



## SEN Information report – Autumn 2017

### 1. What kinds of Special Educational Needs does the school make provision for? What type of provision does the school make and how do they know it works?

In our school we make provision for pupils who have any of the needs in the table below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. The support in this table acts as a guide but the things we do may vary and actual support will be based on the specific needs of each pupil.

All children in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the child is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

Type of need	How this need presents itself	Support available in our school	How we check it is working
<p><b><u>Cognition and Learning</u></b></p> <p>Children and young people who find learning, thinking and understanding harder than most other pupils.</p>	<ul style="list-style-type: none"> <li>• Take longer to learn important skills</li> <li>• Find it difficult to remember things such as the important words for reading and times tables</li> <li>• Find it hard to understand how to use letter sounds to read and spell words</li> <li>• May need more time to think about their answers</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers change what they are teaching or the way to help the child learn more with the rest of the class</li> <li>• Extra support can be given in a small group by an adult to help the child learn the things they are finding difficult</li> <li>• Extra support can be given to the child by an adult for short time during the day to support them learn skills</li> <li>• Individual targets set to help show what the child needs help with</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the targets set to see if the child has achieved them</li> <li>• Talk to adults who have worked with the child</li> <li>• Talk to parents</li> <li>• Talk to the child or young person</li> <li>• Use the school tracking system to see how much progress the child or young person has made</li> <li>• Have meetings with other staff in school to talk about how the child is learning</li> <li>• Ask for other professionals to</li> </ul>

		<ul style="list-style-type: none"> <li>• Access to specialist support from a teacher or other professionals</li> </ul>	work with the child to check the progress being made
<p><b><u>Communication and Interaction</u></b></p> <p>Children who find it difficult with interacting with the people and world around them. Some of these children might have a diagnosis of autism</p>	<ul style="list-style-type: none"> <li>• Talking to other adults and or children and young people, especially when in a group</li> <li>• Talking about a topic they haven't chosen to talk about</li> <li>• Making friends or keep friends for a long time</li> <li>• Following rules made by someone else</li> <li>• Dealing with changes in the way they usually do things</li> <li>• Dealing with noises, smells or other sensations around them</li> <li>• Saying the things, they are thinking</li> <li>• Understand what other people mean when they are talking</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers change what they are teaching or the way to help the child learn more with the rest of the class</li> <li>• Use support programmes especially made to help the child to build communication and interaction skills</li> <li>• Use things in the classroom to help the child understand or deal with things that are happening (for example visual timetables, task boards, social stories)</li> <li>• Get advice from professionals and specialist staff trained in school to give advice to adults working with the child</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of the child to see if they are communicating or interacting differently</li> <li>• Look at the targets set to see if the child has achieved them</li> <li>• Talk to adults who have worked with the child</li> <li>• Talk to parents</li> <li>• Talk to the child</li> </ul>
<p><b><u>Social, emotional and mental health difficulties</u></b></p> <p>Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life. Some of these children might have a</p>	<ul style="list-style-type: none"> <li>• Following rules set by others</li> <li>• Sitting still for very long</li> <li>• Listening to and follow instructions</li> <li>• Understanding how they are feeling</li> <li>• Making friends</li> <li>• Dealing with their difficulties in a way that does not cause harm to themselves or others</li> <li>• Taking responsibility for the things they do</li> </ul>	<ul style="list-style-type: none"> <li>• Get advice from professionals and specialist staff trained in school to give advice to adults working with the child</li> <li>• Extra support can be given in a small group by an adult to help the child learn about how to help themselves</li> <li>• Extra support can be given to the child by an adult for short time during the day to let them talk about</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of the child to see if they are coping better in school.</li> <li>• Talk to adults who have worked with the child</li> <li>• Talk to parents</li> <li>• Talk to the child or young person</li> </ul>

<p>diagnosis of ADD (attention deficit disorder) or ADHD (attention deficit hyperactive disorder)</p>		<p>the things that upset them</p> <ul style="list-style-type: none"> <li>• Individual targets set to help show what the child needs help with</li> </ul>	
<p><b><u>Sensory and/or physical needs</u></b></p> <p>Children who have a disability that may make it difficult for them to manage their everyday life without changed or support. This may be because of hearing or visual difficulties, physical disabilities or other medical needs.</p>	<ul style="list-style-type: none"> <li>• Hearing what others in the classroom or school setting are saying</li> <li>• Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them</li> <li>• Moving around without the aid of a walking aid or wheelchair</li> <li>• Using pencils, scissors, knives and forks and other things that we need to use without changes or support</li> </ul>	<ul style="list-style-type: none"> <li>• Professional advice from specialist staff</li> <li>• Physiotherapy</li> <li>• Support from outreach services such as the hearing or visual impairment or physical disability teams</li> <li>• Specialist equipment</li> <li>• Motor groups</li> <li>• Adaptations to the school environment where possible</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring that the child has full access to a broad and varied curriculum</li> <li>• Observations of the child within the school environment</li> <li>• Talk to adults who have worked with the child or young person</li> <li>• Talk to parents</li> <li>• Talk to the child or young person</li> </ul>

## **2. How does the school identify and assess Special Educational Needs?**

In school we use a variety of different ways to assess whether a child or young person has special educational needs. Some of these ways include:

- Observations
- School based test results
- Information from parents and carers
- Information from the child or young person
- Specialised assessments carried out by members of the school's support services
- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the child or young person
- Carrying out an annual audit each Autumn Term

Once a child is identified as having a special educational need, a graduated approach to support is taken. The child's needs will first be assessed, and then support will be planned, carried out and reviewed. At the review any necessary changes will be made.

**3. How do the school know how much progress is being made by pupils with Special Educational Needs?**

All children's progress, including those children with special educational need, is tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised test. In Birmingham we also have access to the Birmingham Language and Literacy and Maths toolkits which support assessment when a child or young person is making small steps of progress. Children or young people with educational needs are also set individual targets on an Individual Support Plan (ISP) that are reviewed by the child and teachers at least three times a year. These are then shared by the teachers with parents at parent meetings. This helps the school monitor how well interventions are working. The progress each child is making is also discussed at pupil progress meetings with senior leadership team.

**4. What extra-curricular activities can a pupil with Special Educational Needs access at school?**

All children have access to our extra-curricular activities (*see link on website*). Where appropriate and possible, adjustments will be made to ensure all children with special educational needs are fully included in these activities.

**5. Does the school have a Special Educational Needs co-ordinator? If so who are they and how can someone get in touch with them?**

Our school has a SPECIAL EDUCATIONAL NEEDS co-ordinator; we call her the SENCO.

Her name is **Mrs Bennett**

If you would like to talk to her then you can make an appointment at the school office.

The best way to contact our SENCO is on 464 4648 or email [enquiry@stdunstans.bham.sch.uk](mailto:enquiry@stdunstans.bham.sch.uk)

The best time to contact our SENCO is on **Tuesdays, Wednesdays or Thursdays** (when she is in school)

**6. What training does the staff in school have in relation to pupils with Special Educational Needs?**

In our school we believe that all staff should be involved in supporting pupils with special educational needs and so we make sure that staff have training to help them do this.

This year **all** our staff have had training for; Allergies (*Epipen*), *Asthma*, *Diabetes*, *epilepsy* and *Tier 1 whole school Autism training*; *Team Teach (safe handling of children) training will be delivered in November 2018.*

As well as this various staff have been trained for different aspects of special educational needs and specific interventions including:

*Precision teaching, Cued spelling, Catchup English, Toe-by-toe, Dyslexia, Specialist Autism training level 2 and 3, Speech and language, social and emotional support, fine motor (improving handwriting), gross motor (improving balance and coordination), Direct phonics*

**7. How do the school get more specialist help for pupils if they need it?**

In our school if we feel a pupil needs more specialist help we can work with the following people to get this.

Agency or Service	Who they work with	How school can get in touch with them
Behaviour Support Service (BSS)	Children with emotional, social or mental health difficulties that impacts on their behaviour in school	School will contact this agency after a parent or carer signs a referral form
Communication and Autism Team (CAT)	Children who are being assessed for or already have a diagnosis of Autism or communication difficulties.  They will also provide support for families of	School have an allocated worker (Mrs Jenkins) who they will contact after a parent or carer signs a referral form

	children with these difficulties	
Educational Psychology Service (EPS)	<p>Children with complex needs.</p> <p>An Educational Psychologist will always be involved with a child who is referred for an Education, Health and Care Plan.</p>	School have an allocated worker (Mrs Burns) who they will contact after a parent or carer signs a permission form
Physical Disability Support Service (PDSS)	Children with physical difficulties which impact on their access in the school setting.	School have an allocated worker (Mrs Collier or Mrs Kelly) who they will contact after a parent or carer signs a referral form
Pupil and School Support (PSS)	<p>Children who are working below the levels expected for their age.</p> <p>A Pupil and School Support Teacher will also work with staff in schools offering support, advice and training.</p>	A Pupil and School Support teacher (Mrs Crowson) regularly visits our school. School will let parents or carers know if she needs to work with their child
Sensory Support Service (SSS)	Children who have particular sensory needs such as visual or hearing difficulties where access to the usual school environment is effective.	Pupils are usually referred following a medical diagnosis, however school can phone them for further support and general advice.
Speech and Language Therapy Service (SALT)	Children with a high level speech and language difficulties.	School can fill in a form which parents or carers sign. The family doctor can also complete this form.
Zacchaeus Club	Children with emotional difficulties who would benefit from counselling.	School will ask parents or carer to sign a consent form giving permission for their child to be supported by Mr Brookes

Occupational Therapy	Children with physical difficulties that require regular exercise.	Children are usually referred by their doctor or paediatrician. They will give advice to the school.
School Nurse	Children with medical needs particularly where medication is needed.	School have an allocated worker (Mrs Hammersley) who regularly comes into school for particular year groups and hosts fortnightly drop in centre's in school.

**8. How are parents of children and young people with Special Educational Needs involved in the education of their child?**

Our school has an open door policy to parents ensuring we are always approachable so parents feel involved in the education of their child. In addition, our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Regular meetings with SENCO, class teacher and support staff
- Target setting so parents can see what their child is working on next
- Home/school books to inform parents of important information
- Regular curriculum letter to inform parents of what will be going on during the term
- Home reading logs
- Information on the school website
- Parents' evenings
- INSPIRE workshops
- Parent drop-ins/coffee mornings

- Signposting to parent groups
- Parents' views on IEP/Annual Review documents

**9. How are pupils with Special Educational Needs involved in their own education?**

We aim to involve all children in our school in the evaluations and implementation of their own education. For children with Special Educational Needs we use a variety of strategies to support this including:

- Child or young person's target review meetings
- Involve child or young person in setting their own targets
- Self-assessment at the beginning and end of learning
- Having a range of equipment available for the child to choose to use
- Ensuring the child works with a range of different partners
- Ensuring the child knows who they can go to if they need help
- Membership of the school council
- Visual timetables
- Prompt cards to promote independence
- Learning breaks

**10. If a parent of a child with Special Educational Needs has a complaint about the school, how does the governing body (or proprietor) deal with the complaint?**

If you have a complaint about the school, please contact the Head Teacher and we will do everything we can to fix the issue. Our school and governing body take complaints seriously and will act upon these on an individual basis. A copy of the complaints Procedure Policy is available in the School's Foyer.

**11. How does the governing body involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?**

In our school we have a governor who is responsible for special educational needs. Her name is Miss Caley.

Her job is to meet with the SenCo regularly. In these meetings the SEN Governor makes sure that children and families are being supported by the right services from in and outside of school. The SEN Governor will also visit the school, observe what happens in classrooms and meet with class teachers, support staff and children and young people.

In addition, the Head teacher and SenCo have to give a report to the SEN Governor. The SEN Governor shares this report with the other governors so that the whole governing body is aware of how special educational needs are being supported in the school and how well this support is working. The governors will challenge, support and advise the head teacher if appropriate provision isn't being made.

**12. Who are the support services that can help parents with pupils who have Special Educational Needs?**

Agency	How they support parents	How to contact them
Special Educational Needs Parent Partnership Service	<p>The Special Educational Needs Parent Partnership Service exists to provide advice and information to parents and pupils in Birmingham.</p> <p>This information is designed to explain special educational needs procedures,</p>	<p>Special Educational Needs Parent Partnership</p> <p>Special Educational Needs Parent Partnership Service The POD, 28 Oliver Street Nechells, Birmingham B7 4NX</p> <p><b>Email Address:</b></p>

	to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may be useful.	<a href="mailto:senparentpartnership@birmingham.gov.uk">senparentpartnership@birmingham.gov.uk</a> <b>Telephone Number:</b> 0121 303 5004
Autism West Midlands	They will support families with children who have autism	Tel: 450 7582
Think Families	Think Families team will allocate a worker who will offer support to the family in any way possible.	Tel: 303 1888
Birmingham Families and Safeguarding Team	This agency has support teams for families with children with additional needs.	Tel 303 1888
Children and Adolescent Mental Health Service	This agency supports families and children with mental health difficulties.	<a href="http://www.lotsonyourmind.org.uk">www.lotsonyourmind.org.uk</a>

### **13. How do the school support pupils with Special Educational Needs through transition?**

We aim to make times of transition as easy as possible for the children in our school.

When starting at our school we endeavour to use a range of strategies which can include:

- Meeting with the child and their parents to talk about their needs and answer any questions about our school
- Meeting with staff at the child's previous school or setting
- Providing the child with a transition book (social story) that has photographs of the key staff and areas around school
- Reading reports from people who have worked with the child or young person
- Arranging visits to our school so the child gets to see it before they start properly
- Giving any adults working with the child a one page profile or pupil passport describing the things that help to support them in school

- Having a longer phase of part-time attendance for the first few weeks so that the child has longer to 'settle in' to school. Also, when a child moves to a new year group we use many of the above strategies.

When moving to a new school we:

- Invite key staff from the new school to a joint meeting
- Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school
- Arrange extra visits to the new school with a member of staff from our school if that is what the child wants
- Talk to the child and their family so we can answer any questions they may have about the new school

#### **14. How can parents find the Birmingham Local Authority's local offer?**

The Birmingham Local Authority's Local Offer can be found at:



<http://www.mycareinbirmingham.org.uk>