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| **Ryders Green Primary School**  **SEND information Report 2021** |

**Introduction**

*The Children and Families Bill* 2014 requires all schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'SEN Information report' available on the school website.

This document is intended to provide information regarding the ways we ensure we support all of our pupils with SEND, in order that they realise their full potential.

We ae supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school and we strive to do this as inclusively as possible in a mainstream setting.

**COVID**

COVID has affected learning for many and it is the case at Ryders Green Primary School.

**The Local Offer**

* Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child’s needs are met.
* Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
* Specific resources and strategies will be used to support your child individually and in groups.
* Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs.

The local offer provided by the authority gives choice and support to families It is important and a useful resource for parents as it provides the range of services and provision in the local area. Further information about Sandwell's local Offer can be found at <http://www.sandwell.gov.uk/send>.

**What is the school SEN information report?**

The information report together with the Local Authority local offer serves to meet the needs of SEND pupils as determined by our school policy and covers the provision that the school is able to provide.

**What do we do at Ryders Green Primary School?**

We ensure SEND pupils are treated as any other pupils. We are lucky that we have an accepting ethos where all children are made to feel welcome. Please find further information within the SEN Policy.

The Head Teachers and the SENDco have overall responsibility for SEND and Inclusion.

Provision for children with SEND is constantly under review and amended where and when necessary.

We monitor the quality of our provision, together with the progress and well-being of children with SEND. This is through our monitoring cycle and consists of learning walks, teaching observations, planning and book trawls, pupil interviews and discussions with teachers and support staff.

The progress of children with SEND is carefully monitored through termly pupil progress meetings and half-termly reviews as well as informal and formal observations by leaders. The SENDCO meets with staff informally and formally, with all who work with the children, to review provision and targets for additionally funded pupils,

Our Governors assess and review SEND policies.

**SEND in our School**

SEN is thought of as the following (SEN Code of Practice 2015):

* **Communication and Interaction:**

We utilise a total communication environment approach – visual timetables, now and next boards, Structured Teaching programme etc. Many of our staff are trained in the use of MAKATON, Aided Language Displays (ALD), PECs and Communication Books. All the staff have had WELLCOMM training and the school has an enhanced Speech and Language Therapist fortnightly alongside our clinical support.

Most teaching and support staff have received ‘Autism – Raising awareness’ from Inclusion Support. The SENDco has the National SENco Aware and has arranged training for staff on Autism, PECs, Aided Language Displays, impacting SEN, precision teaching and WELLCOMM.

* **Cognition and Learning:**

We are able to offer a range of intervention work designed to help children achieve their maximum potential e.g., 5 minute number box and the Literacy Boxy, Read Write Inc. We have used precision teaching to accelerate learning and give children a sense of achievement and control over their learning.

* **Social, Emotional and Mental Health:**

We offer a range of healthy minds therapies –Joe Wicks Keep fit, the Daily Mile, support from our local PCSO and play therapies, Murray Hall support therapy where/when needed. We offer 1:1 counselling via our therapeutic trained mentors.

* **Sensory and/or Physical Needs:**

We are able to support sensory needs through a range of activities following advice from the Occupational Health Therapy and the PhysiotherapistTeam.

***Please see our Whole School Provision Map on the school website for further details***

***The Special Educational Needs Coordinator – SENCO***

The SENCO manages the day to day provision for our children with SEND.   
Responsible for:

* Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
* Ensuring that you are:
* involved in supporting your child’s learning
* kept informed about the support your child is getting
* involved in reviewing how they are doing
* Liaising with others coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc.
* Updating the school’s SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child’s progress and needs.
* Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible
* Ensuring adequate records are kept detailing the support that each child is receiving.
* Writing learning plans and sharing and discussing these with class teachers and reviewing these with parents termly in order to plan for the next term.
* Keeping up to date with any legislative changes in SEN locally/nationally.

***Class/subject teacher***

All of our staff are experienced, reflective practitioners who are open to advice and keen to develop their practice in order to ensure the best possible provision for all of our children including those with SEND.  
Responsible for:

* Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
* Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
* Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

***Head teacher – Miss Blackmore***   
Responsible for:

* The day to day management of all aspects of the school, this includes the support for children with SEND.
* She will give responsibility to the SENCO and class teachers but are still responsible for ensuring that your child’s needs are met.
* She ensures the Governing Body is kept up to date about any issues in the school relating to SEND.

***SEN Governor Team***   
The Governing Body meet regularly and challenge staff to ensure that the quality of the provision is constantly being improved. The SENCO reports to the Governing body on the progress of pupils with SEND and is responsible for:

* Making sure that the necessary support is made for any child who attends the school who has SEND.
* Monitoring the effectiveness of the provision in place for pupils identified with SEND

**How does the school identify children with Special Educational Needs and Disabilities?**

Parents are involved in informing staff about their child(ren); this information will assist staff regarding assessments and planning for your child.

If a child has been in another school or nursery, we can assess information or actions plans that will help the child to transition to our school. We will also contact any specialist services that support your child.

The progress of all pupils is assessed and monitored regularly so that when a pupil is not making expected progress, the need for additional support can quickly be identified. Any support is monitored closely for impact and where necessary, the school and parent will discuss needs and the child is placed on the SEN register with parental consent and other agencies may assist in providing support.

We establish whether progress is affected by factors such as attendance issues, English as an additional language (EAL) or a hearing or visual difficulty

We also work with specialist services who provide expertise in finding out the type and range of the student’s needs.

**Support Available**

***Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.***For your child this would mean:

* That the teacher has the highest possible expectations for your child and all pupils in their class.
* That all teaching is based on building on what your child already knows, can do and can understand.
* Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning or visual supports or extra adult input to support learning.
* Specific strategies (which may be suggested by curriculum leaders, the SENDCO or outside staff) are in place to support your child to learn.
* Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

***Specific group work with in a smaller group of children*.**This group, often called Intervention groups by schools, may be

* Run in the classroom or outside.
* Run by a teacher or most often a teaching assistant who has had training to run these groups.

***School Support (SEN Support)*** means they have been identified by the class teacher as needing some extra support in school and will receive interventions.

For your child this would mean:

* He/ She will engage in group sessions with specific targets to help him/her to make more progress.
* A Learning Support Assistant/teacher will run these small group sessions using the teacher’s plan or planned intervention material.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

***Specialist groups run by outside agencies or to support specialist programmes e.g Speech and Language therapy OR Occupational therapy groups***AND/OR additional support for your child of less than 20 hours in school

***Involvement of outside agencies with SEN Support***This means a child has been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

* Local Authority central services such as Inclusion Support, the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
* Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Health or Physiotherapy services.
* Mental Health and Well Being Professionals.

For your child this would mean:

* Your child will have been identified by the class teacher/SENCO as needing more specialist input **instead of or in addition** to quality first teaching and intervention groups.
* You will be invited to discuss your child’s progress and help plan possible ways forward.
* You may be asked to give your permission for the school to refer your child to a specialist professional e.g. the Educational Psychologist. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school.
* The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  + Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  + Support to set better targets which will include their specific expertise
  + A group run by school staff under the guidance of the outside professional e.g. a social skills group
  + Group or individual work with an outside professional
* The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching, appropriate differentiation and intervention groups.

***Specified Individual support -*** *for your child of more than 20 hours in school.*

**This is usually provided via an Education, Health and Care Plan (EHCP).**

This means your child will have been identified by the class teacher/SENCO or Sandwell Inclusion Support team as needing a particularly high level of individualised or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to te school.

Usually your child will also need specialist advice and support from a professional outside the school. This may be from:

* Local Authority central services such as Inclusion Support, the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
* Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Health or Physiotherapy services.

For your child this would mean:

* The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process which sets out the amount of support that will be provided for your child within an **Education and Health Care Plan (EHC Plan).**
* After the school have sent in the request to the Local Authority (with various information about your child, including some from you and from your child), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue SEN Support.
* After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need additionally funded support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN Support level and also set up a meeting in school to ensure a plan is in place so that your child makes as much progress as possible.
* The EHC Plan will outline the additional support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.
* This will usually mean your child willhave extra support from an additional adult to help them with whole class learning, run individual programmes or run small groups including your child. This support is allocated based on particular need and the strategies/provision outline within the EHC plan.

**This type of support is available for children whose learning needs are:**

* **Severe, complex and lifelong**
* **Need more than 20 hours of support in school**

If you have concerns about your child’s progress you should speak to your child’s class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Headteacher. You can contact the school office: by phone on 0121 553 0658 .

**School will let you know how your child(ren) are doing via:**

* Annual reports and termly parents’ evenings give all parents and carers regular feedback on their child’s up to date academic levels, reading, writing and maths targets and any behavioural, emotional or social difficulties
* Pupils views are obtained when appropriate

If your child is identified as not making progress the school will discuss this with you in more detail to:

* listen to any concerns you may have
* plan any additional support your child may receive
* discuss with you any referrals to outside professionals to support your child’s learning

**How is extra support allocated to children and how do they move between the different levels?**

* The school budget, received from Sandwell LA, includes money for supporting children with SEND.
* The Head Teacher decides on the allocation of the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
* The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
  + - the children getting extra support already
    - the children needing extra support
    - the children who have been identified as not making as much progress as would be expected

and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

If a pupil meets the criteria for special educational needs or disabilities (SEND), a provision map will be created, detailing the exact support the child will receive. The School Provision Map shows the range of interventions in place in our school, which are used when we identify a need for additional support.

**School will fund:**

* Qualified and experienced Teachers
* Experienced and skilled Teaching Assistants
* Higher level Teaching Assistants
* Staff trained in moving and handling procedures
* Staff trained in MAKATON, PECS, ALDs, Communication Books
* Staff trained in good Autism Practice
* Staff trained in communication interventions
* EAL Programme
* Safeguarding and Attendance staff
* Enhanced speech and language therapist (one day, fortnightly)

Paid for centrally by the Local Authority but delivered in school:

* Inclusion Support Service - Learning Support Advisor and Advisory teacher for Social, Emotional and Mental Health
* Primary Preventative Exclusion team
* Educational Psychologist
* Sensory Service for children with visual or hearing needs
* Complex Communication and Autism Team

Provided and paid for by the Health Service (NHS Trust) working with schools to provide services:

* School Nurse and Health Visitors
* Occupational Therapy
* Physiotherapy
* Speech and Language Therapy
* The Child and Adolescent Mental Health Services (CAMHS)

**How are the teachers in school helped to work with children with an SEND and what training do they have?**

* The SENCO supports the class teacher in assessing, planning, providing and reviewing for children with SEND.
* Curriculum leads may provide support and advice in how to differentiate appropriately for less able children.
* The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autism and Speech and language difficulties.
* Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Makaton.
* Staff undertake training as part of their professional development and the staff appraisal cycle.

**How will the teaching be adapted for my child with SEND?**

* Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child’s needs are met.
* All teachers are provided with information on the needs of individual pupils so that they can plan the learning to ensure that all pupils are able to make progress
* Learning plans and Intervention recommendation overviews will be used alongside planning to ensure children with SEND needs are met, where necessary.
* All planning is differentiated to meet the needs of the children with a class. Specially trained support staff may adapt the teachers planning to support the needs of your child where necessary and enable them to access the curriculum. In some instances, children may follow individualised planning and teaching.
* Specific resources and strategies will be used to support your child individually and in groups.
* Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs.
* Children will access the National Curriculum at an appropriate developmental level or they may access learning through Sandwell Skills Ladders, Venturing into Play, Building Together, SEN Toolkit (Classroom monitor), SEND pupils will have access to the same curricular opportunities as all other children

**How will we measure the progress of your child in school?**

* Your child’s progress is continually monitored by his/her class teacher.
* His/her progress is reviewed formally every term.
* EYFS children are assessed against their progress towards developmental targets outlined within Development Matters and, at the end of The Foundation Stage, against the Early Learning Goals
* If your child is in Year 1 and above, but is not yet at a National Curriculum level, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. We use Sandwell Skills Ladders which covers basic skills in Reading, Writing and Maths, the SEN toolkit within Classroom Monitor, Venturing into Play, the Independence Framework as a start. Children are assessed using other tools such as Salford Reading, phonics testing, Sandwell Numeracy and Literacy tools and Blackwell Spelling amongst other tools.
* At the end of of year 2 and year 6, all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
* SEND children receiving additional interventions or support are identified on a Provision map which will be reviewed every term, as an integral part of Pupil Progress Meetings and the plan for the next term made.
* Children with an EHC Plan will have learning plan which will be reviewed termly and the plan for the next term made.
* The progress of children with an EHC Plan is formally reviewed yearly, at an Annual Review with all adults involved with the child’s education.
* The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

**What support is there for my child’s overall well-being?**

* Children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities (pre-COVID). Personal, Social and Health Education is integral to our curriculum and is also taught explicitly e.g. the Jigsaw PHSE curriculum.
* We assess the social and emotional needs of our children which have been identified through the Boxall Profile assessment tool
* Additional well-being support from trained staff is arranged as needed for individual pupils, both in and out of the classroom and a tailored personal plan may be put in place for pupils with high needs
* Our behaviour policy (Behaviour Recovery programme) which includes guidance on our in every classroom on expectations, rewards and sanctions is fully understood and followed by all staff
* We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence
* Relevant staff are trained to support medical needs. We have a medical policy in place and children are supported by care plans where necessary
* Pupils views are sought throughout the school.

**What support do we have for you as a parent of child with a SEND?**

* The class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
* The SENCO is available to meet with you to discuss your child’s progress or any concerns/worries you may have.
* All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
* Homework will be adjusted as needed to your child’s individual needs.
* A home/school liaison book may be used to support communication with you, when this has been agreed to be useful for you and your child.

The Local Authority is responsible for the control of admissions to Ryders Green Primary School; this includes children with SEND (Special Educational Needs and Disabilities). Children with SEND are admitted to school following Sandwell’s admissions criteria. Please find further info at [www.sandwell.gov.uk/schooladmissions](http://www.sandwell.gov.uk/schooladmissions)

Please see our Accessibility plan. Where we can we will make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010 and the Children and Families Act 2014.

The building is single storey with access directly to classrooms from the playground. It is open -plan with generous space to accommodate children.

Due to COVID, we have not been ableas yet to offer after school activity. Any extracurricular or home-based activity though can contribute to our Children’s University Programme in conjunction with the University of Wolverhampton.

**Supporting your child if moving school or class:**

* If your child is moving to another school:
  + We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  + If necessary we can arrange pre-visits with the child and support staff
  + We will make sure that all records about your child are passed on as soon as possible.
* When moving classes in school:
  + Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All ILP's will be shared with the new teacher.
  + If necessary your child will be helped by a transition booklet to support them in understanding moving on.
* In Year 6:
  + The Year 6 transition leader will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with Autism or medical conditions such as Diabetes, as appropriate.
  + Your child will do focused learning about aspects of transition to support their understanding of the changes ahead COVID permitting.
  + Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school
  + Where your child has been identified as having Special Educational Needs, details of the pupil’s needs are passed on to the new school, along with details of the support that has been in place at our school. Information about any outside agencies involved with your child will be passed on, together with all SEN paperwork, including documents such as ILPs, outside agency reports and EHCPs.We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possi and E

**How can I be involved in supporting my child?**

* Attending parent’s evenings
* Ensuring your child has regular eyesight and hearing checks
* Helping them to complete their homework
* Ensuring your child gets to school on time and with all the appropriate equipment
* Talking to the class teacher when you have any concerns
* Providing lots of opportunities to have conversations with your child
* Read with your child regularly at home
* Practice word and number skills

Please look at the Local Authority’s website and their Local Offer <http://www.sandwell.gov/uk/send>

Support is also provided by SENDIASS **0121 500 4010**

**Remember you can speak to:**

SENCO by appointment

Head teacher by appointment

Chapter 11 of the 0-25 SEND Code of Practice provides details of how you can challenge decisions or raise complaints on all such matters. This chapter also includes details of disagreement resolution arrangements, mediation and appealing to the SEND Tribunal that have been described in this section. You can also contact your authority’s Information, advice and support service for help and look at your authority’s Local Offer (see section in this guide, The Local Offer).

Please see other relevant documents listed below:

* Accessibility Plan
* SEN Policy
* Equal Opportunities Policy
* School Evaluation and Development Plans
* Health & Safety Policy

If your child is moving child to another school:

* + We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  + We will make sure that all records about your child are passed on as soon as possible.
* When moving classes in school:
  + Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEP will be shared with the new teacher.
  + If your child would be helped by a book to support them understand moving on then it will be made for them.
* In Year 6:
  + The AHT Inclusion will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
  + Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
  + Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.