

Bleakhouse Primary School

SEN Information Report 2021-2022

The kinds of SEND that are provided for

The school supports inclusion of all who are able to access mainstream education. There is a history of successfully including children with needs in each of the four broad areas of SEN- communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs. *At the time of writing 13.3% of the pupils have SEN (12.2% nationally, January 2021) with five children (3.7% of the SEN population) having Education, Health and Care Plans (3.7% nationally).*

Identifying and assessing SEND

All staff are responsible for identifying children with special education needs. The SENCo will work with staff to ensure that those pupils who may need any additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Children making less than expected progress in attainment or development will be monitored more closely.

Teachers with the SENCo will discuss all the available information about a child alongside national data and expectations. Discussions will also be held with the child and their parents as soon as possible to gather their views of their child's needs. Advice from outside agencies may also be sought as necessary. Only with the agreement of Parents will a child be moved to SEN Support.

Where an individual is identified as having SEND their needs will be assessed. This may involve asking for support from outside agencies such as Inclusion Support. SEN support will be planned (recorded on the SEND Provision Plan) and implemented following the results of any assessment. This support and the child's progress against the set targets will then be reviewed at least termly. Planning and reviewing to meet the needs of individuals will include discussions with the child and their parents.

Further information is available in the school's Local Offer available on the school website.

School Policy

The SEND and Inclusion Policy is available on the school website. It is reviewed annually by the Staff and Governors.

The school monitors the impact of all the interventions it uses to support children with SEND in relation to their individual targets and progress towards narrowing the attainment gap with their peers. Evaluation of interventions enables the school to consider the value of each intervention in relation to individual and groups of children. Children's and Parents' views are also welcomed in relation to how effectively the school's provision meets the needs of individual children.

The SENCo regularly monitors the school's work in SEN and implements action plans to address identified areas needing further development. This is supplemented by the school seeking to renew the Sandwell SEND Quality Mark every five years.

Lessons are differentiated to meet the needs of different groups of learners including those with SEND. All children are able to access a broad and balanced curriculum where reasonable adjustments are made as necessary for individuals. Please see the Curriculum Policy on the website for further details. The Disability Equality Scheme and Accessibility Plans include details on how the environment has been adapted to meet identified needs, these are also available on the website.

Children with SEND will access support within lessons as appropriate and sometimes interventions outside lessons depending on their individual needs. Their SEND Provision Plan will include details of any arrangements that are additional to and different from the usual curriculum.

The Intervention Map includes all the interventions the school uses to support children. Interventions are available to support Communication, Reading, Handwriting, Writing, Spelling, Maths, Family Support and Behaviour and Emotional Well-being. The school also delivers programmes that are provided by other agencies such as Physio and Speech and Language Therapy. A copy of the Intervention Map *is available on the school website* or from the school.

Children who have emotional and social development needs are supported in a variety of ways. They work 1:1 with support staff on a regular basis. At break times supervised play enables children to be supported to maintain appropriate social interactions with peers. The school has also developed a Social Skills intervention to support emotional and social development needs.

SENCo

The SENCo is Mrs. R.L. Soudani. She can be contacted on 0121 422 2841.

Staff Training

Members of the support staff have been trained in a variety of learning and behaviour/emotional support interventions including the Sandwell Writing Intervention and Brick Therapy (the Intervention Map details each intervention individual staff are trained to lead). Individual programmes from outside agencies are shared with the support staff by the professionals that have designed them. In the case of children joining the school who have an identified need training is arranged as necessary to ensure staff have the skills necessary to support the child. Staff also undertake training in different areas of need such Dyslexia and Speech and Communication Difficulties in response to audits of need for the school.

Equipment and Facilities

Resources identified to meet the needs of children with SEND are usually funded through the school's SEN budget or through the additional funding the school receives to meet aspects of a child's EHC Plan. The school will seek funding through the Local Authority Access Initiative Funding when a piece of more costly equipment is required. Many adaptations have already been made to the buildings to ensure they are accessible and the school makes any reasonable adjustment as necessary.

Discussions with Parents and Children

Before a child is moved to SEN Support the views of Parents and the child are sought. When a child has been identified as having SEN there are at least termly meetings with Parents to review your child's progress and agree new targets. As part of this activities that can be completed at home will also be shared. The views of each child are seen as being equally important and they are also part of their SEND Provision Plan Review and writing the new one. Staff or Parents can ask to have further meetings as necessary between each term meeting. Meetings with the SENCo can also be arranged at a mutually convenient time.

Complaints Procedure

The partnership with parents is particularly important aspect of provision for children with SEND and we hope that through this partnership the number of complaints will be very few.

The complaints procedure has a hierarchical structure and is detailed in the Complaints Policy on the school website. In brief the structure is as follows:-

1. Parents are asked to discuss their concerns as early as possible with the class teacher so that appropriate action can be taken.
2. Should there be continuing difficulty the class teacher would arrange a meeting with the class teacher and SENCo within an agreed time.
3. If parents remain concerned, a meeting would be arranged with the Headteacher within an agreed time.
4. Finally, complaints should be referred to the governing body.

Parents should feel confident that all concerns or complaints would be dealt with sympathetically at each stage.

The Role of the Governing Body

The school Governing Body have a specific responsibility to: -

- Ensure that arrangements are in place in school to support children with medical conditions (please see the Medical Conditions Policy).
- Ensure SLT consult with health and social care professionals, pupils, parents to ensure that children with medical conditions are effectively supported.
- Ensure that there is a named Governor who has specific responsibility for the oversight of the school's arrangements for SEN and Disability.
- Ensure the necessary provision is made for any pupil who has Special Educational Needs.
- Ensure that pupils' needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have Special Educational Needs.
- Consult and work with the LA Local Offer arrangements.
- Ensure that a child with Special Educational Needs joins in the activities of the school together with pupils who do not have Special Educational Needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Ensure that parents are involved in the decision making process in relation to SEND provision being made of their child.

Governors will have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (D.f.E., 2014), the Disability Discrimination Act and the Equality Act.

Support Services for Parents of Children with SEN

Sandwell Information Advice and Support Service (SEND IASS) is able to offer advice and support to all Parents of children with SEN. Their contact details are:

Sandwell SEND Information and Advice Support Service (SEND IASS),
Action for Children,
Birmingham Community Children's Centre,
61 Bacchus Road,
B18 4QY
Tel: 0121 828 1172
Email: SENDIASSenquiries@actionforchildren.org.uk

The school is happy to advise Parents of support that may be available for Parents with children with specific needs on an individual basis.

Transition between schools

The school works to support children with SEND as they join the school and as they leave the school to make the move to their next school. The SENCo and class teachers discuss the needs of each child with the previous/ next school. Resources are organised so that they are in place for when the child joins the school. Individual transition programmes are arranged and supported by the school as necessary. Such programmes have included additional visits made by or to the children. The SENCo invites receiving schools to Annual Review Meetings and prioritises attending these at other schools when necessary.

Local Offer

The school publishes its Local Offer on the school website. The LA Local Offer is available on the council website www.sandwell.gov.uk.

R.L. Soudani

July 2022