



Bordesley Village
Primary School
Information Report

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 Inclusion Team.

Inclusion Lead: Mrs J Walkley

SENDCo: Mrs S Ali

Additional Inclusion Team support Provided by:

Ms J Roberts (In Class support based at Cromwell Primary)

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

0121 464 2434 (to book an appointment):

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





What needs do we provide for in our school?

- We organise SEND into four areas.
- **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)

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 reduced 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 and emotional development).
- It should be noted however, that slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.





An early discussion with the pupil and their parents will identify whether special educational provision is needed. This ensures that everyone develops a good understanding of the pupil's areas of strength and difficulty. Agreed outcomes and next steps will be agreed with parents, professional agencies and school together.

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**.





Assess

Teachers will gain a better understanding of the pupils needs at this stage.

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 are made aware of their needs, along with adapted teaching strategies or approaches that are required. We will regularly review the support and interventions and will monitor the pupil's progress.
- We will discuss with parents if we consider their child may need additional support in school.



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 can also provide the following interventions:

- Read Write Inc Phonic Intervention (KS1)
- Direct Phonics (KS2)
- Precision Teaching
- Direct Instruction
- Speech and Language Therapy (Both in class and by the in school SALT Therapist)
- Nurture Group
- Drawing and Talking
- Social Skills Support Group

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



Plan

In this stage teachers will gain a better understanding of what teaching approaches and adaptations work may be suitable to support needs.





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

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

- Adapting our curriculum to ensure all pupils are able to access it. We use SCERTS to assist in this process.
- 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)
- Adapting the teaching (for example: giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud)



Do

At this stage the adapted provision and/or interventions are delivered by the Class Teacher and/or Teaching Assistants.

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.





Review

Teachers constantly review progress of all pupils, including those with SEND, on a regular basis.



Learning Knows No Bounds

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

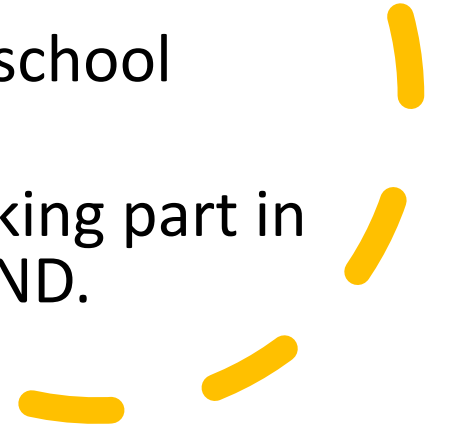
We evaluate the effectiveness of provision for pupils with SEN by:

- 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 Inclusion Team.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with SSPP's or EHC Plans



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

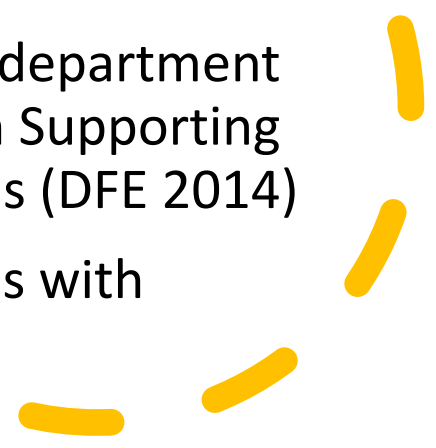
- Extra-curricular activities and Educational Visits are available to all of our pupils, including children that are on the SEND Register.
- All pupils take part in sports day, school plays and educational workshops.
- No pupil is ever excluded from taking part in these activities because of their SEND.





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





Learning Knows No Bounds

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 SEND are involved in the whole school process of electing school council members, children have the opportunity to write their own manifesto and vote on their chosen candidate
- Pupils with SEND are also encouraged to be part of a number of after school clubs that promote teamwork/building friendships etc. This Photo by Unknown Author is licensed under CC BY
- 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 therapists-** Ms R Rose
- **Communication and Autism Team (CAT)-** Ms J Watchorn-Brennan
- **Educational Psychologist-** Dr H Fitzpatrick
- **Pupil and School Support** – Mrs E Foster
- **In Class Specialist SEND Support-** Steve Brown Support Services.
- **School Nurse**
- **Virtual School Birmingham**
- **Specialist Support Services for visually and auditory impairment.**

- Where it is necessary to access these agencies, we will talk with parents to discuss the needs of the child and gain written parental consent to start appropriate involvement.
- If a meeting with an outside agency is requested by families these can be arranged at the main school office.



Local Authority Websites:

- The Local Authority Local Offer can provide additional information for Parents and Families of pupils with SEND.

www.localofferbirmingham.co.uk/home/parents-and-carers/

- The Access to Education site can provide some more information on the Support Agencies that work in Birmingham Schools (CAT, PSS, Educational Psychology and Sensory and Physical Support)

<https://accesstoeducation.birmingham.gov.uk/>





Other useful sites containing support and guidance for pupils, their siblings and their parents around autism include:-

- **Autism Education Trust**
- www.autismeducationtrust.org.uk
- **Autism West Midlands**
- www.autismwestmidlands.org.uk
- **National Autistic Society**
- www.autism.org.uk
- **Child Autism**
- www.childautism.org.uk
- **Resources For Autism**
- www.resourcesforautism.org.uk

Complaints about SEND provision

- Complaints about SEND provision in our school should be made to the class teacher in the first instance. Where necessary a meeting with SENCO will be arranged and/or the Inclusion Lead.



- If the complaint is not resolved, this can then be referred to the school's complaints policy which can be found on the school website within the Policies section.



Monitoring arrangements

This Information Report has been reviewed by the Senior Leadership and Inclusion Teams **every year**. It will also be updated if any changes to the information are made during the year.

It will also be reviewed by the governing board.

(Last updated **November 2023**)

In **November 2023** a working party of parents worked together with the Inclusion Team to review this Information Report. On the next slides there are some of the comments from parents of children with SEND who attend Cromwell Primary School.

“We like the way our questions are answered”

“Very clear concise information that is easy to read “

“It provides lots of useful information”

“It is reflective of what is happening in school”

**What
our
parents
say**

Explain technical words.

(Some slides have been explained more fully and a glossary will soon be included)

Things parents would like improved.

**Less information on some slides as it is sometimes
overwhelming.**

(we have reduced the amount of information on some slides)

**Links to more websites
and interventions.**

**(We plan to increase the
links to relevant
documents and
information)**

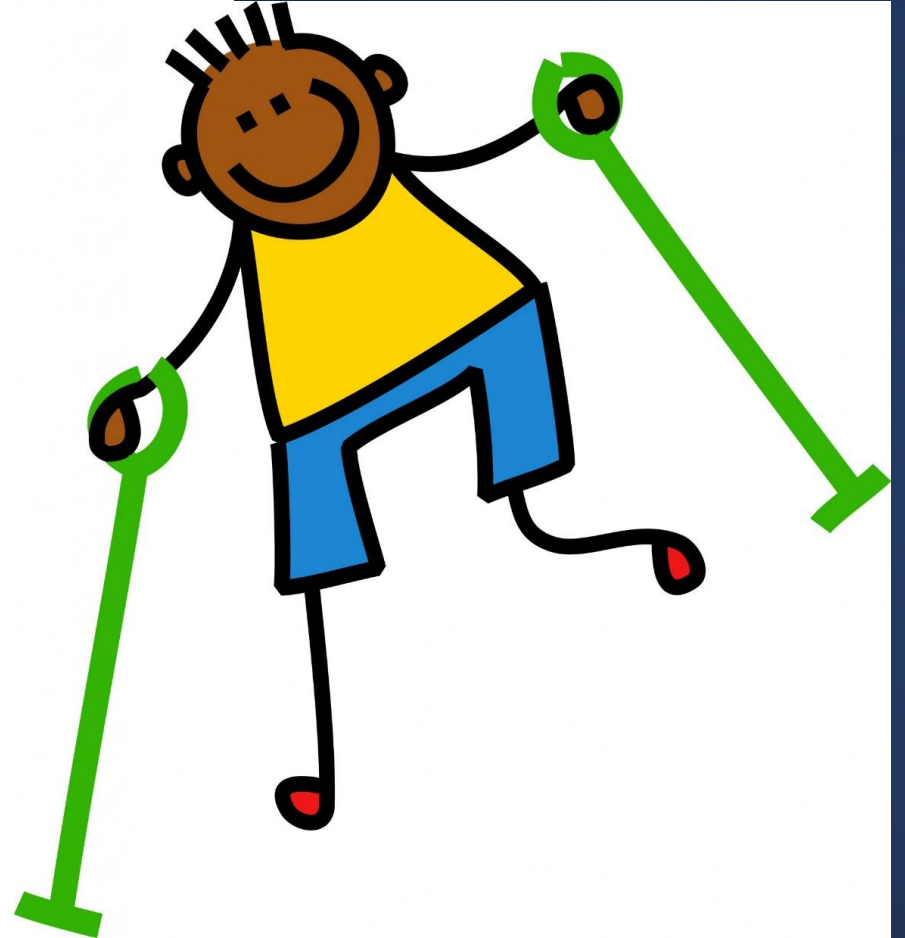
**To improve accessibility including
other languages or audio.**

**(we will work on improving
accessibility for all)**

Links with other policies and documents

Each of the policies listed below can be found on the school website.

- Accessibility Plan
- Teaching and Learning
- Discipline and Behaviour
- Equality information and objectives
- Supporting Pupils with Medical Conditions
- Complaints Procedure
- Safeguarding Policy
- PSHE



Special
Educational
Needs

