

## Grendon Primary School SEND Information Report 2018-2019

All Birmingham maintained schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The following questions are answered by this document:

- 1. Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?*
- 2. What are the different types of support available for children with SEND at Grendon?*
- 3. How can I let the school know I am concerned about my child's progress in school?*
- 4. How will the school let me know if they have concerns about my child's learning in school?*
- 5. How is this school accessible?*

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- 1. Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?*

### **Class/subject teacher:**

Responsible for:

- \* Monitoring children's progress and identifying, planning and delivering additional support within the classroom
- \* Ensuring that children are consulted, that their views are listened to and taken into account
- \* Where necessary, writing a Targeted Support Plan (SEN), sharing and reviewing these with parents at least once each term and planning for the next term.

- \* Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

**The SENCO (Mrs L Sparkes):**

Responsible for:

- \* Coordinating support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- \* Updating the school's SEND register and provision map (a system for ensuring all the SEND needs of pupils in this school are known and provision is planned for).
- \* Ensuring there is a clear understanding of progress and attainment of children using either the school's assessment system or the Language and Literacy toolkit progress tracker.
- \* Ensuring that reasonable adjustments are made to teaching, the curriculum and/or the school building to meet children's needs.
- \* Providing training and support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- \* Supporting children's transition to a new class, phase or setting.
- \* Communicating with external agencies.
- \* Ensuring that you are:
  - \* Involved in supporting your child's learning.
  - \* Kept informed about the support your child is getting.
  - \* Involved in reviewing how they are doing.

**Head Teacher (Ms T Pyke):**

Responsible for:

- \* The day to day management of all aspects of the school, this includes the support for children with SEND.
- \* Keeping the Governing Body up to date about any issues in school relating to SEND.

*The Head Teacher delegates responsibility to the SENCO and the class teachers but is still responsible for ensuring that your child's needs are met.*

**SEND Governor (Mr S. Brown):**

Responsible for:

- \* Ensuring that the school makes the appropriate provision for any child who attends the school who has SEND and holding the school to account for children's progress

**2. *What are the different types of support available for children with SEN at Grendon?***

*Children with an identified Special Educational Need or Disability will receive a tiered response (Stages 1-4) according to their individual needs as follows:*

**Stage 1 - Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching (Universal Support)**

For your child this would mean:

- \* That the teacher had the highest possible expectations for your child and all pupils in their class.
- \* That all teaching is based on building on what your child already knows, can do and can understand.
- \* At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.
- \* Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- \* Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child to learn.
- \* Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

## **Stage 2 – Targeted Support (SEN)**

*In addition to Stage 1 support, where a child's needs are more complex or progress has not been made, Stage 2 support will be implemented. Children who have not made progress over a period of monitoring, will have a Targeted Support Plan, written by the class teacher, outlining specific targets that the child needs to work on.*

Targeted support, often called intervention groups by schools, may be:

- \* Run in the classroom or outside.
- \* Run by a Teacher or Teaching Assistant who has had training to run these groups – for example Talk Boost, Project X Code, Sparkly Folders

Support will be outlined on the schools provision map and you will be invited into school to discuss this with the class teacher and/or SENCO.

## **Stage 3 – Specialist Support (SEN)**

*Stage 3 support will be implemented when, despite receiving Stage 1 and 2 support, a child is experiencing significant problems and school are concerned about their progress.*

For your child this could mean that:

- \* He/she will engage in group sessions with specific targets to help him/her to make progress.
- \* A teacher/ teaching Assistant or outside professional (e.g. Speech and Language Therapist) may run these sessions based on your child's STSP. (It is important to understand that some children may be assessed as having an isolated difficulty. After assessment, it may be decided a child does not need a STSP but will still receive specialist support, e.g. speech therapy to address a single area of need).

We may also take advice from:

- \* Local Authority central services such as the Communication and Autism Team, Pupil and School Support Service, Sensory Support
- \* Outside agencies such as the Speech and Language therapy (SALT) Service and the Physical Difficulties Support Service.
- \* An Educational Psychologist
- \* Behavioural Consultant

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- \* Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- \* Support to set better targets which will include their specific expertise.
- \* A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- \* Group or individual work with outside professional.

After taking advice we may suggest that your child needs some individual support in school. We will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

#### **Stage 4 - Specific Individual Support**

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or SENCO (or medical professional) as needing a particularly high level need which cannot be provided by school without support.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs.

After the reports have all been sent to the Local Authority (L.A). The L.A. will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case they will ask the school to continue with the support at 'SEN support' level at the appropriate stage.

The EHCP will outline the support your child will receive from the LA and what strategies must be put in place. It will also have long and short term goals for your child and will be reviewed by everyone involved at least once a year.

### ***3. How can I let the school know I am concerned about my child's progress in school?***

If you have concerns about your child's progress you should speak to your child's class teacher initially, who will make a note of any concerns and monitor your child closely until we have further evidence. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head Teacher, who will support you with your concerns. If you are still not happy with the provision that is being made for your child you can speak to the school SEND Governor, who is named at the beginning of this information. Advice and support can also be found online via Birmingham's Local offer and SENDIASS ( <https://www.birmingham.gov.uk/localoffer> / <http://www.birmingham.gov.uk/sendias>).

### ***4. How will the school let me know if they have concerns about my child's learning in school?***

If your child is identified as not making progress or if we have observed an area of difficulty for your child, the class teacher will explain this to you at parents evening. If we feel this difficulty needs to be shared with you sooner than parents evening the class teacher or the SENCo will arrange a meeting with you to discuss this with you in more detail. At this time we will listen to any concerns you may have, plan any additional support your child may need to achieve in school, offer advice and support to you as the parent, regarding what you can do at home or what support is available to you through the local authority.

### ***5. How is this school accessible?***

Our school is committed to providing the best educational opportunities and is committed to inclusion. School supports children with a wide range of needs and seeks specialist SEND provision and training where necessary. School complies with all relevant accessibility requirements – see below for our accessibility plan. This is a 3 year plan that is reviewed annually.

**Accessibility Plan**

**School Name** Grendon J and I

**Dates: From** June 2017 **To** June 2020 **(3years – to be reviewed annually)**

Outcomes for groups of children and young people	Accessibilit y Planning Code C- Curriculum E- Environmen t I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access, progress and participation for children with sensory and physical needs	C-training E	Disabled parking spaces	Site manager		Govr. site walk Examine data to plan next steps	Sept.2017
		Ramp to top playground	Premises Govrs.			
		Steps from school garden markings and rail	Site Manager			

		<b>Explore soundproofing to halls</b>				
		<b>Training: *Continue to update training to support children's needs *Identify and secure additional training as it becomes necessary to address additional needs</b>				
To improve access, progress and participation for children with communication and interaction needs		<b>Speech Therapist trains TAs to deliver plans</b>				<b>Sept.2017 Review</b>
		<b>CAT team-identifies and delivers training needs with SENCO</b>				
To improve access, progress and participation for children with cognition and learning needs		<b>Pupil School Support Review practice,plans and training with SENCo</b>				<b>Autumn 2017 Review</b>
		<b>Identify all training needs and develop plan for present and future development</b>				
To improve access, progress and participation for children with social, emotional,		<b>Use Standard 7 From Standards For Inclusion To Audit Provision for this</b>	<b>SENCO/SLM/HT</b>			<b>SENCO/SLM/HT December 2017</b>

mental health needs						

**This plan is a suggested format only and can be adapted to suit individual school circumstances.**