



SEND Information Report

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:

Communication and interaction,
Cognition and learning,
Social, mental and emotional health,
Sensory/physical.

What is special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.**

Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The kinds of special educational needs (SEN) for which provision is made at the school

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision.

How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil’s previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

What should parents do if they think their child may have special educational needs?

- If parents have concerns relating to their child’s learning or inclusion then please initially discuss these with your child’s teacher/subject teacher. This then may result in a referral to the **school SENCo** whose name is **Mrs Carter** and whose contact details are **0121 667 4066**
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team, the SENCo, external agencies,
2. Ongoing assessment of progress made by pupils with SEND,

3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. Pupil progress meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
6. Attendance and behaviour records.

- Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- Pupils' attainments are tracked and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in half termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership Team
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an assess, plan, do and review model:
 1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 - **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo. At this stage pupils will have Personal Learning Targets (PLT) that will be set by their class teacher/SENCO, these are shared with parents and are reviewed each half term.
 2. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
 3. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Rushall Inclusion and Advisory Team <http://www.rushall.walsall.sch.uk/inclusion-team>
- Walsall Support Team The Advisory Support Team Local Offer
- Walsall The Education Psychology Service Local Offer <http://preview.tinyurl.com/ngvr4l>
- Parent Partnership Walsall <http://www.walsallparentpartnership.org.uk/>
- Autism West Midlands <http://www.autismwestmidlands.org.uk>
- Positively Special - <http://www.positivelyspecial.co.uk/BULL>
- Walsall Speech and Language Therapy - Email: SLTinfo@walsall.nhs.uk -

1. Specialists in other schools e.g. teaching schools, special schools.
2. Social Services
3. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For pupils whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. Please see Walsall Local Offer information

<http://www.mywalsall.org/walsall-send-local-offer/>

How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents

How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo, at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0121-568-6301

How will parents be helped to support their child's learning?

- The class teacher or SENCo may also suggest additional ways of supporting your child's learning.
 - Reports given by the Educational Psychologist/Advisory Teacher or any other external agencies can be shared with the parents in order to continue to strategies advised by specialist are used at home.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area
- Walsall Special Education Needs and/or Disability Information, Advice and Support Service (SEND IASS) can also be contacted to provide free impartial, confidential and accurate information, advice and support services about education, health and social care matters as it relates to their special education needs and disability.

What support will there be for children overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.

- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision maps located on the school website and aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative opportunities within the school and action is taken to develop their social interaction skills.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.

How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living

Primary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the website.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- Feedback from last year's pupils on the effectiveness of the transition process can be located on our website in the transition folder.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENCo or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENCo,
- The Headteacher,
- For complaints, please contact the School Governor with responsibility for SEN, whose name is Mr M. Fox and can be contacted on 0121-667-4066

Support services for parents of pupils with SEN include:

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here
- Walsall Children and young people's service directory

Review: July 2023

Next Review: July 2024