Busill Jones Primary School

Our **School Local Offer** for children with Special Educational Needs or Disabilities (SEND)

How we identify individual special educational learning needs

- When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them, including parents, and use the information already available to identify what 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 that 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 though we will sometimes request advice from more specialised services such as Educational Psychology, Speech Therapy, Integrated Behaviour Support Service, Occupational Therapy or Advisory Team. We will always share the findings, and the next steps that we need to take to best support your child, with you.
- If teachers feel that your child has a special educational need, this may because they are not making the same progress as other pupils. We believe that early identification and intervention is best to help your child achieve success. We will observe your child's learning characteristics and how they cope within our learning environment, we will assess their understanding of what they are learning in school and use tests to help us pinpoint the difficulty if appropriate. This will help us to identify the child's need and plan strategies to support their learning. If school has become concerned about your child, you will be contacted by your child's class teacher or the Special Educational Needs Co-ordinator (SENCO) and your opinions sought. We may arrange a meeting to discuss this with you in more detail and to:
  - listen to any concerns you may have too
  - plan any additional support your child may receive
  - discuss with you any referrals to outside professionals to support your child's learning.
  - Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess**: Data on the pupil held by the school will be collated by the class teacher and SENCO in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan**: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCO.
3. **Do**: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

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4. **Review**: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged as not expected despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Rushall Inclusion and Advisory Team **http://www.rushall.walsall.sch.uk/inclusion-team**
- Walsall The Education Psychology Service Local Offer **http://preview.tinyurl.com/ngvrx4l**
- Parent Partnership Walsall **http://www.walsallparentpartnership.org.uk/**
- KIDS Independent Support Services www.kids.org.uk
- Walsall Speech and Language Therapy - Email: **SLTinfo@walsall.nhs.uk** - Tel: 01922 605400 • Integrated Behaviour support Services contact EDC, Pelsall Lane, Rushall 01922 652860

1. Specialists in other schools e.g. teaching schools, special schools.
2. Social Services
3. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. Please see Walsall Local Offer information **http://www.mywalsall.org/walsallsend-local-offer/**

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

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- We are child and family centred and believe that pupils and parents should be at the heart of all decision making about the child.
- When we assess special educational needs we will discuss with you if your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are helping your child in the same way and helping them make progress.
- Where appropriate we will write and review Individual Pupil Provision plans, following the Assess Plan Do Review model, with pupils and parents/carers, a copy will always be available to you.
- We hold an Assess Plan Do Review meeting every term that allows family, school staff and other appropriate outside agencies involved with a child, to share information, celebrate success and plan next steps. Children's views are also shared at this meeting and may sometimes attend part of the meeting if this is felt appropriate.
- We believe that homework is one of the main ways in which children can acquire the skill of independent learning. Homework is anything that children do outside the normal school day that contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework. If you have any concerns about homework or wish to seek advice on how best to support your child at home, please see your child's class teacher.
- We try to foster an 'open door' approach and welcome regular communication with parents. Our staff are available at the end of every school day to discuss any concerns, or share any useful information, you may have about your child. Or you may wish to make an appointment to have a more in-depth discussion.
- In addition, Three Parents Evenings are arranged throughout the year at which parents can discuss the progress of their children with class teachers, SENCO or the Head Teacher.
- We aim to support parents in helping their children at school in a variety of ways:- We run workshop sessions for parents to help them better support their children's learning at home.
  In partnership with Speech Therapy and Walsall Children's Services we have also run a variety of courses for parents, such as Understanding Your Child and the Cygnet programme (for parents of children with Autism), and Makaton training.
- We have a full time Safeguarding Officer to support children and their families and sign post you to other services.
- Children with communication difficulties often have a home-link book. This tells you about the sort of activities that they have done in the day so that they can be discussed at home, and is also a means of sharing other useful information.
- From Year 1, every child has a reading diary. Teachers may write in comments and we encourage parents to write in their observations and comments too.

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Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

Class Teacher Responsible for:

- Checking on 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 letting the SENCO know as necessary.
- Writing Individual Pupil Provision plans (IPPs) for children who are within the School Support Stage of the graduated response (at Tier 1 and Tier 2 of our school system) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are 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.

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Deputy Head Teacher/SENCO Mrs Baggott 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 Therapy, Educational Psychology etc...
- Updating the school's SEND record or profile (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent 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.
- Writing Individual Pupil Provision plans (IPPs) for children who are within the School Support Stage of the graduated response (at Tier 3 and Tier 4 of our school system) and those children with a Statement of Special Educational Needs (or an Education Health and Care Plan) and sharing and reviewing these with parents at least once each term and planning for the next term.

Head Teacher Mrs Field Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the Deputy Head Teacher/SENCO, Mrs Baggott, and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor Responsible for:

- Ensuring that necessary support is made for any child with SEND attending the school.

How we use other adults in school to support pupils with Special Educational Needs or Disabilities

- Our Deputy Head/SENCO, Mrs Baggott, leads a team of committed and talented Teaching Assistants who are all trained to support pupils with a wide range of educational, social and emotional needs.
- Our team of Teaching Assistants are able to effectively support individual or groups of

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children in the classroom and undertake small group or one-to-one support as appropriate to meet the needs of pupils with Special Educational Needs or Disabilities.

- We have a Speech and Language Therapist who works in school regularly to advise and support children.
- We also have an Educational Psychologist, an Advisory Teacher, and a Specialist Teacher from Integrated Behaviour Support Service, who all visit our school regularly to observe and assess pupils and offer advice and support to both home and school.
- Our Safeguarding Office is an important member of our team who has an excellent knowledge of how to support you and your child and family and may also be able to sign post you to other services.
- We have several staff trained in My Star who can support children with emotional needs, for example following a family bereavement, or a family crisis, or if a child is anxious or distressed.
- Our Assessment Co-ordinators (Senior Leadership Team) analyse pupil performance data half termly to ensure every child is making the best possible progress.

How we use specialist resources to support pupils with Special Educational Needs or Disabilities

- We have a dedicated room which provides a calm and supportive environment for us to deliver individual or group support (eg Language Groups) and specialist teaching.
- Our SEND team make bespoke 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 wide range of reading materials (books, digital stories, newspapers) to appeal to both aural and visual learners, 'catch up' or 'reading recovery' schemes and alternative phonic and sight word schemes to support a variety of learning styles. Books are modified and adapted to support our children with a visual impairment and also sometimes adapted to include Makaton symbols.
- We have a range of technology to support different learning styles and help motivate and access learning. These include interactive whiteboards, i pads, Novachat communication aid, computers, chunky keyboards and mouse, microphones, talking tins, visualizer for visual impairments, and programmable toys.
- We use workstations, picture, object and symbol timetables and equipment such as countdown timers for pupils who need it.
- We are a fully accessible school for children and adults using wheelchairs; we have a lift, stair lift, ramps to playgrounds, a specially adapted bathroom with riser bed and shower facilities.
- We seek advice from outside agencies and Outreach providers (eg Occupational Therapy, Physiotherapy) when the need arises, such as specialist seating, handrails, steps in toilets.

How we modify teaching approaches for individual pupils

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- We are a very inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups so that every child has a level of challenge appropriate for them and also experiences success. Teachers adapt their teaching constantly in order to cater for their pupils' needs.
- When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.
- All our staff are trained in a variety of approaches which means we are able to adapt learning to a range of SEND: Specific Learning Difficulties (including Dyslexia), Autism, Speech, Language and Communication Needs, and Emotional, Social and Behavioural Difficulties.
- Our training is regularly updated via our INSET days and support from other professional and further supported via our Additionally Resourced Provision for children with Communication Needs.
- Our curriculum celebrates the different learning styles of all of our pupils and supports inclusion and differentiation to address the needs of all of our pupils. We give children the opportunity to record their work in a range of different forms which suits their needs and enables them to experience success.
- Our curriculum aims to bring learning to life and encourage independent learning. We encourage educational visits for all and arrange for visitors to come and enable all children to access and benefit from this learning.
- We promote multi-sensory approaches to handwriting, running groups such as Cool Kids and Finger Gym to support development of gross and fine motor skills.
- We offer a range of in-house groups aimed at developing the 'whole child' in addition to developing academic skills; these groups include groups to develop Attention and Listening, Speech Language and Social Communication, to develop 'coping' strategies to deal with anxiety.
- We use a number of teaching methods that are adapted to the needs of both groups and individual pupils, including using objects of reference and individual workstation tasks.
- We use class and personal visual timelines to help children understand what activity is coming next.
- Our Behaviour System is based around the Good to Be Green system to ensure consistency throughout our school.
- Our staff are able to use basic Makaton signs, some staff are trained to foundation Level, and we have a Makaton Local Tutor who is licensed to deliver training to pupils, staff and parents.

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 (including how we involve pupils and their parents/carers)

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- Your child's progress is continually monitored by his/her class teacher.
- In the Early Years Foundation Stage, we track progress against the Early Years Foundation Stage ages and stages of child development. This information is transferred, with evidence, into an individual Learning Journey record book that parents can share to see their child's progress.

- If your child is in Year 1 and above, their progress with be measured and tracked through the PIRA, PUMA and GAPs assessment systems.
- If necessary, a more sensitive assessment tool may be used which shows their progress in more detail and will also show smaller but significant steps of progress.
- Within school, teachers assess the children's progress half termly; this data is discussed with the Senior Leadership Team so that strategies can be put in place to intervene early and support your child.
- Parents/carers of children with Special Educational Needs are invited to an Assess Plan Do Review meeting each term where we discuss your child's progress and attainment and gather both your and your child's views. This helps to formulate targets and next steps to support your child's progress.
- The progress of children with a Statement of SEND, or an Education Health and Care Plan, is also formally reviewed at an Annual Review with all adults involved with the child's education.
- The Deputy Head Teacher/SENCO, Mrs Baggott, will also check that your child is making good progress within any individual work and in any group that they take part in.
- We set challenging targets for all children based on our school's STEPS assessment system, linked to age related expectations.
- Our marking of children's work informs our planning and we identify next steps for all of our children.
- We regularly use staff meetings to get all teachers to assess anonymous pieces of work to check that our judgements are correct (moderating).

What extra support we bring in to help us meet SEND: services and expertise; how we work collaboratively

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- We can access support from specialist advisory teachers and support staff for advice about accessing the curriculum and SEND related needs such as speech, language and communication, hearing impairment, visual impairment, behaviour related needs, learning difficulties and autism.
- Our local authority provides educational psychology support for assessment, advice and training.
- We liaise with Child and Adolescent Mental Health Services if appropriate.
- Our local authority provides an Early Years Advisory Teacher who supports children with SEND when they make the transition to our nursery from pre-school settings.
- We get advice and support from our School-based Support Speech Therapist to train staff and advise on programmes. We refer pupils for assessment if we believe they need a period of therapy.
- We liaise with School Health Advisors and other medical professionals (eg Community Nurse, Health visitor) as appropriate
- We get support and advice from Occupational Therapy and Physiotherapy for pupils that need assessment for physical needs and issues such as special seating, equipment, or fine and gross motor concerns. They guide school staff in meeting the needs of pupils with SEND.
- We have strong links with Integrated Support Services (including the Behaviour Team) to enable us to support pupils with Emotional Social and Behavioural Difficulties.
- Together, (parents/carers, school staff and outside agencies) 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 SEND in addition to the curriculum?

- We have a number of lunchtime and after school clubs which cover a range of interests which include: sports, creative activities, football, music, gardening, board games. Pupils with SEND are welcomed and included, additional support is offered as necessary to support access.
- We take children on educational visits, including residential visits in KS2, and have visitors to school to bring our 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 have a breakfast club which pupils with SEND can attend, with school staff available to advise or support.

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

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- Children who join our school in nursery are welcomed into our school community with a personal home visit and a 'play and stay' visit to the nursery. They are also invited to attend one short parents meeting to meet staff and get to know about the school and its routines. Parents will be expected to stay in the nursery to support their child for an appropriate length of time during the first few days (this will be discussed with parents individually, depending on the needs of the child. All children are given a 'welcome pack' including a colouring book and crayons, a finger puppet, and photos of staff.
- Our local authority provides and early years advisory teacher to support children with SEND when they make the transition to our nursery from pre-school settings.
- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.
- If your child is moving to us from another school: ○ When we are aware that a pupil with SEND is joining us from another school/setting we will liaise closely with them and arrange to visit them in this setting wherever possible before they transfer.
    - We attend transition meetings with staff and professional who are already familiar with the needs of your child and collaboratively make individual transition plans to ensure a smooth and supportive start for them.

- If your child is moving from us to another school: ○ We will contact the school SENCO and ensure he/she knows 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

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possible.

- When moving classes in school:
  - We hold an Induction meeting at the end of the summer Term for children moving into Reception; you and your child are invited to stay for a school lunch following the meeting. We also hold a 'play and stay' session in Reception, with the Reception teachers, for all Nursery children moving into Reception in September.
  - Transition into successive year groups is supported by meet the teacher time and sometimes short 'taster sessions' in the new class. 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 IPPs will be shared with the new teacher.
  - If your child would be helped by a booklet to support them understanding moving on then it will be made for them; this includes photographs of staff and their new environment and routines.
  - We run a Transition Group in Year 2 at the end of the summer Term to help SEND pupils prepare for the move to Y3 in KS2.
- When moving to Secondary school:
  - In Year 5 we discuss Secondary schools with you and support you in visiting a variety of schools if appropriate and support you through the process of choosing and applying for a place in your preferred school.
  - As your child makes the transition to Secondary school we will contact and discuss your child' needs with our Secondary school colleagues, invite them to observe your child in our setting and also arrange appropriate transition visits to support a smooth transition to Secondary school.
  - Your child will do focused learning about aspects of transition and skills needed for Secondary school life to support their understanding of the changes ahead in our Y6 Transition Group.
  - 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.

How additional funding works

- Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need as part of an Education, Health and Care Plan (agreed through request to a special panel and subsequent assessment).
- If a pupil's Statement or Education, Health, and Care Plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means that 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

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- 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 school. They know who to talk to if they are worried or have any concerns they want to share. Our open door policy means that they have access to a member of the senior leadership team at all times.
- We have a high level of staffing at unstructured times such as lunchtime, to ensure children are well supervised and well supported.
- We have Sports Plus coaches who act as Play Leaders and support children during lunchtimes, playing games and encouraging appropriate social interactions in the playground.
- We have buddy systems and Circle of Friends groups for some children, both of which promote peer-to-peer support.
- We welcome parents to share any concerns that they may have, however small they may think it is.
- Our Safeguarding Officer is available every day to share any concerns and support our children and their families.

Where parents/carers can get extra support

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- Our open door policy encourages partnership with parents and we value this very much. We want to support you so that your child's time at school is enjoyable and successful. It is important that you and your child are listened to; your views are taken in to consideration when we are planning for your child's needs.
- The local authority has a multi-agency panel who consider unresolved issues. You can appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with. Telephone 01922 686200. Alternatively, the Parent Partnership Service (01922 650330) provide independent information and advice.
- The Walsall Parent Partnership Service can offer advice and support to parents of pupils with Special Educational Needs or Disabilities. Their telephone number is 01922 650330.
- Kids Independent Support Services also offer advice and support in relation to the EHCP process to children and their families. Telephone 01384 423 868
- Our SENCO Mrs Baggott and our Safeguarding Officer can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.

Our Additionally Resourced Provision for Children with Communication Needs

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- Busill Jones benefits from a 15 place Additionally Resourced for children with communication needs.
- We provide resourced places for children: ○ With a diagnosis of Autism Spectrum and either a Statement of Special Educational Needs/EHCP **or** a high level of School Based Support, where communication has been identified as the primary area of need
    - With a Statement of special Educational Needs/EHCP **or**, a high level of School Based Support, where specific speech and language difficulties (Developmental Language Disorder) have been identified as the primary area of need, and are causing a significant barrier to their educational progress.
- Admission to the Resource is independent to standard school admission and places are allocated through a panel of professionals led by Walsall Children's Services.
- We aim to provide an inclusive and supportive environment where children's communication skills are developed to their full potential whilst continuing to access the national curriculum.
- Children are supported within a mainstream classroom as well as having frequent opportunities to work within small groups and receive one to one specialist support for their individual targets in the KS1/KS2 resource classroom (our "Green rooms").
- As part of the whole school inclusive environment, a multi-modal approach is used to develop communication skills. Throughout the school all staff and children use signs/symbols/photographs/visual timelines to support communication, learning and behaviour.
- The Team:
  We work collaboratively with parents to develop all aspects of communication, social and life skills.
    - Mrs Stephanie Field – Interim Head Teacher
    - Mrs Mandy Baggott – Deputy Head Teacher(with responsibility for special needs and inclusion)
    - Ms Denise Mulheir/Mrs Suzanne Baker – Specialist Speech and Language Therapist
    - Mrs Nicky Rushton – Higher Level Teaching Assistant
    - Mrs Helen Fowler – Higher Level Teaching Assistant
    - 9 Teaching Assistants, Level 2 and Level 3
    - Mainstream Classroom Teachers
- Parents, the child, school staff, speech and language and other agencies that may be involved with liaise closely to monitor the children's progress.
- Children are fully included with the daily life of the school, school trips and residential alongside their peers.

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"Reaching for the stars…" 

Useful Links

Parent Partnership Walsall - http://www.walsallparentpartnership.org.uk/
Autism West Midlands http://www.autismwestmidlands.org.uk
Positively Special - http://www.positivelyspecial.co.uk/
Walsall Speech and Language Therapy - Email: SLTinfo@walsall.nhs.uk - Tel: 01922 605400
Kids Independent Support Services www.kids.org.uk – Tel: 01384 423 868

Link to Walsall's Local Offer can be found on the Family Information Service
http://www.mywalsall.org/fis/sen-reform-newsletter

Mrs Mandy Baggott September 2018