



Berkswell Church of England Primary School

Special Educational Needs and Disability Information Report

Introduction

At Berkswell Primary School, children are at the heart of our curriculum. We believe every child is unique and special and we have therefore designed a curriculum which:

- Promotes a sense of high expectation and pride in themselves as learners, achievers and individuals
- Inspires a love of learning, a sense of curiosity and enquiry
- Develops lifelong learning skills
- Nurtures pupils' academic, artistic and creative talents and potential
- Engages pupils in active and practical learning experiences
- Encourages pupils to be safe, active and healthy
- Supports Christian values including friendship, respect and compassion
- Cultivates pupils' spiritual, moral, social and cultural development

Every child will be encouraged to achieve their full potential through a curriculum that is both inspirational and aspirational. Our vision for all our children is that they become secure, independent and knowledgeable young people ready to use their love of learning to make their way in the world with confidence.

At the core of this is the desire for Berkswell to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or group of pupils and as a result equality of opportunity must be a reality for our children. An integral part of this is our SEND provision which allows pupils with learning difficulties to maximise their potential and inspires them to shine. This document provides details of our SEND provision and the processes that take place at Berkswell Primary School.

If your child has Special Educational Needs and/or a disability and you would like to know more about what we offer at Berkswell Church of England Primary School please contact us on **01676 532141** or email us at office@berkswell.solihull.sch.uk

SEND Co-ordinators: Mrs J Barnes (Key Stage 2)
Mrs L Connell (EYFS and Key Stage 1)

The kinds of Special Needs for which provision is made at the school

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:-

SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.’ This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The difficulty or disability may relate to:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Children and young people with SEN have different needs, but all children with SEND are welcome at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless;

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in an EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through direct payment (personal budget). Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child’s needs can be better met in specialist provision

Assessment and Identification

Berkswell school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access a broad and balanced curriculum.

At Berkswell we believe that early identification of any Special Educational Needs is vital and crucial to the well-being of all our children. To support us in our early intervention we:

1. Carry out home visits for all Nursery and new Reception pupils.
2. Discuss any new pupils with existing SEND with the appropriate professionals and regularly meet with the parents to ensure an effective transition.
3. Provide effective interventions as soon as it is appropriate to do so.

Once children are members of our school, our system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Teachers are responsible and accountable for the progress and development of pupils in their class and do so by:

1. Analysing assessment data at least termly, to identify children who are not, or are not on target to, meet nationally set age related expectations.
2. Continually monitoring the children in their class through observations, discussions, marking and written feedback.
3. Carefully monitoring CPOMs in order to spot any patterns of behaviour or areas of concern.
4. Liaising regularly with parents where appropriate.

Through completing this careful monitoring, interventions are put into place to support any child deemed to not be making effective progress, these may be traditional intervention groups or other interventions such as physical adaptations identified to support children within lessons (e.g. fiddle toys, wobble cushions, writing slopes). If these interventions are not initially successful the decision may be taken to place the child on School Concern and to then investigate whether the child has a specific learning difficulty or other barrier to learning. In the event of a barrier to learning being identified, through the relevant professional involvement, the child is placed on the SEND register and additional targets are identified for the child during a meeting with the parents.

Action relating to SEND support will follow an assess, plan, do and review model:

1. Assess: Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupils needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. Plan: If review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including the parents and the pupil, will be obtained. Following this, appropriate interventions will be identified, recorded and implemented by the class teacher with advice from the SENCO.
3. Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets, that take into account parents' aspirations for their child.
4. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. As a result of the review process we may decide to involve outside agencies for specialist support. This is where a specific learning difficulty or barrier to learning has been identified and the process becomes more personalised and specific.

The school will involve external agencies as appropriate, for advice on meeting the needs of pupils with SEND and in further supporting families.

Children identified with SEND will receive additional support under one of the following categories:

- 1) SEN support (SEN support describes the additional help which assists children to access the curriculum.)
- 2) An Educational Health Care Plan (EHCP)

Provision

Class teachers have responsibility for enabling all pupils to learn and to make effective progress. To achieve this they:

- Provide 'quality first teaching' by planning appropriate work for their pupils and differentiating the curriculum accordingly to take account of different learning styles, interests and abilities.
- Ensure that support is available for all children when needed.
- Ensure that all children are included in tasks/activities.
- Celebrate achievement wherever it occurs.
- Monitor individual progress and attainment through our tracking system
- Identify those children who require additional or different support in order to make progress and plan and implement interventions accordingly.
- Collaborate with the SENCO, pupil's parents and pupil when a child is placed on the SEN record to set appropriate targets on IEPs/IBPs and then review them termly.
- Are aware of the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age and follow it appropriately.

In addition to this, Support Staff have responsibility for helping all pupils to learn and to make effective progress by working alongside the teacher. They achieve this by:

- Supporting the teacher to provide 'quality first teaching' by enabling all children to have access to the curriculum.
- Supporting the teacher in enabling children with SEND to have access to an appropriate curriculum.
- Encouraging and promoting independence in the children.
- Liaising with the class teacher and providing an in depth dialogue of the children's progress within the lesson or intervention.
- Helping to prepare resources and adapt materials.
- Leading interventions to close the gap for children experiencing difficulty.
- Promoting the inclusion of all children in all aspects of school life.

Intervention:

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. For further details of the interventions offered at Berkswell Primary School please see the Local Offer and Map of Intervention documents on the school website, or contact the school office for a copy of these documents.

Frequency and Timing of Support:

TA and SSA support is arranged and timetabled by the Headteacher. The class teacher is then responsible for timetabling interventions within their year group so that they can adapt provision according to need.

Organisation of Support:

Our inclusive approach to provision means that the majority of pupils have their needs met by careful differentiated planning that ensures all lessons are at an appropriate level. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. Support is usually provided as direct or indirect support in the classroom but where appropriate focused withdrawal support is given.

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually, they may not necessarily be supported individually and may instead be supported within small, focused groups. In addition to this, where appropriate, social, emotional and mental health interventions are provided by our Community Family Mentor Susan Went.

External Services

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:

- A child continues not to make adequate progress.
- A child continues working substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness.
- A child continues to have difficulty in developing English and Maths skills.
- A child has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme.
- A child has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service.
- A child has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When further advice and support is required, referrals can be made, with parental permission, to an appropriate outside agency or service. This may include:

- Solihull Inclusion Support Service (SISS)
- Education Psychologist
- SOLAR (Previously known as CAMHS)
- Speech and Language Therapy (SLCD)
- Occupational Therapy
- Physiotherapy
- Hearing Sensory Support (HI)
- Visual Sensory Support (VI)
- Social Emotional & Mental Health (SEMH)

These external specialists may:

- Act in an advisory capacity to refine targets set by the school
- Extend the expertise of the teaching Staff
- Provide additional assessment
- Be involved in supporting the child directly
- Suggest that a statutory assessment is advisable
- Consult with all parties involved with the child

Statutory Assessment: EHC Plan (Education, Health Care Plan)

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Solihull Metropolitan Borough Council.

The Local Authority will need to have:

- information about the child's progress over time (As recorded on the 'my support plan'. This will outline the child's progress following interventions for at least 2 terms.)
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

This information includes where relevant:-

- Individual Education Plans (IEPs) for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Assessment Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all the agencies who have involvement with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority. EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if any concerns arise.

Recording

Once a child's individual need is identified, it is recorded on the school's SEND register. Individual and detailed records are kept on each child and they are stored in the class teacher's SEND Files. There is also a Medical List to enable staff to be kept informed of any medical information. This is updated by Mrs Wilson our First Aid Lead.

At Berkswell, provision that is additional to or different from that available to all, will be recorded on an 'Intervention Group' plan. However, children who have been identified as having a specific barrier to learning will have an IEP/Needs based plan. This will be written by the class teacher in consultation with the SEND Coordinator, pupils, parents and carers. It may also involve consultation and advice from external agencies. Plans for the use of support should relate to a clear set of expected outcomes and the progress towards these outcomes are tracked and reviewed termly.

The SEND Coordinators

Berkswell Primary School currently has two SEND Coordinators.

Mrs Barnes is responsible for SEND in Key Stage 2.

Mrs Connell is responsible for SEND in Key Stage 1 and EYFS.

They are responsible for the implementation of the SEND policy and will support and encourage other members of staff where appropriate. The SEND Coordinators are jointly responsible for the Special Needs Register and work together to ensure that the needs for all children on the register are effectively met through the provision outlined above. In addition to this they each take responsibility for their corresponding key stages in order to liaise with parents and relevant outside agencies and services. They also organise and lead the termly review meetings which play an important role in ensuring the effective progression of all SEND children.

Parent partnerships

The partnership between parents and school plays a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Headteacher's newsletters, annual reports, SEND reviews and informal discussions. We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child.

Initially, when a child's special needs are identified, a letter is sent home to parents raising awareness and inviting them into school to discuss this further. The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents are consulted regularly at the termly parental consultations and review meetings.

There are many support groups for parents of children with special needs available locally and a full directory can be accessed via the Solihull Family Information Service. Tel: 0800 389 8667
Email: family.info@solihull.gov.uk web: www.solihull.gov.uk/familyinfo

Support groups that are available include:

SASSI (Solihull Autistic Spectrum Support and Information) The group provides an opportunity to talk to parents in the same situation and talk informally to a variety of professionals. The group have monthly meetings locally on a range of subjects suggested by parents.

SENDIAS is an independent service that provides support to families - their website address is <https://www.family-action.org.uk/what-we-do/children-families/send/solihullsendias/>

S.P.A.C.E (Support for Parents and Autistic Children Everywhere) The group offers a 24hr helpline for advice and support, activities including soft play and a sensory centre. A holiday play scheme is also available.

Dyspraxia Foundation The group provides information and support to families of children with Dyspraxia.

Dyslexia Information Centre This centre offers books, guides and equipment for children and young adults with Dyslexia.

Face 2 Face This scheme offers parents a chance to connect with other parents of disabled children

Pupils

At an age appropriate level all pupils:

- Are encouraged to participate fully in the life of the school.
- Understand the success criteria to enable progress to take place.
- Are expected to behave in a responsible and respectful way within a learning context.
- Have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- Work with their class teacher to set and review all targets on their IEP

Engagement with pupils plays a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs and pupils are invited to comment regarding their provision and their IEPs/Needs Based Plan.

When a child has been placed on the SEN register, a Learning Journey is created for each child which incorporates their Learning Targets along with additional information about the child, information about their successes and top tips on how to best support the child. These Learning Journeys stay with the child throughout the school and are built up as time progresses to provide an accurate record of each child's progress. The child is then fully involved with adding important information to their learning journey, throughout the year.

Complaints

We hope that complaints about SEND provision will be rare; however, if there should be any concerns regarding the school's response to meeting these needs, contact should be made with:

- The class teacher
- The SENCO
- The Head teacher
- The SEND governor

The governors will take into serious consideration any complaints from parents, staff or pupils regarding any aspect of inclusion. For any complaints, please contact the School Governor with responsibility for SEND, Dr Walker.

Transition

There are a range of transition arrangements in place for all children and additional ones can be implemented depending on individual need. When starting in reception, home visits will be arranged. When transferring across year groups, children will meet their new teacher and teaching assistant (if applicable). All information, including data and SEND paperwork is shared with the next class teacher.

With regard, transferring to secondary school, the final IEP review in Y5 begins the process where parents are supported to make decisions regarding secondary school choice. Parents are encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. Berkswell also participates in the transition arrangements of our secondary schools, which includes for some children additional visits to the school which the child will be transferring to the following September.

The Local Offer

Solihull's SEND Local Offer can be obtained from Solihull Borough Council's website

<https://socialsolihull.org.uk/localoffer/>

or directly from Solihull Council House (0121 704 6000). The school office can also provide further information.

Berkswell Church of England Primary School's Local Offer is available on the school website

<http://www.berkswellschool.org.uk>

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