

SEND Information Report - Birches First School

CLASP

Codsall Local Area of Schools Partnership (CLASP) is a group of schools serving families in Codsall, Bilbrook, Pattingham and Perton. As a group we work closely together to provide the best possible education for your child in a safe and happy environment.

We work together to update our SEND policy and practice in line with The Children and Families Act 2014.

Children and Families Act 2014

This act replaces the existing SEND Code of Practice. The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled.

It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act will reform the systems for adoption, looked after children, family justice and special educational needs.

The Act will extend the SEN system from birth to 25, replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan. Rights and protections are extended to young people in further education and training and families are offered greater control over the support they need.

It aims to improve cooperation between *all* the services that support children and their families - particularly requiring local authorities and health authorities to work together.

Local authorities are required to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What are the Local Offer and the SEN Information Report?

The **Local Offer** was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children, children with SEN and their families. It will provide parents/carers with information about how to access services in their area, and what they can expect from those services. More information can be found at the web address below:-

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>

With regard to Education, each establishment is required to produce and publish a document which will let parents/ carers and young people know how the school/college will support them. This is the **SEN Information Report**.

During national consultation on the Children and Families Act 2014, parents/carers and other agencies formulated 14 questions which reflect their concerns and interests. These will be answered below to provide information to parents and carers on how Birches First School can meet the needs of pupils with special educational needs.

Birches First School's responses to 14 key questions.

1. How do you know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is deterioration in the pupil's behaviour or progress
- evidence has been collated from a 'Graduated Approach' (a four step action process which is set out in the SEN Code of practice)

If you think your child may have special educational needs the class teacher is the initial point of contact.

If you have further concerns then contact Mrs Stubbs who is SENCO or Miss Varricchione the Head Teacher.

2. How will we support your child?

Each pupil's education programme will be planned by the class teacher and will be differentiated to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class, changes to the classroom environment or additional resources.

If a pupil has needs related to more specific areas of their education, such as numeracy, literacy, social skills etc. then the pupil may be placed in a small intervention group. This may be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for 15 to 60 minutes, 1 to 5 times a week over the course of a term. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to, the interventions please do not hesitate to contact the class teacher or SENCo.

If a child is judged to have Special Educational Needs, an Individual Support Plan (ISP) will be created by the school, the parents and the child. Small steps to support the child will be planned, implemented and reviewed at least 3 times a year.

Occasionally a pupil may need more expert support from an outside agency such as the Autism Outreach Team, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

If a child has, persistent, severe and/or complex needs an application for an Education Health and Care Plan (EHCP) may be made (in consultation with the parents/guardians). All agencies involved with the child will meet to discuss their needs and formulate a plan.

Parents are an integral part of their child's support at every step. The class teacher may suggest ways you can support your child at home. If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

3. How will the curriculum be matched to my child's needs?

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. They may change the content, how the child responds, how much support they receive, how much they are expected to produce or other aspects of their work.

Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

All children identified as having a special need, they will be given an Individual Support Plan (ISP). Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCo three times per year. ISPs will be discussed with parents at Parents' Evenings and a copy given to them.

If appropriate, specialist equipment may be loaned to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

The Dyslexia friendly Initiative was begun in Staffordshire in 2001 and we have full Dyslexia Friendly School status. The school actively promotes a Dyslexia Friendly learning environment and uses Dyslexia Friendly teaching techniques, which help all children to learn.

4. How will you know how your child is doing?

- If a child has been identified as having a special need, a 'Graduated Approach' will have begun. They will be given an Individual Support Plan (ISP). Targets will be set according to their area of need and in consultation with the class teacher, the parent/carer and the child. Your child will be involved in setting their ISP targets with their class teacher. A copy of the ISP will be given to the parents and progress towards targets will be monitored by the class teacher, the SENCo and the parents. ISPs will be reviewed with parents at Parents' Evenings twice a year when they will be given a longer appointment slot to allow time for discussion.
- You may contact school at any time to arrange a meeting with the class teacher or SENCo.
- We issue two written reports a year.

5. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties, for example

- Weekly PSHE lessons in all year groups, using the SEAL resources
- Members of staff such as the class teacher, TA and SENCO are readily available for pupils who wish to discuss issues and concerns.
- Where appropriate, parents are directed to sources of help e.g. the school nurse or Local Support Team.
- Clubs may be available for those who find lunchtimes a challenge.
- Social, emotional or behavioural intervention may be offered by outside agencies such as Autism Outreach or Behaviour Support.
- Your child will be regularly consulted regarding their education through a pupil voice questionnaire. We will raise any concerns or issues that may arise from these with parents.

At all times and in all circumstances, teachers and other staff are responsible for safeguarding the welfare of all pupils. When planning activities, teachers must ensure that safeguarding procedures are followed.

Being Cyber-Safe

Birches First School places a high priority on providing pupils with Internet facilities and computing devices / equipment, which will benefit learning outcomes. However, in the learning environment of these technologies, they can also facilitate anti-social, inappropriate, and even illegal, material and activities. Therefore it is the teacher's responsibility to follow the Online Safety Policy and Acceptable Use Policy whilst teaching this subject to ensure the safety of our pupils.

If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Staff receive asthma and epipen training, delivered by the school nurse, where necessary.

Where necessary, and in agreement with parents/carers, **prescribed** medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

Most staff members have basic first aid training with some holding paediatric first aid.

6. What specialist services and expertise are available at, or accessed by, the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

Autism Outreach Team

Safeguarding Team/First Response

Local Support Team

Educational Psychologist

SENSS

Behaviour Support Team

CAMHS (Child & Adolescent Mental Health Service)

Educational Welfare Officers

PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment

Inclusion Team

Social Services

Children's Therapy Team (Speech & Language/Occupational Therapy/Physiotherapy)

Local G.P.s and paediatricians

School Nurse

An Educational Psychologist is allocated to each school. They would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

On schools' request they will offer advice to the school and parent/carers on how best to support the pupil in order to take their learning forward.

7. What training have the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND.

These have included sessions on:

How to support pupils on the autistic spectrum.

How to support pupils with social and emotional needs.

How to support pupils with speech and language difficulties.

How to support pupils with physical and co-ordination needs.

How to support pupils with dyslexic tendencies.

How to support pupils with attachment difficulties / those who have experienced trauma.

8. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

9. How accessible is the school environment?

If you feel that you or your child may have difficulty accessing the school site or curriculum we are happy to discuss individual access requirements. Please make an appointment to see the head teacher or SENCo.

Our Single Equality Policy and Accessibility Plan is available on the website.

10. How will the school prepare and support my child when joining Birches First School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- Staff are always willing to meet parents/carers prior to their child joining the school.
- All pupils within CLASP attend an induction day in the summer term where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Middle school staff visit pupils prior to them joining their new school.
- Mrs Stubbs will liaise with the SENCOs from the receiving schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate transition meeting may be arranged with Mrs Stubbs, the middle school SENCO, the parents/carers and where appropriate the pupil.

11. How are the school's resources allocated and matched to children's special educational needs?

The SEN budget is issued to the school each financial year. This money is used to support pupils across the school and is allocated according to need. The class teachers, SENCo and head teacher analyse performance data and discuss individual progress each term. Where need is recognised, support may be put in place for the whole class, for a specific group of pupils or for an individual, in a graduated response to their needs.

Additional provision may also be allocated if a concern is raised at another time during the year. Support may include deployment of staff, staff training, additional/specialist equipment or specialist tuition depending on individual circumstances.

12. How is the decision made about how much support my child will receive?

These decisions are made by the head teacher in consultation with the class teacher and SENCo. Decisions are based upon termly tracking of pupil progress, discussions with parents and as a result of assessments by outside agencies. Schools in CLASP follow common Staffordshire guidelines on the criteria for SEN support.

If a child has an Education Health and Care Plan (EHCP) or a Statement of SEN, this should stipulate the level **and nature** of support required.

During their school life, a child's special educational needs may change. If further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged. If a pupil is felt to have made sufficient progress then SEN support will be reduced.

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher
- during parents evenings
- during discussions with Mrs Stubbs or outside professionals
- parent questionnaires

Your child's ISP details how you can help your child at home and will be produced and reviewed by the class teacher, parents and sometimes the SENCo. Targets set by parents and pupils are regularly incorporated into the ISP.

Parental consent is always sought before outside agencies become involved with a child's education or support.

14. Who can I contact for further information?

If you wish to discuss your child's educational needs, are unhappy about something regarding your child's schooling or perhaps wish to say thank-you – your first point of contact is the class teacher. You can contact the school office to arrange a meeting with the SENCo or the head teacher. The SEN Governor is Mr Cothey and he can also be contacted through the school office.

Support services:

Dyslexia support

<https://www.staffordshire.gov.uk/education/welfareservice>

Dyspraxia support

<https://dyspraxiafoundation.org.uk/groups>

National Autistic Society

www.autism.org.uk

Speech and Language support

www.talkingpoint.org.uk

SEND Code of Practice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Concerns/Complaints

If you have a concern or a complaint about the support your child is receiving please contact:

Mrs Nicola Stubbs -SENCo in the first instance, followed by Miss Sabrina Varricchione - Head teacher. If you still do not feel satisfied with how your concerns/complaint has been handled, please contact Mr Holmes – Chair of governors. You can also request a copy of the complaints policy at the school office.

I hope this has been useful, please do not hesitate to contact the school if you have further questions.

This document was produced by N Stubbs (SENCo) and agreed by the Head Teacher – April 2020

Next Review April 2021