



*'At Amblecote we achieve because in our pupils we believe.'*

# Special Educational Needs and Disability Information Report

November 2020 - 21

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**At Amblecote, our objective for all pupils with Special Educational Needs or Disabilities is to ensure that we address any barriers to learning that they may face. We are committed to the process of inclusion and endeavour to provide full access to the national curriculum for all. We seek to identify the needs of our pupils and respond with a range of teaching strategies to provide support that allows our pupils to be independent life-long learners, happy and healthy and achieve their full potential.**

### **How do we identify Special Educational Needs in pupils?**

There are systems and processes in place, which allow us to quickly identify children who may require additional support. Children may be identified for the following reasons:

- they are performing below age related expectations
- they are not making expected progress
- concerns have been raised by parents/carers of the child
- concerns have been raised by staff
- liaison with external agencies
- due to a health diagnosis
- we are alerted to possible social, emotional or mental health issues

Children will be monitored by their class teacher and also the SENDCo through the 'Assess, Plan, Do, Review' Cycle. As a first step, children with cognition and learning needs will be given an Individual Target Plan (ITP) generated in collaboration between SENDCo, class teacher and parent. If children are still not making sufficient progress then appropriate outside agencies may need to be involved to provide specific support. The pupil will then be placed on the SEND register. As a result of a child being placed on the register they will have an Individual Learning Plan written and reviewed for them each term with individual targets. These will be discussed with both pupils and parents. If a child has complex and significant SEND then they may have an Education, Health and Care Plan (EHCP). The decision made to provide support for pupils with additional needs is made through collaborative working with all agencies, including parents/carers and pupils.

### **What are Special Educational Needs and Disabilities?**

There are four areas stated in the SEND Code of Practice 2014:

- **Communication and Interaction** - Difficulty with different aspects of speech, language or social communication.

- **Cognition and Learning** - Moderate and severe learning difficulties including specific learning difficulties such as dyslexia and dyscalculia.
- **Social, Emotional and Mental Health Difficulties** - Difficulties such as anxiety, depression or self-harming etc.
- **Sensory and/or Physical** - Difficulties such as visual or hearing impairment.

Provision is made for pupils whose needs fall into one or more of these categories. Although behaviour is not a category in itself, at Amblecote we feel poor behaviour is often an indicator to an unidentified SEND in one or more of these areas.

### **What additional resources are specifically related to the areas of SEND?**

#### **Communication and Interaction (ASD and SLCN)**

- Effective classroom teaching with use of visual cues and support (Quality First Teaching).
- Small group targeted interventions to develop skills in language and social interaction.
- Access to advice and support from Speech and Language therapists.
- Access to advice and support from Autistic Spectrum Disorder (ASD) Specialist Teachers and Teaching Assistants.

#### **Social, Mental and Emotional Health**

- Access to specialist support from Educational Psychologist.
- Access to pupil mentoring service (Amblecote Christian Centre – Transforming Lives for Good TLG)

#### **Cognition and learning (MLD, SLD, SpLD)**

- Effective classroom teaching with use of visual cues and support (Quality First Teaching).
- Systematic and effective teaching of phonics in the early years and across the school as appropriate.
- Interventions in reading, writing and/or maths.
- Individual Target Plans (ITP)
- Clear visual supports and displays.
- Access to specialist support from Occupational Therapists and Learning Support.
- Access to specialist support from Educational Psychologist.
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#### **Sensory and Physical Needs**

- Access to specialist teachers and TAs e.g. Hearing Impaired Team.
- Access to specialist equipment and resources.

- Access to therapist from 'Arts of Change'
- Access to therapist/support from the 'What Centre' Stourbridge
- Small group targeted interventions to develop skills in language and social interaction.
- Access to Lego Therapy.
- Access to family support (Referral to Early Help/ Triple P/Stepping Stones Programmes) or School Health Nurse.
- Sycamore Outreach Team.
- Trained members of staff to support and increase independence.
- Fully accessible school building.
- Access to advice and support from NHS practitioners (e.g. Occupational Therapy).
- Trained staff to support medical needs.
- PEEPs and risk assessments in place written with support from PIMIS

### **What is the range of Provision for SEND children?**

All our children are taught through effective Quality First Teaching. Our teachers have high expectations, taking into account the different learning styles of children in their class and continually assessing them through assessment for learning. Differentiating the curriculum helps children to achieve their full potential.

When children with SEND need more than Wave 1 (Quality First Teaching), interventions are delivered in a variety of ways to meet the needs of the individual. These may be small group or individual time limited interventions that will either be delivered by a teacher or a school teaching assistant. Pupils requiring extra support in maths, reading and writing will have an Individual Target Plan. This type of support can also be available for any child who has specific gaps in their understanding of a subject/area of learning.

If your child has been identified by the class teacher and SENDCo (or you have raised concerns) as needing more specialist input instead of, or in addition to, Quality First Teaching and class based intervention groups then further support is often sought from external agencies such as Speech and Language therapists or our Educational Psychologist. Specialist professionals from external agencies may help by assessing children and offering specific targets and resources to help support SEND children better. This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.

We use the expertise of the Dudley Services to assess and report on our children. We use their Learning Support, Educational Psychology, Occupational Therapy, Physiotherapy, Physical Impairment Medical Inclusion, Child and Adolescent Mental Health Service and Autism teams to assess some children with specific concerns or needs.

Those children whose learning needs are significant and complex and as such, require more than 20 hours support, may need individual, specific support provided by an Education, Health and Care Plan (EHCP). This means the class teacher and SENDCo will have identified your child as needing a particularly high level of individual or small group teaching which cannot be provided from the current resources available to the school. Applications for EHC Plans are sent to the Local Authority for consideration. Only children with the most complex and significant needs are given an EHCP.

### **Who is responsible for SEND at Amblecote?**

Our SENDCo's, Mrs Gill Dunckley and Miss Deborah German are responsible for:

- Co-ordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are kept involved and informed about the support their children are receiving.
- Liaising with external professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Ensuring there is sufficient expertise in school and providing or facilitating training where required.

### **What expertise and staff training is available to support pupils with SEND?**

The school is fully committed to working with other agencies such as health, social care, local authority support services and the voluntary sector.

Directly funded by the school:

- Educational Psychologist
- Learning Support Service

Paid for centrally by the Local Authority but delivered in school:

- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Disability Outreach Service
- Autism Outreach Service
- Hearing Impairment
- Habilitation Service
- Visual Impairment
- CAMHS
- PIMIS

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy
- Wheelchair Services

Voluntary organisations

- Arts of Change Counselling Service
- What Centre Stourbridge
- Amblecote Christian Centre Mentoring Service. TLG Programme.
- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) formerly Dudley Parent Partnership.

There is a wealth of experience amongst the teaching staff and training has included ASD (Autistic Spectrum Disorder), Attachment Disorder, Social Stories, Lego Therapy as well as interventions including Precision Teaching and Memory and Learning.

### **How is progress monitored?**

In accordance with the SEND Code of Practice (2014) the process for responding to children identifies as needing additional support, follows the four-step cycle called the Graduated Response.

- **Assess** - The child is assessed thoroughly to identify key areas of need.
- **Plan** - Plan provision that is needed to scaffold the child's learning.
- **Do** - The support planned is put in place and monitored over a period of time.
- **Review** - Review progress against the child's targets.

Your child's progress is continually monitored by his/her class teacher. Their summative progress is reviewed every term and an age related assessment is given. This is the case for all children in school.

Children on the SEND register will have a Learning Plan which will be reviewed termly and the plan for the next term made. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. The Class Teacher and SENDCo will also, through progress meetings, check that your child is making good progress within any individual work and in any group that they take part in.

### **How do we involve pupils and parents?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with either the person involved directly, or where this is not possible, in a report.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

- Teachers will meet with both parents and children to discuss Learning Plans and/or Individual Target Plans

### **What are the accessibility arrangements at Amblecote Primary School?**

- The building is accessible to children with physical disability via ramps. All areas of the school are fully accessible to children with disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND. It may be necessary to make an individual risk assessment for some children for some activities. If this is necessary, we will discuss this with parents.

### **How do we support transition?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving child to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher.
- If a transition book/social story would help your child (to support them understand moving on) then this, alongside a transition timetable, will be established.

In Year 6:

- The SENDCo, through arranged meetings, will discuss the specific needs of your child with the SENDCo of their secondary school
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.



- If a transition book/social story would help your child (to support them understand moving on) then this, alongside a transition timetable, will be established.
- Your child will complete focused tasks about aspects of transition to support their understanding of the changes ahead.

### **How do we support Looked after Children (CLA) with Special Educational Needs or Disabilities?**

A large percentage of CLA have some SEND. This makes them vulnerable both academically, emotionally and socially. We recognise this at Amblecote Primary School and work hard to support all our children.

All our CLA have education meetings (either termly or 6 monthly depending on the child's local authority) when their Personal Education Plan (PEP) is reviewed. At this meeting, core professionals and carers meet to discuss and review previous targets and set new ones. We ensure that these targets are the focus of the child's provision map. How the child's pupil premium allocation is spent is also discussed at this meeting.

Any CLA with SEND are a priority for discussion at Specialist Support Team meetings so the appropriate advice and support can be given to school and carers to promote the best possible outcomes for the child.

### **What complaints procedures are in place for parents of pupils with SEND?**

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Head Teacher. If you are still not happy, you can speak to the school SEND governor, Mrs Sharon Hyde.

### **Other relevant information and school policies include:**

Dudley Schools Local Offer - The link to this can be found on the school website in the SEND area.

The following policies can be accessed on our school website.

- Learning and Teaching Policy
- Accessibility Plan
- Equality Scheme
- SEND Policy
- Complaints Procedure