

LITTLE BLOXWICH C OF E VC PRIMARY SCHOOL



How we identify individual special educational needs

- ❖ If your child has an identified special educational need or disability before they join our school, we work very closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.
- ❖ If you tell us you think your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services such as Educational Psychology or Speech Therapy - we always share our findings with you and the next steps we need to take.
- ❖ If teachers find that your child has a special educational needs, the earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use assessments to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school become concerned about your child you will be contacted immediately by their class teacher or the school's Special Educational Needs Coordinator (SENCO).



How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them.

- ❖ Our policy s to always be family centred, so you can expect 'no decision about me without me'.
- ❖ Good communication between home and school is essential to ensure strategies and approaches to behaviour and learning are consistent. We take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- ❖ Where appropriate we will write and review Individual Education Plans with pupils and parents/carers and a copy will always be available for you.
- ❖ We use homework to repeat and practice activities that are new and presenting a challenge to a pupil. If you have any concerns about homework please see your child's class teacher. If your child has a specific problem, we may ask you to do some tasks at home to reinforce the teaching and support being given in school.
- ❖ Parents are encouraged to contact school and make an appointment to speak to a member of staff if time is needed. Our staff are available at the end of every school session to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other.
- ❖ Children with communication difficulties are provided with a home-link book. This tells you about the sort of activities your child has been undertaking at school, so that you can discuss these at home. Your child's teacher will complete as appropriate and we ask parents to respond so that we know you are aware of what has been written.



How we use other adults in school to support pupils with special educational needs or disabilities

- ❖ We have a team of talented support staff who are all trained to support pupils with a wide range of educational, social and emotional needs. They are able to undertake small group work or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. This will be adapted to the needs of your child.
- ❖ We offer support for children who have a speech & language difficulty
- ❖ Niall Markham, our Parent Support Advisor, is a member of the team with an excellent knowledge of how to support our children and their families. No problem is too big or too small.
- ❖ Our assessment co-ordinator, Ellen Taylor, analyses pupil performance data termly to ensure every child is making the best possible progress.
- ❖ We have a dedicated Educational Psychologist, who visits our school regularly to observe and assess pupils, and offer advice and support to both home and school.



How we use specialist resources to support pupils with special educational needs or disabilities

- ❖ Our staff make bespoke individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.
- ❖ We have a wide range of reading material to appeal to both aural and visual learners, and specialist 'catch-up' schemes to revise lost learning.
- ❖ We have a wide range of ICT equipment available to help motivate pupils and access learning.
- ❖ We use workstations, picture and symbol timetables and equipment such as countdown timers for pupils who need it.
- ❖ We seek advice and equipment from outside agencies as and when the need arises.
- ❖ We use a range of software on our school learning platform/website to help pupils engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners.
- ❖ We use key rings containing Makaton signs on small cards to aid children with communication difficulties.



How we modify teaching approaches for individual pupils

- ❖ All our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEN:- specific learning difficulties (including dyslexia).
- ❖ We are a dyslexia friendly school.
- ❖ We have designated staff who have received Makaton training.
- ❖ We use a number of teaching methods that are adapted to the needs of both groups and individual pupils, including picture exchange cards, objects of reference, intensive interaction and individual workstation tasks.
- ❖ We are a very inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils' needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.
- ❖ All our staff are trained to adapt resources to either offer a greater level of support or to

make learning more challenging so that every child is able to achieve their very best.

- ❖ We use additional schemes/materials so that staff can use as a resource to ensure work is always at the right level for pupils with special educational needs, or those who are gifted and talented.
- ❖ We run a number of intervention groups for children who are in danger of falling behind their peers.
- ❖ We use personal and class visual timelines to help children understand what activity or part of the day is coming next.



How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track make at least good progress, (including how we involve pupils and their parents/carers).

- ❖ In the Foundation Stage we track progress against the Early Years Foundation Stage ages and stages of child development.
- ❖ In Key Stage One we use P scales where appropriate to assess progress that is in smaller steps than the usual national curriculum levels.
- ❖ We use a comprehension tracking system to track pupil attainment and progress against targets. This is updated every half term and the information is made available to parents at each parent consultation meeting.
- ❖ We gather views of parents and carers at our termly parent consultation meetings and make notes of important points so that they can be revisited at each successive meeting to review progress.
- ❖ Parents of children with special educational needs are invited to a special review meeting each term where we discuss progress and set individual education plans outlining small step progress targets. These are set in consultation with parents and other professionals involved in the care and education of the child.
- ❖ Our assessment co-ordinator analyses the progress of every child each half term, and these results are discussed with class teacher. Each teacher plans targeted interventions for all children whose progress is causing concern, and writes an individual education plan for children whose needs fall outside normal classroom differentiation. We adapt our teaching to suit the needs of individuals wherever possible - *"If children can't learn the way we teach, perhaps we should teach the way they learn"* (Howard Gardiner).
- ❖ We set challenging targets that are based on nationally agreed guidelines on progress.
- ❖ We check how well a pupil makes progress in each lesson.



What extra support we bring in to help us meet SEN:- services; expertise. How we work together collaboratively

- ❖ We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.
- ❖ We get support from local authority services about training, policy and funding.
- ❖ Our local authority provides education psychologist support for assessment, advice and training.
- ❖ Our local authority provides an early years advisory teacher who supports children with SEN when they make the transition to our Reception from Nursery.
- ❖ We have an Education Welfare Officer and our Parent Support Advisor who work closely with staff, pupils and families in raising attendance and punctuality.
- ❖ We get support from speech and language therapy (SALT). We refer pupils for assessment if we believe they need a period of therapy.

- ❖ We liaise with the School's Health Advisor. We have a school nurse allocated to our school.
- ❖ We get support from occupational therapy for pupils who need assessment for issues such as special seating or advice about exercise programmes. They guide school staff in meeting the needs of pupils with disabilities.
- ❖ Together we review your pupil's progress and agree what everyone will do to make teaching more effective and learning easier. We include your child in these discussions when appropriate.



What other activities are available for pupils with SEN in addition to the curriculum?

- ❖ We have a breakfast club with trained staff capable of looking after pupils with both special educational needs and disabilities.
- ❖ All children are encouraged to access lunch time and after school clubs.
- ❖ We have education visits, and other visitors to school bring our curriculum to life. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.
- ❖ We will communicate with parents about their children's attendance and behaviour.



How we support pupils in their transition into and out of our school.

- ❖ Children who join our school are welcomed into our school community with a visit to their current setting by their key worker, followed by a meeting in school. A parent and child 'taster' session follows in the second half of the summer term in preparation for their September start.
- ❖ During the summer holidays before they start Reception, pupils collect a scrap book of memories and items of interest with their parents and carers to share with staff when they start school.
- ❖ Our local authority provides an early years advisory teacher who supports children with SEN when they make the transition to our Reception from Nursery.
- ❖ Transition to Reception, and then into each successive year group, is supported by meetings, information leaflets and taster sessions in each new class.
- ❖ Parents and children who are joining our school mid-term are encouraged to visit the school before they start.
- ❖ When we are aware that pupils joining us from other settings have identified special educational needs, we routinely arrange a visit to observe them in their familiar environment.
- ❖ We would encourage parents to talk to us if they feel they need more support.
- ❖ We support children and families when choosing an appropriate secondary school, we will offer advice and arrange extra visits to the schools if needed.



How additional funding works

- ❖ Schools receive funding for all pupils with special education needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need.

- ❖ If a pupil's education, health and care plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.



Where pupils can get extra support

- ❖ We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- ❖ Our children are made aware of the support that surrounds them in school. They know who to talk to if they are worried or have any concerns they want to share. Our open door policy means that they have access to the Head Teacher at all times.
- ❖ We have a high level of staffing at unstructured times such as lunch time, to ensure children are well supervised and well supported. Our sports coach involves children in play opportunities at lunch time.
- ❖ The school always welcomes parents into school and encourages them to discuss any issues however small they feel they are. A problem shared is a problem halved. A problem identified is a problem solved.
- ❖ Parents are welcome in school as volunteers in classrooms, providing a vital extra pair of hands that enhances our provision and celebrates our partnership working.
- ❖ Our Parent Support Advisor is available throughout the day.



Where parents/carers can get extra support

- ❖ Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- ❖ The Walsall Parent Partnership Service can offer advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is 01922 650330.
- ❖ Our SENCO and our Parent Support Advisor can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.



What parents/carers can do if they are not satisfied with a decision or what is happening

- ❖ Our school operates an open door policy. Your first point of contact is your child's class teacher, who is always available at the end of every school day. In addition, our Parent Support Advisor or our SENCO are here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the Head Teacher at any time. If she cannot solve your issues, then you may speak to any of our school governors. We have a governor responsible for SEND who may be contacted through the school office.
- ❖ If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is the Head Teacher.
- ❖ The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with. Telephone 01922 686200. Alternatively, the Parent Partnership Service (01922 650330) provide independent information and advice.

