



## **SEND Information Report**

### **What is the SEND Information Report?**

The Children and Families Bill Act 2014 and SEND Code of Practice (2015) requires Local Authorities (LA) and schools to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. Within school this is the 'SEND Information Report' and within the Local Authority this is the 'Local Offer'.

The purpose is to enable parents and young people to find out more easily the services that are available in their area and how to access them. The Local Offer will include provision from birth to 25, across education, health, social care and the voluntary sector.

### **What is your Local Offer?**

#### **The Local Authority Local Offer**

For **Children and Young People** between 0-25 Years with SEND, Dudley Local Authority have put together information to help you find out about all the services that exist in your local area. 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/>

Knowing what is out there gives you more choice and therefore more control over what support is right for you and your child.

### **SEND at Amblecote Primary:**

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. Amblecote's offer is outlined in the SEND Information Report below.

## **What are Special Educational Needs and/or Disability?**

The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **Who are the best people to talk to at Amblecote Primary about my child's special educational needs and/or disabilities?**

Talk to your child's class teacher about your concerns or one of the School's SENCos, Mrs Dunckley (EYFS and Key Stage) and Miss German (Key Stage 2). If you continue to have concerns arrange to discuss these with Mrs Cook, the Acting Head teacher.

## **What kinds of SEND are provided for?**

### **•Communication and interaction**

Pupils with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what has been said or they find it difficult to understand the use of social rules and communication.

### **•Cognition and learning**

Learning difficulties cover a wide range of needs, including moderate, severe or profound and multiple learning difficulties. Pupils may have specific learning difficulties, encompassing a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### • **Social, emotional and mental health needs**

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. Pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### • **Sensory and/or physical needs**

Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

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

All children's progress – academically, socially and emotionally, is constantly monitored by teachers and the Senior Leadership Team. Any concerns about a child are dealt with immediately with the relevant professionals informed.

Parents are able to discuss their child's progress with either the class teacher, the SENDCos or the Senior Leadership Team.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better the child's previous rate of progress
- Does not close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs.

However, falling behind with learning, does not automatically mean that a pupil has a SEND. 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.

### **How will the School let me know if they have any concerns about my child's difficulties with learning, special educational needs or disability?**

One of your child's teachers may initially speak to you at the beginning or the end of the school day to arrange a meeting time to discuss the concerns.

The teachers may also talk to you about concerns at a parent/teacher meeting.

One of the School's SENDCos may contact you to arrange a meeting.

Information is also available from the school **Governor for SEND Mrs S Hyde** who can also be contacted via the school office on **01384 818335**.

### **How will the School consider my views and those of my child with regard to his/her difficulties with learning, special educational needs or disability?**

At Amblecote Primary School we believe it is very important for pupils and their parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe that it is essential to understand your child's views on any difficulties they may experience with their learning.

You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.

If your child has an identified special educational need or disability, you and your child will be invited to regular meetings with the class teacher and SENDCos to discuss current progress, support strategies being used, review outcomes and set new ones.

If your child has an Education, Health and Care Plan (EHCP) you and your child will meet regularly with the SENDCos and class teacher. You and your child's input to the setting and review of outcomes is highly valued. You will also be able to share your views at the Annual Review. Prior to annual review meetings, parents are given the opportunity to feedback. Pupils also complete a Pupil's View questionnaire to give their feedback.

### **How will the curriculum and the school environment be adapted to my child's needs?**

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. Teachers plan lessons according to the specific needs of all groups of children in their class. All lessons offer the challenge and support for each child to learn and progress to the best of their ability. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet a child's learning needs.
- **Grouping arrangements** are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.
- **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. An intervention begins with a baseline assessment. Progress is recorded on a six week basis.
- **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 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 is Amblecote's approach to teaching pupils with SEND?**

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

**At Amblecote, we have a three tiered approach to supporting your child's learning:**

#### **Universal:**

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

#### **Targeted:**

It may be appropriate for a child to receive time limited additional support, to accelerate progress and therefore remove barriers to learning. Specific targeted one-to-one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum.

#### **Specialist:**

If a child does not make progress over time, it may be necessary to seek specialist advice. This may result in regular long or short term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. The school may need to prioritise referrals to these services.

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

It may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. 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
- Family support offices-children's services
- Amblecote Christian Centre – Transforming Lives for Good (TLG) 1:1 coaching programme
- Quarry Bank Language Unit – offering outreach support
- Intensive Learning Unit (ILU)

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

- Every year the school is allocated a notional SEND 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.

### **What is an Education Health and Care Plan (EHCP) and who can request one for my child?**

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood.

#### **An EHC Plan will contain:**

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress.

- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You and/or the school, usually the SENDCo or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

### **Where can I get support as a parent during an EHCP assessment for my child?**

You can access independent parent support through:

#### **Dudley SEND Information, Advice and Support Service**

Website: [www.dudley.gov.uk/dudleysendiass](http://www.dudley.gov.uk/dudleysendiass)

Email: [dudley.sendiass@dudley.gov.uk](mailto:dudley.sendiass@dudley.gov.uk)

Telephone: **01384 817373**

### **Special Educational Needs and Disability Tribunal**

Parents can appeal to the Special Educational Needs and Disability Tribunal if they disagree with the council's decisions about their child's Special Educational Needs.

Parents can also appeal to the tribunal if they feel that the school or council has discriminated against their disabled child.

### **How do you assess and review pupils' progress towards outcomes?**

The aim of formally identifying a pupil with special educational needs is to help the school ensure that effective provision is put in place and so remove barriers to learning. We will follow the graduated approach and the cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo 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 and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if 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. These will be recorded by class teachers in an individual learning plan. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **How do you evaluate the effectiveness of SEND provision?**

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

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing the impact of interventions every term
- Reviewing levels of attainment and progress each term (reading, writing, maths and SPAG data)
- Using pupil and parent questionnaires for pupils with an EHCP
- Monitoring by the SENDCo for example, through book looks and learning walks
- Using provision maps to measure progress
- Holding annual reviews in collaboration with external specialists for pupils with Education and Health Care Plans

### **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.
- Boxall profiling
- 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.
- Amblecote Christian Centre 1:1 coaching.
- Individual or small group sessions - to target specific individual needs delivered by the Dudley Educational Psychology or Counselling Service.
- Lego Therapy.

### **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 learning plan 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.

### **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, twilights and staff meetings are used to provide whole school training related to SEND. These can be 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. Attachment and Trauma Training and Bereavement Training.)
- We also have a number of teaching assistants who have received training to deliver specific intervention programmes such as the Better

Reading Partnership (Reading), Colourful Semantics (Speech and Language), Precision Teaching and Get Moving (Gross motor skills and co-ordination).

- The SENDCos 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 and Mrs Dunckley have also completed the National Award for Special Educational Needs and Disability 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 including off-site residential. Parents are able to contact their child's class teacher if they have any concerns.

### **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 SENDCo 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 SENDCos from both Amblecote and the receiving secondary school to ensure a smooth transition.
- Social stories are used regularly to aid transition between settings.

### **Monitoring Arrangements**

This policy and information report will be reviewed by the SEND team 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 body. 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**.