



Our local offer for children with SEND

How we identify individual special educational learning needs

- ❖ When pupils have an identified special educational need or disability before they join our school, we work very closely with their parents/carers and staff who already know them. We use the information already available to identify possible barriers to learning to help us to plan appropriate support strategies.
- ❖ If you tell us you think your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services such as Educational Psychology, SEN Advisory Teachers, Speech Therapy - we always share our findings with you and the next steps we need to take.
- ❖ If teachers feel that your child has a special educational need this may be because they are not making the same progress as their peers. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school become concerned about your child you will be contacted by their class teacher or the school's Special Educational Needs Coordinator (SENCO).

How we involve pupils and their parents/Carers in identifying special educational needs and planning to meet them.

- ❖ When we assess special educational needs we will discuss with you if your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- ❖ We review the targets regularly and every term there will be an opportunity for school staff, parent/carers and if appropriate other professionals involved with a child, to share information, celebrate progress and achievement and plan next steps. Consultation evenings provide regular opportunities to discuss concerns and progress. Other appointments can be made on request.

We also involve and inform parents/ carers by

- telephone
- home/school communication book
- review meetings
- open door policy
- home school agreement
- making time and staff available to attend outside agency meetings

How we use other adults in school to support pupils with special educational needs or disabilities

- ❖ Our SENCO leads an experienced Inclusion Team who are trained to support pupils with a wide range of educational, social and emotional needs.
- ❖ Our staff are able to undertake small group work or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities.
- ❖ Our Parent Support Advisor has an excellent knowledge of how to support our children and their families.
- ❖ Staff analyse pupil performance data termly to ensure every child is making the best possible progress.
- ❖ We have a dedicated Educational Psychologist and SEN Advisory teacher who visit our school throughout the year to observe and assess pupils, and offer advice and support to both home and school.

How we use specialist resources to support pupils with special educational needs or disabilities

- ❖ Our Early Years Unit has a range of sensory equipment.
- ❖ Our SEN team make bespoke individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.
- ❖ We use workstations, picture and symbol timetables and equipment such as countdown timers for pupils who need it.
- ❖ We seek advice and equipment from outside agencies as and when the need arises.
- ❖ We use Makaton and key rings containing Makaton signs on small cards to aid children with communication difficulties.
- ❖ We have a wide range of Speech & Language resources to run intervention groups or 1:1 sessions.

How we modify teaching approaches for individual pupils

- ❖ We are an inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups.
- ❖ All our staff are aware of a variety of teaching strategies and approaches. Teachers are able to adapt their teaching in order to cater for their pupils' needs including those with SEN: - specific learning difficulties (including dyslexia); Autistic Spectrum Disorder; speech, language and communication needs; and behavioural, social and emotional difficulties.
- ❖ Some staff are able to use basic Makaton signs, and one of our special needs support assistant is trained to support pupils using British Sign Language.
- ❖ When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support. We run a number of 'intervention' groups for children throughout the school. These cover areas such as, phonics, maths, literacy and communication.
- ❖ We offer a wide range of in-house communication groups; these usually focus on attention and Listening, Speech and Language and Social Communication.
- ❖ We use visual timelines or object timelines to help children understand what activity or part of the day is coming next.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers)

- ❖ In the Foundation Stage we track progress using the Foundation Stage Profile.
- ❖ Throughout the school we use P scales where appropriate to assess progress that is in smaller steps than the usual national curriculum levels.
- ❖ We gather views of parents and carers at our termly when IEPs are reviewed and at other meetings as appropriate.
- ❖ Phase leaders and class teachers look at termly progress. Each teacher plans targeted interventions for all children whose progress is causing concern, and writes an individual education plan for children whose needs fall outside normal classroom differentiation

What extra support we bring in to help us meet SEN:- services; expertise.
How we work together collaboratively.

- ❖ We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.
- ❖ We get support from local authority services regarding training, policy and funding.
- ❖ Our local authority provides educational psychologist support for assessment, advice and training.
- ❖ Our local authority provides an early years advisory teacher who supports children with SEN when they make the transition to our nursery from pre-school settings.
- ❖ We have an Education Welfare Officer who works closely with staff, pupils and families in raising attendance and punctuality.
- ❖ We get termly support from speech and language therapy (SALT). We refer pupils for assessment if we believe they need a period of therapy.
- ❖ We liaise termly with the school nurse.
- ❖ We get support from occupational therapy for pupils who need assessment for issues such as special seating or advice about exercise programmes. They guide school staff in

- ❖ Together we review your pupil's progress and agree what everyone will do to make teaching more effective and learning easier. We include your child in these discussions when appropriate.

What other activities are available for pupils with SEN in addition to the curriculum?

- ❖ We have a breakfast club with trained staff capable of looks after pupils with both special educational needs and disabilities.
- ❖ We have educational visits throughout the school year. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed.
- ❖ Year 6 take part in a transition project in their last half term to support them with the move to Y7.

How we support pupils in their transition into our school and when they leave us

- ❖ Children who join our school in nursery are welcomed into our school community with a personal home visit by their Nursery teachers during the first two weeks in September. This follows a meeting in school during the summer term and a parent and child 'stay & play' sessions in the second half of the summer term in preparation for their September start.
- ❖ Our local authority provides an early years advisory teacher who supports children with SEN when they make the transition to our nursery from pre-school settings.
- ❖ Transition to Reception, and then into each successive year group, is supported by meetings, information leaflets and taster sessions in each new class.
- ❖ Parents and children who are joining our school mid-term are encouraged to visit the school before they start.
- ❖ When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a visit to observe them in their familiar environment. We write individual transition plans in collaboration with staff from the previous school and the key professionals who are already familiar with the needs of the child.
- ❖ Y6 SEND pupils take part in additional transition work during the second half of the summer term.

How additional funding works

- ❖ Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need.
- ❖ If a pupil's education, health and care plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

Where pupils can get extra support

- ❖ We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- ❖ Our children are made aware of the support that surrounds them in school. They know who to talk to if that are worried or have any concerns they want to share.
- ❖ We have a Happy Helper system that promotes peer-to-peer support. These children are trained and supported in their work by the school's behaviour co-ordinator.

Where parents/Carers can get extra support

- ❖ Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views.
- ❖ The Walsall Parent Partnership Service can offer advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is 01922 650330.
- ❖ The SENCO and our Parent Support Advisor can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child.

❖ Our school operates an open door policy. Your first point of contact is your child's class teacher, who is generally available at the end of every school day. In addition, our Parent Support Advisor or our SENCO are here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the head teacher at any time. If she cannot solve your issues, then you may speak to any of our school governors. We have a governor responsible for SEND who may be contacted through the school office.

If your concern is with the local authority.

❖ The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with. Telephone 01922 686200. Alternatively, the Parent Partnership Service (01922 650330) provide independent information and advice.