

Ball Green Primary School SEND report 2017 -2018

Q.1 What kinds of SEND does the school provide for?

Ball Green Primary School accommodates all SEND in line with the Equality Act 2010 and provision is available for all four areas of need outlined in the 2015 SEND code of practice. We will make the necessary provision for any pupil who has special educational needs by providing a broad, balanced and relevant curriculum. The school will use its best endeavours to ensure that teaching staff are able to identify as early as possible and provide individual intervention strategies on a graduated response for those pupils who display special educational need.

Special Educational Needs provided for are described in four broad areas:

Communication and Interaction

Cognition and Learning:

Social, Emotional and Mental Health Difficulties

Sensory and Physical Needs

Children who require support with social, emotional and mental health needs are supported through our provision in OPUS [Inclusion Unit] where a specialist programme of support is put into place. This provision provides targets that enable the child to use their social skills in the main classroom. This is accessible to pupils across the city as well as pupils from Ball Green.

Q.2 How does this setting know if their children/young person needs extra help and what should I do if I think my child/young person may have special educational needs?

At Ball Green Primary School we identify where children need extra support through:

- Analysing the progress of pupils
- Teacher's discussions with the SENCO
- Pupil Progress meetings
- Parental Concerns
- The child asking for help
- Little progress despite targeted teaching
- Persistent emotional or behavioural difficulties
- Sensory/physical problems where there is limited progress, despite specialist support
- Continuing communication problems

Quality First Teaching is the first step in responding to children who have SEN. This includes differentiating teaching to the needs of the children. The quality first teaching is regularly reviewed by senior leaders. Interventions are then put into place to support pupils who are not making progress. It is following this that a further assessment to see if a pupil has a special educational need may be completed. At this point the parent/carer would meet with the class teacher and SENCO to discuss the next steps towards supporting the pupil. This may be that the pupil is assessed by an outside agency who can identify and support specific needs.

Parents and carers will always be involved with this process and will be invited into school regularly to discuss their child's needs. They will have the opportunity to work with outside agencies to look at the best ways to meet the child's needs.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they do the same with us.

If you have concerns about your child's progress and feel they may have a special educational need you can contact our Deputy Headteacher and Inclusion Leader Miss Kathryn James. Contact phone number: 01782 234811 and email address: office@ballgreenprimary.co.uk

Q.3 How will the setting support my child/young person?

The SENCO oversees support of any child requiring additional help across the school.

The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.

The teacher will use a provision map to set out the support each child is receiving and evaluate the success of any interventions.

There may be a teaching assistant working with the child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.

Some children use specific programmes to support their learning.

The school also has an Inclusion Centre where children are supported by two qualified staff. This is called the 'OPUS'. Children attend the OPUS if they have difficulty succeeding in a full class environment and therefore require a smaller learning environment with a higher number of adults to help them. This provision supports the child through providing skills to use in the main classroom so that they are able to make a transition back to the main class on a full time basis where appropriate.

Q.4 How will teaching approaches and the curriculum be matched to my child or young person's needs?

Ball Green has high expectations of all pupils. We aim to provide an inclusive, creative, child led curriculum that will equip children to be successful in life.

Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs.

Through appropriate differentiation all children can access a lesson and learn at their level.

Q.5 How will both you and I know how my child/young person is doing and how will you help me to support their learning?

We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.

- Ball Green holds termly pupil progress meetings to monitor the progress of all pupils
- The SENCO also tracks the progress of SEND pupils.
- You will be able to discuss your child's progress at parent's evenings.
- You are also welcome to make an appointment at any time to meet with either the class teacher or SENCO and discuss how your child is progressing. The class teacher or the SENCO can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register they will have a Pupil Passport which will have individual targets. These will be discussed with you on at least a termly basis where you will be asked to contribute to previous targets and what your view is of the next targets. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed. If a child achieves the targets before the next review they are amended and you will be informed.
- If your child has complex special educational needs or a disability they may have a Statement of Special Educational Needs or an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress

Q.6 What support will there be for my child's/young person's overall wellbeing?

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.

As a nurturing school, all our vulnerable pupils are known to staff.

The school entrances are staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the SENCO and other key members of staff for further advice and support.

This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.

Q.7 What specialist services and expertise are available at or accessed by the setting?

We have access to support from SEND services, Educational Psychology, School Nurses, Speech Therapy, School Counselling Service, Boat House ASD Team, INSPIRE, CAMHS, IFIS are also able to provide support within school in a range of areas. We have our own specialist Inclusion Centre which caters for pupils with additional needs and is staffed with highly skilled teaching and support staff. We also employ a private counsellor who supports pupils having social and emotional difficulty.

Q.8 What training are the staff supporting children and young people with SEND have had or are having?

Over the past 18 months, staff at Ball Green have received a lot of training in delivering support for pupils with SEND. Further support is also planned for the forthcoming year. Training so far includes: Identifying SEND, Writing IEP's, Provision Mapping, SOS Spelling, Precision Teaching and a range of other interventions. If a pupil with a specific need requires support, additional training is appropriately sourced for staff. Staff are currently undergoing further intervention training for example; inference training, supporting pupils with dyslexia, supporting pupils with ASD

Q.9 How will my child/young person be included in activities outside this classroom including school trips?

All pupils are included in all trips and visits including residential visits. We carry out two residential visits one to Colomendy in Wales and one to Dieppe in France. Alongside this, pupils have opportunity to access regular out of class learning experiences. We pride ourselves in being a fully inclusive school.

All pupils are encouraged to participate in after school clubs and where necessary reasonable adjustments are made to support pupils in accessing these.

Q.10 How accessible is the environment?

The school environment caters for pupils with a range of diverse mobility needs. We have a lift which allows access to all upstairs areas of the school. We have access to disabled toilets.

Reasonable adjustments are made during teaching to ensure that all pupil's needs are provided for.

Information is regularly sent out to parents in the form of letters and through Class Dojo

Q.11 How will the setting prepare and support my child/young person to join the next stage of education and life?

The key to supporting pupils in the next stage of their life is transition and we ensure that pupils who have SEND have an enhanced transition programme which includes supported transition visits and additional transition visits.

When children are preparing to leave us for special or secondary schools, we arrange visits for them and where necessary support phased transitions.

We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. The child's independence is considered during the transition to secondary school.

If your child has an Education, Health and Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school. We also offered supported visits with the child and parent.

We also take care when children are transferring between key stages within the school to ensure a smooth transition takes place. Additional transition visits will be organised and support to settle into the next stage of their education.

Q.12 How are the setting's resources allocated and matched to children's/young people's special educational needs?

Resources are allocated to pupils through a thorough process of Provision Mapping by the Inclusion Manager. This ensures that resources are allocated to pupils effectively and that the resources used match and support the pupils needs. In particular staffing levels are adapted to match the needs of pupils as oppose to numbers on roll.

The class teacher and the SENCO work closely to ensure provision is accurate and resources are allocated accurately to meet pupils needs.

Resources can be in the form of:

Teaching arrangements

Additional adults

Resources and equipment

ICT resources

The budget is allocated on a needs basis. We have a team of teaching assistants and part of

Q.13 How is the decision made about what type and how much support my child/young person will receive?

Decisions regarding support are made in conjunction with staff, parents/carers and the pupil. Also, outside agencies may also have an input into the support which pupils receive? The support will always be targeted to ensure the pupil has the best possible providing the best possible support for our pupils. Parents are also invited to be part of our parent steering outcomes at this stage of their life.

Consultations with parents and the child would take place when any decisions are considered so that parent's views can be taken into consideration. This is also an opportunity to discuss the desired outcomes of interventions. Different children will require different levels of support in order to help them make progress.

Q.14a How will our child and young person be involved in the decisions about their learning?

As part of our review process, pupils are involved in the review of their pupil passport. Also, we complete regular questionnaires and interviews with the children to find their views and opinions. For pupils who have difficulty communicating we use a range of methods.

Children who have pupil passports discuss their targets with their class teacher every term or earlier if necessary. They use this opportunity to explain what they feel is working well and areas where they feel they may need further support. The discussion also includes what they would like adults to know about them in school to alleviate any concerns which they may have. Pupil passports are presented in a child friendly format.

Q.14b How will we be involved in the decisions about the learning of our children and young people?

Parents are fully involved in the review process of their child's pupil passport and they are invited to add their views as to how they think their child can be supported. Here at Ball Green, we feel that the development of a good relationship with parents and providing opportunities for parents to share their views is key to a pupil's success.

Q.15 How are parents involved in the setting? How can I be involved?

Parents are openly invited to come into school before and after school to meet and hold discussions with staff. Parent's voices are also greatly valued and we enjoy receiving feedback from parents to ensure we are groups, performances, learning sessions and information sessions.

Q.16 What do I do if I want to make a complaint?

In the first instance any concerns can be flagged up through the class teacher, key stage leader or SENCO. If you feel that you require further intervention than what they can offer then the complaints procedure is easily accessible from the school website and in school. The complaints procedure is in-line with the local authority complaints procedure and should your issue not be resolved with the headteacher it would be escalated to the governing body and where necessary the local authority.

Q.17 What other support is available to parents and how can I contact them?

Support is available for parents through SENDIASS, safeguarding board, IFIS and many other agencies. We also have a Home School Links Worker who can support you when necessary and provide you with further support. We have access to support from SEND services, Educational Psychology, School Nurses, Speech Therapy, School Counselling Service, Boat House ASD Team, INSPIRE, CAMHS, IFIS are also able to provide support within school in a range of areas. We have our own specialist Inclusion Centre which caters for pupils with additional needs and is staffed with highly skilled teaching and support staff. We also employ a private counsellor who supports pupils having social and emotional difficulty. Please contact the school office if you require further information to contact these services.