

# Special Educational Needs Information

**Information that will help you to understand how Paget Primary identifies and assesses children with Special Educational Needs**

In school we use a variety of different ways to assess whether a child has special educational needs. Some of these ways 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 schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the child

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 tests and standardised test. In Birmingham we also have access to the Birmingham Language and Literacy and Maths toolkits 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 reviews 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 Senior Leadership Team, which includes the Inclusion Manager.

## **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.

In addition our school provides additional extra-curricular activities for children with special educational needs when needed.

## **What training do the staff in school 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 been trained for the updated new code of practice, Epi-pen, Epilepsy, Asthma and Team Teach.

As well as this various staff have been trained for different aspects of special educational needs including precision teaching, ASD level 2 and 3, Special Friends, Structured Peer Tutoring, 1<sup>st</sup> Class @ Number, Direct Instruction, Barrier Games, Autism Lead Practitioner, **Lego Therapy**, **Makaton ( Resource Base Staff)**, **ASC lead licence trainer and Team Teach**.

Training

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

We aim to involve all children in our school in the evaluations and implementation of their own 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
- Medical alert cards
- Communication cards
- Visual timetables
- Prompt cards to promote independence
- Personalised work stations • Learning breaks

## 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 the SENCo regularly. In these meetings the SEN governor ( **Alison Sturgess**) makes sure that 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.

In addition the SENCo provides the SEN governor with an annual report. The SEN Governor shares this report with the other governors so that the whole governing body is aware of how special educational needs are being supported in the school and how well this support is working. The governors will challenge, support and advise the head teacher if appropriate provision isn't being made.