

SEND Information Report – Irlam Endowed Primary School 2024-25



1. The kinds of Special Educational Needs (SEND) that are provided for at our school:

At Irlam Endowed Primary School, we provide comprehensive support for a range of SEND needs, primarily within our mainstream setting. We ensure that all pupils receive the help they need through targeted resources and a supportive environment. Our provision includes:

- **Communication and Interaction:** We support pupils with Autism Spectrum Disorder, speech and language difficulties and other communication needs. In addition to mainstream resources, we have a specialised Educational Resource Provision (ERP) focused on speech and language needs for children from EYFS to KS2. The ERP provides pupils with individualised speech and language programs, while allowing access to mainstream classrooms to promote integration with peers.
- **Cognition and Learning:** Pupils with learning challenges, including dyslexia, dyspraxia, and moderate to severe learning difficulties, benefit from structured programs tailored to develop literacy, numeracy, and broader learning skills. This includes differentiated instruction and access to assistive tools.
- **Social, Emotional, and Mental Health (SEMH):** To support pupils' mental health and emotional resilience, we offer *The Retreat*—a dedicated space within the school where pupils can engage in calming activities, access pastoral support, and build social skills in a safe and nurturing environment. *The Retreat* is available to any pupil in need of emotional support, offering a place for self-regulation and positive mental health development.
- **Sensory and Physical Needs:** We provide resources and accommodations for pupils with sensory or physical needs, including visual and hearing impairments, motor challenges, and medical conditions such as epilepsy. Our aim is to make all aspects of school life accessible to every pupil.

Through these provisions, Irlam Endowed Primary ensures that pupils with SEND receive the individualised support they need to thrive, both academically and socially.

2. How our school identifies and assesses children with SEND:

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At Irlam Endowed, we assess each pupil's skills and attainment upon entry, using data from previous settings where applicable and conduct the Reception Baseline Assessment within six weeks of starting school. Our class teachers continually assess all pupils' progress and we identify those whose progress may signal additional needs. Indicators include progress that is significantly lower than peers, doesn't maintain previous rates, or widens the attainment gap.

We categorise support levels based on individual needs, ranging from **Monitored Children** to those on our **SEND Register**, including pupils with EHCPs. SEND concerns are carefully documented and regularly discussed with parents to ensure collaborative support.

Progress is tracked through Insight, accessible to the Senior Leadership Team (SLT), class teachers and the SENDCo. This data allows for frequent monitoring and collaborative planning among the SENDCo and class teachers to design suitable interventions.

It's important to note that slow progress or low attainment alone doesn't automatically mean a child has SEND; our focus is on providing the most appropriate support based on comprehensive assessment and observation.

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At Irlam Endowed, we understand that SEND concerns are not always linked solely to academic barriers; social and emotional factors can also impact a pupil's development and well-being. To support a comprehensive approach, we assess progress in these areas using tools such as the **Strengths and Difficulties Questionnaire (SDQ)**. These assessments help us identify pupils who may benefit from therapeutic interventions and evaluate the effectiveness of these supports, ensuring we meet each child's unique needs.

At Irlam Endowed, we understand that progress for some SEND pupils may not align with the typical pace of their peers. For pupils working significantly below age-related expectations, we employ a developmental model, the EYFS curriculum and use a range of assessment tools beyond PK levels to track individual growth. This developmental model enables us to celebrate small yet meaningful steps in areas such as social skills, communication, and functional learning.

By focusing on each child's unique achievements, we ensure that their progress is recognised and celebrated, even when it doesn't follow traditional academic milestones.

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

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

We offer a range of tailored interventions to support our learners with SEND. These include:

- **Pre- and Post-Teaching Sessions:** Targeted support helps pupils prepare for upcoming lessons and reinforces concepts post-lesson, focusing on key vocabulary and skills.
- **The Retreat:** A designated space for pupils with SEMH needs to regulate emotions and develop coping skills.
- **Specialist Interventions and Staff Support:** In addition to classroom support, we have staff trained in SEMH, speech and language development, and social skills, offering a holistic approach to development.

To assess the effectiveness of these provisions, we:

- Review individual progress in termly Pupil Progress Meetings with class teachers, Senior Leaders and the SENDCo.
- Track intervention outcomes by comparing baseline and post-intervention assessments.
- Use feedback from pupils, staff, and parents through questionnaires.
- Conduct regular monitoring by the Leadership Team and SENDCo, including learning walks and book reviews.

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- Hold annual reviews for pupils with EHCPs to adjust provisions and set new goals.

Additionally, we engage in **internal and external monitoring** through our SEND Leaders and the School Improvement Officer. We work collaboratively as a school cluster, ensuring consistent practices across schools. Reports on SEND provision are shared with all stakeholders, including governors, to maintain transparency and accountability.

We also participate in **peer triads for quality assurance**, further enhancing our practices. Collaboration with health professionals—including Speech and Language Therapists, paediatricians, and Educational Psychologists—ensures we provide comprehensive support tailored to each child's needs.

b. how we assess and review the progress of pupils with SEND:

At Irlam Endowed, we follow the graduated approach and the four-part cycle of **assess, plan, do, review** to provide structured support for our SEND pupils:

1. **Assess:** The class teacher collaborates with the SENDCo to conduct a thorough analysis of each pupil's needs. This assessment draws on various sources, including the teacher's observations, the pupil's previous progress and behaviour, assessments from other teachers, and comparisons with peers and national data. Importantly, the views and experiences of parents and the pupils themselves are also considered, along with any relevant advice from external support services.
2. **Plan:** Based on the assessment, a personalised learning plan is created that reflects the pupil's strengths and areas for growth.
3. **Do:** The plan is implemented with the support of teachers, ensuring targeted interventions are in place.
4. **Review:** Regular reviews are held with parents, pupils and teachers to measure progress and make necessary adjustments to the plan.

By adhering to this cycle, we ensure that the support provided is responsive and impactful, tailored to meet the evolving needs of our SEND pupils. The assessment process is regularly reviewed to guarantee ongoing effectiveness.

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c. the school's approach to teaching pupils with SEND:

At Irlam Endowed Primary School, we embrace inclusivity, welcoming pupils with diverse needs in both our mainstream classes and specialised provision. All teachers are responsible for the progress and development of every pupil in their class. High-quality teaching is our first response to pupils with SEND, ensuring that lessons are adapted to accommodate individual's needs. Our staff actively seek expertise from the SENDCo, SEND leader and external agencies to deepen their understanding and enhance support for pupils' specific needs.

We follow the **Salford Thrive Model**, which includes regular assessments of our ordinary classroom adjustments to ensure that all children receive a good quality education. Adaptive teaching strategies and reasonable classroom adjustments are implemented to support all learners effectively. Activities may be conducted one-on-one, in small groups, or as part of whole-class instruction, depending on what best supports each child.

d. how the school adapts the curriculum and learning environment:

To meet the diverse needs of all pupils, we adapt our curriculum and learning environment in the following ways:

- All children are included in every aspect of the curriculum.
- We adapt our approach to learning by using various methods, such as flexible grouping, individual support, diverse teaching styles and tailored lesson content.
- Metacognitive strategies including a carefully structured sequence of learning.
- Resources and staffing are adjusted to cater to individual requirements.
- We provide recommended aids like laptops, coloured overlays, visual timetables, and materials in larger fonts.
- Teaching strategies include allowing longer processing times, pre-teaching key vocabulary and reading instructions aloud.
- Staff deployment is strategically planned to ensure adequate support while fostering independence.
- Our classrooms are organised and consistent, featuring visual timetables and clearly labelled resources. Each classroom includes a dyslexia and sensory box with tools to support both learning and emotional well-being.

These adaptations reflect our commitment to creating an inclusive environment where every child can thrive.

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e. additional support for learning available for pupils with SEND:

At Irlam Endowed, we emphasise proactive support for our pupils with SEND to help them stay on track. We foster a *'keep up not catch up'* approach and pre-teaching sessions are run to enable all children the best opportunity to access the curriculum.

Additional support for a range of children with SEND barriers include digitalised online platforms (TTRS/Spelling Shed/Numbots) reading fluency and phonic interventions, tutoring-catch up sessions (Y6) and tailored interventions relating to a specific need such as speech and language/dyslexia.

f. enabling pupils with SEND to engage in activities available to those in the school who do not have SEND:

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At Irlam Endowed, we enable pupils with SEND to engage fully in activities alongside their peers through our Personal Development Pathway, designed to provide rich and meaningful experiences that complement our curriculum. All children are encouraged to participate in residential trips, such as Bushcraft (Year 4), Lledr Hall (Year 5) and an international residential (Year 6).

Currently, no pupils require a Personalised Evaluation Plan. However, should a pupil with a disability join our school, we will hold a meeting with parents/carers, the SENDCo or class teacher, along with any relevant professionals, to discuss how best to support the pupil upon enrolment. We will complete any necessary documentation based on the child's needs, including a Personal Emergency Evacuation Plan (PEEP) if required.

For further information on the facilities we provide to help disabled pupils access our school and the measures we have taken to ensure they are not treated less favourably, please refer to our school's accessibility plan available on our website or contact the school office directly for a copy.

g. support available for improving the emotional and social development of pupils with SEND:

At Irlam Endowed, our strong links with The Primary Inclusion Team (PIT) who provide essential support for pupils with Social, Emotional, and Mental Health (SEMH) needs. We deliver Personal, Social, Health, and Economic Education (PSHE) through the PSHE Association framework, which promotes pupils' well-being.

Our Pupil Governors, nominated as Wellbeing Warriors, actively promote mental health awareness. We collaborate with Place2Be, our counselling service, to support emotional development. Additionally, we work with Salford Blocks, who provide tutoring and support during pupils' transitions to high school when necessary.



h. how we support pupils moving between phases and preparing for adulthood

Starting at Irlam Endowed:

For our youngest learners, nursery staff conduct home visits to support a smooth transition into school, fostering early familiarity with school staff in a comfortable setting. For children joining us in Reception, we also offer at home visits to help transition.

Parents and carers are invited to orientation sessions at the school, giving families the chance to explore the learning environment, ask questions and ease into daily routines.

For pupils with identified SEND, the SENDCo arranges meetings with parents to discuss individualised support strategies from the outset, ensuring each child's unique needs are addressed.

Transition from Class to Class: To support smooth transitions between year groups, we have several strategies in place:

Meet the Teacher Sessions: Each year, we offer "Meet the Teacher" opportunities, allowing parents and carers to connect with their child's new teacher, ask questions, and understand the expectations for the upcoming school year.

Class Transition Days: Transition days enable pupils to spend time in their new classroom, meeting their teacher and classmates to help ease anxieties and build familiarity.

Targeted Support for Key Stage Transitions: For transitions such as Reception to Key Stage 1, additional tailored support is provided based on cohort needs. This may include specialised resources and structured activities to help younger children adapt to new routines and expectations in Key Stage 1, such as the integration of continuous provision for a period to ease the transition.

Integration of Resource Provision Pupils into Mainstream Settings: Our Resource Provision pupils are carefully integrated into the mainstream environment to promote socialisation, provide academic challenges and enable shared experiences alongside their peers. Tailored timetables are crafted collaboratively by the SENDCo and class teachers, ensuring each pupil's unique needs are met holistically. Transition to a full-time mainstream setting is a gradual process, involving consultation with the SENDCo, other professionals and an EHCP review to confirm readiness, with approval sought from the local authority. This approach ensures a supportive, meaningful transition for each child.

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Year 6 Transition to High School: At Irlam Endowed, we focus on preparing our Year 6 pupils for a smooth and positive transition to secondary school. Throughout Key Stage 2, we foster strong local partnerships with secondary schools, allowing pupils to gradually become familiar with high school settings. Collaborative activities, school visits and taster sessions provide pupils with insights into high school routines and expectations, helping to ease transition-related anxieties. For pupils with SEND, additional visits and meetings with secondary SEND teams are arranged to ensure individual needs continue to be met effectively in their new environment.

Irlam Endowed places great importance on preparing pupils for their transition to high school, particularly for those with additional needs. To ensure seamless support, we hold further meetings with secondary school staff to discuss safeguarding, SEND and individual learning profiles. These collaborative sessions allow secondary schools to gain a comprehensive understanding of each child's background, strengths and needs, enabling them to provide targeted support from day one. By sharing relevant information ahead of time, we help set our pupils up for success in their new environment.

In Salford, there are a range of services that can support pupils moving between phases and preparing for adulthood. The contact details of such agencies can be found below.

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4. Our Special Educational Needs Coordinator

Our Special Education Needs and Disability Co-ordinator (SENDCo) is Mrs Nicola Sharrock. She works closely with our pastoral team and the SEND team from our partnership schools within the Irlam cluster and local high schools.

5. Specialist expertise and training of our staff in relation to children with SEND:

Our staff at Irlam Endowed are trained with specialist skills and expertise to effectively support pupils with SEND. This training includes:

- **Specific Learning Difficulties:** Understanding dyslexia-friendly strategies and utilising assistive technology.
- **Social, Emotional, and Mental Health (SEMH):** Skills in emotional regulation, restorative practices, and staff de-escalation techniques to manage and reduce challenging behaviours safely.
- **Communication Needs:** Training in communication support such as Sing-a-Long and ELKLAN to aid speech and language development.
- **Sensory and Physical Needs:** Implementing sensory-friendly adjustments and providing physical support for pupils requiring adaptive strategies.

Our SENDCo coordinates regular training updates to ensure staff are well-equipped to meet the evolving needs of our pupils.

6. Securing equipment and facilities:

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We maintain strong partnerships with specialised support services, including the Educational Psychology Service, the Learning Support Service and CAMHS Core Teams. Additionally, we collaborate closely with the Primary Inclusion Team and Speech Therapy Service, both through enhanced buy-in and community services. To support pupils with physical disabilities, Salford Paediatric Therapy Team loans specialised equipment, ensuring all pupils have access to essential resources tailored to their needs.

7. How we consult with and involve parent/carers of children with SEND about the education of their child:

At Irlam Endowed, we promote transparent communication with parents and carers regarding their child's progress.

Termly school reports provide regular updates, with opportunities for parents to discuss these with the class teacher sent out digitally. We also hold two parents' evenings each academic year.

Parents can raise any SEND concerns directly with the class teacher or SENDCo and all discussions are documented.

Children identified as needing monitoring receive a personalised learning plan, collaboratively developed with input from parents and the child, outlining reasonable adjustments to support their learning. These plans are reviewed half-termly, allowing parents to discuss their child's progress and any necessary adjustments.

Children on the SEND register also have half-termly reviewed targets tailored to their specific needs.

For those with an EHCP, individual learning plans incorporate goals set during annual reviews and are reviewed half-termly and shared with parents/carers.

We are committed to maintaining a supportive dialogue to ensure the best outcomes for each child. Parents are welcome to contact us via the school office to discuss any additional needs.

School Office: 0161 775 2911

irlamendowed.primaryschool@salford.gov.uk

- Salford Information and Support Services (SIASS) 0161 778 0349

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- Educational Health Care Plan Team 0161 778 0410
- Educational Psychology Service 0161 778 0476
- Early Support /Inclusion Officers (0-5 years) 0161 793 3275
- Learning Support Service 0161 686 7229
- Children with Disabilities Social Work Team 0161 793 3535

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

At Irlam Endowed, we ensure that pupils with SEND are actively involved in their education through regular consultations. Pupils are encouraged to express their views during meetings with the class teacher, SENDCo, or other relevant staff. They are involved in the development of their Learning Plans and are encouraged to contribute to the review process. Additionally, we provide opportunities for pupils to discuss their needs and progress, ensuring that their voice is central in shaping the support and adjustments provided to them. This approach promotes ownership of their learning journey.

Pupils with EHCPs will be asked to complete a child view form which will be shared in the annual review meeting. Where appropriate, children are also invited to attend part of the annual review meeting so their views can be heard.

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Children are encouraged to take part in our Pupil Governors and are elected by their peers. They represent our pupil body and make influential decisions around curriculum, well-being, outdoor environments and our library.

9. Complaints about SEND provision at school:

If you have concerns or complaints regarding SEND provision at Irlam Endowed, we encourage you to follow our School's Complaints Procedure, which is available on our website or can be requested from the school office by calling 0161 775 2911.

Parents also have the right to make disability discrimination claims to the First-Tier SEND Tribunal if they believe their child has been discriminated against, particularly in areas such as exclusions or reasonable adjustments.

10. Working with other agencies including the governing body

At Irlam Endowed, we work closely with a wide range of external agencies, including health and social care services, local authority support, and voluntary organisations, to ensure the best outcomes for our pupils with SEND and their families.

The Governing Body actively supports the work of Salford Information and Support Services (SIASS) and is committed to overseeing SEND provision.

...serves as the named SEND Governor, ensuring that the needs of our pupils are met effectively.

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11. The local authority Local Offer

Our local authority's local offer is published here: <https://www.salford.gov.uk/localoffer.htm>