



Busill Jones Primary School

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SEN Information Report

Under the Children and Families Bill 2014 schools are required to publish information on their websites about the implementation of the governing body's policies and provision for pupils with Special Educational Needs and Disabilities. The information in this report is in accordance to the Special Needs and Disability Regulations 2014 and will be updated annually.

At Busill Jones the [aims of our policy and practice in relation to special educational need and disability are:](#)

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.



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What are special educational needs (SEN) or a disability?

At Busill Jones Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
 - ❖ *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***
 - ❖ *Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

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1 What kind of special educational needs provision is accessible for children at Busill Jones Primary School?

- ❖ Busill Jones is a fully inclusive mainstream primary school where we strive to support **all** children, regardless of their gender, ethnicity, social background, religion, physical ability or educational need, to enable them to do the best they can and to achieve at school. To do this we may support your child in a variety of ways.
- ❖ All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. Quality teaching is important for all children: however for some children additional support may be needed to enable them to achieve and reach their potential.
- ❖ At Busill Jones we also have a 15 place Additionally Resourced Provision (ARP) for Communication needs (pupils with a diagnosis of Autism Spectrum or Specific Language Impairment). Through the ARP, 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. 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.

2 How do we identify children who may have a special educational need?

- ❖ 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.



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

If progress rates are judged to be inadequate 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/>
 - Walsall Speech and Language Therapy - Email: SLTinfo@walsall.nhs.uk - Tel: 01922 605400
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



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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/walsall-send-local-offer/>

❖ Admission to the Additionally Resourced Provision is independent to standard school admission and is decided by a panel of professionals led by the Local Authority.

3 How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc..)
 2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
 3. Out of class support (relationship building, social, emotional skill development,)
 4. Small group tuition to enable catch up (subject or targeted at additional need)
 5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
 6. Provision of specialist resources or equipment (use of ICT, sloping board etc)
 7. Partnership working with other settings (shared expertise: support from local special school on action to improve inclusion etc.)
 8. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
 9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
 10. Implementation of strategies from support agencies e.g. Integrated Behaviour Support/Educational Welfare Support

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENCO or a member of the Senior Leadership Team.



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How is the decision made about how much support each child will receive?

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

4 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 Deputy/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 within our school system), and sharing and reviewing these with parents at least once each term and planning for the next term, following the Assess Plan Do Review model.
- ❖ 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.

Deputy Head/SENCO Mrs Baggott (Contact 01922 710700)

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



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- ❖ 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, again following the Assess Plan Do Review model.

Head Teacher Mrs Amanda Black

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.

SEN Governor (Councillor Bradley Allen)

Responsible for:

- ❖ Ensuring that necessary support is made for any child with SEND attending the school.
- ❖ Ensuring that schools comply with statutory duties in relation to the Special Educational Needs and Disability Code of Practice:0 to 25 years and The children and Families Act 2014 and the Equality Act 2010.

5 What is our school's approach to teaching children with SEND?

- ❖ Busill Jones is a fully inclusive mainstream primary school where we strive to support **all** children, regardless of their gender, ethnicity, social background, religion, physical ability or educational need, to enable them to do the best they can and to achieve at school. To do this we may support your child in a variety of ways.
- ❖ We believe that the best way to support your child is to work in partnership with you.
- ❖ Your child's support will be planned by the class teacher and Mrs Baggott. It will be differentiated to meet your child's needs.
- ❖ Your child's Individual Pupil Provision plan will be reviewed with you every term and new targets set following the Assess Plan Do Review model.
- ❖ Your child may be supported in class by one of the SEND Teaching Assistants or the Class Teaching Assistant.
- ❖ If a pupil has needs relating to more specific areas of their education, such as reading, maths, writing, speech and language or gross motor control, they may be taken



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out of the classroom for small focus group work or individual one to one work. This work may be led by a Teaching Assistant but monitored by Mrs Baggott. The length of time for the interventions may vary but you will be kept informed. These interventions are regularly reviewed by Mrs Baggott to ascertain the effectiveness of the provision.

- ❖ We have a number of staff who support children who may have difficulties at break or lunch times.
- ❖ All interventions are recorded on the provision map and their impact recorded. If you have any queries related to interventions please see Mrs Baggott.
- ❖ Sometimes school may seek support and advice from an outside agency to help us plan for your child's needs, such as Speech and Language Therapy team. You will always be asked to give your consent for this and any reports when received will be shared with you. Usually after such assessments a programme of support and advice will be given which we follow in school.

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

- ❖ The Senior Leadership Team monitors and track pupils' progress and discusses this in pupil progress meetings with class teachers.
- ❖ The Deputy/SENCO Mrs Baggott monitors whether interventions and additional support has had an impact on pupils' educational progress and overall development.
- ❖ Data is analysed to compare how well different groups are doing in comparison with both their peers and nationally; this data is shared with governors.

7 How do we assess and review pupils' progress?

- ❖ 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 will be measured and tracked through the Sheffield Project STEPS assessment system.
- ❖ 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. The levels are called 'P levels'.
- ❖ 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/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.



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- ❖ We regularly use staff meetings to get all teachers to assess anonymous pieces of work to check that our judgements are correct (moderating).

8 How do 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 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 Family and Multi Agency Liaison Co-ordinator 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 two trained Learning Mentors 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.

9 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,



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steps in toilets.

10 How do we modify teaching approaches for individual pupils?

- ❖ 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 Irresistible 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 Makaton 'positive rules' (for example Good Sitting, Good Listening) 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.

11 How are children with SEN included in activities outside the classroom and on school visits?

- ❖ We have a number of lunchtime and after school clubs which cover a range of interests which include: sports, creative activities, dance, music, 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



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and disabilities are always included in these and we provide staff to support their full involvement if needed.

- ❖ In partnership with a local day nursery, we have a breakfast which pupils with SEND can attend, with school staff available to advise or support.

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

- ❖ **Pastoral Care:** Each pupil is taught in class groups under the pastoral care of a class teacher. The school views the quality of relationships formed between pupils and class teachers as of primary importance.
- ❖ **Mentoring:** Children have access to a trained Mentor to share any concerns or worries; sometimes children require more in depth emotional support, such as 'Wishes and Feelings' or bereavement support, which we deliver in conjunction with other professionals.
- ❖ **Healthy Thinking:** Some of our pupils access groups that support their emotional well-being and teach them strategies to deal with anxiety, stress and self-esteem.
- ❖ **The 5 point scale:** Some of our pupils have individual programmes that help them deal with anger or anxiety.
- ❖ **Circle of Friends:** Peer support groups to support particular 'focus' children emotionally and practically both in and out of the classroom.
- ❖ **Pragmatics:** We run groups to support social interaction and communication in both Key Stages..
- ❖ **Safeguarding:** The children are taught all aspects of keeping safe through assemblies which cover aspects as Road Safety, Stranger Danger, Water Safety. Bullying and E-Safety. The children are encouraged to share any concerns they may have however small with the adults in school.
- ❖ **Personal, Social & Moral Education & Citizenship:** All pupils follow a structured programme of Personal, Social & Moral Education which covers classroom manners, getting on with/helping others, learning rules, social skills, self-advocacy, dealing with bullying, health/sex education and so on.
- ❖ **Parent support:** We offer training for parents including Understanding Your child and also Cygnet training for parents of children with a diagnosis of Autism.
- ❖ **Pupils with medical needs:** If a pupil has a medical need then a Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy. Where necessary and in agreement with parents/ carers medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both child and staff member
Staff receive appropriate training to support pupils with medical or personal care needs, eg Epi-pen training, Catheter training, diabetes training.

13 What training have staff who support children with Special educational needs had or are having?

- ❖ Our Special Needs Co-ordinator (SENCO) is Mrs M Baggott. Mrs Baggott is an experienced teacher and SENCO with a wide range of knowledge and expertise in a variety of Special Educational Needs. She regularly delivers training for our school and other schools in the Local authority on Autism and Being Communication Friendly, is a licenced Talk Boost Tutor and has also worked part time as an Inclusion Consultant for Rushall Inclusion Advisory Team.
- ❖ She is supported in her role as Manager of the Additionally Resourced Provision by a team of experienced Teaching Assistants, trained in supporting children with Autism and specific Language Impairments, and a Walsall NHS Speech and Language Therapist.



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- ❖ All of the ARP staff are trained in Makaton and one of our Teaching Assistants is Makaton Local Tutor who delivers training to staff, professionals, parents and pupils.
- ❖ All staff, including Teaching Assistants, Class teachers, kitchen staff and lunchtime supervisors, have had training in Makaton and Communication Friendly strategies.
- ❖ Other training includes:
 - Kool Kids - an exercise programme devised by the occupational therapy department to develop co-ordination, strength and attention skills.
 - Dyslexia Friendly Classroom - Strategies to support children within the classroom with dyslexia.
 - Communication Friendly Classroom - Strategies to support children within the classroom with Autism and Specific Speech and Language Impairments
 - Lego therapy - to encourage social interaction and turn taking through lego play.
 - Speech and language training; individual programmes and social communication groups (pragmatics) are in place at Busill Jones.
 - Delivery of physiotherapy and occupational therapy programmes for individual children.
 - Circle of Friends – pupil peer support groups.
 - Dealing with children with behavioural difficulties, including the 5 point scale.
 - Team teach – positive handling strategies and de-escalation strategies
 - Dance and Music programmes for EYFS
 - Literacy and Numeracy training.
 - Support for children with visual difficulties.
 - Derbyshire Language Scheme – to support language development
 - Teaching maths creatively – mathematical learning and dyscalculia
 - Emotional and behavioural needs
 - Attachment
 - Working memory
 - Catheter – personal care training
 - WhizzKids - Wheelchair training

14 What extra support we bring in to help us meet SEND: services and expertise? How we work collaboratively:

- ❖ 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.



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- ❖ 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 and Traveller Support) to enable us to support pupils with Emotional Social and Behavioural Difficulties, and children from the travelling community who may need extra support.
- ❖ 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.

Contact details of support services:

Speech and Language Therapy Service 01902 605400

School Nursing Service Harden Health Centre 01922 423349

Child and Adolescent Mental Health Service 01922 607400

Local Authority SEN Team 01922 686385

Education Psychology Team 01922 686375

Walsall Child Development Centre (0-5 years) 01922 605800

Paediatric Physiotherapy Service 01922 605810

Paediatric Occupational Therapy Service 01922 605820



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Walsall Children's Disability Team 01922 654634

Parent Partnership Service 01922 650330

Rushall Inclusion Advisory Team 01922 682300

15 How accessible is the school, both indoors and outdoors?

- ❖ Our school is fully wheelchair accessible with a lift, ramps, disabled changing, toilet, and shower facilities.
- ❖ We also have wide doors and ramps and disabled parking spaces.
- ❖ We have a range of equipment to support pupils with visual impairments (eg magnifiers)
- ❖ We work closely with health professionals and staff at Outreach@Lindens to support pupils with a physical disability, including swimming lessons.
- ❖ All clubs and activities are open to *all* pupils; we work with pupils, families, and other professional to ensure any pupil with a disability is included in all school related activities.

16 How do we involve parents/carers of children with Special Educational Needs and Disabilities in the education of their children?

- ❖ 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



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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, Two Parents Evenings are arranged throughout the year at which parents can discuss the progress of their children with class teachers, the Deputy Head Teacher/SENCR and the Head Teacher.
- ❖ We aim to support parents in helping their children at school in a variety of ways:-
We sometimes run workshop sessions for parents to help them better support their children's learning at home.
In partnership with Speech Therapy, our Children's Centre and Walsall Children's Services we 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 Family and Multi Agency Liaison Co-ordinator 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.

17 How do we involve children and where can they get extra support?

- ❖ Pupil voice is important to our school: all our children, regardless of their Special Educational Needs are consulted about their views.
- ❖ All pupils contribute to the Assess Plan Do Review meeting, their Individual Pupil Provision plan and their targets (sometimes this is done through the use of Makaton signs and symbols)
- ❖ We have an active School Council and *all* pupils are able to participate in class council meetings or as a member of the School Council.
- ❖ Mentoring sessions are also used to enable children to air their views and share any concerns they may have; this is often done through drawing or Makaton.
- ❖ 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.
- ❖ Some of our Year 6 children are trained by staff to act as Play Leaders and support KS1 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.



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- ❖ Our Family and Multi Agency Co-ordinator, Shauna Webster, is available every day to share any concerns and support our children and their families.

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

- ❖ 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 an 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 as 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 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



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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's 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.

19 Where can parents/carers get extra support?

- ❖ 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 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 Service offers advice for pupils and families going through the EHCP process. www.kids.org.uk - Tel: 01384 423 868
- ❖ Our SENCO Mrs Baggott and our Family and Multi Agency Liaison Co-ordinator Shauna Webster 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.

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

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



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20 Our Additionally Resourced Provision for Children with Communication Needs

- ❖ 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 or Early Years/School Action Plus, where communication has been identified as the primary area of need
 - With a Statement of special Educational Needs or Early Years/School Action Plus, where specific speech and language difficulties 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 Amanda Black – Head Teacher
 - Mrs Mandy Baggott – Deputy Head (with responsibility for special needs and inclusion)
 - Miss Natalie Madden/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
 - Educational Psychologist
- ❖ 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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21 How do parents of children with special education needs complain if they are not happy with the provision?

- ❖ Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed, and then resolved.
- ❖ Our complaints procedure is published on our school website.
- ❖ If parents are not happy with what is happening with their child in the first instance they should speak to the class teacher.
- ❖ Mrs Baggott, our SENCO, is always happy to discuss your concerns; either telephone school on 01922 710700 and ask to speak to her directly or make an appointment if she is not available.
- ❖ If you are not satisfied that your concern has been addressed then you may speak to Mrs Black, our head teacher at any time. If she cannot resolve your issues, or the complaint is about the Head teacher, then you may speak to any of our school governors. We have a governor responsible for SEND who may be contacted through the school office.
- ❖ If the issue cannot be resolved at this level parents can make a formal complaint to the governing body.
- ❖ If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is Mrs Black, our Head teacher.
- ❖ 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.

22 What is the Local Offer?

Under the Children and Families Bill which becomes law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called 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 professionals in understanding the range of services and provision in the local area.

Walsall's Local Offer can be found here: <http://mywalsall.org/walsall-send-local-offer/>.

All Walsall schools have a commitment, through their School Local Offer, to meet the needs of their pupils with special Educational Needs and Disabilities and are supported by the Local authority to ensure that all pupils, regardless of their specific needs make the best possible progress in school. Our **School Local Offer** is published on our website and also available in printed form by request.



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References

The **SEND Code of Practice** (July 2014) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions Sept 2014. <http://preview.tinyurl.com/nrv8wxy>

SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gi>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice <http://preview.tinyurl.com/nenth62>)

Mrs Mandy Baggott (Deputy Head Teacher/SENCO) October 2016