

MOSELEY

CHURCH OF ENGLAND
PRIMARY SCHOOL



SEND Information Report

September 2021

This document is designed to meet the requirements of schedule 1 of the SEN and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice, which can be found at :

MISSION STATEMENT

Our successful Christian school offers a wide range of exciting and educational opportunities to enhance skills, talents and creativity. The school community appreciates and accepts others, and celebrates the achievements of all. We have supportive and trusting relationships with God and all his children. As a result, we take responsibility and welcome absolutely everyone into a caring and safe environment, where we are all guided to work together.

AIMS OF THE SCHOOL

At Moseley C of E Primary School, we want ALL of our children to:

- Have an enthusiasm and thirst for learning
- Have confidence to be themselves and consistently aim high to challenge their potential;
- Have an awareness for the world beyond their own – have respect and understanding of others with circumstances different to their own;
- Explore all opportunities provided to discover their talents and abilities;
- To be kind and respectful members of their community;
- Have embedded morals;
- Have fun, good memories of their school life;
- Be inspirational role models.

<p>Who should I speak to if I have a concern?</p>	<p>If you have concerns about your child, please speak to the class teacher first.</p> <p>Your child's class teacher may then refer you to the SENDCO (Special educational needs/ Disability Co-Ordinator)</p>
<p>What types of SEN do we provide for?</p>	<p>Additional and/or different provision is available in school for children with a range of needs, including:</p> <ul style="list-style-type: none"> • Cognition and learning- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. • Speech, Language and Communication Needs - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time.

They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

- **Social, emotional and mental health-** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical** – Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

	<p>In 2001 the SEN and Disability Act extended the Disability Discrimination Act (DDA) 1995 to include education. Since September 2002 governing bodies have three key duties towards pupils with disabilities. This forms part 4 of the DDA.</p> <p>They must:</p> <ul style="list-style-type: none"> • Not treat pupils with disabilities less favourably for a reason related to their disability • Make reasonable adjustments for pupils with disabilities so they are not at a substantial disadvantage • Plan to increase access to education for disabled pupil. To comply with statutory requirements, a School Accessibility Plan must be drawn up which contains three main strands: <ol style="list-style-type: none"> 1. Increasing access to the curriculum 2. Increasing access to the physical environment 3. Improvements in the delivery of written information <p>The Accessibility Plan is available on the school website. There is an ongoing plan and review of facilities to help disabled pupils to access the school.</p>
<p>How do we identify and assess pupils with SEN?</p>	<p>When a pupil joins our school in reception, baseline assessments are carried out. When an older pupil joins the school, their previous school is contacted to provide us with their records and assessments is carried out.</p> <p>Teachers assess pupils on an ongoing basis. Please refer to the school's assessment policy available on the website.</p>

Additional assessments may be required when a pupil is making less than expected progress. This means pupils that:

- Make progress significantly slower than their peers, when starting from the same baseline
- Fail to match or exceed their previous rate of progress
- Fail to close the attainment gap between themselves and peers
- Widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The Legal definition of SEN:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” (SEN Code of Practice, DFE, 2015)

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

For children aged two or more, SEN provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools.

	<p>If a child is not making expected progress, then a Birmingham Literacy and Language toolkit continuum would be completed. (This is an assessment tool designed by Birmingham Access to Education and Pupil & School Support Service). This would then identify strengths and weaknesses that the child has and suggest areas to focus upon.</p> <p>Parents are informed if school staff consider the pupil may have an additional need.</p> <p>If after a period of time, the ‘assess, plan, do review’ cycle has been followed, and expected progress has still not been made following additional support, then the pupil may be referred, with parents’ consent, to an outside agency for specialist assessment and advice.</p> <p>If a pupil joins our school with an identified SEN, then the SENCO and school staff will meet with parents to discuss the pupil’s needs and the support that can be offered.</p>
<p>Who is our special educational needs coordinator (SENCO) and SEND Governor, and how can they be contacted?</p>	<p>The SENCO at Moseley C of E Primary School is Miss T. Hussey. She can be contacted via the school office on 0121 449 0441 or alternatively emailed on t.hussey@moseleyce.bham.sch.uk</p> <p>The SEND Governor at Moseley C of E Primary School is <i>TBC</i></p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>The staff at Moseley CE Primary School all have a duty of providing a safe, effective and nurturing education for pupils with a SEND. This includes the Governing body and Senior Leadership Team. We recognise that high quality and inclusive SEND provision ensures high quality teaching for <u>all</u> pupils across the school.</p> <p>All pupils are fully included in school life and through High Quality teaching (formerly Quality First Teaching), are taught alongside their peers. Work may be differentiated during teaching sessions or adult support may be given by the teacher or teaching assistant. This is <u>universal support</u>.</p>

Sometimes provision is needed for pupils in **addition to, or different from** others in their class. This is **targeted support** and is tailored to the pupils needs. These pupils may be part of an intervention such as small group or on a 1:1 basis. Examples of provision for pupil's with a particular SEND include:

- *Pre-tutoring Group (preparing children for new topics / vocabulary being used in the week ahead)*
- *Fine Motor Group (small movements with our hands)*
- *Gross Motor Group (large movements using our body e.g. climbing, running)*
- *Social Interaction Group (getting on with others and showing appropriate behaviours in class and in the playground)*
- *Lunchtime Support*
- *Phonics Groups (support with learning to read and write fluently)*
- *Nurture/Mentoring*
- *Sensory support*

At this point a discussion is had with the SENCo and parents to decide if a child's needs meet the criteria of a Special Educational Need or Disability (SEND). You will be notified if it is decided to provide your child with SEN support.

On occasion provision is needed for pupils that is recommended by a specialist agency, such as Speech and Language or the Educational Psychology Team. This would be highly personalised and delivered by a member of staff who has been trained by the specialist, and delivered on a 1:1 basis. This would be **specialist support**.

On rare occasions, despite specialist intervention and advice from outside agencies a child may still make little or no progress, or have severe or complex long term need that affect their everyday life.

At this point a meeting would be held to discuss whether a request for an Education, Health Care Plan (EHCP) is required. This involves asking the Local Authority to assess the needs and

	<p>provision required. The criteria for requesting an EHCP is laid out in Birmingham City Council's Local Offer.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>We embrace a creative approach to the curriculum which means that the curriculum can be more easily adapted to pupils needs. All lessons are delivered through High Quality teaching and are differentiated as needed. Differentiation can be through a variety of ways, to include adaptation of resources, outcome, use of equipment, adult support, small groups, and peer learning. All learning styles are addressed throughout the lessons and a variety of activities are used.</p> <p>The use of technology is included and encouraged, according to pupils needs, for example the use of laptops or iPads for methods of recording work.</p> <p>Quiet areas are available in classrooms and in the learning Hub. Areas where interventions can be delivered are available outside of classrooms. The sensory room can be used for quiet activities and learning breaks, as well as sensory based exercises as recommended by outside agencies.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils with children that do not have SEN?</p>	<p>Pupils with SEN are fully involved and included within the daily life of the school. All pupils are actively encouraged to apply for and undertake positions of responsibility including school council representatives and play leaders.</p> <p>All pupils are able to participate in afterschool clubs and activities and are included on outings and trips. Additional adult support may be needed on outings and on occasion parents are invited to join the class on a trip out of school. Please refer to our Educational visits policy.</p> <p>To further promote inclusion, whole school awareness days have been held in school to include Autism, Down Syndrome and Deaf awareness. Pupils will attend an assembly and complete activities linked to developing their awareness of SEND.</p>

<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>We have an open door policy and parents are able to book appointments with the class teacher or SENCO via the school office. Termly parent's evenings are held for all pupils in school and annual reports are sent home at the end of each year.</p> <p>If a child has SEN then parents may be invited into school at other points throughout the year to discuss their child's progress or any other concerns.</p> <p>If a child has an EHCP then annual reviews are carried out with a multi-agency team meeting which parents would be invited to attend.</p> <p>On occasion, parents are invited to come into school for consultations regarding the SEN information report, accessibility plan and also to review SEN provision across school. Drop in sessions are arranged when there may be a specialist outside speaker in school, for example a session looking at the use of social stories.</p> <p>Parents in partnership meetings are held regularly and all parents of pupils with a SEND are invited to attend.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>While in school pupils are regularly encouraged to be involved in self-evaluation and to comment upon their work.</p> <p>Pupil who have a SEND are regularly involved in writing and updating their one page profiles. One page profiles are a way of gaining pupil perspective so that staff working with the pupil have a more in depth knowledge of how the pupil learns best.</p> <p>Where an annual review is held, pupil's views and contributions are sought in an appropriate way.</p> <p>The SENDCo. conducts regular pupil conferencing which encourages 'pupil's voice' and their involvement when talking about learning and school experiences.</p>

<p>How do we assess and review pupil's progress towards their outcomes?</p>	<p>We use the Birmingham Language and Literacy Toolkit as a tool to assess the progress of children with SEN and establish outcomes. Using the Toolkit helps to target support appropriately and review progress.</p> <p>Pupil Progress meetings are held half termly where class teachers review all children's progress.</p> <p>Teachers and Teaching assistants that deliver interventions on a 1:1 basis or to small groups keep records and assess pupil's progress throughout the intervention.</p>
<p>How do we support pupils preparing for transitions and adulthood?</p>	<p>When pupils with identified SEN are joining the school, additional transition activities are carried out to suit the child's needs. This could be additional visits to school and their classroom, or being provided with a transition booklet of photographs of their classroom and staff. On occasion a phased transition into full time school has been offered. Parents would also meet with the SENCO and the SENCO would contact any previous school or nursery for additional information.</p> <p>As pupils with SEN prepare to leave to go to other schools, additional transition activities are carried out. This would be arranged according to pupils needs, but could include additional visits to the school, use of photographs or social stories and meeting staff. Talking through any emotions they may have about the change is vital and the SENCO will oversee any support needed with regards to this.</p> <p>The SENCO will liaise with the new school and pass over relevant information including current targets or assessment information.</p> <p>As each class move to a new year group a number of transition afternoons are held during summer term. All classes go to visit their new classrooms and teachers and spend time completing activities. If a pupil has a SEND which affects social interaction, anxiety or communication, the SENCO will oversee a plan of transition and include strategies such as transition booklets, use of photographs and additional opportunities to visit the new class.</p>

	<p>With this additional support, all pupils are encouraged to become as independent as they can be, during their time in our school.</p>
<p>How do we support pupils with their Mental health and wellbeing?</p>	<p>Sometimes it will be appropriate for a child to have 1:1 support or take part in a specialised group to help them with particular social and emotional skills. All staff who lead this support have received appropriate specialist training, and support sessions may take place in our Health and Wellbeing Hub facility.</p> <p>The groups include skills such as:</p> <ul style="list-style-type: none"> - Children being actively encouraged to recognise and deal with their emotions in a safe way. - Collaborative tasks to promote social skills, turn taking, perseverance and resilience. - Nurture support through talking, breathing exercises and mindfulness techniques. <p>Specialist wellbeing support can be provided regularly in school by a trained worker from an outside agency such as Malachi.</p> <p>Designated 'Play leaders' support children during lunch times. These are pupils in year 5 who have received training and encourage pupils to play games and focus on team work.</p> <p>On occasion the SENCO or Behaviour co-ordinator may work with a child who is having social or emotional difficulties.</p> <p>Where school feels that a child may have a special educational need linked to social and/or emotional mental health, they will contact parents/ carers to discuss further support. Parents/ Carers can also contact school if they feel they need to discuss concerns in this area.</p> <p>Where a referral for Early Help is necessary, the School will follow procedures outlined in the 'Right Help, Right Time': Delivering effective support for children and families in Birmingham documentation, adhering to the Birmingham Children's Trust safeguarding guidelines.</p>

<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>The SENCO has extensive experience of teaching and supporting children and young people with SEND, across a range of primary settings, and has completed the SENCo Award (Masters Level) with distinction.</p> <p>The team of teaching assistants have a wide range of experience and training in planning, delivering and assessing interventions.</p> <p>All staff are trained in each year according to the needs of pupils joining the school. This training is delivered by the SENCO or external agencies such as the school nurse, Communication Autism Team, Educational Psychology Service. Speech and Language Therapists, Occupational Therapy or Pupil and School Support Service. Training for all staff is regularly audited and updated.</p> <p>Previous training (including Medical needs) has included:</p> <p>Birmingham Language and Literacy Toolkits, Working with children with Down syndrome, Reading and Language Interventions, Autism Awareness at Tier 1, Asthma, Epilepsy and Anaphylaxis for all teaching staff, lunchtime supervisors and play workers.</p> <p>Individual Staff have had Autism Awareness Tier 2 and ‘Supporting children in play’</p> <p>As new staff join school they attend training as needed to support the pupils they will be working with, new staff will also be given support in school by the SENCO and other experienced staff.</p>
<p>How will we secure specialist expertise and involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>We can access support from a range of outside agencies and currently engage with:</p> <p>Birmingham Educational Psychology Service</p> <p>Communication Autism Team</p> <p>Pupil and School Support Service</p>

	<p>City of Birmingham School</p> <p>School health advisory service – school nurse.</p> <p>Malachi – a specialist family support service</p> <p>NHS Speech and Language.</p> <p>NHS Occupational Therapy.</p> <p>We refer to other external agencies as needed and in line with the ‘Graduated response’. If your child requires input from a specialist service, we would discuss this with you first and gain consent. We can also arrange for you to meet with the specialist if you wish.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>The Head teacher consults with the SENCO and decide how the SEN budget will be allocated appropriately and in order to meet pupil’s needs. The Head teacher and SENCO will also discuss the use of top-up funding with parents of pupils with EHCPs.</p> <p>Where possible, we can access available equipment and resources for pupils which are relevant to their needs and following advice from specialist agencies involved. In school we currently have the following specialist equipment for specific pupils; coloured overlays, enlarged font, visualisers, weighted vests, sloping boards, Specific Maths and reading/spelling ICT programs (Word Shark and Number Shark) fidget toys and access to a sensory room.</p> <p>Following recommendations, we also implement the following specialist strategies; sensory breaks, gross and fine motor skills, speech and language therapy.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>SEN Provision is reviewed on an ongoing basis and through a number of ways:</p> <p>Pupil’s progress towards their targets is reviewed regularly. Observations of teaching and learning are carried out across school as well as learning walks to focus on SEN provision. Pupils are</p>

	<p>assessed at entry and exit to interventions to measure the impact and interventions and/or targets are reviewed for effectiveness and adapted as necessary.</p> <p>Each year staff and parents are asked to complete a questionnaire to evaluate the SEN provision provided in school.</p> <p>The SENCO uses a system called 'Toolkit Progress Tracker' and 'SEND data dashboard' for monitoring SEN provision across school. This system incorporates the SEND provision and tracks ongoing progress for pupils with a SEND.</p> <p>The SENCO, in conjunction with Pupil and School Support service, complete an annual SEND strategic audit which highlights strengths and weaknesses in provision across school.</p> <p>The SENCO and the Communication and Autism Team teacher complete an audit for the Autism Education Trust called 'Autism Standards'.</p> <p>These audits are used to inform the SEN action plan which forms part of the whole school improvement plan.</p>
<p>How do we handle concerns or complaints from young people or parents of children with SEN about provision made at the school?</p>	<p>If you have a concern or complaint about the SEN provision your child receives in school then speak to a member of staff in the first instance, either your child's class teacher or the SENCo. If you still feel dissatisfied, then please follow the complaints procedure policy available on the school website.</p>
<p>What support services are available to parents?</p>	<p>We have access to Pupil and School Support services, Educational Psychologist, School Health, Communication and Autism Team, NHS Speech and Language, NHS Occupational Therapy and we currently subscribe to the family support service Malachi. If you feel you or your child needs support from a specialist service then the SENCO can discuss this with you.</p>

	Details of other support services can be found in Birmingham's local SEND offer
Where can the LA's local offer be found?	Birmingham's local SEND offer can be found at https://localoffer.birmingham.gov.uk/