



Old Hill Primary School

SEN Information Report September 2020

Written by:

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SENDCo

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(Special Educational Needs and Disabilities)

Old Hill Primary is a fully inclusive mainstream primary school catering for children aged 3-11. Provision is made for children with all needs. We support children with a range of Special Educational Needs and Disabilities including learning, physical, sensory, speech and language, coordination and mental health as well as children with very specific needs such as Autism, ADHD.

How does Old Hill Primary School know if children need extra help?

- When pupils have an identified special educational need or disability prior to joining our school, we work closely with the people who already know them and use information already available to identify what the possible barriers to learning may be and to plan appropriate support strategies.
- If teachers are concerned that your child has a special educational need, they would raise concerns with the Special Educational Needs Coordinator (SENDCO). Concerns may be raised due to: lack of progress, poor assessment scores or changes in pupil's behaviour. We will observe your child's learning characteristics and how they cope within our learning environments. We will assess their understanding of what we are doing in school and where appropriate use assessments to help identify specific areas of difficulty. This will help us to decide what is happening and why. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. If school becomes concerned about your child you will be contacted by the class teacher or SENDCO.

What should I do if I think my child may have special educational needs?

- If you have concerns then contact your child's teacher, Mrs Moore (SENDCO) or Mrs Fenby (Head Teacher).

How will Old Hill Primary School support my child?

- When we assess special educational needs we hold a discussion with you to find out if your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- A provision map will be written for your child, detailing any intervention (additional support) your child is receiving.
- Your child's progress will be monitored during regular reviews held. This shared discussion may highlight potential problems and allow for further support to be planned.
- Meetings will be held between the SENDCO and parents/carers, to share information, celebrate progress and achievement and plan next steps.
- Occasionally a pupil may need more expert support from an outside agency such as Inclusion Support. Referral forms are completed in conjunction with parents/carers and forwarded to the most appropriate agency. Following observations and assessments, a programme of support will be decided by Inclusion Support and school and shared with parents/carers.

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

- Teachers plan using knowledge of children's capability, planning work closely to match children's ability and learning needs. When a pupil has been identified with special educational needs, their work will be further scaffolded or altered by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- Learning support practitioners, who are trained to support pupils with a wide range of educational, emotional and social needs, may be allocated to work with pupils in a small focus group or on a 1:1 basis, to target more specific needs.
- Specialist equipment may be given to a pupil e.g. pen/pencil grips, easy to use scissors, writing slopes, fidget toys.
- We have a dedicated nurture room that is available for children who are identified as having social and emotional needs.

How does the school know how my child is progressing?

- In Foundation Stage we track progress against Development Matters and Early Learning Goals
- In Key Stages One and Two, we track pupil progress and attainment and record assessment data. This is updated at least termly, and progress is then discussed during regular reviews. Interventions are implemented for children whose progress is causing concern.
- We regularly use staff meetings to moderate teachers' judgements and ensure they are accurate.
- We check how well pupils make progress in lessons. We use this to inform marking and planning.
- We regularly assess the children using a variety of methods to further inform teacher assessment.

How will I know how my child is doing?

- You will be able to discuss your child's progress at termly Parents' Evenings.
- Parents of children with special educational needs will be invited to meet with the SENDCO to discuss their child's progress
- If you wish to speak to your child's class teacher or the SENDCO at any other time, an appointment can be made by contacting the school office.

How will you help me to support my child's learning?

- Teachers suggest ways of supporting all children's learning at Parents' Evenings or by specially arranged meetings.
- The SENDCO or Head Teacher may meet with you to discuss how to further support your child. This will often follow on from when your child has been assessed and their progress discussed.
- Mrs Bridge and Mrs Allen, the nurture leaders, has an open door policy for parents whose children attend nurture. Ideas and support strategies can be discussed.
- Mrs Ramsden the school Parent Support Advisor (PSA) may meet with you to discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- Outside agencies can also offer advice on support that can be provided at home.
- Inspire workshops are arranged throughout the year, to share children's work. Ideas and advice can be exchanged here.

What are the arrangements for consulting my child about, and involving them in, their own education?

- All children will complete an 'all about me' form with school staff at the start of each year.
- All children will regularly self-mark in order to highlight both strengths and areas for improvement.
- Children (where appropriate) will be invited to attend meetings with the SENDCO and other adults working with/supporting them
- Intervention ideas will be discussed with children where appropriate.

What support is available for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

- Members of staff such as the class teacher, learning support practitioners, SENDCO, PSA and nurture leader are readily available for pupils who wish to discuss issues and concerns.
- The Nurture Group is an excellent resource, available throughout the school day to support pupils' emotional and social wellbeing.
- If a pupil has a medical need then a detailed Care Plan is compiled in consultation with parents/carers. It is discussed with all staff who are involved with the pupil.
- Where necessary and in agreement with parents/carers, medicines are administered in school where a signed medicine administration form is in place.

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. Sources of external agency support at Old Hill are:

- Learning Support Service
- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physical and Sensory Support Service
- Attendance and Prosecution Service
- Behaviour Support Service
- School Health Team
- Child and Adolescent Mental Health Service (CAMHS)
- Looked after Children Education (LACE)
- Early Help Team
- Children's Services
- Children's Centres
- Looking Forward (children's counselling service)
- Health Visiting Team
- Youth Team
- DECCA
- Local PCSO
- Sandwell Carers
- Life Central Church
- Phase Trust
- Black Country Women's Aid
- Beam
- Looking Forward Counselling Service
- Rowley COG

You will always be consulted if we are going to access external agencies to support your child's learning.

What training have the staff supporting children with SEND had or are having?

- All staff have received some training related to SEND.
- Staff in the school will continue to access additional professional development in order to ensure they have the skills to teach your child.
- The school can access support from members of the Inclusion Support Service. Members of the service visit the school regularly to offer advice and support to staff and parents.
- The school also liaises with the Speech and Language Team. Guidance is offered on how to deliver specific programmes to children who have speech and language difficulties.
- Learning Support Practitioners receive training to enable them to deliver specific, specialised interventions.
- The SENDCO has the National Award for Special Needs Coordination.

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

- We have a school breakfast club which is available to all children from Reception to Class Six.
- We have a number of after school clubs such as dance, gymnastics, choir, football, netball
Pupils with SEND are welcome to attend these clubs.
- School trips and Residential visits are used to support the children's learning. Every effort will be made to be inclusive of pupils with special educational needs and disabilities. Risk assessments are carried out and procedures put in place to enable all children to participate. If a risk assessment suggests that an intensive level of 1:1 support is required, an additional staff member or a parent or carer may accompany the child during the activity, in addition to the usual school staff.

How accessible is the school environment?

Facilities we have at present include:

- Ramps into school to make the site accessible to all.
- 2 disabled toilets.
- Double doors in some parts of the building.

How will Old Hill Primary School support my child when joining the school or transferring to a new school?

- Children who join our nursery are welcomed into our school community with a meeting in school led by the Foundation Stage Manager. This is followed by a home visit by the PSA and the child's key worker. Parents/carers are invited to stay to the child's first nursery session.
- Our Local Authority provides an Early Years Advisory Teacher who supports children with SEND when they make the transition to our nursery from pre-school settings.
- Transition between other classes is supported by taster sessions in each new class. Parents are also given opportunities to meet their child's new teacher at the final Parent Drop In meeting.
- Parents/Carers and children who are joining our school mid-term are encouraged to visit the school before they start.
- Where children are joining from another school, we contact the previous school for the child's records. Children who are identified as having special educational needs will be monitored and supported as appropriate.
- Children in Class Six, who are moving on to high school, all attend transition days particular to the school they are moving to.
- Children with special education needs often attend extra transition days to ensure their move is as smooth as possible. The SENDCO will also liaise with the high school SENDCO to pass on relevant information regarding these pupils.

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

- School receive funding for all pupils with special educational needs and we are able to provide what pupils need from this-additional support or resources, dependant on an individual's needs. The local authority can 'top-up' funding for pupils with a high level of need.

How is the decision made about what type and how much support my child will receive?

- The SENDCO, in consultation with the class teacher, will agree the level of support needed. This may take the form of additional individual or small group support in class or in other focus groups tailored to the pupil/s needs. This support is regularly reviewed and adjusted accordingly.
- Parents/carers will be notified if their child is receiving 1:1 or small group support outside of the classroom.

How does the governing body involve other bodies, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

- The SENDCO regularly liaises with the SEN Governor, Mr Rob Laker to discuss the involvement of other bodies and how families are supported. Relevant information is then discussed at full governing body meetings.
- The governing body ensure that the SENDCO and, where necessary other relevant adults in school, take responsibility for informing, and discussing with, parents when they feel that either health and social service bodies, local authority support services or voluntary organisations should be involved with their child.
- The SENDCO will provide copies of reports written by outside agencies to parents and will be available to discuss the contents of the report.
- The SENDCO will be responsible for contacting necessary outside agencies upon request from parents.

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

- You are welcome to discuss your child's education, progress and wellbeing with the class teacher in a specially arranged meeting or at termly Parents' Evenings.
- Meetings will be held between the SENDCO and parents of children with special educational needs. This will be an opportunity for you to discuss and contribute to the support your child is receiving.
- If other professionals are involved, there will be opportunities for you to discuss your child with them.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact one of the following:

- Your child's class teacher
- The Head Teacher-Mrs Fenby
- SENDCO-Mrs Moore
- Parent Support Advisor-Mrs Ramsden

Appointments can be made with any of these people through our School Office-01384 569213.

External support services are also available for parents:

- Sandwell Inclusion Support: 0121 569 2777
- Sandwell SENDIASS (Parent Support Service): 0121 500 4010
- YoungMinds Parents Information Service (for any concerns with children's mental health or emotional well-being): 0808 802 5544
- Sandwell Family Information Service: 0121 569 4914

You are able to view Sandwell Local Authority's Local Offer following this link

<http://www.sandwell.gov.uk/send>