

Bordesley Village Primary School Information Report



Who do I speak to if I have a concern about my child's learning?

In the first instance, you should raise any concerns regarding your child with the Class Teacher.

If further support is needed, the Class Teacher will speak to the SENDCo (Special Educational Needs Co-ordinator).

SENDCo: Miss R Rainsford

Email address: inclusion@bvcs.bham.sch.uk

0121 675 1392 (to book an appointment):



What needs do we provide for in our school?



- Communication and interaction (for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties)
- Cognition and learning (for example, dyslexia, dyspraxia)
- Social, emotional and mental health difficulties (for example, attention deficit hyperactivity disorder)
- Sensory and/or physical needs (for example, visual impairments, hearing impairments, processing difficulties, epilepsy)
- Moderate and multiple learning difficulties

How do we identify children that have additional needs?

- Class teachers will make regular assessments of progress for all pupils. They will identify those children whose progress is:
- significantly slower than that of their peers
- significantly reducing compared to previous years
- failing to close attainment gaps between the child and their peers, or the gap has widened further.
- This may include progress in areas other than attainment (for example, social needs).
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.



We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. This ensures that everyone develops a good understanding of the pupil's areas of strength and difficulty, taking into account the parents' concerns. From this meeting, all those involved will understand the agreed outcomes sought for the child and will be clear on what the next steps are.

How are parents informed when a concern with progress is raised?

How do we assess the pupils' progress towards the agreed outcomes to decide if they need to be added to the SEN Register?



- Across the CLC MAT, we follow the graduated approach: the four-part cycle of **assess, plan, do, review**.
- The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:
 - The teacher's assessment and experience of the pupil
 - Their previous progress, attainment and behaviour
 - Other teachers' assessments (where relevant)
 - The individual's development in comparison to their peers and national data
 - The child's progress made during planned interventions or class-based support
 - The views and experience of parents
 - The pupil's own views
 - Advice from external support services (where relevant)

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

We will notify parents when it is decided that a pupil will be added to the SEN Register.



Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils where necessary.

We will also provide the following interventions (where necessary):

- Read Write Inc Phonic Intervention (KS1)
- Direct Phonics (KS2)
- Precision Teaching
- Direct Instruction
- Speech and Language
- Nurture Group
- Drawing and Talking
- Social Skills Support Group

How do teachers support the progress of children on the SEN Register?



How do we adapt the curriculum and the learning environment for our SEN children?



We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it
- Adapting our resources, classroom arrangement and staffing when necessary
- Using recommended aids (including laptops, coloured overlays or paper, visual timetables, larger font, work stations, writing slope)
- Differentiating of teaching (for example: giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud)

How are staff trained to support children on the SEN Register?

The Senior Leadership Team will plan Continued Professional Development to ensure that all school staff receive the appropriate training they need to support children's' varying needs. These meetings are delivered by subject leaders within school or external professionals with specific expertise.

All staff attend regular Child Protection and Safeguarding Training, Asthma and Allergy Training and Team Teach Training.

Teaching Assistants are provided with training to run interventions, which are planned according to the current needs of the School Community.



How do we evaluate the effectiveness of SEN provision for our children?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after an agreed number of weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans



How do we ensure that all children on the SEN Register are included in school activities?


- Extra-curricular activities and Educational Visits are available to all of our pupils, including children that are on the SEN Register.
- All pupils take part in sports day, school plays and educational workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or a disability.
- Our School Accessibility Plan can be found [here](#).



How do we Support Pupils with Medical Needs?



- Key staff are First Aid trained
- All medicine administration adheres to department of Education Guidelines included within Supporting Pupils at School with Medical Conditions (DFE 2014)
- There are individual care plans for pupils with significant medical needs and allergies



How do we ensure
that all children have
emotional and social
support?

- We provide support for pupils to improve their emotional and social development in the following ways:
 - Pupils with SEN are involved in the whole school process of electing school council members, children have the opportunity to write their own manifesto's and vote on their chosen candidate
 - Pupils with SEN are also encouraged to be part of a number of after school clubs that promote teamwork/building friendships etc.
 - Pupils have access to 'nurture group' which is run by familiar Teaching Assistants in school, where necessary.
 - Pupils have access to staff who are trained in 'Drawing and Talking therapy' to support emotional wellbeing where necessary.
 - Circle time and assemblies focus on inclusion for all
 - We have a zero tolerance approach to bullying.

What other agencies do we work with?

As a school we work with a range of agencies to support SEN pupils and their families.

- Speech and Language therapist- Kirsty Griffiths
- Communication and Autism Team (CAT)- Julie Watchorn Brennan
- Educational Psychologist- Stacey Turrell
- Pupil and School Support - David Hill
- School Nurse
- Virtual School
- Children's Services
- CAMHs

Where it is necessary to access these agencies, we will talk with parents to discuss the needs of the child and gain parental consent.

If a meeting with an outside agency is requested by families these can be arranged at the main school office.



Complaints about SEN provision

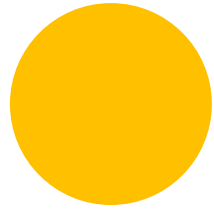
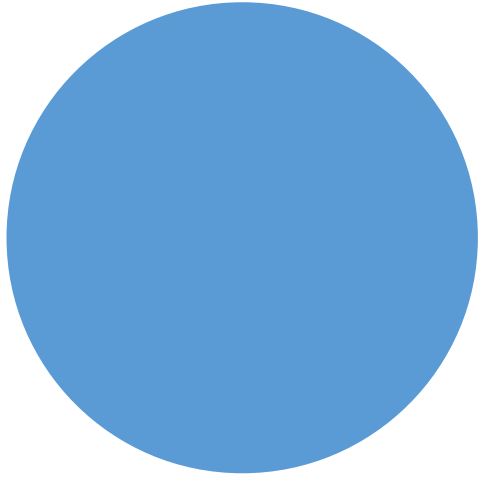
Complaints about SEN provision in our school should be made to the class teacher in the first instance. Where necessary a meeting with SENCO will be arranged.

If the complaint is not resolved, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

https://www.Birmingham.gov.uk/info/50034/birmingham_local_offer_send/851/help_and_advice_for_children_and_young_people_with_special_educational_needs_sen_or_disabilities





The local authority local offer

Our Local Authority's Local Offer is published here:

<http://www.Birmingham.gov.uk/localoffer>

Monitoring arrangements



This Information Report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Teaching and Learning
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

