

**Belbroughton CE Primary School**

**SEN Information Report 2018-2019**

As a mainstream Christian school, Belbroughton CE Primary School has Christian love and inclusion as a basis for it values. We believe that every child is an individual and so has individual needs. **All** our pupils are entitled to an education that will enable them to develop to their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social.

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| **HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?** |

At Belbroughton CE Primary School, children are identified as having additional needs through a variety of ways, (usually a combination), which may include some of the following:

• Liaison with previous school or pre-school setting;

• Child performing below ‘age expected’ levels (or equivalent e.g. percentile rankings);

• Concerns raised by a parent;

• Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance;

• Liaison with external agencies e.g. a physical/ sensory issue;

• Use of tools for standardised assessment such as: Standardised Reading test, Language Link, Vernon Spelling Test, Standardised tests, and

• Children with an EHCP already have many of their needs clearly identified. Their placement at our school is a decision that is made in conjunction with the Local Education Authority.

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| **WHO CAN I TALK TO ABOUT MY CHILD’S NEEDS?** |

Talk to us – contact your child’s class teacher about your concerns initially. You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home. Every child has a red home/school diary where parents and school can communicate in

‘informal’ written form. These books are checked by school staff as often as possible. Family learning activities are held for all parents at a variety of times of year e.g. PTA events (Christmas, Easter and Summer Fairs), parent consultation evenings, Read with Me afternoons in Reception, parental information evenings (on phonics, SATs, e-safety and maths). Your child may have an Individual Provision Map (IPM or Step 7) that will have individual/group targets. This is discussed with you on at least a termly basis where we will ask for your input and provide you with a copy of this plan. The conversation will also provide suggestions as to how you can support your child’s learning at home. All parents are offered a termly opportunity to participate in a parents evening with the class teacher.

If your child has complex SEND they may have an Education, Health and Care Plan (EHCP). In such instances a formal meeting will take place to discuss your child’s progress and a report will be written at least annually.

If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the Inclusion Manager/SENCo (Paul Fearns) or Headteacher (Clare Bishop). If you wish to make a specific appointment these can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

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| **HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?** |

Children have an important role to play in their own education. Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey. All children are provided with the opportunity to be voted onto the School and Eco Council, as well as hold other positions of responsibility, by their class or teachers, including CREW and Class Ambassadors, Prefects and House Captains. Through discussions with the class teacher, SENCo and teaching assistants, they are able to share their feeling and thoughts about how well they are progressing. Children (Year 1+) are involved in termly reviews of their learning as well as of their Individual Provision Map/Step 7 (where appropriate) with a trusted adult.

If your child has an EHC plan, their views will be sought before any review meetings (age appropriate).

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| **HOW WILL THE SCHOOL SUPPORT MY CHILD?** |

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| Provision for all children |
| **Teaching-learning and environment** |
| * Staff CPD training related to quality first teaching. * Professional development opportunities are provided for staff and governors. * Teaching assistants are deployed to increase people success and independence this has been expanded through use of pupil premium funding. * Differentiation is in place in all planning. * Pupils are taught life and independence skills. * Pupils have access to specialist equipment including I.C.T. software. * Our accessible school environment includes out of hours activities and school trips. * Minor adjustments are made to classroom practices and materials/equipment that may be required. * Quiet areas are available around school with known staff. * Flexible, personalised timetables which may include reduced timetable. |
| **Assessment, Planning and Review** |
| * Effective assessment and tracking of pupil progress from induction and baselines takes place from this personalised pathways are identified. * Leaders, classroom practitioner and learning support staff have a comprehensive focus on pupil progress. * The SENCo completes observations for individual pupil's needs. * Pupils, parents and staff are all involved in the planning, implementation and, where appropriate, reviewing of ‘Step 7’ - individual provision maps. * ‘Step 7’ - individual provision maps are reviewed termly with parents, the pupil and staff focusing on the pupil’s individual needs. * Referrals are made to Early Help through a multi-agency approach including WHP. * Home – school liaison is on-going. Home-school liaison books are used where appropriate. |
| **Staff Roles and Responsibilities** |
| * All staff meet the 2012 teachers’ standards and adapting their teaching to respond to the strengths and needs of all their pupils including those with SEND and other vulnerable groups of learners. * Teachers oversee, plan and work with each child who has SEND in their class to ensure that appropriate progress is made in every area. * The inclusion team and other colleagues complete up-to-date training to ensure that effectiveness in offering advice and guidance to staff regarding the needs of people. * Inclusion and SEND policies are reviewed annually to ensure progress for SEND pupils and groups. * Support and advice from external agencies is used to ensure potential barriers to success are identified and responded to. * Liaison with outside agencies including Speech and Language Therapy service (SaLT), Learning Support Team (LST), Behaviour Support Team (BST), Complex Communication Needs (CCN team) and Educational Psychology (EP) is sought where appropriate and available. |
| **Communication with Parents and Pupils** |
| * Belbroughton Primary School works hard to ensure that parents and carers are able to work in partnership. * Communication with parents is judged to be effective. * A fortnightly newsletter is sent home to parents. * Our new School website is informative; letter sent home, newsletters and the year group pages. * The Inclusion team offers support for parents and advice through the school website. A parent is also the SEND governor to the school. * Parent workshops including phonics workshops for Key Stage One, Maths workshops covering the whole school, and writing workshops which cover the whole school. * Personalised support is put into place for target parents through the school-initiated intervention programs. * Pupil voice is shared through Class and School Councils (including ECO and CREW) as well as pupil questionnaires. |

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| Area of special needs (SEND) | | Specific Provision |
| **Communication and interaction**  Children with SLCN have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or that they do not understand social rules of communication. Children with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. | Speech, language and communication needs (SLCN)  Autistic spectrum disorder is (ASD) | * Teaching assistants are deployed to increase pupil success and independence this has been expanded through use of pupil premium funding. * Small-group targeted intervention (Step 6) programs are delivered to improve skills in reading, writing, speaking and listening, maths, social skills and fine and gross motor skills. * Precision teaching is used to introduce key points, content and concepts. * The Inclusion team includes specially trained Teaching Assistants in SaLT to support pupils with a range of SaLT difficulties. These adults attend regular updates from professional Speech and Language therapists. * Individualised teaching programs are delivered in short sessions. * Some 1:1 specific work is implemented outside the classroom. * External specialist advice contributes to assessments and reviews, supporting targeted programs and interventions. |

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| Area of special needs (SEND) | | Specific Provision |
| **Cognition and learning**  Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.  Learning difficulties cover a wide range of needs:   * Children with moderate (MLD) and severe learning difficulties (SLD) are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. * Children with profound and multiple learning difficulties (PMLD are likely to have severe and complex learning difficulties as well as physical disabilities and sensory impairment.) * Specific learning difficulties (SpLD) affect one or more specific areas of learning, encompassing a range of conditions such as dyslexia, dyscalculia and dyspraxia. | Moderate learning difficulties (MLD)  Severe learning difficulties (SL D)  Profound and multiple learning difficulties (PMLD)  Physical difficulty disability (PD)  Sensory impairment (SI)  Specific learning difficulties (SpLD) | * Teaching assistants are deployed to increase pupil success and independence this has been expanded through use of pupil premium funding. * Small-group targeted intervention (Step 6) programs are delivered to improve skills in reading, writing, speaking and listening, maths, social skills and fine and gross motor skills. * Precision teaching is used to introduce key points, content and concepts. * The inclusion team are trained to support pupils with a range of learning difficulties including SpLD, for example, using the Worcestershire Dyslexia Pathway materials. * Individualised teaching programs are delivered in short sessions. * Some 1:1 specific work is implemented outside the classroom. * External specialist advice contributes to assessments and reviews, supporting targeted programs and interventions. |

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| Area of special needs (SEND) | | Specific Provision |
| **Social, emotional and mental health**  Children may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance abuse, eating disorders and physical symptoms, which are medically unexplained.  Other children may have disorders such as attention deficit disorder (ADHD) attention deficit hyperactive disorder (ADHD) or attachment disorder (AD) | Mental health and well-being  Social need  Emotionally need  Autistic spectrum disorder (ASD)  Attention deficit disorder (ADD)  Attention deficit hyperactive disorder (ADHD)  Attachment disorder (AD) | * The class teacher has overall responsibility for the pastoral, medical and social care of children in their class. * All staff embrace personal, social and health development in school. * The School embraces Inclusive Christian Values, which are embedded within our School Values and based on Christian teachings. * Our behaviour management strategies are clear and consistent throughout the school. These include classroom rules, School Values, diverse rewards and clear sanctions. * The behaviour policy enables leaders to make reasonable adjustments with the aim of minimising the need for exclusion. * Peer mentoring and buddy systems are in place. * An anti-bullying policy is in place about Belbroughton primary school and bullying is not tolerated. * A positive handling policy for all pupils is in place. Staff are trained to use positive handling procedures through Team Teach. * External support is sought and advice implemented to support individual pupils’ needs. * School support through Beaconside and Chadsgrove (Outreach) * Small group targeted programs are delivered to pupils to improve social skills and emotional resilience. * Risk assessments are undertaken to ensure the safety and inclusion of all pupils * Policies and procedures ensure all pupils are guided in developing a positive understanding of esafety and pedestrian / cycling training * Outdoor learning (in Key Stage 1 and then through the school) enable children to build positive relationships and understand the importance of teamwork and collaboration. * Supervisors at playtime and lunchtimes assist and support social interaction, independence, play, mobility and emotional well-being. * Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the SENCo. * The school has a policy regarding the administration and managing of medicines. * Parents need to contact the school office if prescribed medication for a *chronic* condition is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child’s name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office * As a staff we have training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations. * The school has adopted behaviour and exclusion policies. If a child has significant behaviour difficulties, a Pastoral Support Plan (PSP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school works closely with Worcestershire Exclusion Team, including providing ‘home’ support to parents if necessary. * The school has adopted an attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Early Help Assessment Team or Children’s Services if this becomes a concern. * The school are also able to support families in making contact with other agencies, who can provide appropriate support. This may include WHP, who offer parents a support worker. * Residential trips are provided and supported for all pupils in Years 3, 4 and 6. * External agencies work closely with the school including the school nurse, Speech and Language Therapy service (SaLT), Learning Support Team (LST), Occupational Therapy service (OT), Children Services, Child and Adolescent Mental Health Service (CAMHS) and the medical education team. |

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| Area of special needs (SEND) | | Specific Provision |
| **Sensory and/or physical**  Some children require SEND provision because they have a disability, which prevents or hinders them from making use of the educational facilities provided. Many children with visual impairments (VI) hearing impairments (HI) or multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with a MSI have a combination of visual and hearing difficulties. Many children require minor adaptations to the curriculum or the physical environment. Some children with physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. Some children require special educational provision. | Visual impairment (VI)  Hearing impairment (HI)  Multisensory Impairment (MSI)  Physical disability (PD) | * All staff are aware of children's physical/sensory disability and implications on teaching and learning * All teachers encourage children to wear/use appropriate sensory equipment * Advice and guidance is sought and implemented from the Local Authority team to ensure that barriers to success are reduced * Additional adults are deployed to increase pupil success and independence * ICT is used to increase access to the curriculum where appropriate. * Staff training from specialist medical colleagues is provided for those children that have significant medical needs e.g. epi-pen, asthma * Staff understand and implement the medical administration and asthma policy * School reviews its accessibility and disability plans on a regular basis and identifies areas for improvement. |

**HOW**

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| **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?** |

We encourage all new children to visit the school prior to starting and we have a clear transition programme for new children starting at school. All children are advised to have at least one transition day with their new class and to meet the class teacher. Where appropriate parents are able to meet the class teacher and SENCo as well. The children are able to have a transition booklet which sets out the adults that they will be supported by as well as maps or pictures they need to familiarise themselves with their new environment. We can also create ‘social stories’ with/for the children if transition is likely to prove more challenging. For children starting in Reception, the Headteacher holds a meeting for parents in addition to planning visits to the children’s pre-school setting where there are five or more children who will be attending Belbroughton CE Primary School or telephone calls to those with less than 5 children who will be attending, in order to help children, parents and staff get to know each other. We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs, then an Annual Review meeting for the EHCP will be used as a transition planning meeting which staff from both schools will be invited to. Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

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| **WHO CAN I CONTACT FOR FURTHER INFORMATION?** |

General information relating to SEND can be found on the school website, including the SEND policy. This can be found on the policy page of the school website

For more specific queries you should discuss matters with your child’s class teacher in the first instance. However, the Inclusion Manager/SENCo (Paul Fearns), Headteacher (Clare Bishop) or, in exceptional circumstances, the SEN Governor are also able to offer advice and support.

You might also wish to visit the following websites:

* SENDIASS – [www.worcestershire.gov.uk/info/20417/special\_needs\_disabilities\_information\_advice\_and\_support\_servics](http://www.worcestershire.gov.uk/info/20417/special_needs_disabilities_information_advice_and_support_servics)
* Worcestershire County Council’s Local Offer, outlining services available for children and young people who have SEND, can be found at: http://worcestershirelocaloffer.org.uk/
* Autism Youth Group: [Sarah-JaneW@autismwestmidlands.org.uk](mailto:Sarah-JaneW@autismwestmidlands.org.uk)
* Autism Support Group [*Tessa.Dunaway@nhs.net*](mailto:Tessa.Dunaway@nhs.net)
* Herefordshire and Worcestershire Dyslexia Association [lexiaworcs@gmail.com](mailto:lexiaworcs@gmail.com)
* Contact Parent Partnership Service: [www.worcestershire.gov.uk/info/20107/special\_educational\_needs](http://www.worcestershire.gov.uk/info/20107/special_educational_needs)
* Contact IPSEA (Independent Parental Special Education Advice) [www.ipsea.org.uk](http://www.ipsea.org.uk)

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| **WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?** |

Please contact one of the Administrators (Mrs Jayne Jones or Ms Raj Marshall by telephone) for further information about the school and to arrange a meeting with the head teacher, in the first instance.

*This report was compiled after consultation with staff, parents of children with SEN and governors. The Governing Body ratified this document for publication in November 2018*