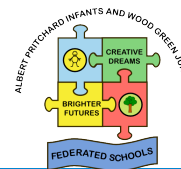


SEND Report



SEND Information Report for Albert Pritchard Infants and Wood Green Junior Federated Schools

1. What kind of special educational needs provision is accessible for children at Albert Pritchard Infants and Wood Green Junior Federated Schools?

Albert Pritchard Infants and Wood Green Junior Federated Schools is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

2. How do we identify children who may have an SEND need?

- 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 Inclusion Manager.
- Autistic children will be known to the school Sandwell's Complex Communication and Autism Team. Those children attending the provision have specific assessments and targets set which are age appropriate.

3. What provision is made for children with SEND; with and without an EHC Plan.-in respect of:

a) How is the intervention/support monitored as to its effectiveness?

Those children identified as benefiting from intervention/support are monitored against the progress they are making, this is normally at half termly pupil progress meetings. Interventions are observed to make sure they are effective.

b) What are the school's arrangements for assessing and reviewing progress of children with SEND?

- 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.

- SEND Pupil Progress meetings are held half termly and pupils' needs and progress are discussed. From these meetings, interventions are organised and timetabled to meet the needs of the pupils.
- Year group Provision Maps are created half termly to map out intervention and the pupils accessing these interventions.
- We set challenging targets that are based on nationally agreed guidelines on progress.

c) What is the school's approach to teaching children with SEND?

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through differentiation, small group work or through 1 to 1 teaching.

d) How does the school adapt the curriculum and learning environment for children with SEND?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

e) What additional support is available for children with SEND?

The school provides various interventions/support that meet the individual needs of the children. Children who may require higher levels of support have access to appropriately trained support staff.

f) What support is available for ensuring the emotional and social development of pupils with SEND?

Children access PHSE and a Values curriculum daily. In addition we offer SULP (Social Use of Language Programme), which is a programme to enhance personal, emotional and social development from a communication and thinking skills perspective. We also have a Key Stage One and a Key Stage Two Learning Mentor who provide support and guidance to children to help them overcome social, emotional and behavioural problems, which act as a barrier to learning. We also have a buddy system that promotes peer-to-peer support.

4. Who is the named SEND, Inclusion Manager contact?

5. What specific expertise is available to children with SEND?

- All staff delivering interventions are appropriately trained.
- Children with Autism and their families have access to a Focus Provision.

6. What specialist accessibility, equipment and facilities are there for children with SEND?

- The school has been adapted to facilitate access for pupils who experience restricted mobility. Ramps have been added at various positions around the school and disabled toilet facilities are available. Further adaptations will be undertaken as the needs of existing pupils evolve and future pupils with differing needs join our school community. Accessibility to the curriculum is ensured through our Waves of Intervention. The staffing level of the school will reflect the numbers of children with SEND and will be sufficient to implement the SEND policy and practice.
- 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.

7. What arrangements are there for consulting and involving parents of children with SEND?

- 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.
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- 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.

8. What are the arrangements for consulting children with SEND about, and involving them in, their education?

All children, regardless of SEND, are aware of their next steps. Children who have additional needs have outcomes, which are shared, discussed and worked upon with those members of staff who are providing their additional support.

9. What are the arrangements for parents of children with SEND who may wish to 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 Inclusion Manager, Miss Rebecca Carter is here to listen to your concerns. Please contact the school office to arrange a time to meet with the Inclusion Manager.

10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?

- 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, SEND Advisory Teachers for Learning Support and Specific Learning Difficulties, Advisory Behaviour Support Teachers, Advisory Teams for Complex Communication Disorders, SENDsory 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.

11. What are the contact details of support services for the parents of children with SEND?

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

12. What are the school's arrangements for supporting children with SEND in transferring between phases of education?

- 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 SEND 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.

13. Where is the Local Authorities Local Offer published?

<https://www.sandwell.gov.uk/send>