



Halesowen CE Primary School
Special Educational Needs Information Report
2023-2024

We care, we trust,
we believe. We share,
we enjoy, we
achieve.

Introduction

Welcome to our SEND information report which is part of the Dudley Local Offer for learners with Special Educational Needs and Disabilities (SEND).

The SEND code of practice 0-25 (2015) saw many changes putting the voice of the child and parent at the forefront of the child's special educational needs regardless of their specific need. Local authorities and schools must publish what they can offer children with SEND.

We welcome your comments on our offer, so please feel free to contact us:

Mrs L Knowles – Head teacher

Ms C Davies – Assistant Head and Designated Safeguarding Lead

Mrs E Mills – SENCo and Deputy Safeguarding Lead

Mrs Jane Price – SEND Link Governor

info@halesowen.dudley.sch.uk

What is the 'Local Offer'?

The LA Local Offer

The Children and Families Bill states that Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged between 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Please click the link below to view the LA Local Offer:

<https://dudleyci.co.uk/send-local-offer>

SENDIASS

Parents of children with Special Educational Needs and Disabilities who want to seek further help and advice can also contact Dudley SENDIASS. The service provides impartial information, advice and support to parents, covering special educational needs, disability, health and social care.

Helpline number: 01384 817373 or email: dudley.sendiass@dudley.gov.uk

What can we at Halesowen CE Primary School offer you and your child?

The SEND code of practice (2015) states: “a pupil has SEN where their learning or disability calls for special provision, namely provision different from or additional to that normally available to pupils of the same age.”

We have high aspirations and expectations for all children. We ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum, which can be adapted to meet the individual needs and abilities of our pupils. We are able to support children with difficulties within the four areas of need:

- Communication and interaction,
- Cognition and learning,
- Social, emotional and mental health
- Sensory or physical needs.

The DfE have also produced a guide for parents regarding SEND; please click on the link below:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Who are the best people to talk to about my child's difficulties with learning?

The class teacher, who will:

- Monitor the progress of your child and identify, plan and deliver any additional help your child may need, this could be targeted work or additional support.
- Consult with the Special Educational Needs and Disabilities Co-ordinator (SENDCo) as necessary.
- Be aware of and contribute to writing and reviewing targets for pupils on the SEND register. They should share and review these with pupils and parents termly. (this will be in liaison with the SENDCo)
- Adapt tasks appropriately or personalise the teaching and learning for your child and implement strategies recommended by external agencies.
- Ensure that the school's SEND policy is followed within their classroom for all pupils they teach with any additional needs

The SENDCo, who will:

- Develop and review annually the school's SEND policy and SEND Information Report.
- Co-ordinate all of the support for children with SEND
- Ensure that you and your child are
 - i) Involved in supporting your child's learning
 - ii) Kept informed about the support your child is getting
 - iii) Involved in reviewing their progress
 - iv) Liaise with all other professionals who may come into school to help support your child's learning

- v) Update the school's SEND register (a system for ensuring that all of the SEND needs of pupils in this school are known) and make sure that records of your child's progress and needs are kept up to date
- vi) Provide specialist support or training for teachers and support staff in the school, so that they can help children with SEND make the best progress possible.
 - Refer to outside agencies as necessary and work with them to support your child.

The Head teacher, who will:

- Run the day-to-day management of all aspects of the school; including support for children with SEND
- Ensure that the governing body is kept up to date about issues related to SEND

The SEND Link Governor, who will

- Make sure that the necessary support is given for any child with SEND who attends the school
- Liaise with the school SENDCo, Headteacher and the Local Governing Board

What are the different types of support available for children with SEND in our school?

High Quality class teacher input:

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built upon what your child already knows, can do and can understand.
- That lessons can be adapted so children with SEND are supported, and their learning is scaffolded.
- That different methods of teaching are in place, so that your child is fully involved in their learning.
- That specific strategies are in place to support your child to learn.
- Your child's teacher will carefully monitor their progress and will identify any gaps in their understanding or learning and decide on the extra support that is required to help your child make the best possible progress.

Specific Group Work or Interventions

Interventions may be delivered:

- Within the classroom or in another area of the school
- By a teacher or trained teaching assistant (TA)
- By outside agencies e.g. Speech and Language Therapy, Occupational Therapy
- By Local Authority services e.g. Integrated Early Years
- By an outreach teacher e.g. Sycamore Outreach Team

Referral to External Agencies

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional. This will help us all to understand your child's particular needs better and to be able to support these more effectively in school and at home.
- The specialist professional will work with your child to assess their needs and will make recommendations as to the ways in which your child should be best supported.

Specific Individual Support

This type of support is available for children whose learning needs are severe, complex and maybe lifelong. This is usually provided via an Education, Health Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual support or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through high quality class teaching and smaller intervention groups.

How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making expected progress, the school will set up a meeting or contact you to discuss this with you and your child in more detail at the earliest opportunity.

We will:

- Share assessment data and observations with you and listen to any concerns you may have
- Plan any additional support your child or family may need
- Discuss with you any referrals felt necessary and any advice given to support your child both at home and in school

How is extra support allocated to children, and how do they progress in their learning?

The school budget, received from Dudley LA, includes money for supporting children with SEND. The Governors and Head teacher decide on the deployment of resources for Special Educational Needs and Disabilities on the basis of the level of need across the school.

The Head teacher and the SENDCo discuss all the information they have about SEND in the school including; the children already getting extra support, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they will decide which resources, training and support are required to best support all of the children.

The school identifies specific targets for groups of children and the interventions taking place to meet these, on class provision maps. These identify all of the extra support given to the pupils within each class and are reviewed at least termly. Changes are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. The Head teacher and

SENDCo monitor and review the effectiveness of all interventions that take place across the school ensuring that the correct provision is being given to individuals with SEND and that value for money is being achieved.

Which other services provide support for children with SEND in our school?

- Specialist SEND teacher – (Mrs Adams-Colley) provides assessments, advice and specialised teaching support
- Educational Psychologist (Educational Psychology for Everyone) – provides assessments and advice for meeting the needs of children with special educational needs

Local Authority provision delivered in our school:

- Integrated Early Years
- SENDIASS (Special Educational Needs Independent Advisory Support Service)
- Autism Outreach Team
- Visual Impaired Service/Hearing Impaired Service (VI/HI)
- Sycamore Outreach Team
- Physical Impairment Service and Medical Inclusion Services (PIMIS)

NHS Provision delivered in our school:

- School nurse – height and weight assessments and other health concerns
- Eye screening
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Physiotherapy Services
- Counselling Service
- CAMHS

From time to time an outside agency may recommend specialist equipment to support a child's needs. Where possible school will aim to provide this or source where it can be purchased from.

How does the school support teachers in teaching children with SEND?

The Head teacher and SENDCo are responsible for ensuring that all staff are able to plan and deliver teaching that is appropriate for the needs of children with SEND. The SENDCo has obtained the National Award for SENDCo qualification and continues to attend local training events and network meetings to ensure that up-to-date and important information is shared with all school staff regarding children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues, such as Autistic Spectrum Disorders or Speech and Language Disorder. Individual members of staff have attended training courses run by outside agencies that are relevant to the needs of specific children in their class and a number of staff members have been supported/advised by the outreach teams. The school also works closely with teachers from the Speech and Language units at Quarry Bank and Hob Green.

How will teaching be adapted for my child with SEND?

All class teachers plan lessons according to the specific needs of all groups of children in their class. This means that although the class may be working towards the same objective, tasks will be adapted to ensure that your child's needs are met.

Some of the ways in which teaching may be adapted are:

- Specific resources, strategies or interventions will be used to support your child individually or as part of a small group both inside and outside of the classroom
- Planning and teaching will be adapted appropriately, daily if needed, to meet your child's learning needs. This will also include homework tasks.
- Where appropriate, adaptations will be made to the classroom learning environment so that your child's needs are best supported.
- Specialist teachers or trained teaching assistants may deliver a specific intervention such as Precision Teaching, Boosting Reading Potential (BRP), Phonics interventions or Number stacks

How will we measure your child's progress in school?

We have a clear system in school to monitor, assess and review the progress of all of our children.

The school follows the graduated response of assess-plan-do-review outlined in the SEND Code of Practice (2015). You and your child will be invited to be involved in both the setting and reviewing of their individualised targets on a termly basis. Your child's progress will be monitored continually by their class teacher. The class teacher will also track the progress being made by those having specific interventions through discussions with the teaching assistants and specialist teachers providing the extra support to your child. All children with SEND have their targets assessed and reviewed on at least a termly basis, this process will then form the basis of future planning and target setting for your child. Statutory assessments take place in the Reception baseline, Reception profile, Phonics check, Multiplication check and end of key stage 2 SATs .

Children with an EHC Plan are formally reviewed at an Annual Review with all of the adults involved with the child's education giving their input and feedback on the child's progress. The SENDCo tracks the progress of all children on the Special Educational Needs and Disabilities register in school and oversees the target setting and reviewing of targets on all learning access plans, supporting class teachers where necessary and offering additional classroom advice and support when needed.

What support do we offer for you, as parent and your family?

We aim to meet with parents/carers to support and discuss any concerns you may have, signposting you to any external support we may be able to offer.

We will always listen and do our best to support your child and family.

We can ensure that: School staff are available to discuss your child's progress or any concerns you may have and to share information about what is working well at school and strategies you may like to try at home. Please let us know if you have successful strategies at home that may be useful in school. The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the professional involved directly, or where this is not possible, in a report. At the start of each term, your child's targets will be shared with you. They will then be reviewed with you and your child at the end of the term.

What support do we offer for transition between phases of education ?

When children join us in Nursery or reception class teachers always complete home visits to see children in their home environment and to chat to families about any strengths and concerns. In addition to this they contact any previous setting. If it is identified that children have any additional needs staff ensure they obtain all the relevant information, reports etc so that the correct provision can be put in place from the start.

We do have a high level of mobility at Halesowen C of E, If a child transitions to us and a SEND need is identified on the CTF file the SENDco contacts the previous setting to obtain all relevant information. If needs aren't identified but after a short settling period we feel there are concerns the SENDco would call to speak to the previous class teacher and ascertain if there were any concerns.

For children who leave us in year or at the end of year 6, we want to ensure that transition is smooth. The SENDco will always make contact and talk to the receiving school in a timely manner. Any relevant paperwork will be sent on. On some occasions the SENDco might visit face to face with the child and / or parents to the new setting to offer transition support

What are the admissions arrangements for disabled pupils?

We pride ourselves on being an inclusive school. Places are allocated using our admissions criteria in our admissions policy (please see separate policy). We will work with parents and outside agencies if there are any disabilities or severe special needs to ascertain if we can meet need and / or what we need to put in place to meet need.

How is our school accessible for children with SEND?

The school is on a split-level with an easy access ramp via the main office and to the EYFS block. All children can access all areas of school that they need to. We have adequate disabled and ambulant toilet facilities. We ensure wherever possible that equipment used is accessible to all children regardless of their needs. We believe that all children are entitled to participate in extra-curricular activities and will make reasonable adjustments to support those with SEND. If a child comes to school with a disability we have not encountered for a while we will always make necessary adjustments in a timely fashion to ensure that they can fully access provision here.

How will we support your child's social and emotional needs?

We are sensitive to the fact that some children have social and emotional needs that need to be developed, nurtured and listened to. As a school, we follow a structured PSHE (Personal, Social and Health Education) curriculum through the Jigsaw programme which now includes relationships education, to support this development.

However, we do also understand that some children need additional support and where possible we offer this support via external agencies such as The Sycamore Outreach Team. Within school we support children through bereavement support, nurturing, wishes and feelings work, support from external Dudley EP Service/counsellors and our Educational Psychology service (Educational Psychology for Everyone).

We are now proud to have our very own nurture space "The Ark" where children can access additional support with SEMH. This includes things like a soft start to the day, quiet time in a homely environment away from the hustle and bustle of the classroom and sensory experiences. We also have a sensory room in our early years.

In addition to this we have a dedicated pastoral member of staff Mrs Bowen who is employed to support families and signpost to further support as needed.

What do we do to ensure SEND children are not subject to bullying?

We take bullying of any description very seriously. Our rights say children have the right to be respected and treated fairly, the right to be heard and the right to feel safe. We aim to address by bullying through positive education about being kind to others through our PHSE curriculum (Jigsaw) and also through our values and Christian ethos. We teach children to recognise the difference between falling out, exploring friendships and bullying.

If bullying is suspected we talk to the suspected victim, the suspected bully, and any witnesses. - using a restorative approach. SEND pupils would be supported through this process. (More details can be found in our behaviour policy)

How do we safeguard children with SEND?

We aim to ensure that all children are protected from harm. Children identified as having special educational needs are more vulnerable than children who have not been identified as they may find it more difficult to communicate with trusted adults. We ensure that children with SEND are safeguarded by following the safeguarding policy and through ensuring that staff receive specific training on how to identify signs of abuse for these children and that regular refreshers are planned in.

How do we evaluate the effectiveness of our provision for children with SEND?

We regularly review and evaluate provision. We do this as a part of our school improvement planning. We set actions for each term to ensure that we constantly strive to improve provision. We take feedback from staff, children, parents, and other stakeholder and make changes, as necessary.

We also evaluate provision on an individual basis by looking at whether children are reaching milestones and achieving targets set.

What can I do if I am unhappy with the support given to my child with SEND?

We do our best to ensure that all of our children have the opportunity to flourish and achieve to the very best of their ability. Unfortunately, there may be times when you feel that we have not been able to do that. If you feel that things are not going as well as you had expected, you can:

- Arrange to speak to your child's teacher, the SENDCo or Head
- Contact SENDIASS for advice <https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/>
- Speak to the SEND governor Jane Price. Please email info@halesowen.dudley.sch.uk (please mark for the attention of Jane Price)
- Follow the school complaints procedure.