



SEND Information Report 2017-2018

Effective Provision – Success for Everyone!

- We constantly evaluate the needs of our pupils and ensure appropriate provision is in place for all children so that they can achieve their potential
- We are an inclusive school and expect all children to access all activities offered in school

Individual Special Educational Needs

Every child is different – we support children who have difficulties with:

- Speaking, listening, communicating
- Learning, reading, writing, spelling; understanding number; memory/recall skills
- Understanding new concepts, new experiences
- Their behaviour, anger, controlling their emotions
- Making friends, social interactions, self-esteem, confidence
- A medical problem or a physical difficulty e.g. epilepsy, hearing impairment.

Working in Partnership – Open and Honest Communication

Parents, children and teachers have the support of:

- SENCO: Miss Anna Freeman Tel. 01216752489
- Senior Learning Mentor: Mrs Mandy Sheldon Tel: 01216752489
- Speech and Language Therapist: Mrs Jo Hall (1 day a week)

The SENCO liaises with outside agencies:

- Pupil Support Service Teacher: David Hill
- Educational Psychologist: Sandra Lipkin
- Communication and Autism Team: Katie Price
- Community Paediatricians at Allen's Croft Children Centre
- School Nurses: Charlotte Road Health Centre
- COBs – Behaviour support
- Occupational Therapists
- Physiotherapists
- Forward Thinking Birmingham: Child and Adolescent Mental Health Service

We work together to ensure children's needs are met so they can access the curriculum and have regular meetings with parents/carers and the children to ensure appropriate provision is in place and is successful. Parents can, at any time, contact Miss Freeman or Mrs Sheldon to arrange an appointment to discuss the needs of their child.

Effective Teaching and Learning

- Initial assessments completed by teachers identify needs and next steps for learning
- Discussions take place with parents/carers to discuss targets and provision
- Interventions are put in place to support gaps in learning e.g.
 - 1-1 tuition
 - Small group work
 - Differentiated activities
 - Additional adult support
 - Contacting outside agencies to seek additional professional advice and support
- Regular Progress reviews with School Leadership Team monitor children's attainment and progress and ensure teachers are putting appropriate provision in place for all children
- Regular feedback and discussion with parents/carers

All actions and strategies that support individual children are recorded and shared with key adults

Additional Resources

- Some children require additional resources to support their learning.
- We provide these for individuals as appropriate. These are purchased by the SENCO as necessary. The SENCO oversees the general provision of useful tools for learning that can be available for all children within the classroom and also supports teachers and teaching assistants to identify specific resources that may help a child e.g. a special pencil or a writing slope.

- We do have a changing bench and designated room to change children who may have toileting difficulties.
- We buy resources that will support intervention groups e.g. resources to develop fine and gross motor skills; games for social skills groups and specific resources for Precision Teaching or Direct Phonics – a published intervention package.
- We also use screening tools to help identify children who may have speech and language difficulties or dyslexia etc.
- We successfully support children with Autism and ADHD to access learning by implementing appropriate strategies and using appropriate resources. We are well supported by the Communication and Autism Team and ADHD Nurses and paediatricians

Parent Meetings – Target Setting – creating and implementing plans - Reviews with children

- If a parent or teacher raises a concern the SENCO will meet with the parents/carers
- Needs will be discussed and an agreed way forward decided upon which is recorded and copies shared with all key people involved with the child
- This may involve:
 - setting and sharing targets with the child and the parents
 - making clear what strategies and resources are helpful to a child
 - contacting outside agencies
- The plan will be reviewed at an agreed time to ensure actions have been implemented and targets achieved. Teachers, TAs and the SENCO will discuss the targets and provision with the child too and they will be invited to any review meeting, but can choose not to come as long as their views are understood and incorporated into the discussion and also recorded.
- Reviews take place at least bi-annually and often termly.
- Parents are kept up-to-date with their child's progress at Parents'/Carers' Evenings twice a year and in their child's annual report.

SEN Support

We have a graduated approach to SEN support:

1. In class support
2. Small group work
3. 1-1 tuition or intervention
4. Involvement of outside agencies – additional professionals to help with the assessment of need e.g. Pupil Support Service and Educational Psychologist
5. Other professionals providing the support e.g. Occupational Therapist; Communication and Autism Team Worker

It may be that the needs of the child are such that an Education Health Care Plan needs to be requested. Details of these can be discussed with the SENCO as and when appropriate.

Pastoral Care

All teachers and teaching assistants are trained to offer emotional and social support.

We also have a Senior Learning Mentor, Mrs Sheldon, who will support individuals who need particular help e.g. with bereavement; separation; behaviour and anger management; issues within the family; friendship problems etc. all with the intention of ensuring children are happy and safe in school.

Mrs Sheldon is also our Designated Safeguarding Leader

Mrs Sheldon and Mrs Pennington,, the Head Teacher, monitor behaviour in school and support teachers to meet the needs of individuals with the support of the SENCO if necessary.

We address the issue of Bullying annually to raise awareness amongst the children.

Further information is found in our Behaviour and Anti-Bullying Policies.

Training and Expertise

- All staff are fully trained and have additional training to support their understanding of how to meet the needs of specific individuals e.g. To support children with Autism, Diabetes, Epilepsy, ADHD, Dyspraxia, Dyslexia
- All staff are able to draw upon their own knowledge and that of experienced staff to enable children to learn. When difficulties arise we discuss with each other the best possible solution.
- We also invite outside agencies to deliver training sessions and we send staff out of school for additional training as and when the need arises.

- We are well supported by our School Nurse who trains us regularly re. Allergy Awareness, Asthma and Epilepsy and diabetes when the need arises.
- We have a Lead Practitioner for Autism: Mrs Julie Noakes who supports children and teachers in school. Parents/carers are welcome to discuss issues and concerns with her or the SENCO. She has been trained by the Communication and Autism Team and liaises with our Communication and Autism Team worker, Katie Price, to further develop our provision for children with Autism
- We recognise that 1-1 tuition and small group work can support children to learn and catch up with their peers. We employ a number of highly trained Teaching Assistants who support the teacher to:
 - Teach children
 - Monitor progress
 - Carry out specific intervention programmes e.g. Precision Teaching, Direct Phonics
 - Lead a variety of groups to support the development of particular skills
 - Social skills
 - Speaking and Listening
 - Nurture
 - Fine Motor
 - Gross Motor
 - As well as supporting the teacher in the classroom to teach all children

Monitoring, Evaluation and Transition

- It is the responsibility of the teacher to ensure that all children make progress.
- The SENCO monitors the progress of all children receiving SEN support and supports teachers when a child is not doing so.
- The SENCO evaluates the provision within each year group and analyses its impact discussing and sharing good practice with all teachers and teaching assistants.
- The SENCO keeps a folder where copies of records of a child receiving SEN support are kept and other related documents e.g. Doctors' letters, notes from discussions with parent/carers, details of targets and provision being made and the outcomes of review meetings.
- These form part of a profile of the child that can be passed on to a new school and will be sent on to their Secondary school when they reach that transition point.
- Each class teacher has a copy of these records for reference.

If you have any complaint about the way the school provides for SEND please see our Complaints Procedure. It is available on the school website or from the school office and sets out simple procedures to follow to ensure your complaint is addressed.

You can find more details about the Birmingham Local Offer at:

www.mycareinbirmingham.org.uk

for school information: <http://www.nthfdman.bham.sch.uk/>

further general information found at: www.birmingham.gov.uk/SEND