



## Cadishead Primary School SEND Information Report March 2018

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

Cadishead Primary School offers an inclusive education for all children regardless of SEND. Children are identified as having SEND through a variety of ways including the following:-

- Liaison with previous nursery setting/ previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical, speech & language, occupational therapy etc
- Health diagnosis through locality team paediatricians
- Discussions at Child Development Forum Meetings
- Discussions in Progress Meetings (held termly)

Over the years, Cadishead Primary has developed a strong team of teaching and non teaching staff who have experience and training that enables them to support pupils with individual SEND. In addition links have been made with a number of leading SEN professionals and specialists who offer support in meeting the needs of our pupils.

Cadishead Primary offers a barrier free education to all children with physical disabilities. The majority of the site is on one level, with the IT suite and two classrooms being upstairs. We have two disabled toilets which contain changing units. There are steps into KS1 and KS2 but there is an alternative entrance with no steps.

The social and emotional needs of our pupils are addressed through our SENCO who works closely with families and by our Teaching Assistants, some of who have been trained in delivering social and emotional interventions.

Cadishead primary is a Communication Friendly School and several teachers and teaching assistants have completed the ELKLAN training. We also have a speech and language therapist on site one day per week as part of the SALT buy-in. Through this all children in Reception are screened and supported in language development.

The school SEN Policy document provides further details of our school's philosophy on SEND and is available on the website.

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

At Cadishead Primary we continually monitor the progress of all pupils and once a need has been identified support will be provided as early as possible, which will enable every child to achieve his or her full potential. We achieve this by:

- Ensuring SEND children have full access to the curriculum, through differentiated planning by class teachers.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those who are registered as having SEND.
- To regularly review the progress of SEND pupil to provide the most effective and relevant learning provision.
- To ensure that pupils with SEND are perceived positively by all staff and parents.
- To fully involve parents/ carers at every stage in plans to meet their child's special needs; children themselves will be involved wherever possible as well.
- To ensure that the learning environment for all children is safe, secure and reflects their individual needs, such as a Dyslexia friendly strategies.

A child may be identified as having SEND through a range of methods. Cadishead Primary has a comprehensive range of assessments that are regularly used throughout the school. All assessments the children complete are thoroughly analysed and the results feed into our future planning. The school Assessment Policy document provides further details and is available on request.

Where necessary specific tests, eg, Dyslexia Screener are used to help decide if even more specialist assessment from an external professional is needed. Parents/carers may be asked to take their child for an up-to-date hearing or eyesight test or a referral made to the school nurse, in order to rule out any physical issues the child may have. We also get advice from a range of outside agencies including the Learning Support Service, Primary Inclusion Team and Educational Psychologist who can suggest other specialised diagnostic assessment tools as required.

### **Behavioural issues:**

Cadishead Primary has a very positive approach to all types of behaviour with a clear Star Time reward system that is followed by all staff and pupils. The school Discipline and Anti-Bullying Policy document provides further details of our school's philosophy on behaviour and is available on request or the website.

When a child's behaviour is causing concern the class teacher will seek to find out whether there are any potential underlying difficulties and if there appear to be none, then the following steps will be taken:

- Speak to the parent about anything that might have happened at home.
- Talk to the child concerned to see if they can explain the changes in their behaviour
- Gather information from staff about what sort of incidents are occurring, at what time of the day, during which lessons etc and analyse this information to see if there are any patterns.
- Teachers will consult with the SENCO to discuss school based strategies such as the use of a sticker chart to monitor the behaviour.
- If a child has been identified as having behaviour difficulties, a personalised Behaviour Plan / IEP is drawn up by the class teacher in consultation with the parents/carers and the child. This will identify the specific issues, put relevant support in place and set targets. This will be reviewed termly or sooner if necessary.
- Parents will be informed if you think their child has an SEND and that they (and the child/young person) should be involved in the planning to meet the need.
- The SENCO in consultation with the parents may consider the involvement of other professionals who could offer support and advice for child, parents or school. Referrals will be made and assessments carried out by the professionals.
- Staff in school have been trained in Team Teach techniques

The school SEND Policy document provides further details of our school's philosophy on behaviour and is available on request or on the website.

Failing to make expected progress can be if a child:

- makes significantly slower progress 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
- Falls significantly below national standards.

### **3. 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**

School use a Provision Mapping Tool is used in school to assess the level of SEND within each year group. This information is used by the Senior Leadership Team to determine the levels of support that each class needs in terms of Teaching Assistant's time.

The school's tracking system is used to monitor the progress of all children, including those with SEND. Where progress or attainment is not satisfactory further assessments or interventions may be put into place and referrals to outside agencies may be made.

The SENCO has up-to-date records of the progress all of the children on the SEN Register from Classroom Monitor. This data is analysed termly in

progress meetings and children who are not making the expected level of progress are highlighted. Using this information the SENCO can then discuss alternative strategies that may be used with the child to see if a different approach could lead to a better result.

Any child who makes significant progress through the interventions put in place will be removed off our SEN register if the class teacher, SENCO and parents all agree this would be in the best interest of the child.

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

The Senior Leadership Team oversees all support and progress of any child requiring additional support across the school.

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is being made.

Parents can ask questions and raise any concerns they may have at these meetings. The meetings also provide an opportunity for parents to up-date school on any new information or changes to their child's needs, as well as discussing any recommendations that may have come from any recent appointments with other professionals or outside agencies who are supporting their child.

The SENCO from our local high school (or the SENCO from the high school the child will be attending) will also be invited to any reviews for our Y5 and 6 children..

Copies of new IEP'S are sent home for parents.

For children with Education, Health and Care Plans (EHCP's) the following arrangements are in place in order to review the child's progress and to discuss any changes to the provision offered in light of the review process:

- Parents are invited to an Annual Review Meeting which is held in school. Parents have vital role to play in the review process and the school works in partnership with them to ensure the best outcomes for their child.
- The views of the parents and the pupils are included in the Annual Reviews and included in the documentation that is sent to the LA for consideration when reviewing the Statement of Needs. Parents may wish to submit their own written report on how they feel their child has progressed over the year or the SENCO will minute their responses and record this on the Review form. Likewise the child's views will recorded by the pupil themselves or by the class teacher or supporting TA.
- Other professionals who are working with the child will also be invited to this review meeting.
- In the Spring term of Y5 transition arrangements to high school are discussed. Parents are ask to provide the name of their preferred high school and the SENCO from this school will be invited to attend the Annual Review Meeting and discuss whether their school can meet the SEND of the young person in question. The Local Authority SEN Caseworker for our school will also attend this meeting and can provide advice and guidance at Local Authority level.
- At the Annual Review in Y6 the SENCO from the high school is again invited to attend so that the parents can begin to form a working relationship with key SEN staff from the high school.
- At the Annual Review meeting things that are going well will be acknowledged and discussed and any further action that needs to be taken will be recorded as an action point and followed up by the designated person.
- At the Annual Review meeting things that are not going well will be acknowledged and discussed and any further action that needs to be taken will be recorded as an action point and followed up by the designated person.

The purpose of the review is to assess the pupil's progress towards meeting the objectives specified in the Statement of Special Educational Needs (SEN) and to make future plans for meeting the pupil's SEN during the forthcoming year.

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

When planning and teaching the National Curriculum, all teachers set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment.

Through the use of differentiation in lesson plans, 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
- take account of legislation requiring equal opportunities
- take specific action to create effective, inclusive 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 SEND - 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 multi-sensory activities
- 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 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

Within our school, the children are taught in mixed ability classes until year 5 and 6 where the children are taught English and Maths in target groups. The differentiated teaching groups are decided upon using up-to-date formative teacher assessment and end of year summative assessments; these are based on both teacher assessment and test results. Pupils can move within these groups at any point deemed necessary by the class teacher; these decisions will be based on the on-going teacher assessment which takes place constantly as teachers review and plan the teaching and learning cycle.

The SEN register is a fluid document which is often changing. Children come off and on our register depending on the progress made and the current needs of the child. Our register is updated termly. Parents are kept informed of any changes to their child's status.

**d. How the school adapts the curriculum and learning environment -**

The curriculum is planned and delivered to meet the needs of children initially through wave one quality first teaching. In-order to provide work that is at the accurate level for each child the work could be differentiated or the level of support offered could be higher. Differentiation means teaching a pupil in ways and at levels which match their style of learning. Pupils make progress at different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation, but if the pupil does not make adequate progress, the school will do more to help. This could be through small group work or 1:1 intervention programmes or support and advice from external agencies.

All staff are responsible for identifying pupils with SEN. The SENCO will work with staff to ensure that more pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having SEND if additional or different action is needed in order for them to make progress. The range of support that pupils at the school can be offered is:

- Small group work
- Differentiated work adapted to meet needs
- Work with other adults, one to one, or small group
- Grouping - small group/1:1/ability/friendship /talk partners
- Content
- Teaching style, multi-sensory approach
- Lesson format - thematic cross curricular topics, role-plays, discovery learning
- Learning journeys

- Pace
- Alternative recording methods - scribing, use of ICT, mind-mapping, photographs etc.
- Outcome
- Materials
- Level of support
- Use of specialised and appropriate intervention programmes, through a systematic and strategic approach.
- Individual learning programmes, often computerised.

**What are the school's approaches to differentiation and how will that help my child?**

- All work within class is set at an appropriate level so that all children are able to access according to their specific needs. This might mean that in a lesson there would be three or more different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- A Teaching Assistant (TA) is an additional member of staff who works under the direction of a teacher.
- In our school TAs work with small groups and on a 1:1 basis to prepare children who need extra help for learning by pre-teaching concepts and vocabulary, reinforcing the learning after a lesson, providing opportunities to have additional practice, or working through differentiated materials with them. In class Teaching Assistants can keep groups of children on task and offer the immediate praise and encouragement a child may need in order to continue. Teaching Assistants also are used to teach intervention programmes that will help improve literacy, numeracy or social skills. TA'S can also deliver fine and gross motor skill programmes provided and monitored by the OT. If additional funding is allocated to a child through a Statement or an Education Health and Care Plan, we may use the funding to employ an extra TA to work specifically with them. If we think your child needs additional support from a Teaching Assistant on a regular basis, parents will be informed.
- We have a team of TAs who work in all key stages. A number of our Teaching Assistants are Elklan trained.
- Speech and Language Communication Friendly School. (ELKLAN level 4)
- We are part of the speech and language buy-in and have a speech and language therapist in school one day per week. She is able to work directly with the children, carry out assessments and offer, support advice and strategies to staff.

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

A range of interventions are used throughout the school to support individual pupils with SEND. These include:

- Time To Talk
- Rocket Readers
- Reading Wise
- Daily Reading
- Small group differentiated phonics support
- Various social and emotional interventions including 'handling my emotions'

- Use of social stories
- 1:1 Speech & Language Support
- 1:1 Occupational / Physiotherapy support
- Toe By Toe (dyslexia support)
- Plus 1 and Power of 2 (maths support)
- Advice and support from outside agencies

Teaching assistants are deployed throughout the school- to work with children who have SEND, this maybe

- 1:1 within the classroom or in a quiet area
- With small groups of up to 6 children in class or within a quiet area.
- Pre-teaching by introducing new concepts or vocabulary prior to the lesson starting
- After the lesson working on consolidation of knowledge, skills and understanding
- Shadowing a child to develop the use of independence strategies and problem solving skills
- Modelling appropriate behaviour, language, play skills and social communication techniques.
- Strategic specific intervention programmes
- Pre - teach
- Catch up
- Playtime support
- Delivery of specific targeted interventions

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

As an inclusive school all pupils have the opportunity to participate in the extra-curricular or wider aspects of school life at Cadishead; these included the following:

- Acting as class representatives on the School School Parliament, Sports Council or Anti-Bullying Ambassador
- Weekly swimming lessons in 4 for part of the year
- Weekly music lessons for all children in Y3 (Wider Opportunities)
- Class assemblies
- Open afternoons
- Class day trips and visits
- Sports teams eg football
- Extensive range of extra -curricular after school clubs, including 'debate mate' and gymnastics,
- Residential trip to Colomendy (year 6)
- Bikeability (safe cycling)

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

We are an inclusive school; we welcome and celebrate diversity. All staff share the belief that having high self-esteem is crucial to a child's well-being. We have a caring, understanding staff team looking after our children.

The class teacher has overall responsibility for the emotional and social development of every child in their class; therefore this would be the parents' first point of contact. All classes provide opportunities for the children to take part in regular circle time/SEAL discussions and activities. The Religious Education curriculum also provides opportunities for the children to discuss person, social and emotional issues.

The Deputy Headteacher also offers support to the family and attends any TAC, CIN, CP or CAF meetings on behalf of the school.

All our children have the opportunity to play playground games at lunchtime. These are delivered by a qualified sports coach and help to promote team work and co-operation amongst peers.

Each year some of our Y6 children have taken part in the Pyramid Club in preparation for high school, as part of the transition process for those pupils who may require additional support.

Through our behaviour Policy we encourage all pupils to work and play in a positive and co-operative manner. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as the Learning Support Service, Health and Social Services, and/or the Behaviour Support Team.

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

The SENCO at Cadishead Primary School is:

**Mrs J Thomas**

**5. Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured.**

Should a child require specialist support, the school will ensure that staff receive the necessary training in-order to fulfil their role in working with the individual pupil in question and meet the needs of the child this may include the need for a whole school approach or a more bespoke approach to meet individual needs. CDP can also arise due to the changing needs of the individual SEND pupils or it may be a requirement of a newly issued Statement of Needs or EHC Plan or as the result of an annual review.

**CDP can be planned and delivered according to different need such as:**

- Awareness - this provides a basic awareness of a particular type of SEN and is appropriate for all staff who will come into contact with a child or young person with that type of SEN.
- Enhanced - this focuses on how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers and teaching assistants working directly with the child or young person on a regular basis,

The CPD within school has included:

- The SENCO attends relevant SEN training provided by professional educational support services, on a regular basis.
- NQT induction processes and CPD.

- Staff have had ELKLAN training cascaded to them as part of our whole school CFS award.
- All relevant staff have undertaken diabetes training with the nurse.
- 11 staff have undertaken first aid training - some in the Foundation Stage specifically paediatric trained
- The SENCO and one other teacher have undertaken training specific to working with children with Speech, Language and Communication needs.
- The SENCO has undertaken training in how to administer the Dyslexia Screening Programme.
- The SENCO has been trained through CAMHS and is able to make referrals for ADHD assessments
- All staff have had training on safeguarding children
- Various types of medical training including extended first aid, diabetes and asthma CPD.

**What ongoing support and development is in place for staff regards supporting children and young people with SEN?**

- Staff development needs are identified through performance management and appraisals.
- Any SEND issues are raised and discussed at staff meetings.
- SEND staff meetings take place as and when they are required throughout the year.

What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

- Children who meet the criteria for extra time or a scribe or reader are identified
- TA's scribe or read for identified children
- Extra time is given to those children who meet the criteria

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

Cadishead Primary school is fully aware of its role with regard to providing auxiliary aids or services as part of our duty to make reasonable adjustments for pupils with SEND. We take this role seriously ensuring that both existing pupils and any new pupils who may be admitted have any additional equipment they may need.

The Auxiliary aids used in school include:

- Extra staff assistance for disabled pupils
- Specialised furniture, if required.
- Staff to undertake personal care / support with toileting needs
- Vertical / horizontal blinds in classrooms for the benefit of visually impaired pupils
- Disabled toilet facilities
- Ramp access
- Sloping cushions to assist with posture when working
- A variety of pencil grips
- I pads for recording
- Apps

- Different coloured paper
- Anything other adaptations or equipment needed is provided wherever possible by the school.

If a piece of equipment is required by a child with SEND then the school will seek professional advice as to the best suppliers and quotes will be obtained to ensure value for money is maintained. Where possible the equipment will be paid for from the school's SEN budget.

A copy of our most recent accessibility plan is available upon request from the school.

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

Cadishead Primary School offers an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher, SENCO or Headteacher. We can offer support, advice and practical ways that you can support your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we offer a range of ways in which we can communicate with parents, these methods will vary according to each individual pupil/parents needs and includes:

- one-to-one meetings between parents and class teacher and the SENCO (review meetings)
- telephone conversations
- email
- text
- home school communication books if applicable
- home visits for children new to the Foundation Stage
- Communication with class teachers via the Dojo system
- All teachers are on the playground at the end of the school day
- Twice yearly parents evenings (years 1-6)
- VIP meetings for children in Foundation Stage

Parents/carers of children with a EHCP are invited to an Annual Review Meeting which is held in school. As with all review meetings the Annual Review provides an opportunity for parents/carers to discuss the progress that is being made by their child, as well as discussing the targets set for the next term and the strategies to be implemented within the class in order to achieve these targets. In addition at the Annual Review parents /carers are offered the chance to submit a written report outlining their views on their child's SEND provision for the past twelve months and to make suggestions as to how things could be improved on for the following year. This report is included as part of the Annual Review documentation evidence that is then submitted to the Local Authority for their consideration.

#### **8. The arrangements for consulting young people with SEN about, and involving them in, their education:**

At Cadishead all our pupils are encouraged to express their views on all aspects of their school life this is usually carried out through:

- Children with EHCPs are asked to voice their feelings on how they are doing at school and to express what they feel good at as well as any areas they think that they could improve on. This report is included as part of the Annual Review documentation evidence that is then

submitted to the Local Authority for their consideration.

- The School Parliament which provides opportunities for the pupils to raise issues and viewpoints about general school life
- The Sports Council which provides opportunities for the pupils to discuss sport related issues in school
- The Anti-Bullying Ambassadors meetings
- Circle Time / PSHE activities provide opportunities for the pupils to raise issues and viewpoints.
- Religious Education lessons provide opportunities for the pupils to raise issues and viewpoints.
- Pupil questionnaires are distributed to all pupils annually
- Children's thoughts and opinions are sought prior to our internal SEN reviews and then shared with the class teacher and parents during the reviews.

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

**The SEND complaint procedure is as follows:**

**Stage 1:** The complaint is dealt with at the lowest level possible so if it relates to lack of progress in a subject area, class teacher responds 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 SENCO or by a senior manager. If there is still no resolution,

**Stage 3:** The Head teacher will 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.

It is obviously in everyone's interests for complaints to be resolved as quickly and at as low a level as possible. Schools are likely to find it beneficial to make sure everyone adheres to the procedure described since allowing a complaint to come in at Stage 3 inflates its seriousness.

**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:**

At Cadishead we have regular contact with a range of professionals, these include: Educational Psychologists; Advisory Teachers; Speech and Language Therapists; Occupational Therapists Physiotherapists, Paediatricians, CAMHS; Starting Life Well and Educational Welfare.

The SENCO has undertaken CAF training. The training which is provided by the LA ensures that all staff are aware of the circumstances that would trigger the need to complete a CAF and the procedures that are followed once a CAF has been initiated.

Following the introduction of the Children and Families Act 2014, the current Statement of Needs will be replaced by the Education, Health and Care

Plans (EHCP) this new plan which involves professionals from education, health departments and social care departments who are working with the pupil and their family, will all come together in a collaborative way to provide a more holistic approach to support the children and their families. This implementation of this new initiative will start from September 2014. Any child who has an existing Statement of Needs will be gradually moved on to the EHC Plans over a three year transition period.

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

<p><b><u>Parent Partnership</u></b>          Unity House          Salford Civic Centre          Chorley Road          Swinton          M27 5AW  <b>0161 778 0349</b></p>	<p><b><u>For children 0 - 5 Years</u></b>          Early Support/Portage Home Visiting          Team/Inclusion Officers          Starting Life Well          Unity House          Salford Civic Centre          Chorley Road          Swinton          M27 5AW  <b>0161 793 3275</b></p>	<p><b><u>SEN Team</u></b>          Burrows House          10 Priestley Road          Wardley Industrial Estate          M28 2LY    <b>0161 778 0405</b></p>
<p><b><u>Learning Support Service (LSS)</u></b>          c/o Moorside High School          57 Deans Road          Swinton    <b>0161 607 1671</b></p>	<p><b><u>Occupational and Physiotherapy Team</u></b>          Burrows House          10 Priestley Road          Wardley Industrial Estate          M28 2LY  <b>0161 607 1448</b></p>	<p><b><u>Speech &amp; Language Therapy Service</u></b>          Sandringham House          Windsor Street          Salford M5 4DG    <b>0161 212 4027</b></p>
<p><b><u>Educational Psychology Service</u></b>          Burrows House          M28 2LY    <b>0161 778 0257</b></p>	<p><b><u>Children with Disabilities Social Work Team</u></b>          Salford Civic Centre          Chorley Road          Swinton          M27 5DA      <b>0161 793 3535</b></p>	<p><b><u>Orthoptic Department</u></b>          Sandringham House, Windsor St, Salford M6 4DG            Tel. 0161 212 4128    <b>Email: <a href="mailto:orthoptics.salford@nhs.net">orthoptics.salford@nhs.net</a></b></p>

<b>Irlam School Nurse Team,</b> Mosslands Medical Centre McDonald Road Irlam Manchester      0161 212 5450		
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**12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living**

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	Irlam and Cadishead College	0161 921 2100
		Educational Psychology	0161 778 0476
		LSS	0161 607 1671

<i>For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)</i>	0161 603 4500
<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>	0161 793 3535

**13. Information on where the local authority's local offer is published**

The Local Offer in Salford (LOIS) can be found at this location:

[www.salford.gov.uk/localoffer.htm](http://www.salford.gov.uk/localoffer.htm)

The school's local offer can be found at : <http://www.cadisheadprimary.com>