

# ANGLESEY PRIMARY SCHOOL SEND INFORMATION REPORT

PLEASE CLICK THE LINK BELOW TO ACCESS BIRMINGHAM'S LOCAL  
OFFER. THE LOCAL OFFER HAS BEEN UPDATED MARCH 2021.

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

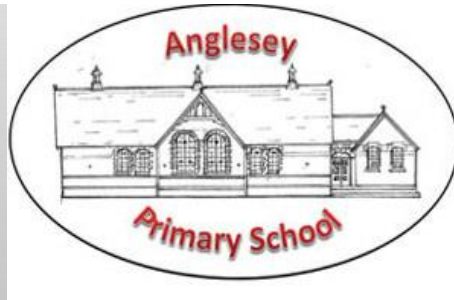
# Special Educational Needs and Disabilities Coordinator (SENDCO)

Our school has a Special Educational Needs and Disabilities Coordinator (SENDCO).

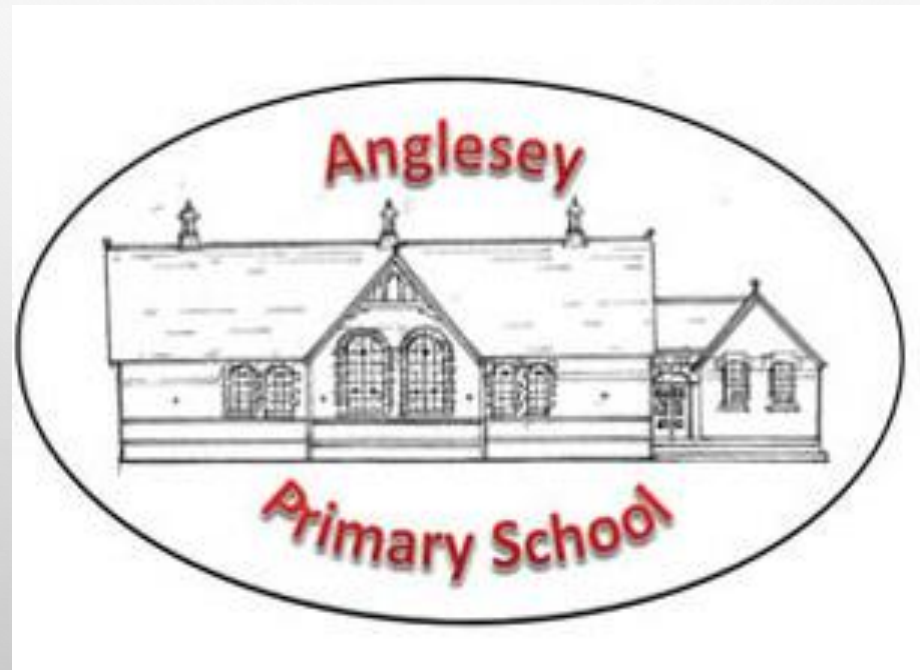
Her name is Tracey Johnson.

If you would like to talk to her then you can ring the school office or pop into school.

The best way to contact our SENDCO is by calling school on 0121 464 4377 or by emailing [enquiry@anglesey.bham.sch.uk](mailto:enquiry@anglesey.bham.sch.uk)



AT ANGLESEY PRIMARY SCHOOL WE BELIEVE THAT **ALL**  
PUPILS SHOULD BE GIVEN THE OPPORTUNITY TO BECOME  
INQUISITIVE, RESILIENT AND INDEPENDENT LEARNERS.



Our SEND offer is  
based on...

Appropriate and  
effective teaching

Open and honest  
communication

A partnership  
approach

# DEFINITION OF SEND

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

**have a significantly greater difficulty in learning than the majority of other of the same age;**

If a pupil is identified as having additional needs, we will provide provision that is '**additional to**' or '**different from**' the usual differentiated curriculum in order to overcome the barrier to their learning.

has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstreams schools. (**SEND Code of Practice, 2014**)

# WHAT TYPES OF NEED DOES OUR SCHOOL MAKE SPECIAL PROVISION FOR?

In our school we comply with the Children and Families Act 2014 and Disability Regulations 2014. We make provision for pupils who have the needs highlighted below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. The support outlined here acts as a guide but the actual support package will be based on the specific needs of each individual child.

All children in school have support within lessons through differentiation, scaffolding and High Quality Teaching Strategies. This means that activities are planned according to the level the child or young person is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.



# FOUR AREAS OF NEED

## Cognition and learning

**Children and young people who find learning, thinking and understanding difficult.**

- Independent learning skills
- Sequencing and organizational skills
- Language understanding and expressing
  - Understanding number
  - Information processing
- Problem solving and developing concepts

Children may also have a specific learning disability such as Dyslexia or Dyscalculia.

## Cognition and learning

### Examples of Support

- Teachers change what they are teaching or the way that they teach to help the child or young person learn more with the rest of the class.
- Extra support can be given in a small group or individually by an adult to help the child or young person learn the things they are finding difficult.
- Access to specialist support from a specialist/outside agency

## **Communication and Interaction**

**Children may have difficulty with the skills needed for communication, social interaction or attention .**

- Relationship difficulties with adults and/or peers
  - Find it difficult to avoid distraction
    - Difficulty staying on task
- Initiating or having conversations with peers or adults
- Need visual support to aid communication or understanding
  - May use simplified language or limited vocabulary
  - Difficulty articulating speech sounds

## **Communication and Interaction**

### **Examples of Support**

- support programmes especially designed to help the child or young person to build communication and interaction skills – for example, social skills and sensory groups.
- Resources and adjustments in the classroom for example, visual timetables, task boards, social stories and learning breaks.
- Gain advice from professionals and specially trained staff in school.



## **Sensory and/or Physical Needs**

**Children and young people who have a disability that may make it difficult for them to manage their everyday life without change or support. This may be because of hearing or visual difficulties, physical difficulties or other medical needs**

- Specific medical conditions
- Visual or hearing impairment
  - Self-care/toileting
- Fine and Gross motor skills
- Over or under sensitive to noise/smell/textures/taste
- Proprioception difficulties

## **Sensory and/or Physical Needs**

### **Examples of Support**

- • Reasonable adjustments made to the curriculum/teaching.
- Adaptations to the whole school or classroom environment where possible/needed
  - Specialist equipment
- • Professional advice from specialist support service.

## **Social, Emotional and Mental Health**

**Children and young people who find it difficult to manage/regulate their emotions and behaviour in a way that affects their daily life.**

- Anxiety/depression
  - Social isolation
- Attention difficulties (ADHD)
  - Behaviour difficulties
- Information processing
  - Attachment
- Low self-esteem

## **Social, Emotional and Mental Health**

### **Examples of Support**

Personalised social stories to support with appropriate behaviours and responses.

- Access to a Pastoral Manager
- Get advice from professionals and specially trained staff in school.
- Extra support can be given in a small group or individually by an adult to help the child or young person learn strategies to help them.

# HOW DOES THE SCHOOL IDENTIFY AND ASSESS SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)?



We use **The Graduated Approach** to identify SEND. The class teacher will use high quality teaching and will provide differentiated work and make adjustments for pupils according to their needs. We will assess pupils' strengths as well as the areas they find difficult and create a learning plan which may incorporate additional interventions. Learning will be closely monitored and any additional support will be discussed with the pupil and parents. The SENCO will be consulted in order to provide additional support, advice or to refer to specialist agencies.

### **Assess**

We use assessment in order to monitor and track individual progress. We use teacher assessment, previous and current data, comparisons to national data and information provided by parents and the child to build a picture of strengths as well as barriers to learning. We use pre and post assessment in order to effectively monitor additional interventions to ensure that they are matched to the child's needs.

### **Plan**

Once assessed, we will agree an individual support plan for the child. This will be done by the SENDCO, class teacher and support staff. We will agree targets, provision, strategies and timescales for monitoring progress. Parents or carers will be informed of this and school will share any strategies or resources that can be used to support the child at home.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with the SENCO and teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching.

### **Review**

The class teacher, SENDCO and teaching assistant will review the child's progress regularly to ensure that progress is being made and will adapt or change the provision in order to effectively respond to the child's needs. Parents or carers, along with the child, will be consulted about any necessary changes.

Where it is determined that a child does need SEND Support, parents will be notified of the formal identification and invited to regular meetings to discuss their child's progress.

We use the following strategies to assess and monitor progress in school.

Observations

School data.

Information from parents.

Information from the child

Specialist assessments carried out by support services.

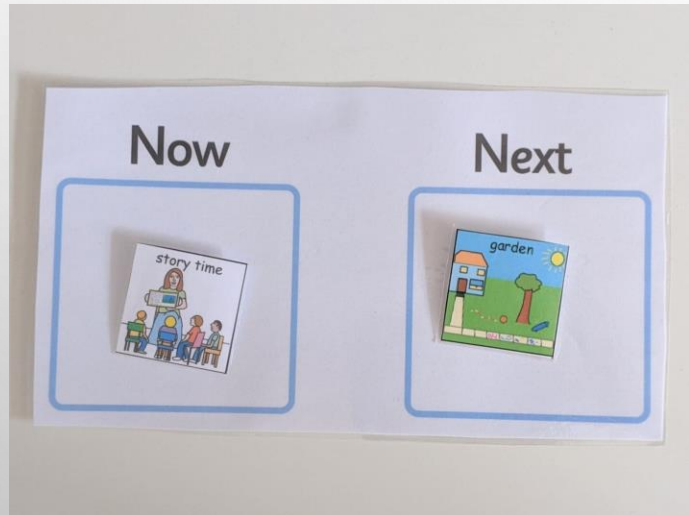
Information from previous schools or settings.

Results from end of key stage assessments.

Discussions with adults who work with the child.

# HOW DO WE ADAPT THE CURRICULUM OR THE ENVIRONMENT?

We implement high quality teaching for all, as a first response to SEND support. Teachers will assess and monitor progress and identify barriers to learning and respond by adjusting the curriculum or the physical environment.



We will ensure that effective scaffolding through resources, models and images are incorporated into lessons and additional interventions and teaching styles, strategies and approaches are adapted in order to meet the individual needs of the child.

We might adapt the curriculum by:

Adapting our Staffing

Using pre-teaching

Using flexible grouping,

Allowing longer processing time

Giving chunked instructions (instructions broken down into stages).

We may also provide resources such as:

Task boards, visual timetables, coloured overlays, timers, use of ICT, Dyslexia friendly font and larger print.



# HOW DO WE KNOW IF CHILDREN ARE GETTING THE RIGHT PROVISION?

**How do the school know how much progress is being made by pupils with Special Educational Needs?**

All children's progress, including those with special educational needs, is tracked using the school's assessment tracking system. Pupils are assessed regularly using marking and feedback, observations and questioning as well as more formal assessments such as curriculum and standardised tests.

We use our Anglesey English and Maths Continuums which support assessment when a child or young person is making small steps of progress. In addition, we also set individualised targets that are formally reviewed throughout the year.

## **Intervention Monitoring**

Additional provision monitored in the following ways:

Carrying out pre and post assessment

Monitoring by the SENCO

Using online SEND tracking programme to monitor small steps of progress

Termly reviews for pupils receiving SEND support including those with SSPPs and EHCPs

Annual Reviews for pupils with an Education, Health and Care Plan (EHCP)

Asking the pupils if they feel that the interventions are working

This helps the school to monitor how well additional provision is working. Copies of the Learning Plans and continuums will be shared with parents and the child to ensure a transparent and collaborative partnership.

There will also be opportunities to discuss children's progress at Parents and Review Meetings. The progress each child is making is discussed at pupil progress meetings with the class teacher, head teacher and other senior members of staff.

# HOW ARE CHILDREN WITH SEND INCLUDED IN EXTRA-CURRICULAR ACTIVITIES?

All children will have access to our extra-curricular activities. Reasonable adjustments will be made to ensure all children and young people with SEND needs are fully included in these activities.

All children have full access to our before and after school clubs, lunchtime clubs, sports day, competitions, school performances and workshops.

We believe that it is important that all children regardless of SEND needs have the opportunity to hold a role of responsibility in school such as being a Rights Respecting School Representative.

Please see our Accessibility Plan on our website that details how we aim to ensure inclusivity in children's access to the curriculum, the physical environment and in our communication with parents and visitors to our school. Our ethos is that no child regardless of SEND need should be treated less favourably than their peers.

# HOW ARE PUPILS WITH SEND INVOLVED IN THEIR OWN EDUCATION?

Person Centred  
Reviews

Child able to  
choose a  
designated  
person to talk  
to if they need  
help

Child views for  
review meetings

Access to and a choice  
of equipment and  
resources to support  
learning

Pupil voice

# **PROMOTING WELL-BEING SOCIAL, EMOTIONAL AND MENTAL HEALTH**

We recognise that some children have additional social and emotional needs and we have trained staff that can provide pastoral support and intervention to meet these needs. In school we have Mrs Oram who is a trained Mental Health First Aider to support our children and a trained learning mentor.

We will also contact the following specialist agencies if needed following consultation with parents or carers:  
Communication and Autism Team (CAT), Educational Psychology Team (EP) and Malachi.

All children participate in personal, social, and health education (PSHE) lessons and assemblies, where they develop their knowledge about how to lead healthy, independent lives. In these lessons, children get the opportunity to practice resilience as well as learning how to develop strategies to support their social and emotional development.

Our PHSE lessons provide an opportunity for children to also learn about bullying, citizenship, healthy eating, physical activity, online safety as well as mental well-being. As a result, they develop a wide range of knowledge and strategies to support mental and physical well-being.

We have a positive Behaviour Policy which includes expectations on acceptable behaviour, rewards and sanctions. All children are aware of these expectations and so understand that we have a zero tolerance approach to certain behaviours such as bullying, racist or other discriminatory abuse. Details can be found in our Behaviour Policy.

# WHAT TRAINING DO STAFF IN SCHOOL HAVE?

In our school we ensure that staff have the right training to help them to effectively support all our pupils, including those with SEND.

Our staff have had the following training:

Epi-pen/Anaphylaxis	Making Sense of Autism	Precision Teaching
Makaton	Asthma	Autism AET Tier 1-3
Positive Handling	Speech and Language therapy assistant training	Attention Autism
Epilepsy	SCERTS	Shape Coding

Our SENDCO has completed the National Award for SENCO (NASENCO).

Regular staff workshops are held to ensure that staff have up-to-date knowledge of the most effective strategies and knowledge of amendments to statutory policies that will impact on their practice.



# TRANSITION

## Starting at Our School

- Meet with you and your child to answer any questions and discuss key information.
- Provide a transition book with photos of key staff and areas
- Read reports from people who have worked with your child.
- Liaise with the previous setting.
- Arrange visits to our school before your child starts.

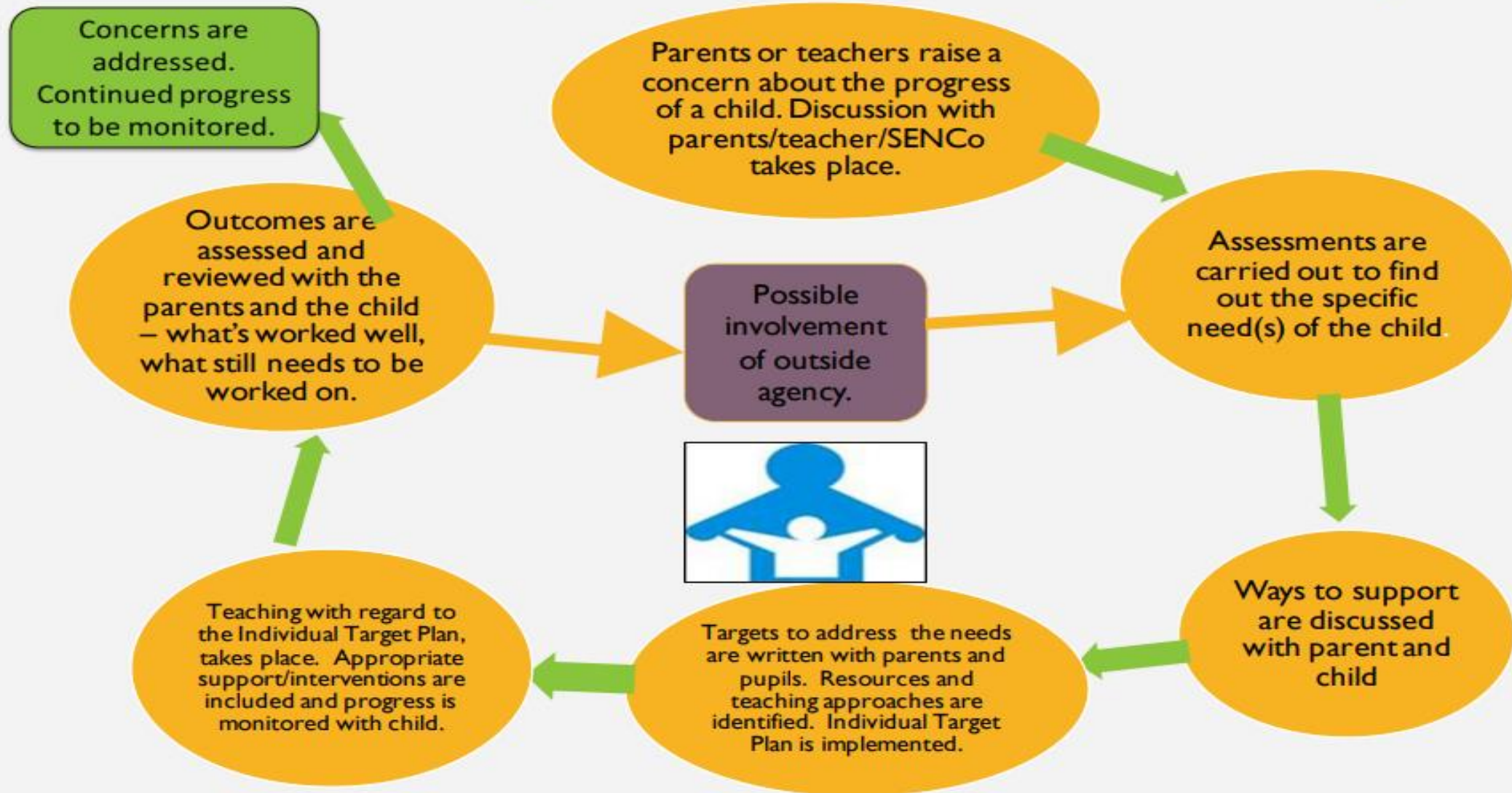
## Moving to a New Year Group

- Your child will be able to meet their new teacher.
- Provide a transition book with photos of key staff and areas
- Talk to you and your child in order to answer any questions you may have about the new year group.
- Give adults who will be working with your child copies of their Learning Plans or One Page Profiles.

## Starting a New School

- Hold a transition meeting and invite staff from the new school.
- Talk to staff at the new school about things that will help your child to learn and be happy at their new school.
- Arrange extra visits to their new school with a member of our staff if requested.
- Talk to you and your child so that we can answer any questions you may have about the new school
- Share Learning Plans, EHCP, SSPP or One Page Profiles with the new school

# A PARTNERSHIP APPROACH



Our school has an open door policy which ensures that we are always approachable. We regularly aim to involve parents or Carers in the following ways:

Regular meetings with the SENDCO, class teacher and support staff.

Home/school communication books.

SEND information on the school website

SEND Review meetings

Parents involved in target setting and discussion about provision

Signposting to support groups and parent workshops

Parent/teacher meetings

Weekly newsletter

# SPECIALIST SUPPORT SERVICES FOR SCHOOL

## Local Authority Services

These services will work alongside pupils, staff and parents offering support, advice and training.

Pupil and School Support (PSS)	Support for children with cognition and learning needs.
Communication and Autism Team (CAT)	Support for children with social communication/interaction/sensory needs.
Physical Disabilities Support Service (PDSS)	Support for children with physical disabilities which impact on their ability to access learning or the school environment.
City of Birmingham Schools (COBS)	Support for children with behavioural/regulation needs.
Special Educational Needs Assessment and Review Service (SENAR)	Responsible for coordinating the statutory assessment process that can lead to an Educational Health & Care Plan.

## Health Services

Speech and Language Therapy Service (SALT)	Support for children with speech difficulties both physical needs, speech sound difficulties and with understanding and using language.
Occupational Therapy (OT)	Support for children with physical and/or sensory needs.
School Nurse Service	Supporting medical needs and working with school to write Care Plans.
Child Development/Paediatric Services	Support with assessment and diagnosis and advice.

## Other Voluntary Organisations

Malachi Trust	Support for pupils with SEMH needs.
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# SPECIALIST SUPPORT SERVICES FOR PARENTS

These services will work alongside pupils, staff and parents offering support, advice and training.

Autism West Midlands	Support for parents of children with Autism. <a href="#">Autism West Midlands</a>
Beyond the Horizon	Support for children affected by loss, bereavement, divorce or domestic abuse. <a href="#">Beyond the Horizon</a>
Pause	Support for children and young people experiencing difficulties affecting their wellbeing. <a href="#">Pause/Forward Thinking Birmingham</a>
Children's Speech and Language Therapy Advice	Advice and strategies to support children with speech and language needs. <a href="#">Speech Therapy Advice Line</a>

## SENDIASS

The Special Education Needs and Disability Information, Advice and Support Service (SENDIASS) exists to provide advice and information to parents and pupils in Birmingham.

This information is designed to explain Special Educational Needs procedures, to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may affect you.

Email: [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)

Telephone: 0121 303 5004



# HOW DOES THE GOVERNING BODY SUPPORT SCHOOL IN MEETING THE NEEDS OF CHILDREN AND THEIR FAMILIES?

In our school, we have a governor who is responsible for special educational needs and disabilities (SEND). His name is Mark Woolley.

His job is to meet with the SENDCO regularly. In these meetings, the SEND Governor makes sure that children and their families are being supported by school and the right services. The SEND Governor will also visit school, observe what happens in classrooms and meet with pupils and class teachers.

The head teacher and SENDCO have to report to the SEND Governor twice a year. The SEND Governor shares this information so that the whole governing body is aware of how children with special needs are being supported in school and how well the support is working. The governors will challenge, support and advise the head teacher if there are ways in which we could improve.

## Complaints

Parents can raise concerns about their child's provision at any time. They can speak to their child's class teacher or the head teacher. They might also chose to speak to a school Governor.

If you have a more formal complaint about the school or your child's provision, please contact the head teacher Paul Doddridge or the Chair of Governors Mark Woolley. Our school governing body takes complaints seriously and will act upon these on an individual basis. We will do everything we can to help.

Our complaints policy can be found under 'policies' on our website.



# BIRMINGHAM'S SEND LOCAL OFFER

In March 2021, Birmingham has launched a new Local Offer which includes information about the wide range of services that are available to support all areas of a child's life (0-25 years) especially those with a Special Educational Need or Disability (SEND). This includes support with education, physical and mental health, social care, leisure activities and moving towards independence and adulthood.

Every local authority in England has a duty to provide children and young people, (0-25 years) with support if they have Special Educational Needs and/or Disabilities - this is known as the **Local Offer**. Every local authority has to publish what support is available on a website: this is called the Local Offer Website.

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

The information you should be able to find on a Local Offer Website includes:

- Sources of support, advice and information for children, young people and families including supporting groups and forums
- Special educational, health and social care provision for children and young people with SEN or disabilities
- Arrangements to identify and assess children and young people with SEN, including how an assessment can be requested
- Information about provision to assist in preparing children and young people for adulthood including post-16 education and training provision
- Arrangements for travel to and from school, post-16 institutions and early year providers
- Childcare, including suitable provision for disabled children and those with SEND
- Support available to young people in higher education, particularly the Disabled Students Allowance (DSA) and the process and timescales for making an application for DSA.
- Arrangements for resolving disagreements and medication, and details about making complaints.