

# SEND Information Report



## Introduction

This report is intended to provide you as parents/carers with information on the implementation of our policy for pupils with SEND (Special Educational Needs and/or Disability). Please see our new revised policy which is available via our school website. The information contained in this report will be updated annually or sooner if changes to policy occur during the year.

At Amblecote Primary School, we value all members of our school community and are continuously looking at how we can improve the provision for all our pupils. This report outlines our current offer for pupils with SEND and forms part of the wider *Local Offer* provided by the Local Authority. The *Local Offer* is a publication of all services available to support children and young people with SEND and their families in the Dudley area. It provides clear information for parents and carers about how to access services in their area and what they can expect from those services. Dudley's *Local Offer* can be found at:

<http://www.dudley.gov.uk/resident/localoffer/>

## What kinds of SEND do we provide for?

At Amblecote, we have experience of meeting the needs of pupils with a wide range of SEND including Specific Learning Difficulties (e.g. dyslexia), Autistic Spectrum Disorders, Speech, Language and Communication difficulties and ADHD, as well as a range of physical and medical conditions (such as Cerebral Palsy).

Our SEND profile as of July 2016 shows that:

- 18% of pupils at Amblecote are identified as having SEND
- 22% of our pupils with SEND have a primary need relating to cognition and learning
- 45% of our pupils with SEND have a primary need relating to communication and interaction
- 13% of our pupils with SEND have a primary need relating to physical and/or sensory needs
- 20% of our pupils with SEND have a primary need relating to social, emotional and mental health difficulties

## **How do we identify pupils who have a SEN?**

- At Amblecote, we routinely track and monitor the progress of all pupils through half-termly teacher assessments. During pupil progress review meetings, class teachers, SENCos and senior leaders work together to identify pupils who are not making expected progress and appropriate interventions or adjustments are planned.
- However, falling behind with learning, does not automatically mean that a pupil has a SEN. There are a number of reasons why a pupil may not make as much progress as expected. For example, they may have frequent or long periods of absence, they may have attended a number of different schools and not had consistent learning opportunities, they may have English as a second language or they may have worries about other areas of their life which distracts them from learning.
- When considering whether a child may have a SEN we assess their needs carefully and look at a range of factors that could be affecting progress. The class teacher, SENCo, pupil and you as parents/carers will be involved in this process. Pupils are only considered to have a SEN if they are deemed to have a significantly greater difficulty in learning (when compared to others of the same age) or a disability, which requires special education provision to be made for them.
- If it is considered that your child may have a SEN, the school will arrange a meeting to discuss this with you in more detail and to:
  - Listen to your views and any concerns you may have.
  - Plan any additional support your child may need.
  - Discuss with you any possible referrals to outside professionals to support your child.

## **What should I do if I think my child may have a SEN?**

In the first instance, talk to your child's class teacher about your concerns. If you have further questions or require any more information you can contact the school's Special Educational Needs Co-ordinators Mrs G Dunkley or Miss D German. Appointments can be made through the school office on 01384 818335. Information is also available from the school Governor for SEND Mrs S Hyde who can also be contacted via the school office.

## **What is our approach to teaching learners with SEND?**

At Amblecote, we value high quality teaching for **ALL** learners. We strive to create a learning environment which is flexible enough to meet the needs of all our pupils. We believe that pupils with SEND should spend the majority of their time in the ordinary classroom working alongside their peers. Every teacher is required to make appropriate adjustments to their teaching styles, methods and resources in order to ensure access for all our pupils. The SENCos are on hand to support staff in developing appropriate strategies and teaching methods to support pupils with SEND. Class teachers will plan and differentiate their lessons according to the specific needs of all groups of children in their class and support staff will be directed by the class teacher in supporting the needs of individuals and groups of pupils.

We actively monitor teaching and learning throughout the whole school on a regular basis to ensure high quality learning for all.

## **How do we support pupils with SEND?**

At Amblecote, we strive to be as inclusive as possible by using a wide range of methods and resources to support pupils with SEND. The type of support offered depends on the individual learning needs. The methods we employ are continuously evolving to help break down barriers to ensure that our pupils with SEND can successfully access learning. We do this by offering:

- **Quality First Teaching** – class teachers have high expectations for all children and tailor their everyday teaching to meet individual needs.
- **Guided Groups** – extra support may be given in a guided group during lesson time led by a teacher or teaching assistant.
- **Intervention Groups** – if a child has specific gaps in skills or learning an intervention group may be run in addition to daily teaching. This may be on an individual basis or in a small group, depending on the needs of the child. Intervention groups may be run by teaching assistants, teachers or the SENCo.
- **High level support** – in a few cases where pupils' needs are severe, complex and often lifelong, they may need a high level of support on a daily basis to access the curriculum and manage the day-to-day demands of school life. These pupils will usually have a Statement of SEN or an Education, Health and Care Plan (EHCP). In

such cases an additional teaching assistant is available in the child's class to ensure that this level of support is accessible daily.

- **Specialist Support** – where a child has been identified as needing specialist support from an external agency professional, arrangements will be made for a child to receive this in school (e.g. Autism Outreach Team, Speech and Language Therapist or Assistant, Occupational Therapist).
- **Specialist Equipment** – where an outside agency professional has recommended specialist equipment to support an individual child's needs, we will aim to provide this where possible (e.g. angled writing board, hearing loop).

### **What specialist services and expertise is available?**

At times it may be necessary to call on expertise from outside of school to help us to understand and support your child's needs. We currently have involvement with the following outside services:

- Dudley Learning Support Service
- Autism Outreach Service
- Dudley Educational Psychology Services
- The Sycamore Centre Partnership Service
- Physical Impairment and Medical Inclusion Service (including the Hearing Impairment and Visual Impairment Teams)
- Speech and Language Therapy Services
- Occupational Therapy Services
- Physiotherapy Services
- Specialist Early Years Support Service
- Child and Adolescent Mental Health Services
- School Health Advisor

### **How is additional support allocated?**

- Every year the school is allocated a notional SEN budget. This money is used to provide additional support, resources and training. Funding is also used to buy in specialist support from outside of school (such as the Learning Support Service). In addition to this we receive 'top up' funding for a very small number of pupils whose needs are such that they require a high level of support that exceeds the funding available to the school through the notional budget.

- The Head Teacher in consultation with school governors and the SENCO, and on the basis of needs in school, will decide on the deployment of resources and staff for pupils with SEND, including consideration of staff training needs. Special educational provision is tracked using the school's provision map which is reviewed regularly to ensure changes are made as required and resources deployed effectively to meet the changing needs of our pupils.

### **How do we know that the support is effective?**

Monitoring progress is essential to ensure that funds are used effectively to meet the needs of our pupils with SEND.

- Class teachers monitor progress continually and make formal judgements on pupil progress every half term.
- Senior leaders hold pupil progress review meetings with class teachers to formally monitor progress and plan adjustments and additional provision.
- Individual Provision Plans (soon to replace current IEPs) will be drawn up for children with SEN following the process of 'Assess-Plan-Do-Review'. These will be reviewed termly to ensure that the planned provision is effective in meeting the needs of your child. As parents/carers you will be involved in this process.
- Interventions programmes are monitored and evaluated by the SENCOs.

The senior leadership team undertake regular book trawls and lesson observations to ensure that the needs of all children are met and that the quality of teaching and learning remains high for ALL pupils.

### **How do we support children's emotional and social development?**

We recognise that some children have extra emotional and social needs that may need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we can offer:

- Social skills programmes – aimed at developing self esteem, listening skills and social communication.
- Playground buddies – to support activities and games during playtimes to help younger pupils to learn the skills to co-operate and play together.
- Outreach support – can be offered to individual pupils in school from highly trained professionals from the Sycamore Partnership Service.
- Individual or small group sessions - to target specific individual needs delivered by the Dudley Educational Psychology or Counselling Service.

### **How will I be involved in planning for and supporting my child's education?**

- At least once a term (either at Parents Evening or an additional planned review meeting) you will be invited to discuss your child's progress with your child's class teacher and/or the SENCo. At these meetings progress will be reviewed towards expected outcomes and decisions will be made about future actions and provision.
- At this time your views will be sought and you will be involved in planning future actions to meet your child's needs.
- An individual provision plan (soon to replace current IEPs) will be drawn up which will detail the arrangements discussed at the meeting. We will also actively encourage you to contribute to the plan by supporting your child at home. We are always keen to share successful strategies and ideas that can be used at home.

### **How are staff at Amblecote trained to support pupils with SEND?**

At Amblecote, we are committed to continued professional development for all our staff and as such, staff regularly receive updates and training related to SEND throughout the year.

- INSET days and staff meetings are used to provide whole school training related to SEND. These are led by the SENCO or outside agency professionals and have included sessions on identifying and supporting pupils with dyslexia, and speech, language and communication difficulties.
- Individual staff members have attended relevant training run by outside agencies appropriate to the needs of children they support (e.g. training on Autistic Spectrum Disorders and speech, language and communication difficulties).

- We also have a number of teaching assistants who have received training to deliver specific intervention programmes such as the Better Reading Partnership (Reading), Fischer Family Trust Literacy Programme, Colourful Semantics (Speech and Language), Precision Teaching and Get Moving! (Gross motor skills and co-ordination).
- The SENCOs have also completed a number of training courses related to dyslexia, Autistic Spectrum Disorders, speech, language and communication difficulties and emotional and social difficulties. Miss German has also completed the National Award for Special Educational Needs Co-ordination.

### **How will pupils with SEND be included in additional activities outside of the classroom?**

As an inclusive school we aim to offer additional activities that are available to all our pupils. Where necessary, risk assessments are carried out and reasonable adjustments can be made to enable all children to participate in additional activities outside of the classroom.

### **How will the school support my child when joining Amblecote Primary School or transferring to a new school?**

Transition is a part of life for all learners. Whether it be transition to a new class, key stage or a new school. We recognise that times of transition can be difficult for all pupils and parents/carers and even more so for a child with SEND. This is why we plan carefully for transition with our pupil's individual needs in mind.

- The SENCO will liaise with the previous or new school to ensure key information such as education/provision plans and outside agency reports are passed on prior to the pupil joining/leaving Amblecote.
- Parents of pupils with SEND joining Amblecote will be invited to a meeting with the SENCO to share information and discuss their child's needs.
- Additional visits to a new school are always recommended for pupils who may need more time to prepare and adjust to their new environment.
- In Year 6, meetings are often arranged with parents and SENCOs from both Amblecote and the receiving secondary school to ensure a smooth transition.

- Social stories are used regularly to aid transition between settings.

### **Have your say**

This SEND Information report sets out our current offer to learners with SEND and their families, but to be effective it needs the views of parents/carers. We would welcome your feedback on the information provided in this report, whether it is clear and easy to understand and whether it answers all the questions you may have about how Amblecote meets the needs of your child. Please email your comments, suggestions or improvements to [info@amblecote.dudley.sch.uk](mailto:info@amblecote.dudley.sch.uk) (marked for the attention of Mrs G Dunckley or Miss D German) and they will be considered as we continually review this report, and our current procedures and policies.