

Slade Primary School Special Educational Needs Information

1. What kinds of Special Educational Needs does the school make provision for? What type of provision does the school make and how do they know it works?

In our school we make provision for pupils who have any of the needs in the table below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. The support in this table acts as a guide but the things we do may vary and actual support will be based on the specific needs of each pupil.

All children in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the child or young person is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

Types of need and what that could look like	Examples of support available in our school	How we check it is working.
<p style="text-align: center;">Cognition and Learning</p> <p>Children and young people who find learning, thinking and understanding harder than most other pupils.</p> <p>Some of the things children and young people with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Take longer to learn important skills • Find it difficult to remember things such as the important words for reading and times tables • Find it hard to understand how to use letter sounds to read and spell words • May need more time to think about their answers 	<ul style="list-style-type: none"> • Teachers change what they are teaching or the way they teach to help the child or young people learn more with the rest of the class • Extra support can be given in a small group by an adult to help the child learn the things they are finding difficult • Extra support can be given to the child by an adult for short time intervention during the day to support their learn skills • Individual targets are set to help show what the child needs help with • Access to specialist support from a teacher or other professional. 	<ul style="list-style-type: none"> • Look at the targets set to see if the child has achieved them. • Talk to adults who have worked with the child. • Talk to parents • Talk to the child. • Use the school tracking system to see how much progress the child has made • Have meetings with other staff in school to talk about how the child is learning • Ask for other professionals to work with the to check the progress being made

Communication and Interaction		
<p>Children who find it difficult with interacting with the people and world around them.</p> <p>Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Talking to other adults and or children and young people, especially when in a group • Talking about a topic they haven't chosen to talk about • Making friends or keep friend for a long time • Following rules made by someone else • Dealing with changes in the way they usually do things • Dealing with noises, smells or other sensations around them • Saying the things they are thinking • Understand what other people mean when they are talking 	<p>Teachers change what they are</p> <ul style="list-style-type: none"> □ teaching or the way they teach to help the children learn more with the rest of the class <p>Use support programmes</p> <ul style="list-style-type: none"> □ especially made to help the child to build communication and interaction skills <p>Use things in the classroom to help the child understand or deal with</p> <ul style="list-style-type: none"> □ things that are happening (for example visual timetables, task boards, social stories) <p>Get advice from professionals and specialist staff trained in school to</p> <ul style="list-style-type: none"> □ give advice to adults working with the child. 	<p>Observations of the child to see if</p> <ul style="list-style-type: none"> □ they are communicating or interacting differently <p>Look at the targets set to see if</p> <ul style="list-style-type: none"> □ the child has achieved them <p>Talk to adults who have worked with the child.</p> <ul style="list-style-type: none"> □ <p>Talk to parents Talk to the child.</p> <ul style="list-style-type: none"> □

<p>Social, emotional and mental health difficulties</p> <p>Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life.</p> <p>Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Following rules set by others • Sitting still for very long 	<ul style="list-style-type: none"> □ Get advice from professionals and specialist staff trained in school to give advice to adults working with the child □ Extra support can be given in a small group by an adult to help the child learn about how to help themselves □ Extra support can be given to the 	<ul style="list-style-type: none"> □ Observations of the child to see if they are coping better in school. □ Talk to adults who have worked with the child □ Talk to parents □ Talk to the child
<ul style="list-style-type: none"> • Listening to and follow instructions • Understanding how they are feeling • Making friends • Dealing with their difficulties in a way that does not cause harm to themselves or others • Taking responsibility for the things they do 	<p>child by an adult for short time during the day to let them talk about the things that upset them</p> <ul style="list-style-type: none"> □ Individual targets set to help show what the child needs help with 	

Sensory and/or physical needs

Children who have a disability that may make it difficult for them to manage their everyday life without changed or support

This may be because of hearing or visual difficulties, physical disabilities or other medical needs.

Some of the things children with these difficulties might find difficult are:

- Hearing what others in the classroom or school setting are saying
- Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them
- Moving around without the aid of a walking aid or wheelchair
- Using pencils, scissors, knives and forks and other things that we need to use without changes or support
- Taking medication without adults helping them

- Professional advice from specialist staff
- Physiotherapy
- Support from outreach services such as the hearing or visual impairment or physical disability teams
- Specialist equipment
- Motor groups
- Adaptations to the school environment where possible

- Monitoring that the child has full access to a broad and varied curriculum
- Observations of the child within the school environment
- Talk to adults who have worked with the child
- Talk to parents
- Talk to the child

2. How does the school identify and assess Special Educational Needs?

In school we use a variety of different ways to assess whether a child has special educational needs. Some of these ways include:

- Observations
- School based test results
- Information from parents and carers
- Information from the child or young person
- Specialised assessments carried out by members of the school's support services
- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the child or young person

Once a child is identified as having a special educational need, a graduated approach to support is taken. The child's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review any necessary changes will be made.

3. How do the school know how much progress is being made by pupils with Special Educational Needs?

All children's progress, including those children or young people with special educational need, is tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised test. In Birmingham we also have access to the Birmingham Language and Literacy and Maths toolkits which support assessment when a child or young person is making small steps of progress. In addition, for children with special educational needs, we also set individual targets that are reviewed at least three times a year. This helps the school to monitor how well interventions are working. The progress each child is making is discussed at pupil progress meetings with the *Class Teacher, and members of the senior leadership team*

4. What extra-curricular activities can a pupil with Special Educational Needs access at school?

All children have access to our extra-curricular activities (*see link on website*). Where appropriate and possible, adjustments will be made to ensure all children and young people with special educational needs are fully included in these activities.

In addition our school provides additional extra-curricular activities for children and young people with special educational needs when needed. These may include *lunchtime clubs, social interaction groups and access to the home hub*.

5. Does the school have a Special Educational Needs co-ordinator? If so who are they and how can someone get in touch with them?

Our school has an Inclusion leader.

Her name is Miss Griffiths

If you would like to talk to her then you can contact the School Office to book an appointment.

The best way to contact our inclusion leader (SENCo) is by telephone on 0121 675 0618 or email

enquiry@slade.bham.sch.uk

6. What training does the staff in school have in relation to pupils with Special Educational Needs?

In our school we believe that all staff should be involved in supporting pupils with special educational needs and so we make sure that staff have training to help them do this.

Some of our staff have had training for Team Teach, Epipen, and Asthma. Some of our staff have had training on Autism, ADHD, Teaching children with Downs Syndrome and many more.

As well as this various staff have been trained for different aspects of special educational needs including *Precision Teaching, Direct Instruction, Pre and Post Tutoring and National SENDCO award.*

7. How do the school get more specialist help for pupils if they need it?

In our school if we feel a pupil needs more specialist help we can work with the following people to get this.

Agency or Service	Who they work with	How school can get in touch with them
Behaviour Support Service (COB)	Children with emotional, social or mental health difficulties that impacts on their behaviour in school	School have an allocated worker who they will contact after a parent or carer signs a referral form
Communication and Autism Team (CAT)	Children who are being assessed for or already have a diagnosis of Autism or communication difficulties. They will also provide support for families of children or young people with these difficulties	School have an allocated worker who they will contact after a parent or carer signs a referral form
Educational Psychology Service (EPS)	Children with complex needs. An Educational Psychologist will always be involved with a child who is referred for an Education, Health and Care Plan.	School have an allocated worker who they will contact after a parent or carer signs a referral form
Physical Disability Service (PDS)	Children with physical difficulties which impact on their access in the school setting.	School have an allocated worker who they will contact after a parent or carer signs a referral form

Pupil and School Support (PSS)	<p>Children who are working below the levels expected for their age.</p> <p>A Pupil and School Support Teacher will also work with staff in schools offering support, advice and training.</p>	<p>Pupil and School Support teachers regularly visit schools. School will let parents or carers know if they need to work with the child.</p>
Sensory Support Service (SSS)	<p>Children who have particular sensory needs such as visual or hearing difficulties where access to the usual school environment is</p>	<p>Pupils are usually referred following a medical diagnosis; however school can contact them for further support and general advice.</p>
	<p>effective.</p>	
Speech and Language Therapy Service (SALT)	<p>Children or young people with a high level speech and language difficulties.</p>	<p>School can fill in a form which parents or carers sign. The family doctor can also complete this form.</p>
Occupational Therapy	<p>Children with physical difficulties that require regular exercise.</p>	<p>School can contact the Occupational Therapist after a parent or carer signs a referral.</p>
School Nurse	<p>Children or young people with medical need particularly where medication is needed.</p>	<p>School can contact the School Nurse Service after a parent or carer signs a referral.</p>

8. How are parents of children and young people with Special Educational Needs involved in the education of their child?

Our school has an open door policy to parents ensuring we are always approachable so parents feel involved in the education of their child.

In addition our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Regular meetings with SENCo, class teacher and support staff
- Target setting shared at parents evening so parents can see what their child is working on next
- Home/school books to inform parents of important information
- Regular curriculum letter to inform parents of what will be going on during the term
- Home reading logs
- Information on the school website
- Parents' evenings
- Parent drop-ins/coffee mornings
- Signposting to parent groups
- Parents and pupils views on SEND
- Annual reviews for children with an EHCP (Education and Health Care Plan).

9. How are pupils with Special Educational Needs involved in their own education?

We aim to involve all children in our school in the evaluations and implementation of their own education. For children and young people with Special Educational Needs we use a variety of strategies to support this including:

- Child target review meetings

- Involve child in setting their own targets at EHCP reviews
- Self-assessment at the beginning and end of learning
- Having a range of equipment available for the child to choose to use
- Ensuring the child works with a range of different partners
- Ensuring the child has a designated adult to go to if they need help
- Pupil conferencing
- Membership of the school council
- One page profiles
- Medical alert cards
- Communication cards
- Visual timetables
- Prompt cards to promote independence
- Personalised work stations
- Learning breaks

10. If a parent of a child with Special Educational Needs has a complaint about the school, how does the governing body (or proprietor) deal with the complaint?

If you have a complaint about the school please contact Mrs H Hastilow, Head Teacher, or Mr Junaid Gharda, Chair of Governors, and we will do everything we can to fix the issue. Our school and governing body take complaints seriously and will act upon these on an individual basis.

11. How does the governing body (or proprietor) involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?

In our school Catrina Adams is the governor who is responsible for special educational needs.

Their job is to meet with the Inclusion leader regularly. In these meetings the SEND governor make sure that children, young people and families are being supported by the right services from in and outside of school. The SEND Governor will also visit the school, observe what happens in classrooms and meet with class teachers, support staff and children and young people.

In addition the Head Teacher and SENCo have to give a report to the SEND governor twice a year. The SEND Governor shares this report with the other governors so that the whole governing body is aware of how special educational needs are being supported in the school and how well this support is working. The governors will challenge, support and advise the Head Teacher if appropriate provision isn't being made.

10. Who are the support services that can help parents with pupils who have Special Educational Needs?

Agency	How they support parents	How to contact them
<p>SEND Information, Advice & Support Service</p>	<p>This service exists to provide advice and information to parents and pupils in Birmingham.</p> <p>This information is designed to explain special educational needs procedures, to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may be useful.</p>	<p>Special Educational Needs Parent Partnership</p> <p>Special Educational Needs Parent Partnership Service The POD, 28 Oliver Street Nechells, Birmingham B7 4NX</p> <p>Email Address:</p> <p>sendiass@birmingham.gov.uk</p> <p>Telephone Number: 0121 303 5004</p>

<p><i>Autism West Midlands</i></p>	<p><i>Coffee mornings once a month to provide a parents or carers with a support network and to sign post parents or carers to other agencies who may be able to offer help and support</i></p>	<p><i>Autism West Midlands Regent Court George Road Edgbaston Birmingham B15 1NU</i></p> <p><i>Telephone Number: 0121 450 7582 Website: www.autismwestmidlands.org.uk</i></p>
<p><i>Beyond The Horizon</i></p>	<p><i>Bereavement Counseling for children due to death, separation or divorce of a family member</i></p>	<p><i>Holly Cross Centre Beauchamp Road Billesley Birmingham B13 ONS</i></p> <p><i>Telephone Number: 0121 444 5454 Email: admin@beyondthehorizon.org.uk</i></p>
<p><i>Birmingham Families and Safeguarding Team</i></p>	<p>The Family Support and Safeguarding Service provides services for children and families from locations based in 14</p>	<p>Contact the Family Support and Safeguarding Service via the Children's Information and Advice Service Telephone Number: 0121 303 1888</p>

	<p>children's centres. The Family Support and Safeguarding Service is made up of:</p> <ul style="list-style-type: none"> • Children's centre staff and partner agencies (eg health visiting) providing services for all children • Family Support teams providing services for children with additional needs • Specialist Children's Social Care teams providing services for children with complex needs 	
<p><i>Children and Adolescent Mental Health Service</i></p>	<p>The community mental health service provides support for young people who live in Birmingham with a Birmingham GP and the inpatient service is available for young people from across the country.</p>	<p>CAMHS Access Point 1 Printing House Street Birmingham B4 6DF Tel: 0121 333 9193 Website: lotsonyourmind.org.uk</p>
<p><i>Educational Psychology Service</i></p>	<p><i>Supporting children with complex needs</i></p>	<p><i>Accessed by School Referral</i></p>
<p><i>Home Start</i></p>	<p><i>Supporting Families in need and counseling for children aged 5-11 through Play Therapy with SOS Focus on Therapy.</i></p>	<p><i>Accessed by a School Referral</i></p> <p><i>Six Ways Baptist Church Wood End Road Erdington Birmingham B24 8AD</i></p> <p><i>Telephone Number: 0121 373 1376</i></p>

<i>Family Common Assessment Framework</i>	<i>Supporting families in need</i>	<i>School Referral</i>
<i>Communication/Autism Team</i>	<i>Supporting Children and families with ASD</i>	<i>School Referral</i>

11. How do the school support pupils with Special Educational Needs through transition?

We aim to make times of transition as easy as possible for the children and young people in our school.

When starting at our school we:

- *Meet with the child and their parents to talk about their needs and answer any questions about our school*
- *Speak with staff at the child previous school or setting where needed*
- *Provide the child with a transition book that has photographs of the key staff and areas around school where needed.*
- *Read reports from people who have worked with the child*
- *Arrange visits to our school so the child gets to see it before they start properly*
- *Give any adults working with the child a one page profile or pupil passport describing the things that help to support them in school where needed.*

When moving to a new year group we:

- *Introduce the child to their new teacher individually where needed.*
- *Provide the child with an updated transition book that has photographs of the key staff and areas around school to look at during the school holidays where needed.*

- *Talk to the child and their family so we can answer any questions they may have about the new year group*
- *Give any adults working with the child a one page profile or pupil passport describing the things that help to support them in school where needed.*

When moving to a new school we:

- *Hold a transition review and invite key staff from the new school*
- *Talk to key staff at the new school about things that help the child to learn well and be happy at school* □
- *Arrange extra visits to the new school if that is what the child needs.*
- *Talk to the child and their family so we can answer any questions they may have about the new school*

12. How can parents find the Birmingham Local Authority's local offer?

The Birmingham Local Authority's Local Offer can be found at:

https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send