



SEND Information Report

Introduction

Plymouth Grove PS is a larger than average primary school in central Manchester. Since September 2014, the school has had a Resource Provision catering for seven pupils with Education, Health and Care plans of Autistic Spectrum Condition and/or Speech & Language Impairment. This document outlines the key indicators in educating all pupils with Special Educational Needs or Disability (SEND).

Types of SEND provided for

The school has a Resource Provision for seven pupils with Education, Health and Care plans of ASC and/or SLI. Pupils with a Education, Health and Care plan, but who have not been allocated a place in the provision, can also access education at the school. Children with other requirements of SEND support such as a hearing impairment, specific learning disorders, ADHD or speech and language development needs, can also have their needs identified and met. The new building is now barrier free.

SENDco

The school's SENDco is the Deputy Headteacher, Mrs Lynda Smith. She can be contacted on 0161 273 1453 or by email at l.smith@plymouthgrove.manchester.sch.uk.

Identifying and assessing the needs of children

The school follows the graduated response, as set out in the SEN Code of Practice 2014. Class teachers are responsible for the teaching, learning and assessment of pupils in their class. They are supported by a team leader, who is part of the Senior Management Team and teaching assistants. At termly Pupil Progress Review Meetings, the year group team may refer to the SENDCo for additional assessments, advice and support.

At this point, the SENDCo will involve the parents and a plan of action for the child will be agreed. This meeting may set targets or refer to outside specialists, depending on the needs of the child. Outcomes will be agreed and a review date set.

This follows the SEN Code of Practice routine of Assess, Plan, Do, Review.

Consultation with parents

As outlined above, parents will be consulted during early stages of identification and their permission sought to refer to any expert support. Parents will be expected to attend review meetings. Plymouth Grove welcome the parental contributions so everyone can work together to meet the needs of the child.

Reviewing progress towards outcomes

At review meetings, the SENDCo, class teacher and parents will consider whether progress has been made towards outcomes and will refine the support and/or set new outcomes. Further assessments may be requested from outside agencies. Dependent on the age of the child, their views on their learning will be taken into account.

Support during transition

Transition between all year groups is carefully planned at Plymouth Grove. Class teachers meet to hand over relevant information about pupils and plan additional visits if needed. The class teacher will visit the pupil in their own classroom, before the child visits the new classroom. The number of additional visits will depend on the needs of the child.

If the pupil receives support from a teaching assistant, that person will support the transition between classes but may not move to the new class with the child.

Pupils in the Resource Provision will have transition planned between the provision and mainstream by the specialist teacher and the mainstream teacher. This may take the form of very short visits to begin with during appropriate lesson time.

Transition into the Resource Provision from another school will involve the SENDCos from each school and sufficient visits to enable the child to cope well and settle. Social stories will be set up to familiarise the pupil with the environment and adults.

Transition to high school is similar, with additional visits arranged between the SENDCos. Teaching assistants will accompany the children on additional visits.

Teaching approaches for pupils with SEND

The school has high expectations for pupils with SEND achieving their own personal best. Teaching will mostly take part in the classroom in an inclusive environment, although the child may be withdrawn for individual or small group work to meet outcomes.

Teaching in the Resource Provision focuses on removing the barriers to learning identified with the triad of impairments consistent with pupils on the autistic spectrum.

The school's aim is to develop independent learning with all pupils, including those with SEND.

Adaptations of the curriculum and learning environment

All learning environments should have visual timetables and a range of visual supportive materials. Quiet areas may be designated for those pupils who work most effectively in a low distraction space. The curriculum should be differentiated with the needs of the learners with SEND, but be as inclusive as possible.

Additional support for learning available for pupils with SEN

The school employs a number of teaching assistants who may support a child both in class during Quality First Teaching time or withdraw for some small group work. They may support with interventions for reading, phonics and maths under the direction of the teacher.

Teachers also provide booster group sessions tailored to meet individual needs / gaps in learning. Some children with autism may also access the resource provision for support from the specialist staff.

The SENDco also supports some children with additional learning.

Expertise and training of staff, including specialist expertise

All staff have received training in Level 1 Autistic Spectrum Condition Awareness and the staff supporting the Resource Provision also have Level 2 training.

Twenty four staff have undertaken Team Teach Positive Handling courses.

Regular support is delivered through Grange special school for a Speech and Language therapist and Occupational Therapy.

The SENDCo delivers Inset on a regular basis to update and train teachers. This has included Specific Learning Disorders, Attachment, Working Memory, Domestic Abuse, Speech and Language Development and Precision Teaching.

Teaching Assistants are welcome to attend staff training if they are able to. They do attend courses to meet their needs and have some modelled training, for example from the speech and language therapist. All teaching assistants have been trained in the delivery of phonics through the interactive Nesy programme.

Evaluating the effectiveness of provision

Lesson observations and learning walks take place on a regular basis and will include a focus on SEND provision. Progress is evaluated through book scrutiny, at Pupil Progress Meetings, at Parent Review meetings and through formative assessment during lessons. Some pupils have progress measured through the P levels and Plymouth Grove uses the PIVATS scheme for this.

Some pupils with SEND make small steps in academic progress and the school values evaluating their progress through social skills, communication, peer interaction and developing relationships. This is evaluated in a qualitative way through observation. Those pupils in the resource provision also follow a life skills curriculum.

How children with and without SEND are integrated for activities

All children play on the playground together at break times. The exceptions to this are the youngest children in the Resource Provision. However, these pupils have Learning Mentors from Y6 who play with them and develop their social skills.

Children with SEND are provided with support to access extra-curricular activities.

Support for development of emotional and social skills

Plymouth Grove has a Therapeutic Inclusion Room with a dedicated teaching assistant. The children have timetabled slots and the focus is on developing turn

taking and sharing skills alongside meeting children's varied emotional needs. Some of this work is done through play and some through art work.

Children with emotional needs also have the opportunity to visit the local Donkey Sanctuary in small groups of two or three. This is with the Extended School's Leader and a teaching assistant on a weekly basis. This provides Equine Assisted Learning through therapeutic contact with one allocated donkey.

The Extended School's Leader also supports children with strategies for managing emotions.

Multi agency working

The school has a Service Level Agreement with an Educational Psychologist. The school also employs, through its partnership working, a Speech and Language Therapist, one day per week.

The SENDco is now qualified to refer directly to CAMHS.

Referrals to other health professionals are undertaken through the GP services.

Equipment and facilities for pupils with SEN

The resource provision is funded directly from the Local Authority. The SENDco has an annual budget to meet the needs of those pupils in mainstream.

Some IT resources are purchased with a whole school license.

Arrangements for dealing with complaints about the provision for pupils with SEN

Parents can complain in writing to Mr Joe Hill, chair of governors, via the school. Parents can also contact the Information, Advice and Support Service by phone: 0161 209 8356 or by emailing parents@manchester.gov.uk.

Contacts for parental concerns

Parents can speak to the class teacher, the SENDco for any concerns and appointments can be made via the school office.

The Local Authority Local Offer

www.manchester.gov.uk/local offer

This website details all the services that are available to families with children with SEND in the area.