



Ward End Primary School

Special Educational Needs and Disabilities (SEND) Information Report

2024 - 2025

This report sets out information about our provision for students with special educational needs and/or disabilities (SEND). This information is updated annually. The SEN and Disability Information Report describes what help, support and services are available for children and young people with Special Educational Needs and Disabilities (SEND) and their families in our school.

Inclusion Team Members

Mrs Newbold – Assistant head (Inclusion)

Miss Foy – SENCo

Mrs Bibi – SENCo (2 days)

Miss Lee – Assistant SENCo and BECo

At Ward End Primary School we support children with a variety of differing special educational needs and disabilities and pride ourselves on being a highly inclusive school with an ethos which recognises and celebrates diversity and difference. SEND is categorised into the following four broad areas in the SEND code of practice:

- Cognition and learning
- Communication and Interaction
- Social, Emotional and Mental Health difficulties
- Sensory and Physical needs

All aspects of life at Ward End Primary School are inclusive. Wherever possible, children are taught alongside their peers in mixed attainment classes. Teachers constantly adapt their high-quality teaching in order to cater to pupils' needs, but plan individual learning sequences or timetables when necessary.

Teaching is based on clear objectives, shared with the children and revisited at the end of the lesson to assess success. Lessons are engaging and interactive and adults use adaptive teaching to ensure our children with SEND reach their fullest potential. All staff are trained on SEND approaches, meaning we are able to cater for all areas of SEND. These strategies include: EEF 5 a day, (scaffolding- written, verbal and pictorial, explicit instruction, cognitive and metacognitive strategies, flexible grouping and the use of technology) positive behaviour systems, assessment strategies (peer, adult and peer), and speech and language.

At our school, the first priority for all of our children is quality teaching and learning. Our ethos sets high aspirations for achievement as well as providing high quality pastoral support. Therefore, most of our pupil's educational needs can be met within the classroom environment. Simple adaptations to provision are based on careful analysis of personal needs and close monitoring of each individual's progress. Some pupils may also require the added support from the inclusion team department or support from outside agencies.

At Ward End Primary School we provide an alternative provision which meets the needs of children who have a diagnosis of Autism and an Educational and Health Care Plan. This is a Birmingham Local Authority Resource Base and all placements within it are determined by the Local Authority (SENAR) and not our school. (please see information in Resource Base section of our website)

What should I do if I think my child has special educational needs?

Step 1 If you think that your child may have special educational needs, please speak to the class teacher in the first instance. The teacher will modify and adapt the learning for your child hopefully resulting in your child's needs being met and progress being made. After a period of time, if these adaptations and supports do not seem to be meeting your child's needs and progress is still limited then the teacher will seek advice from a member of the inclusion team.

A member of the inclusion team will conduct observations, look at assessment data, work alongside your child in order to assess them. This will inform the nature and level of support required by the child.

Step 2 A meeting will be organised with yourself, the class teacher and a member of the inclusion team in order to discuss the best way forward. During the meeting the level of support required will be discussed and if you are in agreement your child will be added to the school SEN register. Your child will then be set specific targets and also be offered one or more all of the following:

- precise teaching and targeted adaptations within the whole class setting
- targeted small group intervention for a set period of time
- some targeted 1:1 support in a specific area of need for a set period of time

Step 3 In some cases, additional and more specialist support will be sought through a referral to an outside agency.

Some children on the SEND register may eventually need to have an SSPP (SEND Support Provision Plan) which details the support the child will receive and the targets that have been set for them.

Some children may require an Educational Health Care Plan (please see our website for information on what an EHCP is and the general timeline for obtaining one)

How do we monitor and review progress?

- Ensure precise identification of SEND
- Follow the Assess – Plan – Do – Review cycle
- Track progress of pupils with cognition and learning needs on a learning tracker.
- Track progress and attainment using Age Related Expectations, Early Learning Goals, Phonics checks, Reading and Spelling assessments, Maths standardised assessments, AET (autism education trust) targets.
- Use effective, evidence based interventions and evaluate their impact. • Use rigorous assessment and identification
- Frequent, honest, open communication with parents/carers and pupils
- Parents and carers are involved in the process of reviewing children's targets and setting new ones.

- Where appropriate pupils will be invited to review their learning targets at a review meeting to celebrate successes and set new targets. Children are also given the chance to discuss support that they feel would be helpful for them.
- All of our EHCP annual reviews take a person-centred approach. Parents of pupils with an EHCP are fully involved in the annual review process.

What support will there be for my child's emotional and social wellbeing?

The school delivers the PSHE curriculum to all children.

This covers the areas of:

- Relationships
- Health and Wellbeing
- Living in the wider world – Economic wellbeing and being a responsible citizen

Children who require more specific support in this area can access a range of the following:

- Behaviour Plan
- 1:1 pastoral support
- Peer Mentoring
- COMPASS mental health referral and sessions
- Star Fish Project referral and sessions

How are pupils with a physical disability supported and assisted in school?

Please see accessibility plan on our website for more details.

Specific training is organised by the inclusion team for key staff.

Liaison with physical difficulties support team and the sensory support team in order to get advice, organise training and develop management plans for individual pupils.

Adaptations are made to ensure children have full access to the curriculum and environment via equipment, resources e.g. coloured overlays, pencil grips, sloped boards, adapted scissors

All pupils with a disability also have a PEEP (personal emergency evacuation plan) which is updated annually or updated within the year of there are any changes of need.

School has 2 disabled toilets, use of a school wheelchair, 2x evac chairs on the upper floor.

How do we support pupils moving between different phases of education?

Children who join our school in Nursery or Reception are welcomed into our school community with a home visit or 1:1 welcome meeting. Stay and play sessions are then organised before pupils start.

Transition to Reception and then into each successive year group is supported by meetings where staff share information, talk through individual children's SEND Pupil Passport and then taster sessions for pupils to meet their teacher are organised.

Parents are invited to comment on SEND Pupil Passports to ensure your child's teachers each year have the correct information and are able to support them in the best way possible.

Parents and children who are joining our school mid-term are encouraged to visit the school before their official start date.

When we are aware that pupils joining us from other settings have identified special educational needs, we may arrange a visit to observe them in their current school. If the children's needs are unknown to us before they start school, we will conduct early assessments to ascertain if the child needs additional support.

We liaise with the Inclusion teams in our local secondary schools in order to ensure that the transition from primary school to the secondary school is as smooth as possible. Secondary SENCOs are invited into our school to meet the children and also speak with the inclusion team. If this is not possible a phone call will take place.

Additional visits to secondary school are arranged if required for specific pupils.

Relevant documentation is transferred to a child's new setting via secure email.

Staff training at Ward End Primary

Staff in school have regular SEND training on how to support learners with learning needs
speech, language and communication needs
social, emotional and mental health needs
sensory and physical needs

The inclusion team will also book specific training for key staff in order to support certain children within their class/year group.

Outside agencies that we work with

- Communication and Autism Team (CAT) -support for children with ASC or under assessment for ASC and their families
- Pupil and School Support (PSS)- advisory service for children with learning difficulties
- Educational Psychologist (EP)- supports families and school in meeting learning and emotional needs of children.
- Speech and language therapy service - supports speech, language and communication development
- Sensory Support Service- supports children with visual/hearing impairment and families
- Physical difficulties support service - support children with physical difficulties
- Behaviour support service (COBS) - behaviour and emotional support.
- School nurse - supporting school age children's medical needs.
- Health visitors - supporting pre school age children's medical needs.
- Occupational therapy (OT) - supporting with physical needs including sensory needs.
- COMPASS Mental health – supporting pupils with social and emotional needs.

How can I access support in school for my child and my family?

Our 2 family support workers are happy to meet with parents. You can book an appointment with them via the front office or come along to their weekly drop in session (see website for details)

They are able to help parents in accessing a wide range of national and local support agencies

They are available to work with families who may require Early Help in order to support them with their child/children who have been identified as having SEND.

How can I raise concerns and make a complaint about the SEND provision at the school?

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order;

- The class teacher
- A member of the Inclusion Team
- The member of senior leadership team for your child's year group.

Mrs Moss – Nursery and Reception

Mrs Martin – Year 1 and Year 2

Ms Chima – Year 3 and Year 4

Mrs Smith – Year 5 and Year 6

If you feel that your concern or complaint has not been dealt with sufficiently then you can book an appointment with Mrs Chahal our Head Teacher via the school office.

You can also write to the SEND school governor Mrs Ahmed (a letter can be submitted through school office)

If concerns are not addressed, parents/carers can submit a formal complaint (see complaints procedures on the school website).

Where can I access more support?

If you feel you require any additional support you can contact

SENDIASS (Send Information and Advice Support Service). **0121 3035004** sendiass@birmingham.gov.uk

SENDIASS are a support service who can offer independent and unbiased advice and information about the assessment procedures and educational provision of a child.

Please also see SEND section of our website for any additional information, support information and support agency contacts.

Please follow the link below to the Birmingham SEND Local offer website -Here you will find help, advice and information about the services available for a child or young person from birth -25 years with a special educational need or disability (SEND)

<https://www.localofferbirmingham.co.uk/>