

SEND Information Report 2020

At Paget Primary School we strive to support all our children and enable them to enjoy and achieve at our school. Quality teaching is vital, however for some children there are occasions when further additional support may be needed to help them achieve their targets.

Definition of Special Educational Needs and Disability (Code of Practice: 0-25 April 2014)

The Code of Practice states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

SEND code of practice: 0 to 25 years - Publications - GOV.UK

Paget Primary School SEND Information Report

What kind of special educational needs might the children at Paget Primary School have?

In our school we make provision for pupils who have any of the needs identified below. We know that some pupils will have difficulties in more than one of these areas and will always endeavour to do our best to meet their needs

Special educational needs and provision can be considered as falling under four broad areas:

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

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people who are diagnosed with an Autism Spectrum Disorder, including Asperger's are likely to have particular difficulties with social interaction and communication which can impact on how they relate to others. They may also experience difficulties with information and sensory processing.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia (Development Coordination Disorder).

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate

over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Medical Needs

The Children and Families Act 2014 places a duty on all maintained schools and academies to make arrangements to support pupils with medical conditions.

At Paget Primary School we use individual healthcare plans which specify what the medical need is and detail what type of support is required. Where a child with a medical condition also has SEN, the provision is delivered in a coordinated way with the healthcare plan.

How does the school know if my child needs extra help?

At Paget Primary School children are identified as having SEN through a variety of ways including the following:

- If concerns are raised by parents/carers, teachers or the child
- If less than expected progress is being made
- If there is a change in the pupil's behaviour or progress
- Through liaison with external agencies
- Difficulties have been identified by previous providers

How will the school let me know if they have a concern about my child's learning or well-being in school?

Parents/ carers are always informed if the school has a concern. This can happen through:

- Informal discussions with the class teacher
- Parents evenings
- Pre- arranged meetings/conversations with the SENDCo

Who do I contact if I have got a concern about my child's progress?

If you have concerns about your child's progress you should initially talk to your child's class teacher. They will discuss your concerns and decide on the next steps with you. Every teacher is responsible for delivering High Quality Teaching to all the children in his/ her class or set. In addition they are expected to monitor the progress of your child and identify, plan and deliver any additional help your child may need (this could be things like targeted work, additional support, different resources). They must ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

If you have further concerns, you can speak to the SENDCo or the Head teacher.

The SENDCo (Special Educational Needs & Disability Co-ordinator) at Paget Primary School is Ms Amira Ali-Gobern. The ASD lead/ instructor is Mrs Lovell who is based in the school ASD resource as well as supporting ASD children in all year groups. The SENDCo can be contacted through the school office. Telephone: 0121 464 3902 or you can email her at enquiry@paget.bham.sch.uk

The SENDCOs are responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 -
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist etc...
- Updating the school's SEND register and making sure that there are accurate records of your child's additional needs and the support they are receiving.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

How will the school support my child if he/she does have an additional need?

All class teachers deliver effectively targeted classroom teaching known as High Quality Teaching.

This means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies and/or resources are in place to support your child to learn (these may be suggested by the SENDCO or an outside agency)
- Teaching assistants (TAs) may be allocated to work with your child 1-1 or in a small group if the teacher has decided that your child has a gap in their understanding or learning and needs some extra support to help them make the best possible progress.

However, in addition to High Quality Teaching your child may need some extra support.

How does the school identify and assess Special Educational Needs and Disabilities?

In school we use a variety of different ways to assess whether a child has special educational needs or disabilities.

Some ways may include:

- Observations
- School based test results
- Information from parents and carers
- Information from the child
- Specialised assessments carried out by members of the school's support services
- Information from previous of school's or settings
- Results from the end of key stage assessments
- Discussions with adults who work with the child

- Diagnosis of a learning, medical or physical condition by specialists

Once a child or young person is identified as having a special educational need, a graduated approach to support is taken. The child's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review any necessary changes will be made. Parents will be fully informed of this. All children's progress, including those children with special educational needs, is tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum test and standardised test. In Birmingham we also have access to the Birmingham Language and Literacy and Maths toolkit which support assessment when a child or young person is making small steps of progress. In addition for children with special educational needs we also set individual targets that are reviewed at least three times a year. This helps the school to monitor how well the extra support is working. The progress each child is making is discussed at pupil progress meetings with the Deputy Head, Class teacher and the SENDCo.

A person centred approach is then used in consultation with parents and outside agency specialists in the form of a graduated approach to underpin the provision and interventions required.

SEN Plan 1 (universal support)

This includes quality inclusive teaching, which takes into account the learning needs all children in the classroom. It requires teachers to provide differentiated work and create an inclusive learning environment.

SEN Support Plan 2 (targeted intervention- school support)

This includes specific, additional and time-limited interventions that are provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often designed to support a group of students with similar needs and targeted interventions are generally focused on English, Maths and Social, Emotional and Mental Health. These children will be identified as having SEN Support.

SEN Provision Plan 3 (additional needs/ specialist support)

This includes specialist provision for a minority of children where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential. Children receiving as having a high focus will be identified as SEN provision support. A few children may need to undergo a holistic statutory assessment of their needs which may result in an EHCP being agreed and issued by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly

documented through the graduated cycle- this usually takes at least two- three academic terms to evidence.

Who will oversee, plan, work with my child and how often?

The SENDCo maintains a strategic overview of the provision for children requiring additional support across the school. The class or set teacher is responsible on a day to day basis for planning and ensuring each child receives the support they need. There may be a Teaching Assistant (TA) working with your child, either individually or as part of a group, if this is seen as necessary by the class teacher either within lessons or at a different time. The regularity of these sessions will be decided according to the needs of the child. This will be discussed with you either at Parents' Evenings or at a SEN Target Review meeting.

What training do the staff have in relation to pupils with Special Educational Needs?

In our school we believe that all staff should be involved in supporting pupils with special educational needs and so we make sure that staff receive training to help them do this.

Our teaching staff have received training for Epi-pen, Epilepsy, Asthma, Diabetes and Team Teach.

As well as this various staff have been trained for different aspect of special educational needs including precision teaching for reading and spelling, METRA, Direct Phonics, Hornet, Word Wasp, Toe by Toe, Barrier Games, 1st Class@Number, Attention Social Speaking Groups.

How are pupils with Special Educational Needs in their own education?

We aim to involve all children in our school in the evaluation and implantation of their education. For children with Special Educational Needs we use a variety of strategies to support this including:

- Self-assessment at the end of learning/ Individual Target Plan
- Having a range of equipment available for the child to choose to use
- Ensuring the child works with a range of different partners
- Ensuring the child has a designated adult to go to if they need help
- Membership of the school council
- One page profile

- Medical alert cards
- Communication cards
- Visual timetables
- Prompt cards to promote independence
- Personalised work stations
- Learning breaks

What clubs can a pupil with Special Educational Needs access at Paget?

All children have access to our extra-curricular activities (see link on website). Where appropriate and possible, adjustments will be made to ensure all children with special educational needs are fully included in these activities.

How is the Governing Body involved with meeting the needs of pupils with Special Educational Needs?

In our school we have a governor who is responsible for special educational needs.

The governor's job is to meet with SENDCo regularly. In these meetings the SEN Governor makes sure that the children and families are being supported by the right services from in and outside of school. The SEN Governor will also visit the school, observe what happens in classrooms and meet with class teachers, support staff and the children.

How are parents of children with Special Educational Needs involved in the education of their child?

Our school has an open door policy to ensure we are always approachable, so parents feel involved in the education of their child.

In addition our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Regular meetings with SENDCo, class teacher and support staff
- Parental involvement in collating information for requesting an Education Health Care Plan
- Home/school books to inform parents of what will be going on during the half term
- Homework book
- Home reading logs
- Information on the school website

- Parents' evening
- Parent Workshops
- Parent drop-ins/coffee morning
- Contact key members of staff via school office or by email
- Twitter posts celebrating success
- Signposting to parent groups
- Parents' view on ITP/Annual Review documents

How does the school support my child when they are leaving this school or moving on to another class?

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

If your child is moving to another school:

- We will contact the school SENDCO 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 children move up a year group in school:

- Information will be passed on to the new class teacher in advance and at this time targets will be shared.
- If your child would be helped by a photograph book to support them to understand moving on then it will be made for them.

When moving from Year 6 to Year 7:

- The SENDCO will liaise with the Secondary School SENDCO to plan transition
- 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.

What support will there be for my child's overall wellbeing at Paget Primary School?

Often things happen in a child's life which can make them emotionally vulnerable. We at Paget Primary School offers a variety of pastoral support for pupils who are encountering emotional difficulties this is provided by the Pastoral Team Miss Spiers and Mrs Green. These include PSE groups, lunchtime clubs and small group work. Where

necessary, and with parental permission, the school can contact outside providers who may be able to offer 1-1 therapy and family support.

What should a parent of a child with Special Educational Needs need to do if they have a complaint about the school?

How does the governing body deal with the complaint?

We will always attempt to resolve issues amicably, please feel free to speak with any member of the Senior Leadership Team. If you have a formal complaint about the problem please contact Miss Nussey in writing. If this does not resolve the issue to your satisfaction, a letter can be written to the Chair of Governors..... Our school and governing body take complaints seriously. There is a complaint policy which gives further details under the Parent's section of the website.

Which agencies can support and help parents with pupils who have Special Educational Needs?

There are also a number of outside agencies who can offer support if both school staff and parents agree that this is desirable. Parental permission must be sought for this.

The Communication Autism Team

(CAT Team) and Sensory Service for children with visual or hearing needs are paid for centrally by the Local Authority but delivered in school. The Pupil and School service (PSS) is part funded by LA and part by school. The Educational Psychology Service (EP), Behaviour Support Services, Occupational Therapy (OT) and Speech and Language services (SALT) are traded services, bought into by the school.

Occupational Therapy, Physiotherapy and support for emotional well-being (Forward Thinking Birmingham) are provided and paid for by the Health Service via a referral system. The School Nurse, Paediatricians and Speech and Language Therapists are usually involved with the parent and child outside school but liaise with school staff as necessary in order to support the child.

The SENDCo and Designated Safeguarding Leaders work with Social Care bodies to support those children who are 'looked after' by the local authority and also have SEN.

Birmingham Sensory Support Service to access support from a Teacher of the Deaf or Teacher of the Vision Impaired, please email: a2egeneral@birmingham.gov.uk Telephone Number 0121 303 1792

Birmingham Community Healthcare -An occupational therapist will work with school staff to develop a child's skills or recommend changes to the environment so they can

successfully participate in the classroom, such as using scissors, cutting and pasting, or drawing, please email: info@bhamcommunity.nhs.uk Telephone Number: 0121 466 6000

Beacon- Behaviour Support for Schools, Teachers and Families, please email simon@beaconschoolsupport.co.uk Telephone Number: 07572192711

The Educational Psychology Service (EPS) provides professional psychological services for children, young people and families in a wide range of educational and community settings. Telephone Number: North Team 0121 303 0100

The Communication and Autism Team work with the school setting to provide specialist support to develop good autism practice, please email: a2egeneral@birmingham.gov.uk
Telephone Number: 0121 303 1792

Pupil and School Support Service work with the school setting to help pupils with cognition and learning difficulties, please email: a2egeneral@birmingham.gov.uk
Telephone Number: 0121 303 1792

We also work with voluntary organisations and value what they can offer our children.

Autism West Midlands Address: Regent Court, George Road, Edgbaston, Birmingham, West Midlands B15 1NU Website: www.autismwestmidlands.org.uk Telephone Number: 0121 450 7582

Children and Adolescent Mental Health Service Telephone Number: 0121 333 9186

Forward Thinking Birmingham Address: 1 Printing House Street, 3rd Floor, Birmingham, B4 6DF
Telephone Number: 0300 300 0099 ftb@bch.nhs.uk

Edward's Trust 43A Calthorpe Rd, Birmingham B15 1TS Telephone Number: 0121 454 1705

Barnardos Brooklands, Great Cornbow, Halesowen, West Midlands, B63 3AB Telephone Number:
0121 550 5271 / 6

Who can I contact outside of school for advice about SEN?

SENDIASS (SEND Information, Advice & Support Service) in Birmingham offer free, confidential advice, information and support to parents and carers about special educational needs. To contact SENDIASS: Telephone: 0121 303 5004 E-mail: sendiass@birmingham.gov.uk

What is the parent link service?

A Parent Link Officer is a member of Birmingham Local Authority whose job it is to help parents to identify and make links with the right person, at the right time. The contact line is a central phone line that parents can call, talk about things that are concerning them and then be given advice on what the best next steps could be. To contact Parent Link Service: Telephone 0121 303 8461
Email: ParentLinkService@birmingham.gov.uk

Where can I find the local offer information from Birmingham and what is it?

Local authorities must publish a Local Offer, setting out in one place information about provision that is available and provision that is expected to be across education, health and social care for children and young people in their area who have special educational needs and disabilities (SEND).

You can find more information about Birmingham's local offer at <https://www.birmingham.gov.uk/localoffer>