

Special Educational Needs and Disability (SEND) Information Report 2016 - 2017

<p>Who is responsible for SEND at Blowers Green Primary School?</p>	<p>The first point of contact for any queries regarding SEND is the school's SEND Coordinator:</p> <p>Name: Mrs Z. Adams Contact Number: 01384 818490 Address: Blowers Green Primary School, Blowers Green Road, Dudley, DY2 8UZ</p> <p>Admission and Inclusion Arrangements: The school's admission criteria does not discriminate against pupils with special education needs and/or disabilities, and its admission policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act.</p>
<p>What types of SEND provision does Blowers Green have?</p>	<p>Pupils with SEND may have needs in one or more of the following areas:</p> <ul style="list-style-type: none">• Communication and Interaction• Cognition and Learning• Social, Mental and Emotional Health• Sensory and/or Physical

How do we identify and assess pupils with SEND?

At Blowers Green we adopt the definition of SEND as stated in the Special Educational Needs and Disability Code of Practice which states that a pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Children with SEND have difficulties that call for special provision to be made. Children have a special educational need if:

- progress is significantly slower than that of their peers starting from the same baseline
- progress fails to match or better the child's previous rate of progress
- progress fails to close the attainment gap between the child and their peers
- progress widens the attainment gap

The school aims for early identification of special educational needs. If a class teacher is concerned that a child may have SEND, the SEND referral flow chart in Appendix 1 will be followed.

Within school, pupils with SEND are identified on the school SEND overview so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the SEND overview when their needs no longer require special educational provision.

Pupils on the SEND Register have an Individual Passport to Learning, a document which identifies a child's needs and the provision that the child will receive. The school recognises that there are other factors which could impact upon progress and attainment of individual pupils that include:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Receipt of Pupil Premium Grant
- A Looked After Child (LAC)
- We are clear as a school that the above factors do not necessarily mean that a child has SEND.

How do we consult parents/carers of children with SEND and involve them in their child's education?

Parents and Carers are seen as partners in the educational process and are encouraged to keep in regular contact with the school regarding their child's progress.

Parents' evenings are held termly. In addition, parents are welcome to contact the Class Teacher and/or SENCo at any time if there is anything parents/carer would like to discuss.

Parents and Carers of children with SEND are involved in the process of reviewing their child's Learning Passports. Where a child has outside agency involvement, additional opportunities are provided for parents to discuss their child's education.

What are the arrangements for consulting young people with SEND about, and involving them in, their education?

As part of our approach to teaching and learning for all pupils, we discuss with children their progress and attainment by giving verbal and written feedback.

Where appropriate pupils will be invited to review meetings to celebrate successes and set new targets. It will also consider support that they feel would be appropriate and helpful.

Pupils with a Statement of Educational Need or EHCP are invited to submit their views in writing as part of their annual review as well as to attend the review itself.

How do we assess and review the progress of our pupils with SEND?

Each pupil with SEND has an Individual Pupil Passport.

Children's provision, learning and progress is assessed, monitored and evaluated at least four times a year using the assess, plan, do and review cycle:

Assess

Teaching staff carry out a clear analysis of the pupil's needs across the four categories of need: cognition and learning; communication and interaction; social, emotional and mental health and sensory and/or physical. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

Plan

Once an analysis of needs has been carried out, Teaching Staff agree outcomes for each pupil, taking into account parent and pupil views. Adjustments, interventions and support are agreed and shared with all parties involved. This is recorded on the school's information system.

Parents are fully aware of the planned support and interventions in place for their child in school and, where appropriate, how they can contribute to learning at home.

Do

The class teacher is responsible for the child on a day-to-day basis, even where interventions involve group or one-to-one teaching away from him/her. Class Teachers work closely with teaching assistants and/or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo supports the teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at least four times a year. At each review meeting, the impact of the support and interventions will be evaluated in line with desired outcomes and taking into account parent and pupil views. The class teacher, working with the SENCo, will revise the provision in consultation with parents and pupils and will agree any changes to needs and outcomes.

Where a pupil has an Educational Health Care Plan or Statement of Educational Needs, this will be reviewed every 12 months. An interim review may be carried out if a pupil's needs and outcomes change significantly.

How do we support a child when they are leaving this school or moving to another year?

We recognise that "moving on" can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When a child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for the child.
- We consult with external support services to ensure that provision for the child is ongoing (where necessary).
- We will make sure that all records about the child are passed on as soon as possible.

When moving years in school:

- Information about the child will be shared with their new teachers during transition meetings.
- Pupils will spend time with their new class teacher and where necessary additional transition material will be provided.
- Individual Provision Plans are put in place ready for the start of the new academic year.

Parents are invited to attend Foundation Stage, Key Stage 1 and Key Stage 2 meetings held in June each year. This is to give parents the opportunity to discuss their child's needs or raise concerns about their transition to a new year.

<p>How do we teach pupils with SEND?</p>	<p>The range of learning approaches include:</p> <ul style="list-style-type: none"> • Quality first teaching • Differentiated learning objectives and/or success criteria • Adapted and differentiated printed text to improve access and understanding • Writing frames • Hands on equipment • Multi-sensory learning opportunities • Extra adult support • Learning opportunities which reflect specialised targets • Use of PCs and Notebooks. • Outdoor classrooms • Differentiated homework • Visiting speakers/groups • Educational visits
<p>How do we adapt the curriculum and the learning environment of children and young people with SEND?</p>	<p>Pupils have full access to the National Curriculum which is differentiated to meet individual needs.</p> <p>The use of working walls, keywords, visual timetables, visual overlays and concrete and pictorial resources are used across the school to support learning.</p>
<p>How to we ensure equipment and facilities to support children with SEND needs will be secured?</p>	<p><u>The Building</u></p> <p>The school has adapted key aspects of the building to ensure the site is accessible for all students, i.e. - ramps around school.</p> <p>All key support rooms are located on one main floor of the building in close proximity to each other. This ensures we have clear and effective methods of communication to support all students with physical needs.</p> <p>A large number of staff are Paediatric First Aid trained.</p> <p>We carry out regulated risk assessments to ensure the site is accessible for students with specific physical needs.</p> <p>We have designated Fire Marshalls to ensure the site is safely evacuated by all students in the case of an emergency. All exit routes are clearly displayed in each classroom and corridor.</p> <p>We deliver whole staff training to ensure staff are equipped to support students with specific physical needs.</p> <p><u>Medical Needs</u></p> <p>The school has a designated first aid area which is supervised by a first aider during all lunch breaks. Students and adults go to this area if they are hurt or unwell. The school contacts parents / carers if it is felt appropriate for the child to be sent home or taken to hospital.</p> <p>The school has a team of staff who are first aid trained.</p> <p>Blowers Green staff work alongside the school Health Advisor to create 'Health Plans' for all pupils with specific medical needs and a copy of this plan is shared with individual teachers.</p> <p>Staff are made aware of the medical list and informs staff, as necessary, of any pupils with new or additional medical needs. Parents and carers are asked</p>

	<p>to ensure their child brings in spare medication to school (ie- inhalers, epi-pens) and we store all medicines safely.</p> <p>Parents and carers are contacted if any medication is close to its use by date and advise parents/carers to get new medication from their doctors.</p> <p>Clear systems in place for educational visits to ensure staff are aware of specific medical needs in advance and take any prescribed medication with them on the visit.</p>
<p>How are the staff supported to work with children with SEND and what training do they have?</p>	<p>The SENCo attends relevant SEND courses including Dudley's SENCo network meetings and those run by the LA SEND Team, in order to keep up to date with Local and National updates. All school staff will be kept up to date with relevant training and developments in meeting the needs of children with SEND. INSET and training sessions are provided for teaching and support staff throughout the year. External support services play an important role in supporting the SENCo in delivering training, and in providing support for staff.</p>
<p>How does the school evaluate the effectiveness of the provision made for children with SEND?</p>	<p>The SENCo, Senior Leadership Team and SEND Governor regularly review the SEND provision taking into account the views of teaching staff, parents and pupils. The quality of the whole school provision is evaluated as part of our approach to school improvement.</p>
<p>What activities are available for pupils SEND in addition to those in accordance with the curriculum?</p>	<p>Blowers Green Primary School follows the statutory National Curriculum and we also have additional curriculum activities to supplement what we believe to be right for our children. All children are planned into the activities and adaptations are made on an individual basis.</p> <p>The Accessibility Action Plan, which explains the arrangements that can be/are put in place to support children with specific needs, is available on request from the school.</p>

<p>What support is available for improving the emotional and social development of pupil with SEND?</p>	<p>At Blowers Green Primary School social and emotional development is primarily met as part of our school ethos. This is reinforced by Personal, Social and Health Education (P.S.H.E.) delivered in class and through assemblies. Staff support children with additional social and emotional needs as identified on the SEND Overview and children's Individual Provision Passports. Play Leaders support and encourage the social development of pupils during lunchtime.</p> <p>Measures to prevent bullying are included in our anti-bullying policy and are focused on during our annual anti-bullying week.</p> <p>We are also able to draw on the advice and support of the Educational Psychologist, CAMHS (Child and Adolescence Mental Health Service) and Barnardos Counselling Service as required.</p>
<p>How does the school work with external agencies?</p>	<p>External support services play an important part in meeting children and young people's SEND needs and in supporting their families.</p> <p>Services which we may draw upon include:</p> <ul style="list-style-type: none"> • The LA's specialist advisory service for children with learning difficulties (Learning Support Service) • Speech and Language Support Service • PIMIS - Physical Impairment and Medical Inclusion Service • Autism Outreach • Educational Psychologist • SEYS - Pre-school Special Needs Service • Visual Impairment Service • Hearing Impairment Service • CAMHS - Child and Mental Health Service • Physiotherapy at Russell's Hall Hospital • Occupational Therapy • Social Services • School Health Advisor • Community Police • Barnardos • Dudley Library Service • NHS Community Dental Service

<p>How are complaints about SEND dealt with at Blowers Green Primary?</p>	<p>If a parent has a concern about SEND provision then please refer to the school's Complaints Policy.</p> <p>Any complaints regarding SEND should be referred to the Head Teacher: Name: Mrs S Sehmbi Contact Number: 01384 818490 Address: Blowers Green primary School, Blowers Green Road, Dudley, DY2 8UZ</p>
<p>What arrangements are in place for supporting children with SEND who are looked after by the local authority?</p>	<p>Provision for children with SEND who are looked after by the local authority is exactly as outlined above.</p>
<p>Link to the authority's local offer.</p>	<p>http://www.dudley.gov.uk/resident/localoffer/</p>

Other policies of note: Inclusion Policy, Anti-Bullying Policy, Safeguarding Policy.

Class Teacher Concern

Assess - Joint class discussion with parent/carer and pupil.

Plan - Class based strategies and interventions trialled.

Do - Intervention to be monitored over a set period of time.

- Make Phase Manager aware of concern.

Concern Remains

Review - Discuss ongoing concern with Phase Manager using data and intervention evidence.

- Make parents aware
- Complete a Record of Concerns form and hand in to Phase Manager
- Phase Manager to pass on issues/concern to Inclusion Manager

Concern Remains

- Inclusion Manager to respond with advice or strategies within two weeks.
- Child moved to SEN Support (IPP implemented)
- Child's needs met through school additional resources and progress monitored through four times a year pupil progress meetings
- Consider referral to outside agencies.(i.e: Learning Support, Speech and Language, Occupational Therapy)

Concerns still remain and are severe, complex and long term
Referral to Educational Psychologist. Consider Educational, Health Care Plan.