

SEND Information Report

What types of SEN do we provide for?

Our school is an inclusive school where every child matters as an individual. We aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. We strive to educate our pupils with a fully holistic and inclusive approach. The best practice to support our pupils with SEND needs is in fact best practice for all pupils. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

We currently have 215 pupils on roll with 36 of those being in nursery. 13.5% are pupils with SEND needs. Additional and/or different provision is currently being made in school for children with a range of needs, as outlined in the new SEND Code of Practice 2014, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties
- Sensory, Medical and Physical
- Communication and Interaction
- Social, Emotional and Mental Health

We aim to provide *every* child with access to a broad and balanced education. Every effort is made to enable them to learn and grow independently. Pupils with SEND are able to fully access the curriculum by being provided with extra support or additional resources where appropriate and by removing any barriers to learning.

Quality First Teaching

The child's class teacher is responsible and accountable for the progress and development of all the pupils in their class. This is called 'Quality First Teaching'. The teacher will take steps to provide differentiated learning opportunities to aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

If a pupil has been identified as possibly having SEND, they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties, through the use of our graduated approach. (See next page). This will involve liaison with parents, SENCO and outside agencies where necessary.

Children who are identified as SEND will have an IEP, written by the class teacher and may receive targeted or specialist support where appropriate as well as Quality First Teach (Universal support). Each child with SEND will have specific targets that are reviewed and updated half-termly. We believe that parents are a child's first teachers and therefore know their child best. Therefore we work alongside parents of children with SEND to best to support their child's needs.

Princethorpe Infants and Nursery school provide a range of interventions to children, individually supporting their needs. These interventions may include:

- Precision teaching
- Fine motor skills groups
- Gross motor skills groups
- Pre-tutoring
- Speech and Language programme
- Welcomm support programme
- Social, emotional and mental health groups
- Letters and Sounds intervention
- Maths mastery support
- Reading for meaning support

How do we identify and assess pupils with SEN?

We use many methods in school to identify and assess whether a pupil has special educational needs. Some of the ways include;

- Observations
- School based test results
- Information from parents and carers
- Information from the child
- Specialised assessments carried out by the SENCO and the school's support services
- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with other professionals who work with the child, including medical professionals

How do we assess and review pupils' progress towards their outcomes?

Our school's Assessment Policy (which is available in school) outlines the range of assessments regularly used throughout the school in order to support and plan for pupil needs successfully. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- Progress in all areas of development are considered – for example social skills, lack of confidence or resilience, anger or behaviour issues or mental health issues.

How do we adapt the curriculum and learning environment?

We work in partnership with all our families and external agencies to strive to offer and create high aspirations for every child. We take specific action to create effective, creative learning environments, secure children's motivation and concentration, provide equality of opportunity to use appropriate assessments and set suitable targets for learning.

Quality first-teaching takes place in all class rooms with high expectations and the provision of opportunities for all to achieve. Quality first-teaching ensures that all teachers are responsible for their pupils with SEND needs. Thus, a continuous cycle of planning, teaching and assessing is firmly embedded which takes account of the wide range of abilities, aptitudes and interests of all our children.

Pupils with SEND will receive support that is additional to or different from the provision made for other children. Planning and provision takes into account their specific needs to provide appropriate support across the whole of the curriculum, academic, social, emotional and physical. Our aim is that all pupils, whatever their needs, become resilient, capable, motivated and engaged independent learners.

What additional support is available to pupils with SEN?

Additional and/or different support may be in the form of:

- Special equipment and adapted resources
- Smaller groups for literacy and numeracy
- Additional support within the classroom for individual or small groups more frequently than the majority of children
- Targeted individual work for children with support plans
- Outside agency support
- Intervention groups

What steps have we taken to prevent pupils with disabilities from being treated less favourably than other pupils?

Princethorpe Infants and Nursery School seeks to foster a warm, welcoming and respectful culture, which allows us all to question and challenge discrimination and inequality, resolve conflicts peacefully, promote equality and work and learn in a safe environment. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs. This is achieved by ensuring the well-being of all pupils. These well-being outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT; assessment for learning which engages pupils in having a say about their progress and SEND provision; and partnership with parent/carers, other schools and the local community. We recognise and welcome our equality duties as set out in the Equality Act 2010.

What facilities do we provide to help disabled pupils to access the school?

We have school accessibility plan, which shows how we plan to improve accessibility for special educational needs pupils, and by when these improvements will be made. We publish the plan and you can ask to see it. It outlines how the school will:

- improve the physical environment
- make improvements in the provision of information
- increase access to the curriculum

We can also increase access for individual pupils by making 'reasonable adjustments'. These can be simple changes such as making sure that a child with a visual impairment sits nearer the Interactive White Board.

Please talk to us to discuss what we can reasonably do to include your child.

How do we consult parents of pupils with SEN and involve them in their child's education?

The relationship between school and parents is vital. This is especially true of pupils with special educational needs and disabilities. If your child has special educational needs/disabilities and you are considering our school please make early contact with us to enable a dialogue to take place as to whether we are a suitable setting for your child.

Who can young people and parents contact if they have concerns?

Access to the local offer is designed to support parents of children with special educational needs in making decisions about the school they choose for their children.

Birmingham Local Authority's Local Offer www.mycareinbirmingham.com

What support services are available to parents?

Birmingham Parent Link Service: 0121 303 8461

The Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) 0121 303 5004 **Email: sendiass@birmingham.gov.uk**

A Graduated Response for identifying children with SEND

Inclusive QFT and a growing understanding of individual pupils needs.

Start point

Universal support

Not making expected progress

- Impact of assessment, along with parent and child views. Revise the plan in light of current outcomes. SENCO to amend on provision map.
- TPR's to take place with class teacher and SENCO half termly.

Review

Assess

Assess against SEN criteria, compare with ARE and determine barriers to learning.

Have a conversation with Parents/Carers eg) hearing/eye checks?

Previous educational setting's/class teacher views?

- Implement a plan. (IEP) Class teacher is responsible for completing IEP and reviewing this half termly. (To be saved in staff common)
- A growing understanding of what support and teaching approaches work. (Targetted support)
- Referrals to made to appropriate outside agencies with parental consent. (Specialist support)

Do

Plan

- Complete a 'cause for concern' form/CRIB sheet.
- Teacher, parents, Headteacher, SENCO and child to agree on targeted provision and intervention.
- All records to be saved on staff common in children's individual folders.