



Little Sutton Primary School

SEND Information Report

June 2020

What types of Special Educational Needs and/ or Disabilities do we provide for?

Our aim is for all children to be safe and happy at school as well as enabling them to meet their full potential. At Little Sutton Primary we have an inclusive ethos and work in partnership with children, parents, outside agencies and LTE to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where it is needed. We ensure all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum.

Little Sutton Primary School is a mainstream school. We aim to meet the needs of all our children including those who may have special educational needs or a disability.

At Little Sutton Primary we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states 'A child or young person has a Special Educational Need (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. That is 'additional' or 'different' from support usually available to children of the same age.'

Extra provisions will be required to meet the needs of pupils who, according to the SEND Code of Practice (2014), are categorised as:

- Communication and interaction;
- Cognition and learning;
- Emotional and social difficulties
- Sensory, physical and medical issues.

How do we identify and assess pupils with Special Educational Needs and/ or Disabilities?

All children at Little Sutton Primary have support within lessons through high quality teaching. This means that activities are planned in accordance with the level the child is working at.

This can include a variety of adaptations including: individualised resources (coloured overlays, pencil grips, visual timetables); changes to the physical environment; changes to teaching style as well as levels of adult support.

At Little Sutton Primary School, we use a graduated approach. Any pupils who fall significantly outside the expected academic achievement are closely monitored by staff. The pupil's class teacher will provide differentiated learning opportunities and make any adjustments required. The Inclusion Manager will be consulted as needed for support and advice.

Where it is determined that a pupil does have Special Educational Needs and/or Disabilities (SEND), parents will be formally advised. The aim of this formal identification is to ensure that effective provision is put in place and so address barriers to learning.

We will assess the needs of your child, formulate a plan with your support, deliver (do) the plan and then review progress to establish the next steps in our response.

This ongoing cycle ensures the provision is refined and revised; thus enabling the identification of interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

Parents are informed at every stage. They are encouraged to share information with the school.

**Who is our Special
Educational Needs
Co-ordinator (SENCO)?
and how can she be
contacted?**

At our school **Mrs Wilson** is the Inclusion Manager and SENCo.

She works with pupils, teachers, teaching assistants, parents and outside agencies.

Mrs Sperry is the SEND Administration Assistant.

Mrs Wilson and Mrs Sperry can be contacted by phone on **0121-464-4494**

Or by email at:

sen@littlesu.bham.sch.uk

What is our approach to teaching pupils with SEND?

All children at Little Sutton Primary receive high quality first teaching. All children are treated as individuals and the class teacher, alongside key support staff, plan appropriately differentiated activities, with appropriate support and resources to meet your child's needs. In addition, your child may receive some small group or individual support from teachers and support staff in order to make sustained progress with identified learning targets on an individual target plan (ITP). Targets are reviewed regularly and shared with parents at parents' consultation evenings and/or at reviews with the SENCO. Key assessments are made to ensure children are on track to meet their targets and that planning and teaching accurately addresses need; planning is regularly reviewed and evaluated to inform next steps.

We further analyse the pupil's needs using teacher's assessment, progress and attainment, comparisons with national data, as well as the views of parents and pupils. We regularly review this analysis to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and interventions are being used effectively. Where school feels the pupil requires additional assessment, external agencies may be involved, following discussion and agreement from parents.

Planning is carried out by the class teacher with support from the Inclusion Manager, as appropriate. Adjustments, interventions and support strategies are discussed with parents. Ideas for parental involvement are discussed at termly review meetings to support progress. All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the desired outcomes. The class teacher remains responsible for working with the pupil on a day-to-day basis. They will work closely with teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching. Reviews of a pupil's progress will be made regularly. The review process will evaluate the impact of the support and interventions. It will also take account of the views of the pupil and parents. The class teacher, in conjunction with the Inclusion Manager, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments.

How do we adapt the curriculum and the learning environment?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Curriculum planning will ensure all children are able to take part fully in the life of the school. Resources and support are available to promote the learning of all children, considering their individual needs. With the support of the SENCo, the class teacher is responsible for adapting planning to meet the needs of individual children, whilst maintaining appropriate aspiration and challenge. This will include making use of appropriate classroom resources within a supportive learning environment.

Pastoral support is used to support children who may have social or communication difficulties, as well as those who need guidance to manage their behaviour, develop their confidence and thrive in a variety of social situations. A variety of social skills support is available including Lego Therapy and Lunch-time Social Skills group.

When needs extend beyond what is normally provided the graduated response to support will be established. If required, this next step is to use a set of criteria to assess pupils to help identify any targets they may need to make progress. These targets are used to make an Individual Target Plan (ITP). This plan is shared with you and your child and is constantly reviewed.

How do we enable children with SEND to engage in activities with other children who do not have SEND?

All extra-curricular activities and school visits are inclusive to all our pupils, including before and after-school clubs.

All children are encouraged to go on our residential trip.

All children are encouraged to take part in sports day, school competitions, school assemblies, performances and workshops, etc.

No child is ever excluded from taking part in these activities because of their SEND or disability.

Please read the school's Accessibility Plan for further information about the arrangements we have made to help pupils with SEND access our school.

How do we consult children with SEND and their parents and involve them in their child's education?

At Little Sutton Primary we involve parents and carers in the education of their child every step of the way. However, you are the experts on your own children, and we will always consider your views. School will involve you in all the decisions about your child. Pupil's and parent's opinions are pivotal to the decision-making process, in terms of the learning strategies that are put in place.

We welcome parental involvement. Parents are kept informed about teaching and other events through regular newsletters, the school website, open days, parent consultation evenings and SEN reviews.

Parents will be invited into school each term to discuss progress with the class teacher and Inclusion Manager and you will be able to give your views. Your child's views will also be listened to. Pupil voice is central to our ethos and this encourages our children to become independent and confident learners.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider parents' concerns.
- Everyone understands the agreed outcomes sought for the pupil.
- Everyone is clear on what the next steps are.

We operate an open-door policy and you can make an appointment to speak to your child's teacher or the Inclusion Manager at any point during the year.

How do we assess and review pupil's progress towards their outcomes?

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENCo to carry out an analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment.
- The views of parents.
- The pupil's own views.

Advice from external support services, if relevant.

The progress will be reviewed regularly.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Next step targets will then be made, and interventions may be adjusted to meet your child's needs.

How do we support pupils preparing for adulthood?

If your child has special educational needs or a disability and is in a pre-school setting, we liaise with the relevant staff to find out as much information as possible about your child's needs. This may include any targets and paperwork or agencies which might have been involved in supporting your child. We may arrange for additional meetings and visits.

During your child's education at our school their annual transition will be supported by all staff, parents/carers and, if appropriate, outside agencies involved with your child.

We have good links with our feeder secondary schools in Birmingham and work alongside key members of secondary school staff to ensure a smooth transition for our Year 6 pupils. Additional visits to schools are arranged for our more vulnerable pupils and those with additional needs.

When your child moves to a new school, we ensure that all information regarding your child's special educational needs or disabilities are passed on to the new SENCo.

How do we support pupils with SEND to improve their emotional and social development?

We recognise that some pupils have extra emotional and social needs which need to be addressed. Where this is identified, we have trained staff who provide support or put in place specific interventions. Within our school, we have a number of staff who have received Mental Health First Aid Training. Where appropriate, the advice of outside agencies is sought e.g. Communication Autism Team, Educational Psychology, School Health Advisory Service.

All pupils participate in personal, social and health education (PSHE) lessons which provide them with the knowledge, skills and understanding they need to lead confident, healthy and independent lives. These lessons, together with school assemblies, aim to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.

At Little Sutton School we aim to achieve and sustain the highest standards of behaviour and discipline in order to make the pupil's experiences of school life enjoyable, safe, secure and rewarding. Please see Anti-Bullying Policy for more information.

We regularly monitor attendance and take the necessary actions to prevent prolonged 'unauthorised' absence.

What expertise and training do our staff have to support children with SEND?

At Little Sutton Primary we hold a weekly staff meeting and we hold teacher training days; these are used to ensure that staff have up to date knowledge of how to teach children of all abilities and children with special educational needs.

Staff in school receive appropriate training so they have the knowledge and confidence to support your child's needs and they are trained and equipped to offer a high level of support. Sometimes training is run by specialists e.g. Hearing Impairment Awareness, training from a member of the Communication and Autism Team or Pupil and School Support.

Assemblies are held so that children can be made aware of the issues around a specific disability; this enables children to be supportive of their peers and help understanding of the difficulties they may face.

The Inclusion Manager is available to support and assist all staff in school about SEND.

How will we secure specialist expertise?

How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

At Little Sutton Primary if we feel a pupil needs more specialist help, we can seek advice from outside agencies. If we feel that your child needs support from these services, school will always discuss this with you and obtain your permission.

We work with the following agencies when required, to provide support for pupils with SEND:

- Pupil and School Support
- Communication Autism Team
- Birmingham Educational Psychology Service
- Physical Difficulties Support Service
- Sensory Support Service
- School Health Advisory Service
- Speech and Language Therapy
- Behaviour Support

Other agencies may be used when deemed appropriate.

**How will we secure
equipment and facilities
to support pupils with
SEND?**

The school provides the majority of resources and facilities that are needed.

If your child has very specific additional needs, we may seek additional funding after consultation with parents.

How do we assess the effectiveness of our SEND provision?

The responsibility for Special Educational Needs provision is clearly identified in the SEND Policy. The policy is reviewed annually.

Rigorous assessment procedures are used to evaluate the effectiveness of our provision.

We evaluate the effectiveness of provision for pupils with SEND by:

Establishing pupil's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Reviewing pupil's individual progress towards their goals at regular intervals.

Asking pupils if they feel the adjustment or intervention is helpful and making a difference.

Monitoring by the SENCo.

Holding termly reviews for children who are on ITPs.

Holding annual reviews for pupils with Education Health Care Plans.

The progress your child is making will be discussed with you at parent consultations, within their annual report and at any SEND meetings that you are invited to attend.

**How do we handle
complaints from the
parents of pupils who
have SEND about
provision made at school?**

There are opportunities for all parents to raise concerns about their child's provision at any time through contact with either the class teacher or the Head Teacher. A parent might also contact a governor. The Governor at our school with specific responsibility for SEND is Mr. John Hunt.

If a concern is more formal than the parent would be directed to the Complaints Procedure which is found on the school's website. However, we would hope that through early intervention any complaints would be resolved without the need for this stage.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

**Who can parents contact
if they have concerns?**

Parents may raise a concern with the class teacher.

Parents may wish to address the class teacher directly or take their concern directly to the Inclusion Manager.

They can of course take their concern directly to the Head Teacher.

What support services are available to parents?

We are happy to listen to parents concerns and needs providing a sign posting service and making referrals if required i.e. early help referrals.

SENAR

Tel: 0121 303 0829

School Health Advisory Service

Tel: 0121 465 5457

Forward Thinking Birmingham

Tel: 0121 250 1560

Child Development Centre

Tel: 0121 465 1582

Birmingham Children's Trust

Tel: 0121 303 1888

SEND Information Advice Support Service

Tel: 0121 303 5004

**Where can the Local
Authority's Local Offer be
found?**

Birmingham Local Authority's local offer can be found at the website below.

<https://www.birmingham.gov.uk/localoffer>

Little Sutton Primary School works closely with Birmingham Local Authority.

Information about this SEND Information Report:

The SEND Information Report for Little Sutton Primary School was updated in May 2020 with the support and contribution of various stakeholders including staff, parents and Pupil and School Support.

Here are some of the comments received from parents of current pupils regarding the SEND support provided:

“As a parent who was worried about his unstructured time, I was always very appreciative of lunch-time clubs.”

“I did note down about how approachable you are (which I always found so valuable and reassuring).”

“I would like to point out that the relationship between the staff and parents is considered to be a "Team" approach, and successful techniques are shared so they can be carried through at home or at school to ensure consistency and continuity for the child. That is just something we have found in our experience, the positive relationship with the School and sharing of information has meant that my child has the same approaches with homework and school work and in other areas that would be covered in his social and emotional support.”