

The Silverdale Federation

SEND Information Report

Sept 2024-2025



Signed by:

_____ Chair of governors

Date: _____

_____ Head teacher

Date: _____

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: <https://www.thenewBroadwalkGreen.co.uk> or <http://www.thecliftoncentre.co.uk>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our Broadwalk Green our special educational needs team consists of:



Federation SENCO
SENCO

Mrs Olwyn Naylor



Broadwalk Green SENCO

Ms Kylie Barry



Broadwalk Green Associate

Mrs Janet Stocks

Our KS3 SENCO is Ms Kylie Barry. She has 12 years teaching experience. She achieved the National Award in Special Educational Needs Co-ordination in 2021. She is allocated 1 day a week to manage SEN provision.

Our Associate SENCO is Mrs Janet Stocks. She has 18 years' experience in this role. They have undergone Salford's SEN SENCO training.

At The Clifton Centre our special educational needs team consists of:



Federation SENCO

Mrs Olwyn Naylor



Clifton SENCO

Ms Stephanie Carr

Our KS4 SENCO is Ms Stephanie Carr. She has 22 years experience as a teacher and leader in Mainstream, Special Schools and Pupil Referral Units.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. SEND leader from Salford- Graduated Response Training & High Quality Inclusive Teaching. Education Psychologist support throughout the year including training on EFS, ASD, SEMH.

Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's form tutor.

They will pass the message on to our SENCO, Ms Barry / Ms Carr who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs additional SEN support, you will be informed and kept up to date with progress around this.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the staff notice that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO team, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.

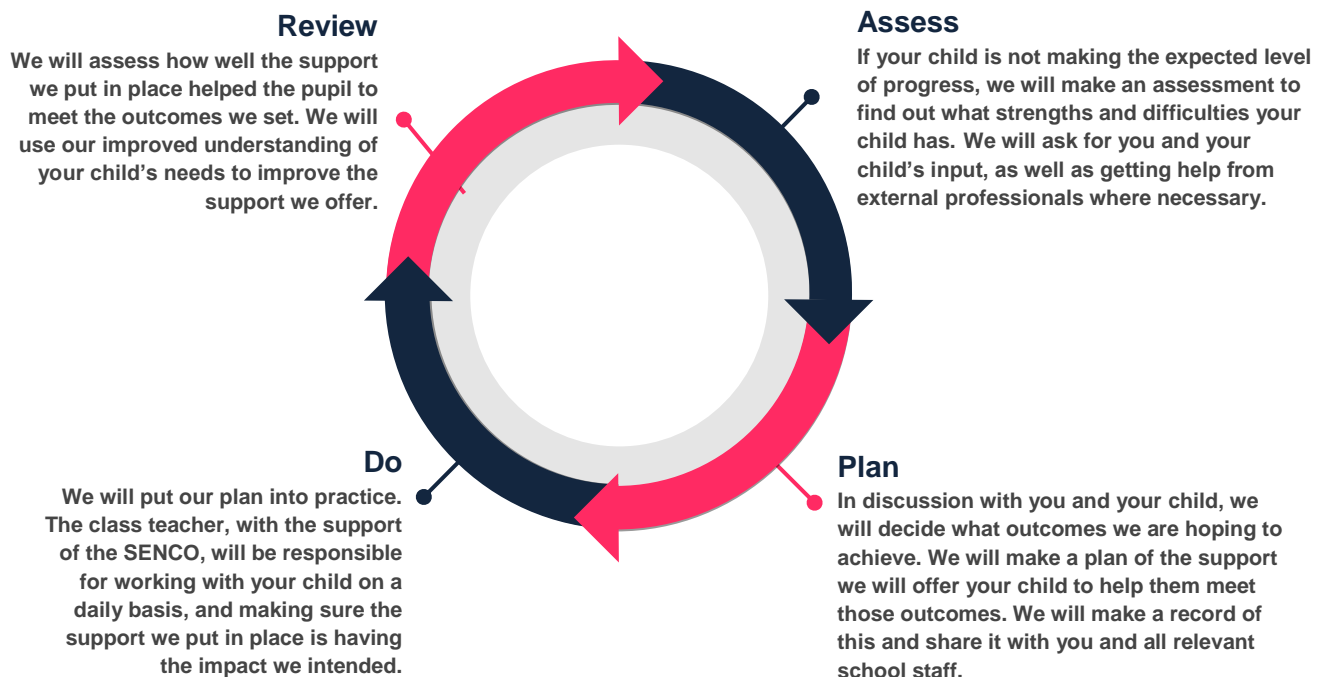
The SENCO team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, CAMHS, or an educational psychologist.

Based on all of this information, the SENCO team will decide whether your child needs additional SEN support. This will be shared with parents / carers and you will be updated throughout the process.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's form tutor will meet you a minimum of 3 times a year during our parent / carer review days, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

A member of the SENCO team may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's form tutor.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views, wishes and feelings by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when needed
- Teaching assistants will support pupils in small groups when needed

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables / Social stories / Structured classrooms / brief verbal instructions/ checking understanding/ introduce one skill at a time/ consider noise-lighting/ not too many changes/ checklists/ patience/ positive rewards/ teaching of emotions- body language
	Speech and language difficulties	Speech and language therapy / use of pictures/ use of games to develop understanding
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Concrete equipment/ multi-sensory methods/ make use of ICT to aid learning/ pictures and visual stimuli/ minimize distractions/ repetition/ oral instructions brief and clear/ overlays/ time for processing / provide key word list
	Moderate learning difficulties	Short clear defined targets / small groups
	Severe learning difficulties	Intervention 1-1 work
Social, emotional and mental health	ADHD, ADD	Quiet workstation, fidget toys, brain breaks/ make use of ICT to aid learning/ pictures and visual stimuli/ minimize distractions/ repetition
	Adverse childhood experiences and/or mental health issues	Nurture groups, mentoring session, referrals where necessary

Sensory and/or physical	Hearing impairment	Seating plan, visual prompts, BSL- Science signs
	Visual impairment / Multi-sensory impairment / Physical impairment	Limiting classroom displays, different colour paper/ overlays, off white paper, Interactive whiteboards set to a non-white background.

These interventions are part of our contribution to Salford’s local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after a set period
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school support my child’s mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- We provide extra pastoral support for listening to the views of pupils with additional SEN through mentor meeting.
- There are opportunities around school for pupils to have a quiet and nurturing place to go with staff.
- We have a ‘zero tolerance’ approach to bullying.
- We facilitate any necessary referrals to outside agencies such as 42nd Street, CAMHS, ‘Talk, Listen, Change’, Once Upon a Smile and more.

11. What support will be available for my child as they transition to a new school / provision?



Mr Ian Sinfield is our reintegration mentor, who facilitates a programme to ease the transition for pupils back into mainstream school. Pupils transitioning from KS3 to KS4 have a 2-week programme including visits, meeting the staff and further support if needed. Broadwalk Green will liaise with the future school / provision to ensure all information is shared.

12. What support is in place for cared for and previously cared for children with SEN?

Mr Kenny Turton – Ainsworth is the designated teacher for cared for children at and previously cared for children The New Broadwalk Green and Stephanie Carr at Clifton. They will work with our SENCO teams, to make sure that all teachers understand how a cared for or previously cared for pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are cared for or previously cared for will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.



13. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the form tutor or SENCO in the first instance. They will then be referred to the school's complaints policy.

14. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. We have a family liaison officer at each site Mrs Laura Corr at Broadwalk Green who can support and sign post where applicable.



Laura Corr

15. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Jargon Buster: <https://directory.salford.gov.uk/kb5/salford/directory/site.page?id=dcIf9p-cQTw&localofferchannel=0>

Or scan this code



