

Halesowen C of E Primary School



We care, we trust, we believe.
We share, we enjoy, we achieve.

SEND Information Sheet

Signed by

Headteacher: *Z. Nowy*

Date: 1.9.21

Chair of Governors: *H. Langford*

Date: 1.9.21

Introduction

At Halesowen C of E Primary School, we are committed to working together with all members of our school community. We pride ourselves in promoting effective partnerships between parents, practitioners, outside agencies and pupils. We strive to be an inclusive school when all children can achieve. Our vision:

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

The information, within our SEND Information report has been produced in line with the current SEND Code of Practice (2015), Regulation 51 and Schedule 1 of SEND regulations (2014;) and the Children and Families Act (2014.) We strongly believe that all learners should have the same opportunity to achieve within the curriculum and access extra-curricular activities and we are committed to making reasonable adjustments to ensure participation for all.

We expect all staff to work within the guidelines of the Equality Act (2010,) which places specific duties on schools, settings and providers; including the duty not to discriminate, harass, or victimise a child or adult linked to a protected characteristic defined in the Equality Act. It reinforces the importance of making 'reasonable adjustments' as part of normal classroom/school practice to accommodate for all child's individualised needs.

This guide will explain how HALESOWEN CE PRIMARY SCHOOL makes provision for your child.

Dudley Local offer

THE DUDLEY LOCAL OFFER is available on the Dudley MBC website. It can be found here:
<https://dudleyci.co.uk/send-local-offer>

Dudley's Local Offer is a one stop resource of information and services available to children and young people (aged 0-25) with Special Educational Needs and/or Disabilities (SEND), their parents, carers and families.

Dudley's Local offer has been re-developed to make it easier for young people, with special educational needs and disabilities (SEND) to access information and support services in the borough.

SENDIASS

Parents of children with Special Educational Needs and/or a disability who want to seek further help and advice can also contact Dudley SENDIASS

The service provides impartial information, advice and support to parents, covering special educational needs (SEN), disability, health and social care

<https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/>

Helpline number: 07824 543233, 07900 161363 or 07929 777744.

What does Halesowen C of E offer children with Special Educational Needs and / or a disability?

What kinds of SEN or disability is provided for?

The SEND Code of Practice (2015) states: *“a pupil has SEN where their learning or disability calls for special 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

We have high aspirations and expectations for all children. Within our mainstream setting, we aim for every child to achieve the best possible outcomes, including children with SEN and/or disabilities. Special Educational Needs is a broad term encompassing children with:

- Communication and Interaction difficulties
- Cognition and Learning difficulties
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs

How does the school identify children with SEND and how do they assess pupils' needs?

The Identification of SEN can be through:

- Information from Parents
- Information from previous Education establishments such as previous schools, Nurseries, Child minders
- Information from Health and Care Professionals prior to school entry
- Ongoing teacher assessments of pupil attainment
- Termly Pupil Progress Meetings between the Senior Leadership Team and teaching staff
- School data showing children's attainment
- Results of statutory assessments.

Regular monitoring of pupil progress enables the school to quickly identify children who are not making expected progress. Discussions between teaching staff, Senior Leadership Team and the SENCO will determine whether a child needs SEN support. Ongoing assessment through the schools tracking system SPTO will highlight the child's needs.

If you as a parent/carer feel your child has SEND you should discuss it as soon as it concerns you with the class teacher. The class teacher will make a note of your concerns and will discuss with you your child's progress at school. If you require more information or are not satisfied with what the class teacher says you can discuss it with Mrs Mills (the SENCO)

How does the school consult with parents of children with SEND and how are they invited to be involved in their child's education?

If the class teacher/ leadership team/SENCO identify your child has SEND they will talk to you about your child's needs initially. When they are clear about the targets your child needs they will write an individual education plan which they will share with you and your child so you can contribute to it.

If another professional such as a health care professional identify your child has SEND they will liaise with school and the parent to gain viewpoints from both and then school will write an individual education plan, taking the professional views into account; which they will share with you and your child so you can contribute to it.

As your child moves through school, Parent Consultation Evenings provide opportunities to discuss any concerns with class teachers.

How does the school consult with children with SEND and how are they involved in their own education?

Once a child has been identified as having SEND the class teacher/ SENCO will talk to the parent about the child's needs. The class teacher or SENCO will compile a pupil passport document and will seek the child's voice when writing it to identify the child's strengths and areas they can improve on.

Some children may need support for a specific medical condition and the school works with health professionals and appropriate agencies to write individual Health Care Plans. Parents will be invited to input on medical conditions.

How do we assess and review children's progress towards targets?

Targets are set on the Pupil passport. These are reviewed regularly through learning the children take part in. At Halesowen C of E, we place a high priority on assessment for learning and feel pupil passports should be reviewed in this way rather than waiting for a designated review date. The SENCO monitors these and ensures progress is being made towards targets and suggests changes where necessary.

Occasionally, it may be that even with high levels of SEND support that school is able to provide, and the involvement of other agencies, the child may still not make expected progress.

At this point, the school will consider whether to apply to the local authority for statutory assessment. The Local Authority will consider whether to issue an Education Health Care Plan - these EHC plans.

How do we ensure smooth transitions between different phases of education?

We have a very comprehensive assessment tracking system at Halesowen C of E- we use the Educator system. Within school, children moving from class to class and key stage to key stage with SEND have accurate tracking of assessment that all teachers can access and understand so they can identify gaps in learning and targets for the future. As all assessment systems are now different in different schools this can be a challenge when children move on to other schools or to key stage 3. We make sure we pass on Individual education plans with annotations against current targets and suggestions for next steps.

What approaches to education do we use and what provisions do we put in place for children with SEND?

- Quality first teaching: We have high expectations for all children and tailor their everyday teaching to meet individual needs. Ongoing assessment for learning means children are matched to tasks not in static groupings for all lessons.
- Guided groups: Extra support may be given within the classroom in a group by the class teacher, teaching assistant, or SENCO Mrs Mills
- Intervention groups: If a child has specific gaps in skills or learning an intervention group may be run in addition to daily teaching. This can be as part of a group or

individually. Interventions groups may be run by the class teacher, teaching assistants, SEN teacher, or SENCO Mrs Mills.

- Specific one to one/ group interventions: There are some specific programmes we use with groups and individuals in school. These include such things as get moving, various speech and language interventions, Better reading partner as well as bespoke online learning on maths Whiz and Lexia. Children are selected for these and other interventions based on their needs and targets on individual education plans.
- High level support: In a few cases where pupils' needs are complex and severe they may need a high level of support on a daily basis to be able to access the curriculum. Often these pupils will usually have an EHCP plan or a specific diagnosis e.g. Autism and may have a teaching assistant assigned specifically to them for a designated number of hours.
- Specialist support: Sometimes children need specialist support from an outside agency. Arrangements are often made for this to happen in school but sometimes parents may be expected to attend appointments elsewhere with their child. Attendance at these appointments is essential to get children the support they need. Specialist outside agencies may include:
 - Learning Support Services (in school employee)
 - Educational Psychology
 - Speech and Language Therapy Team.
 - Physical Impairment Service and medical inclusion services
 - Occupational Therapy
 - Physiotherapy services
 - Specialist Early years Services
 - Counselling Services
 - School Health Advisor
 - Child and adolescent mental health services
 - Autism Outreach Service
 - Sycamore centre partnership team

- Specialist equipment- From time to time an outside agency may recommend specialist equipment to support a child's needs. Where possible school will aim to provide this or source when it can be purchased from.

What adaptations are made to the curriculum and the learning environment of children with SEND?

Each year group has objectives within the National Curriculum 2014. Staff assess most children in each class against the correct objectives for their year group. Lessons are pitched at the levels of the class and then SEND children. Teachers scaffold learning in different ways for SEND children so they can access as much of the curriculum as possible within mainstream school and lessons, for example using word mats, sound buttons, mathematical practical equipment etc. Sometimes changes to the learning environment can help for example using larger print, coloured backgrounds, using visual timetables etc and the use of adults. Children who have more significant needs may work on objectives from other year groups e.g. children falling behind in phonics – these children need more bespoke interventions.

How are children with SEND enabled to engage in activities with children in school who do not have SEND?

At Halesowen C of E, we have an ethos of inclusion and whilst ensuring children with SEND are given all the support they need, we endeavour to make all children feel fully included in lessons. Children in the most part learn alongside each other with small adjustments made to scaffold learning and improve basic skills. Sometimes it is necessary for children to work outside of the classroom to develop skills in specific intervention groups or one to one. SEND children and children without SEND are given opportunities to share and celebrate their learning together.

Who will support my child in school and how are they trained to have the correct expertise?

At Halesowen C of E, we deliver continuous professional development to school staff in house in Inset days, staff meetings and phase meetings. We also invite other professionals to train staff from time to time in school and we send staff to training within the local authority. We have a number of teaching assistants who have received training in specific interventions such as better reading partners, colourful semantics, Get moving etc The

SENCO responds to the needs of children and staff and sourcing relevant training. WE also access training online.

How do we monitor the effectiveness of the provision we make for SEND children?

Class teachers monitor progress through assessment for learning continually and highlight objectives achieved. They enter a judgement termly. Senior leaders hold staff to account in pupil progress meetings where class teachers have to present evidence of how children are progressing and need to provide evidence of progress and interventions taking place. The SENCO regularly monitors pupil passports to ensure they are being completed properly and that children are making progress.

What arrangements or provision do the school make to support emotional and social development?

At Halesowen C of E emotional and social support is taken very seriously. These emotional needs can manifest themselves in a number of ways for example behavioural difficulties, anxiety and communication difficulties. Class teachers, alongside our assembly themes, deliver PSHE (personal, social and health education) We also have a full-time pastoral support leader (currently on maternity leave) who works with children and families. She, alongside other staff, can deliver drop in sessions for children, social skills groups, playground buddies. We purchase Dudley counselling service, use sycamore outreach and a play therapist.

How does school involve other bodies such as Health, Children's Services, LA Support Services and voluntary sector organisations in meeting children's needs?

The pastoral lead and SENCO work closely to ensure work with outside agencies in health, children's services and the voluntary sector is productive and meets the needs of SEND children.

How does the school handle complaints from parents with SEND of children about provision made in school?

In the event of any complaints regarding the provision for children with SEN that cannot be resolved through consultation with the SENCO, parents and carers should contact the

Headteacher in the first instance. A copy of the complaints procedure for school can be found on the school website and can also be obtained from the school office.

How is additional support allocated?

Every year the school is allocated a notional SEND budget. The school uses this money to provide the additional support, resources and training we have outlined above. Sometimes we receive top up funding (decided on a matrix) for those children who need a higher level of support. The Head teacher in consultation with the school governors and SENCO audits the schools needs and decides on where the budget is spent in line with the school provision mapping.

School Governing Body

The governor with special responsibilities for SEND is The Co-Chair of governors, Mrs Jane Morgan, supported by Sue Harding. The governing body ensures that the school has a range of qualified staff to support all pupils, including those with SEND and that the school meets its statutory needs regarding children with SEN, disability and Looked after children.

If you find your questions have not been answered please contact the school SENCO, Mrs Mills using the email address senco@halesowen.dudley.sch.uk