



SEND INFORMATION REPORT

Date	November 2023
Compiled by	Cheryl Brookes
Ratified by Governors	January 2024
Date for review	November 2024
Amendments	

2023 -
2024

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

Godfrey Ermen Primary School is an inclusive school that welcomes all who wish to attend whilst recognising that some pupils face barriers to their learning to participation and achievement for a variety of reasons.

The SEN Policy is accessible on the school website.

The school has a SENDCo and Family Liaison Officer whose time is dedicated to removing barriers to learning and supporting the emotional wellbeing of both children and families. Both the SENDCo and Family Liaison Officer are accredited to undertake the Triple P Parenting Programme.

The school has achieved the *Big Beat Bullying Award*. The school are currently planning to work closely with the Educational Psychology team to become an Emotional Friendly School. This process will begin in 2024.

At Godfrey Ermen we follow the Thrive approach. This approach weaves through our school's ethos and practice. Many staff are Thrive trained and lead by our Thrive practitioners, we are able to support children's emotional wellbeing and SEMH needs.

The school has created a Thrive room which is a quiet space for all children to access, as well as identified children, to access the provision and resources daily or weekly. In addition to the school's main Thrive room, each classroom has a designated Thrive area. These are also known as 'Quiet areas'. In each area there are a number of texts and resources to support children when they feel dysregulated or need time to reflect and take a short break before returning to their work. We also have a mini Thrive room located on the admin corridor.

We offer the Place 2 be intervention to support our children who may need some extra time to talk with our practitioner Alice .

We also offer a nurture provision for children requiring additional support during less structured times, such as playtime and lunchtime.

Weekly pastoral meetings take place with the Pastoral team, including the Family Liaison Officer, to discuss vulnerable pupils to help support their emotional wellbeing.

2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEND

Godfrey Ermen Primary School completes assessments each term to identify children who are not making expected progress and who may be in need of an intervention. 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

We use a three tiered approach to our assessment, 1. National Curriculum assessments, 2. LAPs to assess children working towards National Curriculum Standards and 3. We are currently in the process of investigating a new digital system IASEND which will track the smaller steps of progress that our SEN children make.

During Year 3, with parental consent, all children will be screened for signs of dyslexia and dyscalculia. This will identify whether the child requires any additional

resources or involvement from external agencies.

During Nursery and Reception all children's speech and language development is screened using the Wellcomm Tool. This identifies any gaps within the child's development and groups are planned for. A 10 week programme then takes place which has targeted activities to support the gaps in the child's S&L development. After 10 weeks another assessment takes place and the cycle begins again. The aim by the end of the EYFS is that all children are working at their age related expectation for their S&L development.

The primary Wellcomm tool has recently been purchased and this will be used to continue to support children as they move through school if they require further language and vocabulary intervention.

Read Write Inc Phonic assessments take place on a 6 week cycle, moving children to the appropriate level to suit their needs. Pupils requiring additional 1:1 phonics are also identified through this assessment.

The statutory health checks are completed by the Schools' Health Team and, in addition, all staff are vigilant in identifying hearing/eyesight difficulties and parents are informed when a difficulty is noted. If necessary referrals are then made through school. School has excellent links with outside agencies and can access relevant advice when appropriate.

Our Family Liaison Officer and SENDCo work very closely with support staff, teachers and parent/carers to ensure that any potential barriers to learning are identified & addressed as soon as possible. Relevant intervention from school staff or outside agencies will be implemented if required.

2. Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans, including

a. How the school evaluates the effectiveness of its provision for such pupils

The impact of all interventions is measured and assessed individually. This may be shown on a Pupil Profile or Learning Support Plan (LSP), new formats are currently being started which shows each child's individual support and interventions, which will then enable the SENDCO to develop a personalised whole school provision map.

Half termly SEN Pupil Progress meetings take place between the SENDCO and the class teacher and termly Pupil Progress meetings take place between the Head teacher and the class teacher. This approach ensures that we look closely at the progress and needs of children as individuals and also identify children's needs and trends in different cohorts i.e. SEN, Pupil Premium etc.

b. The school's arrangements for assessing and reviewing the progress of pupils with SEND

The progress for children with SEN is reviewed at half termly meetings with the SENDCO, class teacher and designated teaching assistant (if necessary). During this meeting the LSP actions are evaluated and new actions are discussed prior to a review meeting with parents. Discussions take place regarding any further advice/ recommendations that may have been received/ required from outside agencies.

Reviews of children with an ECHP are reviewed annually with parent/carers, the class teacher and SENDCO. All children now have an additional interim, termly meeting to discuss provision, transition, progress etc. All these meetings are held at school at a convenient time for parents/carers.

Parents' evenings are held twice a year and during this meeting, parents are given additional time to discuss their child's Learning Support Plan. The previous plan, if necessary, is evaluated and parental views are incorporated during this meeting. The SENDCO is also available for both parents evening to discuss their child's additional needs and support provided.

3 x per year staff share Pupil Profiles/LSPs' with parentst in a designated SEN meeting, this keeps parentst up to date and enables them to part of the child centred approach of support their child receives.

During parents' evening the Family Liaison Officer and SENDCO is available to speak to parents/carers who have concerns around their children's needs.

c. The school's approach to teaching pupils with SEND

When planning and teaching the National Curriculum, all teachers must set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment. They plan for adaptive teaching strategies to be used to develop not only the pupils, knowledge and skills but also their independence in their own learning.

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 expected key stage levels.

All teachers:

- set high expectations and provide opportunities for all to achieve
- use quality first teaching
- 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 SEN Teachers:

- 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 disabilities

Not 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 National 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 Class

Organisation:

As of September 2014 we increased our intake from a 1.5 to a 2 form entry school which this year has seen all year groups have 2 classes. Decisions about the criteria for class groupings are made in line with School Policy. They are based on age, maturity and friendship groups: we do not base these decisions on academic ability. We try to ensure that there is an equal balance of pupils in each class.

d. How the school adapts the curriculum and learning environment

Our school shows adaptiveteaching by:

- Grouping – small group/1:1/ability/friendship
- Adapted appropriate lesson content for SEN Pupils
- Teaching style (VAK)

- The use of effective teaching strategies where different parts of lessons are delivered to groups at different times
- Lesson format – engaging thematic topics based on topical questions to be investigated and explored
- Pace is adapted according to need
- Alternative recording methods – scribing, use of ICT, mind-mapping, photographs etc.
- Differentiation by outcome is used where appropriate
- Materials specific to pupil needs
- Teaching assistant and teacher support
- Location of small group work may take place outside of the classroom where appropriate
- Use of Learning Support Boxes which have a variety of dyslexia aids and resources to support learning
- Pastel coloured paper and backgrounds used as part of the dyslexia friendly approach
- Pastel coloured paged work books with guidelines to support handwriting and letter formation as well as being part of our dyslexia friendly approach.
- Learning environment with learning aids and working walls
- TEACH Work stations are available in classrooms for children with Autism or children who are easily stimulated/ distracted
- Manipulatives available in maths lessons

e. Additional support for learning that is available for pupils with SEND

Specific interventions used in our school include:

Precision teaching
 Seema (for children with EAL)
 5 Point Scale
 ELKLAN based strategies
 Time to talk
 Gilly the Giraffe Self Esteem
 Social Skills programmes
 Individualised Speech & Language programmes - Wellcomm
 Coordination and motor skill work – Coordination Matters

THRIVE approach

Intervention Support groups from the PIT and LSS Team

TAs are deployed within classrooms to enable small group work to take place during both English and maths lessons and they are also deployed to meet the needs of identified pupils in school..

f. Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum

At Godfrey Ermen Primary we offer a range of extra -curricular clubs, these include:

- Art and craft club
- Multi-skills club
- Yoga
- Singing
- Football Team
- 1:1 individualised music lessons

As an inclusive school all extra-curricular activities are accessible to all children by providing additional staff to support where necessary.

g. Support that is available for improving the emotional and social development of pupils with SEND

Children can access the Family Liaison Officer, the SENDCo or any of the Pastoral or Thrive Teams for support with emotional or social issues. Each class has time within their PSHE session to discuss these issues. We also have the Place 2 be intervention for individual children who may need time to talk.

Use of Buddy Benches on the playgrounds and welfare staff trained in cooperative play mean that children can feel supported outside. All children are trained to use the five finger strategy to enable them to sort minor disagreements out independently. Bepoke groups, social skills interventions and the tempersaurus/ Anxiety Gremlins group all support our SEN pupils with their social and emotional development.

All teaching staff are trained to follow the Thrive approach to support children's emotional wellbeing. Dedicated spaces in each classroom, department and the main Thrive room are available for all children to access at all times.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENDCO

Julia Kinch- Head Teacher (available in school Monday-Friday)

Gill Stanger- Deputy Head Teacher (available in school Monday-Friday)

SENDCo – Cheryl Brookes (available in school Monday-Friday)

Family Liaison Officer – Tracy Williams (available in school Monday- Friday)

Information about the expertise and training of staff in relation to CYP with SEND and about how specialist expertise will be secured

- SENDCO holds the National SENDCo award and is currently trained in ASD, ADHD, Team Teach, Read Write Inc Phonics and Reading, Numicon and Number Fun, Advanced Sensory, ELKLAN, Wellcomm, Thrive, Team Teach, Paediatric First Aid and Mental health First Aid.
- Most staff are ASD trained and this will be refreshed this academic year with further training around Autism and Anxiety
- Most staff are trained in Team Teach and three staff members have recently been refreshed and further refresher training will take place later in the academic year.
- Most staff are ADHD trained, with two members of staff refreshing their training this year
- Most staff are Thrive trained
- 2 members of staff are Thrive practitioners
- All relevant members of staff trained in Read Write Inc Phonics and Reading ,
- Most welfare staff trained in indoor and outdoor play to support SEND pupils
- Most staff are ELKLAN trained
- 4 members of staff are Diabetic trained
- 2 members of staff are Advance Sensory trained

- 3 members of staff are First Aid Mental Health trained
- 11 members of staff are Dyslexia Friendly Schools trained, with 1 member of staff being trained to use the Literacy pack in school
- 3 members of staff have undertaken new maths training – Mastering Number
- 2 members of staff trained in Emotional Behaviour Development
- Most staff are trained in PIXL
- Phase 2 members of staff trained in Read Write Inc Spelling
- 8 members of staff are trained in Precision Teaching
- 2 members of staff are trained in moving and handling
- 2 members of staff are competency trained in the use of the hoist
- 2 members of staff are working on a research based intervention, to develop language acquisition through outdoor activities with the Lauren Trust
- 1 member of staff is trained in Signalong
- 1 member of staff updated MLD training
- KS 2 TA and 1 Teacher trained in Comic Strip training to support children with ASD
- 1 staff member trained in Communication Friendly Environment
- 1 staff member trained in Quality First teaching to support SLCN
- 3 staff members trained in EYFS & SEMH
- 2 staff members trained in Speech Sound disorder
- 1 staff member trained in Developmental language delay
- 1 staff member trained in Colourful semantics
- 3 staff members trained in Support for Stammering Awareness
- EYFS staff are trained in supporting a diabetic pupil

Information about children with specific educational needs is shared with all staff who come in to contact with that child through training at staff meeting, transition time and CPOMS.

Enhanced and Specialist:

Both teachers and teaching assistants receive specialised training/advice to meet the needs of individual children where required i.e. ASD, SEMH, SaLT. School use Learning Support Service (LSS), Primary Inclusion Team (PIT), external courses and the Educational Psychologist to assist us in meeting these needs.

- We anticipate new Special Educational Needs in schools by *ensuring all staff* are inclusive in their practice and have the opportunity to complete self-directed learning through the use of the inclusion development programme. Once we know we are receiving a child with a special educational need new to school we ensure that there is rigorous transition from their previous setting, support from the Learning Support Service and Educational Psychologist and specialist training sourced.

5. Information about how equipment and facilities to support CYP with SEND will be secured

Godfrey Ermen Primary School currently has wheelchair access for all pupils and parents/carers, including ramps and toilet facilities. We will ensure, to the best of our ability and capacity, that, should the need arise for a child to require additional equipment or facilities, their needs would be met.

There has been improvements made to the school's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school. The school now has two large disabled toilets and changing facilities with a hoist. The building adaptations have been made in both Key Stage 1 & 2 and can be accessed via ramps, wide door frames and the use of the lift in the admin corridor linking Key Stage 1 and 2.

7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child

At Godfrey Ermen we value the close liaison with parents/carers; working together to ensure that both home and school are fully supporting the child's needs. Designated Teaching Assistants greet the child and parents/carers each morning for "handover" and again at the end of the day. Parents/carers receive communication from the school via letters, texts, email, telephone conversations, Home/School link books and meetings. The parents/carers of children with SEND are aware of actions set on the LSPs/Pupil Profiles and also contribute to them at the termly review meeting.

Questionnaires will be sent out annually for both parents/carers and children and these will be reviewed by the SLT and Governors. My Story documents are also completed with SEND pupils going through the EHC Plan process, to share key information about the child's likes and dislikes, ways they learn and family information with school.

8. The arrangements for consulting young people with SEND about, and involving them in, their education

We value and celebrate each child being able to express their views on all aspects of school life. Children who have LSPs/Pupil Profiles discuss and set their targets with their class teacher if they are capable and willing to do so. There will be an annual pupil questionnaire where we will actively seek the viewpoints of children. If a child has EHC Plan or an annual review of their EHC Plan then their views will be obtained before any meetings if they are ready for this stage in their development . Children are also involved in their EHC Plan review meeting and contribute to this when they are confident to do so.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents/carers of pupils with SEND concerning the provision made at the school

Stage 1: The complaint is dealt with at the lowest level possible the class teacher will respond 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 Customer First manager. If there is still no resolution,

Stage 3: The Head teacher should 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.

10. 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 SEND and in supporting the families of such children

Godfrey Ermen Primary School work closely with outside agencies for consultation, observation and advice. These include Educational Psychologists, Speech and Language therapists, Play Therapists, Learning Support Service, Paediatricians, Occupational/Physiotherapists, CAMHS, Primary Inclusion Team (PIT) and Children's Services.

[Local Offer: For children and young people with SEN or disabilities • Salford City Council](#)

School promote the use of SIASS to assist them in the process of statutory assessment and for other matters that may arise for SEND throughout their time at Godfrey Ermen. We also use the Family Assessment process as a tool to enable us and parents/carers to address issues that are barriers to learning.

11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32

<p><i>SIASS Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i></p>	<p><i>0161 778 0538</i></p>
<p><i>For children aged 0-5 Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i></p>	<p><i>0161 793 3275</i></p>
<p><i>Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY</i></p>	<p><i>0161 778 0410</i></p>

Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP	0161 607 1671
Primary Inclusion Team (PIT)	0161 921 2650
c/o Alder Brook Pupil Referral Unit Walnut Rd Eccles Manchester M30 8LE	
Educational Psychology Service Burrows House M28 2LY	0161 778 0476
Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA	0161 793 3535
Salford CAMHS Pendelton Gateway Salford precinct M6	0161 518 5400

12. The contact details of support services for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living

Sometimes you will want to plan a longer, more structured transition into the next phase of education for a child with SEND.

Transition From	To	Support Service	Contact details
Setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476
		LSS	0161 607 1671

Key Stage 1	Key Stage 2	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 2	Key Stage 3	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 3	Key Stage 4	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 4	Key Stage 5 and beyond	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
		New Directions (the Joint Learning Difficulty Team within Adult Services)	0161 793 2286
		Transition Coordinator	0161 793 2298
		Connexions	0161 603 6850
		Salford City College Learning Support	<p>City Skills Sixth Form Centre - 50 Frederick Road, Salford, M6 6QH</p> <p>Eccles Sixth Form Centre - Chatsworth Road, Eccles, Salford, M30 9FJ</p> <p>FutureSkills - Dakota Avenue, Salford, M50 2PU</p> <p>Pendleton Sixth Form Centre - Dronfield Road, Salford, M6 7FR</p> <p>Walkden Sixth Form Centre - Walkden Road, Worsley, Salford, M28 7QD</p>
For any child with a disability not already known to Social Services who you think needs a service from them to help			0161 603 4500

<p><i>support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)</i></p>	
<p><i>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</i></p>	<p>0161 793 3535</p>
<p>13. Information on where the local authority's local offer is published Salford's new Local Offer directory can be found at this location: https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0 Godfrey Ermen Primary School's Local Offer can be found at this location: http://www.gems-salford.co.uk/sen.html</p>	