



SEND Information Report

Slade Primary School



Our Aims

Our SEND information report aims to:

- Set out how Slade Primary supports and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Show how we create an environment that meets the special educational needs of every child so that they can achieve their learning potential and take a full part in all activities alongside pupils who do not have SEND.
- Show how we monitor and respond to parents/carers and pupil's views to evidence high levels of confidence and partnership.
- Make clear the expectations of all partners in the process.
- Ensure a high level of staff expertise to meet the needs of pupils with SEND through well targeted professional development.
- Ensure pupils with medical conditions are fully included in all school activities through support and consultation with health and social care professionals.
- Allow and plan for reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- Show how we work together with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Legislation and guidance

- This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.

Definitions

A pupil is defined as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

1. A significantly greater difficulty in learning than most others of the same age, or
2. A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO

Our school SENDCo is Marie Smith and can be contacted through the school office on 0121 675 0618 or via email enquiry@slade.bham.sch.uk

The SENDCo will:

- Work with the Headteacher and wider trust to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of SEND at Slade Primary School and the co-ordination of specific provision made to support individual pupils with SEND, including those who have SEND Support Provision Plans and Education, Health, and Care plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive both high quality teaching and support across the curriculum and within all aspects of school life.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

The kinds of SEND provided for at Slade Primary School

Provision for children with special educational needs is a matter for the whole school. The Trust Board, the school's head teacher, Senior Leadership Team, the SENDCo and all other members of staff, particularly class teachers and support staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

Our school currently provides provision for a range of needs, including:

1. Communication and interaction, for example, children with a diagnosis of autism, those with social and communication needs and neurodiversity and those with speech and language difficulties.
2. Cognition and learning, for example, dyslexia, dyspraxia, and those children presenting with a learning difficulty or developmental delay who need additional support to make academic progress.
3. Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment and trauma need and those requiring additional support with their behaviour.
4. Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, and gross and fine motor difficulties.

Identifying pupils with SEND and assessing their needs

The school will assess each child's current levels of attainment on entry to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of their curriculum.
- Identify and focus attention on how to provide high quality support in the class.
- Use assessment processes including the Early Support Developmental Journal, Cherry Garden and whole school tools to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline.

Is slower or does not match previous rate of progress.

Is not closing the attainment gap between the child and their peers.

Is widening the attainment gap.

Is impacting social and emotional development and ability to take part in school life.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/ carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents/ carers

Partnership plays a key role in enabling all children and young people with SEND to achieve their potential. Parents hold key information and have invaluable knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

Our school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs. It also includes an overview of our we adapt our teaching to fully support our pupils with SEND across the curriculum.

At all stages of the special needs process, we keep parents and carers fully informed and involved. We take account of the wishes, feelings, and knowledge of parents/ carers at all stages.

We encourage parents/ carers to make an active contribution to their child's education and have regular meetings every term over the phone and in person to share the progress of special needs children with their parents. In addition, we hold half termly coffee mornings and invite parents to join us for three parent's evenings a year. We inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENCo (Marie Smith) through the school office, email address, phone number where they can request a meeting or phone call.

If a child is identified as having a Special Educational Need, we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Any parental/ carers concerns are considered.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's records on Edukey and given to their parents/ carers on request.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

In line with the SEND Code of Practice (2014) will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches needed. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. When year six pupils are moving to year seven, there will be liaison and transition planning with the receiving school about the child's needs. All year six pupils will attend sessions at their secondary school to ensure a smooth transition. If a child changes school during the academic year we will share with the new school any special needs the child has, and their SEND records will be forwarded on to ensure continued support in their new school/ setting.

Our approach to teaching pupils with SEND

All staff at Slade use a wide range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff adapt work as needed and use assessment to inform the next stage of learning. All staff have received training on adaptive teaching, specific support strategies including the use of Widgeit, Colourful Semantics, visual support, pre-teaching as well as learning about a variety of specific SEND

that has led to all lessons and learning opportunities incorporating high quality support for all the different learning styles and needs of pupils at Slade.

Individual Learning Plans, which use a small-steps approach, feature significantly in the provision that we make in the school. By breaking down existing levels of attainment into finely graded steps and targets, we ensure that all children experience success. All children on the special needs register have an Individual Learning Plan with individual targets that is reviewed termly.

We support children in a manner that ensures that they can share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

We will also provide the following interventions:

- Early Interaction group
- Precision teaching for a variety of needs including spelling, reading and language development
- Words First Reading Scheme
- Word Wasp, Hornets and Toe by toe
- Wellcomm language programme
- Plus 1 and Power of 2 math's intervention
- Pre-teaching groups
- Memory intervention
- Elsa Support groups
- Target groups
- Lego therapy
- Sensory Circuits
- Touch typing
- Multi-sensory learning

Adaptations to the curriculum and learning environment

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

We make the following adaptations to the curriculum to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended strategies, such as laptops, iPads, real objects and manipulatives, visual timetables and schedules, social stories, personalized learning and resources, workstations and structured teaching, larger font and specialized books and resources, social stories, sensory support etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing word webs, vocabulary mats, multi-sensory support, use of iPads etc.

Our Accessibility plan is in accordance with the Equality Act 2010 and details how we plan to adapt the learning environment when required.

It outlines plans to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils with a disability

Additional support for learning

We have a number of teaching assistants who are trained to deliver a variety of interventions such as precision teaching and targeted English and Maths groups. We also have teachers, support staff and learning mentors who have had training in dealing with a variety of different issues around social, emotional and mental health.

Individual Learning Plans are put in place for all pupils with SEND and outline the strategies used to enable children with Special Educational Needs to progress more quickly. Each Learning Plan will include information about:

- The short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the child can be successful

These will be reviewed termly in which the child's views will be sought and taken into account, as will those of the parents/ carers, whose support is vital if progress is to be achieved and maintained.

When we need extra support in teaching our pupils, we work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Service
- Pupil School Support Team
- Communication and Autism Team (CAT)
- Sensory Support Team including Visual Impairment Service and Hearing Impairment Service
- Habilitation Service from Prestley Smith Visual Impairment School
- Speech and Language Therapy Team
- Occupational Therapy Service
- Physiotherapy
- School nursing team
- Health visiting team
- Beyond the Horizon
- BCAT- Therapeutic Services

Expertise and training of staff

Our SENCO has over 20 years' experience as a SENCO, SEND teacher working in Early Years special educational needs and autism specific schools and has post graduate qualifications in autism.

We have a team of teaching assistants who are very experienced and highly trained to deliver SEND provision.

In addition to training already in place in the last academic year staff have received specific SEND training in a variety of additional strategies and interventions including Lego Therapy, adaptive teaching Read Write Inc., Elklan (a vocabulary acquisition program) and specialist Ot groups (gross motor, fine motor and handwriting).

Securing equipment and facilities

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The SENCO informs the Headteacher and Strategic Leads on how the funding allocated to support special educational needs has been employed.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Tracking pupils progress using Birmingham Toolkits (continuums), Cherry Garden or the Early Years Developmental Journal
- Reviewing the impact of interventions half termly

- Using pupil questionnaires to support social, emotional and mental health development.
- Learning walks and book scrutiny's by the Senior Leadership Team
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We support children in a way that acknowledges and ensures their entitlement to share the same learning experiences as their peers.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs and breakfast club.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

Slade Primary School is dedicated to improving the life chances of our pupils and that includes whole school education around mental health. We have our own mental health curriculum which is embedded within teaching to help provide pupils with resilience strategies when faced with mental health difficulties.

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of well being club and other activities provided that support their mental health and wellbeing.

Pupils with SEN are also encouraged to be part of the emotional literacy/mentoring groups that teach around how to deal with personal emotions and the emotions of others, resilience, relationships, grief and loss.

We take part in Anti-Bullying week and conduct activities throughout the year based on anti-bullying.

5.14 Working with other agencies

Outside agencies may become involved if a child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels significantly below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.

- Has emotional or behavioural needs which regularly and substantially impact the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for Statutory Assessment or Education Health and Care Plans

A request will be made by the school to the Local Authority via SENAR if the child has demonstrated significant cause for concern over time even with the support of school and outside agencies. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to support those needs, including any resources or special arrangements put in place.

The evidence will include:

1. Previous Pupil Profile plans and targets for the pupil.
2. Records of regular reviews and their outcomes.
3. Childrens assessment data over time
4. Details of provision put in place in school over time
5. Records of the child's health and medical history where appropriate.
6. Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
7. Views of parents/ carers.
8. Information/ minutes from a Team around the child meeting
9. Attendance data

The parents/ carers of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each termly in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the secondary school will be informed of the outcome of the review.

Complaints about SEND provision

Complaints about SEN provision in our school should be made to the SENCo or Headteacher in the first instance. This will then be referred to the school's complaints policy the complainant is not satisfied with the outcome.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Details of Birmingham's Local Offer/ Contact details of support services for parents of pupils with SEND

There is local support available to parents to help with support and advice around Special Educational Needs. That can be found at:

<https://www.localofferbirmingham.co.uk/>

Contact details for raising concerns.

Any concerns can be raised with the SENCO or Headteacher on 0121 675 0618 or using our email address enquiry@slade.bham.sch.uk

Monitoring arrangements

This policy and information report will be reviewed by the SENCO, headteacher and school community **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Headteacher and Strategic Lead for the school.