

Yorkmead Junior and Infant School SEND report



HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Acronyms in the report explained:

SEND : Special Educational Needs /Disabilities

EHCP: Education and Health Care

EYFS: Early Years Foundation Stage

PSS: Pupil School Support

SSPP: School Support Provision Plan

EAL: English as an Additional Language

CAT: Communication and Autism Team

Ed Psyc: Educational Psychologist

PDSS: Physical Disability School Support

Our vision and how we hope to achieve it

At Yorkmead, we keep children at the heart of all we do. We want all our pupils to be successful and feel welcome and included. We have high expectations of ourselves and all our learners and we do all we can to ensure that our school provides a stimulating and inclusive environment for all our pupils.

- We welcome difference and diversity – learning from and about diversity strengthens our community.
- We value, respect and celebrate the achievements of all children.
- We will always involve parents and children in planning and reviewing progress.
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be. Early identification of special educational needs and/or disabilities (SEND) is a strength at Yorkmead.
- Our starting point is to guarantee a whole school approach to ensuring excellent provision for children with special educational needs and/or disabilities: we make sure that all staff have the knowledge and skills to support all children with SEND in our school. Most of the needs of pupils with SEND can, and should, be addressed through quality first teaching.

We will provide expert support and resources for children with SEND as appropriate.

Type of school

We are a Birmingham primary school, based in Hall Green for the 3 - 11 age range.

We have a nursery for children aged 3-4 years which currently offers a mixture of part-time and full-time places, with a current cohort of 48 children attending either the morning or afternoon session.

Children start the main school in the year they turn 5 in our Reception class.

We are a two form entry school. We admit 60 children into each year group in our school from reception class to Year Two and 64 children into each year group from Year Three to Year Six.

Our Ofsted rating

Our most recent 2017 OFSTED report noted:

“Pupils who have special educational needs and/or disabilities are well provided for.”
“The carefully designed support helps them make good progress in a range of subjects.”

How we give pupils a voice

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our school community, is for the school to be certain that it hears from children, especially those who are most vulnerable.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support children in expressing any worries or concerns that they have.
- having a space in the school during break and lunch times for pupils who need a quiet space with quiet activities
- implementing a strong, personal, social and health education (PSHE) curriculum in the school that encourages children to speak about their feelings and opinions.
- having an inclusive approach to assemblies on SEND themes
- agreeing individual targets with pupils, parents and teachers
- making sure that our school council is inclusive and represents the whole of our community.
- ensuring that our safeguarding procedures are strong and that all staff are well trained.

How we adapt our teaching for children with special educational needs

At Yorkmead, we are committed to meeting the needs of all our pupils through quality first teaching. All our teachers are well trained in using a range of strategies to ensure learners of different attainment levels make good progress. We acknowledge that children with SEND may need personalised planning and resources and we will ensure this is provided when necessary. For example, members of the teaching team may prepare visual resources (pictures that match written words) to support a child with SEND to access a set task. We are able to provide this support through access to specialist advice and with the support of full time teaching assistants in each classroom.

Teachers do not categorise children into ability groups and we find that this approach boosts the self-esteem of all children and really encourages them all to constantly challenge themselves through their learning. They are monitored closely by teachers and teaching assistants to ensure they are working at a level which is appropriately challenging.

Within class, all children, including those with SEND, work together in small groups or with a group and is rotated to ensure that all children develop friendships and can draw from each other's strengths. Children are actively encouraged to support one another and review each other's work. Research shows that support children receive from their peers is extremely valuable and makes a real difference to their learning.

How we decide what resources we can give to a child/young person with special educational needs

We use our SEND budget to purchase the services of professionals who can provide expert advice for our pupils. These include the services of the educational psychology service amongst others. The time we purchase ensures we have a high level of support for the children who need it the most. We are well staffed with a full time teaching assistant in each class in KS1 and one across a year group in KS2 and we also use part of our SEND budget to employ additional staff who support particular children.

The school purchases specialist software to support pupils with SEND, for example, Clicker 8, a reader pen, Number and Word Shark. Part of our budget may be used to pay for specialist equipment, for example that recommended by an occupational therapist.

For individual children, we provide resources that match their needs-for example an adjustable desk. Sometimes a child with SEND will need additional funding to support their needs and in this case we will apply for a SSPP (School Support Provision Plan) or an EHCP. If an assessment is agreed, the authority will decide how much funding the child requires for their additional provision, and will direct the school as to how that funding should be used-for example, for additional speech and language therapy.

In deciding the SEND provision for groups of children or individuals, we consider the opinions of experts, who have up to date knowledge on what works to improve outcomes for children with particular SEND. We constantly review research, to inform us of the latest and most effective ways to help pupils. We consult with children and parents who will meet professionals working with their children.

We have a thorough assessment system for pupils with special needs which enables us to measure even the smallest steps in their progress. The school constantly reviews provision for children with SEND and adapts it to best suit their needs.

How we check that a child/young person is making progress and how we keep parents informed

It is very important for our school that ALL of our children enjoy success and achievement and make good progress in learning.

We use the information we have about each child who has been identified as having SEND to plan appropriate interventions (additional programmes of support) that will meet the needs of the child.

If a child is receiving additional support, this will be explained to parents/carers during parent evenings and they will also have the opportunity to meet with professionals working with their child.

For pupils with an EHCP, parents will have the opportunity to submit their views to the local authority on how their child should be supported.

Once a term we review how well all children – including those with SEND– are progressing. We call these our Pupil Progress Meetings.

If your child has an EHC plan or a SSPP, teachers alongside the SENCO and child will agree specific targets for the child. These will be detailed and supported with documents produced by professionals who support the child. Targets will be shared with parents and regularly reviewed by the child and professionals supporting the child.

We make sure that parents/carers know the next learning steps for their child.

We will report formally once a year on the progress of all children, including those with SEND and for some pupils we will provide more frequent reports.

Specialist external services we use when we think extra help is needed

We work with a variety of professionals to ensure we have expert advice about children with SEND in our school. Details of these services can be discussed with the school SENCO. Meetings with these professionals will be arranged by the school SENCO.

The training our staff have had or are getting

We know that high quality teaching and well-matched support will make a big difference to the progress of children with SEND. Making sure that this happens in all classrooms is one of the most important things that our school leaders do. We make sure that all teachers and teaching assistants have a clear understanding of the learning needs of the children in their class.

Yorkmead Primary school leaders – including the SENCO - work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

- carefully differentiated (taking account of different needs) planning which ensures that all children are able to make progress.
- supporting the class teacher to take full responsibility for the learning and progress of all children.
- using a wide variety of teaching approaches, including guiding learning through demonstration; providing visual support material.
- providing a stimulating, rich and interactive classroom environment.
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding.
- Providing regular feedback to make sure that children know how to improve their work.
- providing additional adult support from well-trained and well supervised teaching assistants
- making available specialist equipment and digital technology to support access and participation in learning.

We help all children to develop their skills as learners – and to persevere when they find learning difficult.

How we include children in activities and school trips

Educational visits are an important part of children's learning and we will support all children, including those with SEND, in attending all class trips. We support children with SEND in participating in trips and school activities in a variety of ways. These include:

- consulting with specialist services if needed.
- arranging for additional adults to attend trips.
- arranging alternate travel arrangements if appropriate, for example using a cab or allowing a child additional time to get to their destination.
- asking parents about concerns and encouraging them to come on trips.
- running clubs after school and some during school lunch times.
- liaising with outreach teams working at specialist schools for children with SEND about activities children can join.
- we will make parents/carers aware of such opportunities.

- Information sharing through a multi-agency support to local projects and clubs for children with SEND and young carers.

Our school environment

We work hard to make sure that our school building and all classrooms are safe, stimulating and accessible. We have an accessibility plan through which we are making improvements to the school environment over time. The plan can be obtained from our school website.

Specialist teams, for example physiotherapists, occupational therapists and professionals from PDSS, provide guidance, advice and equipment for a child with particular access or support needs.

For some children with SEND, we provide specialist equipment including digital technology i.e. laptops.

How we prepare for children joining our school and leaving our school

We support children during periods of transition in a variety of ways. These include the following:

- The head teacher meets all children and parents who are new to Yorkmead.
- Children joining reception or nursery will receive home visits and also visit their new classrooms prior to their first day at Yorkmead.
- Children attending other early years settings will be visited by our EYS staff at their setting.
- Pupils in year 6, have opportunities to visit local secondary schools and additional visits are arranged for pupils with SEND.
- We invite staff from secondary schools to annual reviews of children in year 6 with SEND.
- Our school SENCO will ensure a comprehensive transfer of information about any children with SEND to professionals at any new school a child may join.

How parents are involved in school life

We know that the active involvement of parents/carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement.

We will always involve parents and children in planning and reviewing progress.

We make every effort to communicate clearly and regularly with parents and carers of children with SEND about, for example:

- how we support their children;
- their achievements and their well-being and.
- their participation in the full life of our school.

We will also hold meetings where we help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading. We also arrange other parent groups, for example, parent and toddler groups.

We welcome and value feedback on how well we are working with our parents.

We communicate in English and have several bi-lingual staff who can assist parents/carers.

We invite parents to assemblies and special class events pre-Covid, and we also hold regular parent conferences where we discuss children's progress and any concerns over the phone and via TEAMS.

Who to contact for more information or to discuss a concern

Frequently Asked Questions

Q. Who do I talk to in the school if I have questions about my child's SEND?

A. The first person to talk to is your child's class teacher who will always be happy to meet you, listen to your concerns and discuss how well your child is making progress in day to day lessons; about friendships and personal development. The class teacher will pass on any concerns they cannot address to the SENCO

Q. Who is the SENCO at Yorkmead and how can I contact her?

A. The SENCO is Ms Bell. You can contact her by calling the school office 0121 464 4215 or via email on enquiry@yorkmead.bham.sch.uk

If you have concerns that you feel are not addressed by the SENCO, you may contact the head teacher Mr Newman-Smith, using the same telephone number given above or via email: enquiry@yorkmead.bham.sch.uk

Q. How do I raise concerns about my child?

A. If you have questions or concerns about the particular special educational needs of your child, the school's SENCO who will listen carefully to your concerns, explain the different ways in which the school supports your child and when possible and appropriate come to an agreement about changes to provision and/or support.

It will also be possible to meet members of the specialist services who are working with your child – the SENCO will organise this meeting.

Q. How will you make sure I am involved in planning and reviewing?

A. We review every child's progress each term and we will invite you to come to the school to discuss progress and next steps with the SENCO. The SENCO keeps a careful record of all meetings and an overview of records, provision and the progress of your child.

Q. What can I reasonably expect from the school?

A. We will involve you when we are assessing your child's needs; when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well they are progressing. We keep records of our work with children with SEND which you can look at and contribute to.

Q. Where can I find information about how the school works in partnership with parents and carers of children with SEND?

A. You will find information and support in several places, for example:

- our SEND policy which you can obtain from our website
- our weekly newsletter

You will also find lots of information about how different services in Birmingham provide help and support to children and their parents - on the Birmingham Local Offer Local web site <https://www.localofferbirmingham.co.uk/>

Q. What if I am unhappy about my child's provision or progress?

A. We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to your concerns.

If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you can obtain from our school office. You can also view this policy on our school website: <https://www.yorkmead.co.uk/>

Our offer to children with special educational needs and disabilities was prepared in June 2022

It will be reviewed in June 2023