



# Our Local Offer

## For children with Special Educational Needs and Disabilities

### How do we identify individual Special education learning needs?

When pupils have an identified special educational need or disability before they join our school, we work closely with the people who already know them and use the information already available

to identify what the possible barriers to learning may be within our school setting and to help us plan appropriate support strategies

If you tell us that you think your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services from Sandwell Inclusion Support. We will always share our findings with you and the next steps we need to take.

If teachers feel that your child has a special educational need this may be because they are not making the same progress as other pupils. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's

learning characteristics and how they cope within our learning environment, we will assess their understanding of what we are doing in school and pinpoint what is causing the difficulty. This will help

us to decide what is happening and why. If school become concerned about your child you will be

contacted by their class teacher or the school's Special Educational Needs Coordinator (SENCO)

### How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them?

When we assess special educational needs we will discuss with you if your child's understanding and behavior are the same at school and home; we take this into account and work with you so that

we are all helping your child in the same way and helping them make progress.

We hold meetings that allow school staff, other professionals and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps.

Albert Pritchard Infant and Wood Green Junior Federated schools staff are available to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other.

### How we use adults in school to support pupils with special educational needs?

Our SENCO coordinates a team of talent support staff who are trained to support pupils with a wide range of educational, social and emotional needs.

Our support staff is able to undertake small group work or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities.

## **How we use specialist resources to support pupils with special educational needs or disabilities?**

Our support staff make bespoke and individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.

We have a sensory and low stimulus room at both sites for children to access to support their needs.

We use workstations, visual timetables, countdown timers, weighted blankets, wobble cushions and sensory equipment for pupils who need it.

We seek advice and equipment from outside agencies as and when the need arises.

We have a Key Stage 1 and Key Stage 2 Learning Mentor who provides support and guidance to children to help them overcome social, emotional and behavioural problems which act as a barrier to learning.

## **How we modify teaching approaches for individual pupils?**

All our staff are trained in a variety of approaches which means we are able to adapt to a range of SEN: Specific learning difficulties; Autistic Spectrum Disorder; Speech, language and communication needs; and behavioural, social and emotional difficulties.

We adapt school labels, signs and reading materials by adding Communication in print (CIP) symbols.

We use a number of teaching methods that are adapted to the needs of both groups and individual pupils, including individual workstation tasks, Intensive interaction, Identiplay and social skills.

All of our staff are trained to adapt resources so that every child is able to achieve their very best.

We run a number of interventions for children who are in danger of falling behind their peers. These consist of reading, phonics, writing and mathematic interventions.

We offer a wide range of speech and language, communication, social skills and behaviour interventions. These interventions are run as either a group or on a one-to-one basis.

## **How we assess pupil progress towards the outcomes we have targeted for pupils? How we review this progress so that pupils stay on track to make at least good progress?**

In the Foundation Stage we track progress against Early Years Foundation Stage ages and stages of child development.

In Key Stage One and Two we use P scales where appropriate to assess progress that is in smaller steps than the national curriculum levels.

We use an online School Pupil Tracker that tracks pupil attainment and progress against targets.

Progress of every child is analysed. Pupils identified as making less than expected progress given their age and individual circumstances are given high quality teaching targeted at their areas of weakness.

Where progress continues to be less than expected, school will gather evidence and put in place extra teaching or other rigorous interventions designed to secure better progress.

SEN Pupil Progress meeting are held termly and pupils needs and progress is discussed. From these meetings, Interventions are organised and timetabled to meet the needs of the pupils.

Year group Provision Maps are created termly to map out intervention and the pupils accessing these interventions.

We set challenging targets that are based on nationally agreed guidelines on progress.

### **What extra support we bring in to help us meet SEN:- services; expertise. How we work together collaboratively?**

We can access support from specialist teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication, hearing impairment, visual impairment, behavior related needs, severe learning difficulties and autism.

We get support from local authority services about training, policy and funding.

Our local authority provides an Educational Psychology Service, SEN Advisory Teachers for Learning Support and Specific Learning Difficulties, Advisory Behaviour Support Teachers, Advisory Teams for Complex Communication Disorders, Sensory Support for hearing impairment and visual impairment and Early Years Inclusion Support.

We get support from Speech and language therapy (SALT) who support and advise on strategies and programmes.

We get support from Occupational Therapists and Physiotherapists for pupils who need assessment for issues such as specialist equipment and exercise programmes. They guide school staff in meeting the needs of pupils with disabilities.

Together we review your child's progress and agree what everyone will do to make teaching more effective and learning easier. We include your child in these discussions when appropriate.

### **What other activities are available for pupils with SEN in addition to the curriculum?**

We have a breakfast club and after school clubs with trained staff capable of looking after pupils with both special educational needs and disabilities.

We have educational visits, and many other visitors to school to bring the curriculum to life. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed.

We attend residential visits and pupils with special educational needs and disabilities are included on these residential trips and staff is used to support their individual needs.

## **How we support pupils in their transition into our school and when they leave us?**

Children who join our school in Nursery are welcomed into our school community by a meeting being held in the school followed with a personal home visit by their key workers.

Our local authority provides an early years advisory teacher and educational psychologist who supports children with SEN when they make the transition to our Nursery from pre-school settings.

Transition to Reception and then transition into successive year groups are supported by meetings, information exchange, 2 full transition days and an information booklet.

We liaise very closely with Secondary Schools to ensure that the transition from Key Stage 2 to Key Stage 3 is as smooth as possible. Extra transition meetings and transition sessions organised for children with Special educational needs.

When we are aware that pupils joining us from other settings have identified special educational needs, we routinely arrange a visit to observe them in their familiar environment.

We write individual transition passports in collaboration with staff and professionals who are familiar with the needs of the child. This ensures a smooth and supportive start to each school year. These transition passports are sent home during the Summer Holidays to prepare the child for their next school year.

## **How additional funding works?**

Schools receive funding called the notional SEN budget. This funding is used to provide high quality appropriate support for those children with special educational needs and disabilities. The local authority will top-up funding for pupils with a high level of needs.

If a pupil's Education, Health and Care plan identifies something that is different to what is usually available, there will be additional funding allocated. Parents will have a say how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

## **Where pupils can get extra support?**

We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.

Our children are made aware of the support that surrounds them in schools. They know who to talk to if they are worried or have any concerns they want to share.

We have a high level of staffing at unstructured times such as lunchtimes, to ensure children are well supervised and supported.

We have a buddy system that promotes peer-to-peer support. These children are trained by school staff and supported in their work.

The school always welcomes parents into school and encourages them to discuss issues.

Parents are welcomed into school as volunteers in classrooms to help organise and play math's games and support children in the school library.

Our Parent Support Advisor organises and meets with parents in our school.

## **Where can parents/carers get extra support?**

Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.

The Sandwell Parent Partnership Service can offer advice and support to parents of pupils with special educational needs or disabilities. See their contact details below.

## **How can parent/carers contact the school?**

Our school operates an open door policy. Your first point of call is your child's class teacher, who is available at the end of every school day. You can also phone the school office to arrange a time to meet with your child's class teacher.

Our SENCO is here to listen to your concerns. Please contact the school office to arrange a time to meet with the SENCO.

## **Useful Contact Details**

### **Sandwell Special Educational Needs Service**

Oldbury Council House, Oldbury

0845 358 2200

Inclusion Support  
Connor Education Centre  
Connor Road  
West Bromwich  
B71 3DJ  
0845 352 7552

### **Sandwell Parent Partnership & Parent Voice**

0121 552 0047

### **FASTA line- to make a new Speech and Language referral**

0121 612 2010

### **Child & Adolescent Mental Health Service**

48 Lodge Road, West Bromwich, B70 8NY  
0121 612 6620

### **Access Service**

Oldbury Council House, Oldbury  
0845 358 2200