Fiddlers Lane
Community Primary School

Big Dreams, Bright Futures

SEND Information Report

This report is provided to give details of Salford's Local Offer for Learners with Special Educational Needs or Disabilities. (SEND)

What is a Special Educational Need or Disability?

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age.
- A disability which prevents or hinders them from making use of facilities of akind generally provided for others of the same age in mainstream schools

There four broad areas of SEND that are catered for, these are:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical

Our approach to teaching pupils with SEND.

At Fiddlers Lane, Quality First Teaching is our first step in responding to pupils who have SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class and we use Salford's Thrive Graduated Approach to ensure Early identification of needs and that appropriate adjustments and support are determined to remove barriers to learning for all pupil.

We believe in:

- setting high expectations and provide opportunities for all to achieve
- taking specific action to create effective learning environments, secure pupils'motivation and concentration, provide equality of opportunity, use appropriateassessment and set targets for learning.
- having due regard to our duties under the Single Equality Act of 2010

For pupils with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities. The Children and Families Act 2014 places a duty on our school to support children with medical conditions (supporting pupils with medical conditions – April 2014). We have individual healthcare plans for children with medical conditions. Where children also have SEND we co-ordinate their SEND needs with their healthcare plans.

Adaptations to the curriculum and learning environment

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

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

Additional support for learning

Many interventions are used in school which may include:

- Phonic Tutoring groups
- Fine/ gross motor skills intervention
- Speech and Language intervention programmes by ELKLAN trained TA
- Wellcomm EYFS language intervention
- Socially Speaking
- Emotional and behavioural support groups or 1:1 sessions
- LSS assessments and strategies to support pupils
- Reading Rocketeers
- Maths Number Stacks

Teaching Assistants are utilised throughout school to:

- support individuals
- support groups within classes
- provide intervention group work

Allocation of resources and facilities

School aims to make learning accessible to all and in consultation with Governors endeavours to provide necessary equipment for individual children as the need arises.

Children may need equipment to help them work and learn more independently, including:

- Different types of pens, pencils and grips
- Fine motor skills resources including putty
- Laptops
- Coloured paper, overlays and rulers for students with dyslexic tendencies
- Visual timetables and prompts
- Individual work stations

- Sensory Aids
- Visual timers
- Readers and visualisers for children with visual impairment
- Large print materials for visually impaired
- Hearing Impaired specialist equipment

Support for improving emotional and social development

Our school endeavours to provide support to improve the emotional and social development of children.
This may include some of the following:

- Access to group, whole class and 1:1 support via Place2Be practitioner
- Access to Lunch time club to facilitate social skills and relationships work

Access to External Support

We work with the following agencies to provide support for pupils with SEND:

The advice from these professionals is used to inform teaching and learning.

Speech and Language Therapists	Educational Psychologists
Occupational therapists	ASC support Services
EMTAS	Learning Support Team
Health professionals including Clinical Psychologists	Primary Inclusion Team
Early Help	Place2B
Salford Schools Partnership	

How will I know how my child is doing at school?

Parents/carers will be informed whenever a child requires SEND support. Regular meetings will take place to review the child's progress towards set outcomes, captured on an Individual Support Plan (ISP). These are written and reviewed in conjunction with the SENDco, advise from other professionals e.g speech and language therapist, class teacher, TA, parents/carers and the pupil. These meetings will take place at least on a termly basis.

Where a child has an Education, Health & Care Plan, a Local Authority Annual Review will be carried out. All professionals including external agencies, parents/carers and the pupil submit advice to evidence and monitor progress against EHCP targets. Regular reviews and conversation with all involved with the child take place continually.
In addition, there are termly opportunities to meet with the class teacher to discuss progress. This is also an opportunity for school to report on the various interventions which take place within school.

Annual reports are sent out to parents reporting a child's progress throughout the year. For children with SEND there are other agency reports that will also be sent out informing parents/carers on their child's progress.

However, Fiddlers Lane Primary School has an open door policy so all parents are welcome to make an appointment with the school, at any time, if they have any questions or concerns.

Useful Contact Information

Salford Local Offer - Local Offer | mycity Directory (salford.gov.uk)

Salford Neurodevelopmental Pathway - Salford's Neurodevelopmental Assessment Pathway • Salford City Council

Salford Information and Advice Service - Salford Information Advice and Support Services (SIASS) • Salford City Council

Contact details for raising concerns

Who do I contact if I have any concerns?	• The school website also contains staffing information • Information is given at parent's evenings as applicable • SENDCO (Mrs Mansell) is available to speak to parents on request - in person or over the phone • SENCO keeps parents informed by letter as necessary
Do I need to make an appointment?	• Parents can pass on information, express concerns or request a meeting with a teacher on a daily basis at the beginning of the day. • Parents are contacted or spoken to as soon as possible • Appointments are made as appropriate
How does school keep me updated about my child's progress?	• Parents/ parent and child Meetings • Class Dojos • School Reports • Achievement rewards • Pride assemblies • Informal discussions • EYFS stay and play days

How can I give school feedback?	• Parental Meetings • Via questionnaires • Parent Governors