

Yorkmead Junior and Infants Primary School SEN Information Report



HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Welcome to our SEN information report which is part of Birmingham's Local Offer for learners with special needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

We will work in partnership with you to identify the needs of your child and put in place the correct support, including family support, if you need this.

Our governing body has a duty to ensure that the school adheres to the new **Code of Practice** under the **Children and Families Act 2014**. This means that the school governors hold the Headteacher (Mr Newman-Smith) and SENCo (Miss Wilkinson) to account.

The governing body appoints a governor who is specifically responsible for special educational needs to ensure that the school and the SENCo carry out their duties.

One of the key responsibilities of the governing body is to make sure that the school's policy for children with special educational needs and disabilities (SEND) is published on the school website. The information on the school website must be reviewed annually by the governing body.

Acronyms in the report explained:

SEND: Special Educational Needs /Disabilities

EHCP: Education and Health Care Plan

EYFS: Early Years Foundation Stage

PSS: Pupil School Support

SSPP: School Support Provision Plan

CAT: Communication and Autism Team

Ed Psych: Educational Psychologist

PDSS: Physical Disability School Support

EAL: English as an Additional Language

LA: Local Authority

SLT: Senior Leadership Team

Yorkmead Junior and Infants is committed to the Safeguarding and welfare of all its pupils.

At Yorkmead Junior and Infants Primary School, we embrace the fact that every child begins school at different starting points, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

Who do I speak to if I have a concern about my child's learning?

In the first instance, you should raise any concerns regarding your child with the Class Teacher.

If further support is needed, the Class Teacher will speak to the SENCo (Special Educational Needs Co-ordinator).

SENCo: Miss Wilkinson

Email: Enquiry@yorkmead.bham.sch.uk

Phone: 0121 464 4215 (to book an appointment)

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 contact details given above.

The four broad 'areas of need' that we provide for in our school.



- Communication and Interaction (for example, Autistic Spectrum Condition, Asperger's Syndrome, Speech and Language difficulties).
- Cognition and Learning (for example, Dyslexia, Dyspraxia and Dyscalculia).
- Social, Emotional and Mental Health difficulties (for example, Attention Deficit Hyperactivity Disorder and Attachment Disorder).
- Sensory and/or physical needs (for example, Visual Impairments, Hearing Impairments, Physical Disabilities and Epilepsy).

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How do 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:

- Have 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.



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How does school know if a child needs extra support and what should parents/carers do if they think their child may have special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where pupils' progress falls significantly below age-related expectations, despite high-quality teaching targeted at specific areas of difficulty, SEN support may be required.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Miss Wilkinson (SENCo) to discuss this further.

How are parents/carers informed when a concern with progress is raised?

When deciding if a pupil needs special educational provision, we will meet with them and their parents/carers at an early stage. This ensures that everyone has a good understanding of the pupil's strengths and areas of difficulties, while also taking account of their parents' concerns. Following this discussion, everyone concerned will have a clear understanding of the agreed outcomes for the pupil and what the next steps will be.



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How does school assess pupils' progress towards agreed outcomes to determine if they should be added to the SEN Register?

The Class Teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teachers' assessments, knowledge and experience of the pupil.
- Information regarding their previous progress, attainment and behaviour.
- Other professionals' assessments (where relevant).
- The individual's development in comparison to their peers and national data.
- The progress the pupil has made following planned interventions or class-based support.
- The views and experiences of parents.
- The views of the child.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. We will notify parents when it is decided that a pupil will be added to the SEN Register.

How will the teachers support children to make progress and how does school check that a child is making progress?

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.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils where necessary.

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.

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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 EHCP or a SSPP, teachers alongside the SENCo and child will agree specific targets for them. These will be detailed and supported by documentation created by professionals who support the child. Targets will be discussed with parents and the child and regularly reviewed by professionals who work with the them.

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.

The class teacher is responsible for:

- Monitoring your child's progress and providing any necessary support, and informing the Special Education Needs Co-ordinator (SENCo) as necessary.
- Updating and reviewing Individual Target Plans and Continuums with parents during parent/carer meetings to plan for the upcoming term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed for all pupils with SEN that they teach.

The SENCo: Miss Wilkinson is responsible for:

- Providing professional **guidance** to colleagues and to work closely with staff, parents and other agencies.
- Writing the SEN Information Report which **MUST** be published on the school website and updated annually.
- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinate the provision for children with SEN.
- Advising on a graduated approach to provide SEN Support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with EYFS providers, other schools, LA, Ed Psych, Health and Social Care professionals and independent or voluntary bodies.
- Manage the transition process.
- Ensure school keeps the records of pupils with SEN up to date.
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements.

The Head teacher: Mr Newman-Smith is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.

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- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEN.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place.

The SEN Governor: Mr Bailey is responsible for:

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head teacher and SENCo with regards to SEN within the school.



How will the curriculum and school environment be adapted to meet a child's 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.

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.

If a learner is identified as having a SEN, we will provide support that is additional to or different from the approaches and learning arrangements generally provided as part of high, quality teaching, in order to overcome the barrier to their learning.

This support is documented in the school's Provision Map, which describes the support that will be implemented.

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We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it.
- Adapting our resources, classroom arrangement and staffing when necessary.
- Using recommended aids (including laptops, coloured overlays or paper, visual timetables, larger font, work stations and writing slopes).
- Differentiating teaching methods (e.g., extended processing periods, pre-teaching essential vocabulary, and reading instructions aloud).

When providing support that is "additional to" or "different from" we engage in a four-part cycle:

Assess - this involves taking into consideration all the information from discussions with parents/carers, the pupil, the class teacher and assessments.

Plan - this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

Do - providing the support - extra assistance for learning - as set out in the plan.

Review - measuring the impact of support provided, and consider whether changes to that support need to be made. All of those involved - learner, parents/carers, teacher, SENCo and outside agencies contribute to this review. This stage then informs the next cycle.

Yorkmead Junior and Infants Primary adheres to the following inclusive principles:

Staff value pupils with different abilities and promote inclusiveness. Staff at the school will be constantly active in determining the best ways to accommodate all pupils' needs. Our approach is adaptable in order to achieve the best possible outcomes for all. To achieve successful outcomes, teaching, learning methods, and classroom arrangements will all be adaptable within each class. This may involve grouping pupils with particular needs to provide additional support.

How will staff and parents/carers know how their child is doing?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCo to review the short-term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Headteacher and SENCo every term in reading, writing and numeracy.

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- Through Parent Consultations and end of year reports, teachers make clear the attainment against age related expectation and the level of progress made.
- At the end of each key stage (i.e., at the end of Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally.
- Where necessary, Children will receive a SEN support plan tailored to their requirements, with the goal of accelerating learning and closing the gap. Progress towards these goals will be reviewed termly, evidence of judgements evaluated, and a future plan developed.
- The progress of children with an EHCP (Educational Health Care Plan) or an SSPP: School Support Provision Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Head teacher, SENCo and SLT will monitor the progress made by SEN children. This will be in their class work and any interventions that have been put into place.
- Regular book scrutiny and lesson observations will be carried out by the SENCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- Pupil Questionnaires.

The school delivers parent workshops for the core areas of learning. These are in line with School Improvement Priorities and/or parent/carer voice.

We send out regular school newsletters with updates on what's happened. The school website also contains additional information, such as class news, planning, assignments, and useful links. In addition, when appropriate, we communicate using home/school link books.

What support will there be for children's overall well-being?

Yorkmead School is committed to the safeguarding and well-being of all its pupils and staff.

We recognise that some children have emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities
- A lunch time nurture group
- Individualised programmes of work
- Access to external agencies and professionals

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The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents.

As part of the curriculum, the school plans activities during Anti Bullying week and each year, sets out to Parents core principles regarding inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for at Yorkmead Junior and Infants Primary School. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually. Located in the school office, there is an emergency first aid kit such as epi-pens and asthma inhalers.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly.

What specialist services, experience, training and support are available at or accessed by the school?

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.

Once the school has identified the needs of SEND pupils, the SENCo and Head teacher decide what resources/training and support is needed.

School Provision:

- Wide range of Phonics, English and Maths small group interventions delivered by the SENCo and TA's.
- ICT support in the form of reading, phonic and maths programmes.
- SENCo offering social skills support.
- Lunch time nurture groups to support children with social development.
- Speech and Language support with guidance from a speech and language therapist.
- Family Support Worker

Local Authority provision available:

- Communication and Autism Team
- Educational Psychology Service
- Pupil School Support
- Speech and Language Therapy (SALT)
- Physical and Disabilities School Support
- Hearing Support Team

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- **Health Provision available:**
- School nurse
- Occupational Therapy
- Physiotherapy

What training do staff who support children with SEND have or are receiving?

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.

The Senior Leadership Team plan Continued Professional Development to ensure all school staff receive necessary training to address pupil's diverse needs. Meetings are led by subject leaders or external specialists with relevant experience.

All staff receive regular Child Protection and Safeguarding, Asthma and Allergy, and Team Teach training.

Teaching Assistants are trained to deliver interventions based on the current needs of the school community.

Specific members of staff have had training in:

- Precision Teaching
- Autism Awareness Training
- Supporting pupils with social and communication difficulties- all staff
- Structured Peer Tutoring
- Supporting mental health
- Supporting pupils with attachment disorder.



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How will children with SEN be included in activities outside the classroom including 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.

At Yorkmead Junior and Infants Primary School we believe **all** of our SEN pupils are entitled to:

- The same access to Extra-curricular activities and Educational visits.
- To take part in sports day, school plays and educational workshops.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.
- We are committed to making reasonable adjustments to ensure participation for all.
- Any additional support or necessary adjustments are recorded on a risk assessment for that activity.

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.
- Asking parents about concerns and encouraging them to come on trips.
- Running clubs after school and some during school lunch times.
- Information sharing through a multi-agency support to local projects and clubs for children with SEND and young carers.

Please contact us if your child has any specific requirements for extra-curricular activities.

How accessible is the 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.

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- The main building is on a split-level with easy access, double doors, wall handles and ramps.
- Key Stage 1 and 2 classrooms can be accessed from the playground.
- The front desk has a wheel-chair height section and is DDA compliant.
- There is one disabled toilet in the main building and one in the separate nursery building.
- We ensure wherever possible that equipment used is accessible to all pupils regardless of their needs.
- After-school provision is accessible to all pupils, including those with SEN.
- In respect to pupils with English as an additional language we access support from Pupil School Support and follow their recommendations along with an inclusive curriculum.
- The school has an outside learning area.
- The school has an up-to-date accessibility plan which is considered each year and whenever there is building work.

How will staff prepare and support my child to join the school and transfer to a new school/setting?

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

New pupils to Yorkmead Junior and Infants Primary School

- 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 EYFS staff at their setting.

EYFS staff will meet with parents prior to pupils starting school. Any concerns about particular needs will be brought to the attention of the SENCo. Where necessary the SENCo will arrange a further meeting with parents, previous setting and health visitor etc.

Class teachers of pupils joining from other schools will receive information from the previous school; if required the SENCo will telephone the previous school to discuss individual pupil's needs.

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Preparing for next steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all pupils, especially for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

- Planning for transitions with the school will take place in the Summer Term;
- Pupils in year 6, have opportunities to visit local secondary schools and additional visits are arranged for pupils with SEND.
- Arrangements for transition to Secondary School for pupils with SEN will be planned according to individual need.
- 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.

What interventions, equipment, resources will school allocate to match pupils' special educational needs?

- Specific iPad - Apps for individual pupils/needs
- Read Write Inc Phonic Intervention (KS1)
- Colourful Semantics
- Time to Talk
- Pre-tutoring
- Precision Teaching
- Structured Peer Tutoring
- Sensory resources for fine motor skills
- WellComm - Speech and Language Interventions
- Art Therapy
- Social Skills Support Group - Lego Therapy and Sports Skills Group

How is the decision made about what type and how much support a child will receive?

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 KS1 class and one across a year group in KS2, and we use a portion of our SEND budget to employ additional staff to support specific children

The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs across the school. The Headteacher and the SENCo discuss all of the information they have regarding SEND in the school, including the pupils who are already receiving extra support, those who require additional support, and those who have been identified as not making as much progress as expected. Based on this information, they determine what resources, training, and support are required.

Sometimes a child with SEND will need additional funding to support their needs and, in this case, we will apply for a SSPP or an EHCP. If an assessment is agreed, the local 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.

The SENCo monitors the needs of SEN pupils using a provision map. This identifies all support provided within the school and is assessed on a regular basis, with changes made as appropriate, to ensure that pupils' needs are met and resources are used as effectively as possible.

How are parents involved in the school?

At Yorkmead Junior and Infants, we value the importance of building positive relationships with parents and families within our school community. Where a pupil is identified as needing an Educational Health Care Plan (EHCP) or an SSPP (School Support Provision Plan) parents/carers are given the opportunity to be part of the assessment and review process.

Mrs Hussain and Mrs Begum (staff members of the inclusion team), are available to speak with families before and after school or via the School Office. Part of their role is to work closely with parents, outside agencies and other organisations to improve opportunities for our children and their families.

Who can you contact for further information?

The Governors have adopted the school's complaints policy. We hope to resolve, any complaints you may have, which in the first instance should be directed to the Headteacher. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Chair of the Governing Body for consideration at their next full governing body meeting. Complaints that are still not resolved can be sent to the Local Education Authority.

Please see the complaints policy on the school website.

Monitoring arrangements

This Information report details our annual offer to learners with SEN. To be effective it needs the views of all: parents/carers, pupils, governors and staff.

If you have any comments, please contact Miss Wilkinson (SENCo)

This Information Report will be reviewed by the SENCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

The local authority local offer

Our Local Authority's Local Offer is published here:

[Home - Local Offer Birmingham](#)

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