelings on how they are doing at school and to express what they feel good at as well as any areas they think that they could improve on. This report is included as part of the Annual Review documentation evidence that is then submitted to the Local Authority for their consideration.
* The School Council which provides opportunities for the pupils to raise issues and viewpoints.
* IEP targets are discussed one-to-one between pupils and teachers/teaching assistants.
* Assessment for learning opportunities enable one-to-one discussions between pupils and teachers/teaching assistants to take place.
* Circle Time/SEAL activities provide opportunities for the pupils to raise issues and viewpoints.
* Religious Education lessons provide opportunities for the pupils to raise issues and viewpoints.
* Pupil questionnaires are distributed to all pupils in Y1-Y6 during annual anti-bullying and e-safety weeks.
* Worry/Care boxes are available around school for pupils to post their comments.
* Anti-bullying and e-safety workshops are provided for pupils during annual anti-bullying and e-safety weeks.
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| 1. **Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school**

**The SEND complaint procedure is as follows:****Stage 1**: The complaint is dealt with at the lowest level possible so if it relates to lack of progress in a subject area, the subject or class teacher responds in the first instance. The complainant needs to feel they have been listened to and all points they raise addressed should be addressed. If the matter remains unresolved,**Stage2**: The complaint is dealt with by the SENDCO or by a senior manager. If there is still no resolution,**Stage 3**: The Head teacher will become actively involved.If the matter is still not resolved, the complainant **must** put their complaint **in writing** to the **Chair of Governors**.**Stage 4**: The Governing Body deals with the matter through their agreed complaint resolution procedures.In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.It is obviously in everyone’s interests for complaints to be resolved as quickly and at as low a level as possible. Schools are likely to find it beneficial to make sure everyone adheres to the procedure described since allowing a complaint to come in at Stage 3 inflates its seriousness. |
| 1. **How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children**

At St. Mary’s school we have regular contact with a range of professionals, these include: Educational Psychologists; Advisory Teachers; Speech and Language Therapists; Counsellors; CAMHS; Starting Life Well; Educational Welfare.The SENDCo has undertaken Early Help training. The SENDCo is responsible for overseeing that the Early Help process is followed within school. Early Help training is provided on a rolling programme with staff and governors accessing training or updates as and when required. The training which is provided by the LA ensures that all staff are aware of the circumstances that would trigger the need to complete an Early Help assessment and the procedures that are followed once a referral has been initiated. Following the introduction of the Children and Families Act 2014, the current Statement of Needs will be replaced by the Education, Health and Care Plans (E.H.C.P) this new plan which involves professionals from education, health departments and social care departments who are working with the pupil and their family, will all come together in a collaborative way to provide a more holistic approach to support the children and their families.  |
| 1. **The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32**

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| **Parent Partnership**Unity HouseSalford Civic CentreChorley RoadSwintonM27 5AW**0161 778 0538** | **For children 0 – 5 Years** Early Support/Portage Home Visiting Team/Inclusion OfficersStarting Life WellUnity HouseSalford Civic CentreChorley RoadSwintonM27 5AW**0161 793 3275** | **Statutory Assessment Team**Burrows House10 Priestley RoadWardley Industrial EstateM28 2LY**0161 778 0410** |
| **Learning Support Service (LSS)**c/o Moorside High School57 Deans RoadSwinton**0161 607 1671** | **Caritas Diocese of Salford**Cathedral Centre3 Ford StreetSalfordM3 6DP**0161 817 22500161 833 1635** | **Speech & Language Therapy Service**Sandringham HouseWindsor StreetSalford M5 4DG**0161 212 4027** |
| **Educational Psychology Service**Burrows HouseM28 2LY**0161 778 0476** | **Children with Disabilities Social Work Team**Salford Civic CentreChorley RoadSwinton M27 5DA**0161 793 3535** | Orthoptic DepartmentSandringham House, Windsor St, Salford M6 4DGTel. 0161 212 4128 Email: orthoptics |
| **Eccles School Nurse Team,** 7th floor, Sentinel House,Albert Street, Eccles.M30 0NJ**Tel 0161 206 3819**Fax 0161 212 5501 |  |  |

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| 1. **The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living**

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| **Transition From** | **To** | **Support Service** |
| Setting  | School | Starting Life Well |
| Educational Psychology |
| LSS/ CAHMS/ PIT/ SALT |
| Key Stage 1  | Key Stage 2 | Educational Psychology |
|  |  | LSS / CAHMS/ PIT/ SALT |
|  |  | Springwood Outreach Service |
|  |  | EMTAS |
| Key Stage 2 | Key Stage 3 | St. Patrick’s RC High School |
|  |  | Educational Psychology |
|  |  | LSS/ CAHMS/ PIT/ SALT |
|  |  | Springwood Outreach Service |
|  |  | EMTAS |
| *For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)*  |
| *For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team* |

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| 1. **Information on where the local authority’s local offer is published**

*The Local Offer in Salford (LOIS) can be found at this location:* <https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>Services offered:* Autism Consultation Support Service – 0161 79 32090
* ABA Horrisons- 07789414817, 020 3289 6420 Ext 303
* Autistic Society Greater Manchester Area – 0161 86 68483
* Child and Adolescent Mental Health Services- 0161 622 9848
* Education Health and Care Plans
* Educational Psychology Service- 0161 778 0476
* Equipment Services – 0161 607 1424
* IDL – 01524 580665
* Kids (Disabled Charity)
* Learning Disability Annual Health Checks and Action Plans
* [The Limelight academy- A performing arts school for children and young people with special needs, aged 8-25 years old](https://directory.salford.gov.uk/kb5/salford/directory/service.page?id=R_TzbjIbx74&localofferchannel=8) - 07464120061
* National Deaf Child and Adolescent Mental Health Ser4vices (Northern Arm) 01904 294231
* [Newlife - the Charity for Disabled Children](https://directory.salford.gov.uk/kb5/salford/directory/service.page?id=ziy9Vy_lUMM&localofferchannel=8) - 01543 462 777
* Ordsall Leisure Centre- Multi-sensory room - 0161 848 0646
* SEN Strategy
* Transition Support Team (Complex Needs) – 0161 793 2295
* Wheelchairs and Equipment
* Working Families 0300 012 0312
* You Can After School Clun 0161 921 2898
* Young Leaders Group- 01612124984
* Youth Drama Club- 01612124984
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| 1. The steps taken to prevent disabled pupils from being treated less favourably than other pupils;
* The equality and diversity policy sets out the school’s commitment to treating all pupils equally.
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| 1. The plan prepared by the governing body under paragraph 3 of Schedule 10 of the Equality Act 2010 (accessibility plan)

 * The governing body has an accessibility plan with designated funding from the school budget

Accessibility Plan **Contents:**[Statement of intent](#statementofintent)1. [Legal framework](#Legalframework)
2. [Roles and responsibilities](#Rolesandresponsibilities)
3. [The Accessibility Audit](#Accessibilityadit)
4. [Planning duty 1: Curriculum](#_Planning_duty_1:)
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6. [Planning duty 3: Information](#_Planning_duty_3:)
7. [Monitoring and review](#_Monitoring_and_review_1)

**Statement of intent** This plan outlines how St Mary’s RC Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information). A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This plan aims to:* Increase the extent to which pupils with disabilities can participate in the curriculum.
* Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
* Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils’ disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy. The governing board also recognises its responsibilities towards employees with disabilities and will:* Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
* Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
* Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:* Pupils’ parents.
* The headteacher and other relevant members of staff.
* Governors.
* External partners.
1. **Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following: * Human Rights Act 1998
* The Special Educational Needs and Disability Regulations 2014
* Education and Inspections Act 2006
* Equality Act 2010
* Education Act 1996
* Children and Families Act 2014
* The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
* DfE (2014) ‘The Equality Act 2010 and schools’
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’

This plan operates in conjunction with the following school policies:* Equality Information and Objectives Policy
* Early Years Policy
* Special Educational Needs and Disabilities (SEND) Policy
* Equality, Equity, Diversity and Inclusion Policy
* Admissions Policy
* Behaviour Policy
* Supporting Pupils with Medical Conditions Policy
* Administering Medication Policy
* Health and Safety Policy
* Data Protection Policy
1. **Roles and responsibilities**

The governing board will be responsible for:* Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
* Approving this plan before it is implemented.
* Monitoring this plan.

The headteacher will be responsible for:* Ensuring that staff members are aware of pupils’ disabilities and medical conditions.
* Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
* Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise.
* Working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

The SENCO will be responsible for:* Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
* Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:* Acting in accordance with this plan at all times.
* Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
* Ensuring that their actions do not discriminate against any pupil as a result of their disability.
1. **The Accessibility Audit**

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:* **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
* **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
* **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:* **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
* **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
* **Visual disabilities** – this includes those with visual impairments and sensitivities
* **Auditory disabilities** – this includes those with hearing impairments and sensitivities
* **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document. Planning duty 1: Curriculum

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Issue**  | **What**  | **Who**  | **When** | **Outcome** | **Review** |
| **Short term** | Staff members do not know whether the curriculum is accessible  | Audit of the curriculum  | Headteacher, teachers, SENCO  | Termly when needed | Management and teaching staff are aware of the accessibility gaps in the curriculum  | Yearly  |
| Staff members do not have the skills to support pupils with SEND  | Training for teachers on differentiating the curriculum  | Headteacher, external advisors, SENCO | Termly when needed | Staff members have the skills to support pupils with SEND  | Yearly |
| **Medium term** | School trips do not take into account pupils with SEND  | Needs of pupils with SEND are incorporated into the planning process | Teachers, SENCO  | Termly when needed | Planning of school trips takes into account pupils with SEND  | Yearly |
| **Long term** | Pupils with SEND cannot access lessons  | Provide tablets and other adjustments for pupils with SEND  | Headteacher, class teachers, SENCO  | Termly when needed | Pupils with SEND can access lessons  | Yearly |

Planning duty 2: Physical environment

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Issue**  | **What**  | **Who**  | **When** | **Outcome** | **Review** |
| **Short term** | Learning environment of pupils with visual impairments is not accessible  | Incorporation of appropriate colour schemes | SBM | Termly when needed | Learning environment is accessible to pupils with visual impairments  | Yearly |
| **Medium term** | Toilets are not accessible  | Handrails installed | SBM | Termly when needed | Access to toilets is increased | Yearly |
|

Planning duty 3: Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Issue**  | **What**  | **Who**  | **When** | **Outcome** | **Review** |
| **Short term** | Written information is not accessible to pupils with visual impairments  | Provide written information in alternative formats  | SENCO, ICT manager  | Termly when needed | Written information is fully accessible to children with visual impairments  | Yearly  |
|  |

Monitoring and reviewThis plan will be reviewed on an annual basis by the governing board and headteacher. Any changes to this plan will be communicated to all staff members and relevant stakeholders |