



L.E.A.D. Academy Trust
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SEN Information Report

Birley Primary Academy – September 2019

Review frequency: Governing body free to determine.

Approval: Full governing body or a committee of the governing body.

We maintain a strong ethos of inclusion at Birley Primary, which aims to provide fully for children across a range of special educational needs;

- Communication Difficulties
- Cognition and Learning
- Social, Emotional and Mental health difficulties
- Sensory and/or physical needs

Here at the Birley Primary Academy we are committed to providing the highest quality education and support for all our students.

- We believe that we should all aspire to be the best we can be.
- We believe that we should all achieve everything that we are capable of.
- We believe that we should all challenge each other to produce our best.
- We believe that we should all enjoy being a part of our learning community.
- We believe that we should all have the needs of our community at the heart of what we do.

The **Special Educational Needs Code of Practice** gives guidance to education settings that help to identify, assess and provide help for children with special educational needs. It sets out the processes and procedures organisations must or should follow to meet the needs of children.

Principles underlying the Code

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- taking into account the view of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

How will my child be welcomed into school?

We believe that every child is an individual and should be valued. We believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide individual and small group provision for those children with Special Education Needs and or Disability, whatever those needs may be so, that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Who is involved?

SENCO: Miss Katie Lewis

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.

Class Teacher

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCO as necessary.
- Conducting 3 reviews per school year.
- Ensuring that all staff working with your child in school is helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

How we identify Special Educational Needs

All staff have a responsibility to ensure all pupils at Birley Primary are achieving their potential, are secure and happy. Any concerns a staff member may have regarding barriers to learning are discussed with the SENCo.

Early intervention and continual tracking of progress are key to identifying SEN and ensuring children are supported at the first opportunity to ensure the best possible progress. We do this through the following systems:

- Benchmarking data on entry to Foundation stage 1 and 2 is discussed by the head teacher, class teachers and SENCo to identify any pupils with potential SEN.
- Half termly pupil progress meetings to identify children with a potential barrier to learning.
 - Termly SEN reviews.
 - SENCO tracks data half termly of all children.

Once a child is identified as having a potential SEN it is the SENCo's responsibility to observe, advise class teachers, discuss with parents or refer to external agencies if necessary.

What will happen if my child does have SEN?

The school will follow a graduated approach to your child's learning. It will follow the sequence of -Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs.

Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching (Quality First Teaching) and intervention groups:

- If your child has been identified as needing more specialist input in addition to good and outstanding class room teaching and intervention groups. Assessments can be carried out in school. We have range of assessments for maths, reading, phonics, speech and language and mental health. If necessary referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You may also be asked to complete a My Plan document with the SENDCO and class teacher which will outline your child's strengths, needs and outline to provision we can provide in school.
- If your child is not making expected progress it may be necessary to assess using PIVATs which will monitor a child's small steps progress.

If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.

How will teaching be adapted to meet the needs of my child?

All children receive class teacher input via good and outstanding classroom teaching:

- The teacher will have the highest possible expectations for your child and all pupils in their class.

- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- All lessons are differentiated to meet the needs of your child and the class.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

How do we know provision is effective?

- We use robust monitoring systems to ensure we are adapting provision to enable pupils with SEN to make good progress. The progress of pupils with SEN is tracked half termly and discussed by the class teacher, pupil, parents and Senior Leadership team including the SENCo. Where concerns about progress are raised adaptations to provision will be made, sometimes involving external agencies. Progress during extra interventions is discussed weekly by teachers and teaching assistants and records of progress is kept in files in the classroom. The SENCo analyses assessment data at the start and end of interventions to ensure they are effective in boosting children's attainment.

What skills do the staff have to meet the needs of my child?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as Attention deficit hyperactivity disorder (ADHD) and dyslexia.
- We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will I know how my child is getting on?

At Birley Primary Academy your child's progress is continually monitored by their class teacher, SENCO and the Leadership Team.

- Their progress is reviewed continually and given a grade from GL assessment.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels' and is assessed using PIVAT's.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is

something the government requires all schools to do and they are the results that are published nationally.

- Children on the School SEND register will have 3 reviews a year. In these reviews targets will be reviewed and set for your child.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Leadership Team and SENCO will also check that your child is making good progress with any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Homework books and Reading Journals
 - Parents evenings
 - Additional meetings as required
 - Reports

Accessibility for pupils with a disability

Access arrangements for pupils with a physical or sensory disability are made as and when needed. Disabled access toilets and changing facilities are available in school.

What extracurricular activities can my child access?

- We make sure activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on a school trip if this ensures access.
- After school clubs are available to all pupils. Adjustments will be made to support their participation.
- Health and safety audits will be conducted as and when appropriate.

What if I think my child needs more help than the school can provide?

If you or the school believe that your child needs more support than the current provision set in place either you or the School can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer (<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/home.page>)

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are providing.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an Educational Health Care Plan (EHCP). The EHCP will outline support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP.

We may be able to offer in-house programs like:

Speech and Language Therapy

Nurture groups through the inclusion team.

We will always use the advice of external agencies e.g. an Educational Psychologist to help develop and review each child's needs.

How will school help manage transitions into school, into a new class or into a new school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENCO and ensure that they know about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
 - All SEN plans will be shared with the new teacher.
 - Depending on the needs of the child a visit to their new classroom can be provided to help them in their understanding of moving to a new class.
 - Books can be made containing photographs of the child's new teachers, classroom, etc for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.
 - Provision maps and SEN registers will be given and additional meetings with the SENCO will be had before the summer holidays.
- When moving into Birley Primary School during the academic year:
 - We will meet with you and your child to discuss their needs and decide how to best transition into our school.
 - We will liaise with previous school SENCO to discuss the provision and obtain records from external agencies.
- In Year 6:
 - We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3 is smooth.

- The SENCO will meet the (or speak to over the phone) SENCO of their secondary school, and the specialist session for SEND students as appropriate.
- Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

If you have any further queries please contact:

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Link to the local offer:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=d03nUys-rgY&localofferchannelnew=0>