



## Pool Hayes Primary School

### SEND Information Report and Local Offer 2020/21

#### **What is 'Special Educational Needs' (SEN) or a 'Disability'?**

'A child or young person has special educational needs if he or she has a learning difficulty or 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. 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.' (Special Educational Needs Code of Practice, 2014)

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.

Pool Hayes Primary School is an inclusive setting which aims to ensure that:

- The needs of all pupils are met with a broad and balanced curriculum.
- Pupils achieve success in their learning, as well as their social and emotional development.
- Pupils feel supported and secure.
- Relationships with parents/carers are good.
- Staff expectations and positive outcomes for pupils are high.

#### **How does Pool Hayes Primary School identify individual pupils with Special Educational Needs?**

- At Pool Hayes Primary we focus heavily on the quality first teaching that every child receives as part of their classroom education, recognising that no substitute can be made for constant exposure to high quality teaching and learning. For some children, support additional to the quality first teaching that they are receiving will be required.

If this is the case, additional interventions and support will be discussed and put into place on a short term basis to allow over learning and consolidation.

- When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them and use the information already available to us to identify what the possible barriers to learning may be. This helps us to plan appropriate support strategies.
- If you tell us you think your child has a Special Educational Need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes the school will seek advice from more specialised services such as Educational Psychology, Speech Therapy, North Star Inclusion Advisory Team or specialist behaviour support consultants. We always ask for your permission first and share our findings with you along with the next steps we need to take.
- If teachers feel that your child has a Special Educational Need, the earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests/further observations to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If the school becomes concerned about your child you will be contacted immediately by their class teacher or the school's SENCO, Mrs Louise Snape.

### **Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

Your child's Class Teacher is always the first point of contact if you have any queries or concerns around your child's progress. This person knows your child and their learning qualities the best and therefore will be able to answer questions immediately. If you wish for the SENCO to be present at any of the meetings that you request, please contact Mrs Snape via Class DoJo or email (see details below).

Class Teacher -

Responsible for:

- Ensuring that each child within their class receives a high quality, differentiated curriculum.
- 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. From this, additional

advice and support can be drawn up, taking strategies for different programmes if necessary.

- Updating and sharing 'Personalised Learning Targets' and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child under their direction, are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCO- Special Educational Needs Coordinator- (Mrs. Louise Snape - lsnape@pool-hayes-p.walsall.sch.uk).

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:
  - o involved in supporting your child's learning
  - o kept informed about the support your child is getting
  - o involved in reviewing how they are doing
- Liaising with all the other people who may be coming into the school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Behaviour Support 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 achieve the best progress possible.
- Creating pupil profiles to ensure that all staff who work with your child are aware of their needs and difficulties.
- Monitoring the teaching of SEND and ensuring that 'Quality First Teaching' is taking place in all classrooms.
- Monitoring of interventions and Teaching Assistant support to ensure the appropriate challenge is in place.

- Liaising with the SEND link governor, Mrs T. Hussain, to ensure that we are held to account for our provision which is then jointly fed back to governors.
- The day-to-day management of SEND, ensuring children's individual needs are met and ensuring children are making progress.

Headteacher (Mrs. Kelly Vaughan - kvaughan@pool-hayes-p.walsall.sch.uk)

Responsible for:

- The day-to-day management of all aspects of Pool Hayes Primary.
- The Headteacher will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Link Governor- ( Mrs T. Hussain - Chair of Governors, contact via school.)

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND, by meeting with the SENCO on a regular basis to challenge and support and reporting back to the governing body.

**How will the school let me know about my child's difficulties with learning/ Special Educational Needs or disability (SEND)? How will they involve pupils and their parents/carers in identifying Special Educational Needs and planning to meet them?**

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have too. We will not make any referrals without your input and consent. We will also listen to any concerns that you have concerning home behaviour and understanding and support you with strategies to use at home.
- Where appropriate we will complete a 'Personalised Learning Targets' form, outlining agreed next steps. This will detail your child's strengths, likes and dislikes, how they like to learn and any other information relevant to him/her as well as 3 main targets to support academic progress being made.
- We hold a review meeting with parents/carers every term, which allows us to look at the progress being made and celebrate successes. It also gives us chance to plan for our next steps together.

- Plan any additional support your child may receive- this may include home learning. It will also include any in-class support needed with a teaching assistant.
- Our staff are always available at mutually convenient times to discuss any concerns you may have about your child.
- We also have many computer based learning tools such as Bug Club, Active Learn and TT Rock Stars. These can be accessed from home and take the form of exciting games.

### **What are the different types of support available for children with SEND at Pool Hayes Primary?**

1. Quality First Teaching. Class teacher input via excellent targeted classroom 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 upon developing 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. Our Challenge Curriculum celebrates the different learning styles of all pupils and supports inclusion and differentiation to address the needs of all of our pupils.

Teachers adapt their teaching and the learning environment constantly in order to cater for all pupils' academic and physical needs.

- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn, if necessary.
- Your child's teacher will carefully check on their progress and decide if they have gaps in their understanding/learning that require some extra support to help them make the best possible progress.

2. Specific group work with in a smaller group of children. These groups, often called intervention or booster groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher or by a Teaching Assistant who has had training to run these groups.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. As children's individual needs become more apparent, additional support and advice can be sought from a wide range of

professionals to allow the best provision and progress for your child. Pool Hayes Primary follows the stages of support outlined in the SEND Code of Practice: 0 - 25 years (2014).

### **SEND Code of Practice - Stages of Support:**

1) "School Based Support" is the initial stage of this cycle. Children are identified as having an additional requirement that can be met by making 'reasonable adjustments' within the classroom.

For your child this would mean:

- Your child will have been identified by the Class Teacher (or you will have raised your worries) as needing more specialist input instead of, or in addition to, quality first teaching and intervention groups.
- You will be asked to come to a meeting 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. a Speech and Language Therapist, Educational Psychologist or Specialist Advisory Teacher from North Star Inclusion Advisory Team. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- A specialist professional may work with your child to understand their needs and make recommendations, which could include:
  - o 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.
  - o Support to set better targets which will include their specific expertise.
  - o Group or individual work with an outside professional.
- The school may suggest that your child needs some 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 and intervention groups.

## 2) Specified Individual support- Education and Health Care Plan.

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 as needing a particularly high level of individual or small group teaching.

Often your child will also need specialist support in school. This support may come from a professional outside agency, for example:

- Educational Psychology.
- Speech and Language Therapy (SALT) Service.
- Behaviour support.

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.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), 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 with the support based around the assess, plan, do, review cycle.
- The EHC Plan will outline the number of hours of individual/small group 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.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### **How does Pool Hayes Primary use other adults to support the learning of our children?**

- Our SENCO helps to lead a team of talented support staff who are all trained to support pupils with a wide range of educational, social and emotional needs.
- Our team is able to undertake small group work or one-to-one support, as appropriate to meet the needs of pupils with Special Educational Needs or disabilities.

- We have regular contacts with behaviour support consultants, Educational Psychologists, Speech and Language Therapists and specialist Advisory Teachers for Inclusion.

### **How do we use specialist resources to support pupils with Special Educational Needs?**

- We have a wide range of engaging intervention programmes to support children's additional learning that are structured to provide the correct level of support.
- We have a wide range of ICT equipment available to help motivate pupils and access learning. These include iPads, programmable toys (Beebots), talking tins and talking books.
- We use a range of software in school to help pupils engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners.

### **How do we modify our teaching approaches for children with SEND?**

- All our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEN - specific learning difficulties (including dyslexia); Autistic Spectrum Disorder; speech, language and communication needs; and behavioural, social and emotional difficulties.
- We use a number of teaching methods that are adapted to the needs of both groups and individual pupils.
- We are a very inclusive school. Wherever possible children are taught alongside their peers. Teachers adapt their teaching constantly in order to cater for their pupils' needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.
- All our staff are trained to adapt resources to either offer a greater level of support or to make learning more challenging so that every child is able to achieve their very best.
- We use additional schemes/materials so that staff can use as a resource to ensure work is always at the right level for pupils with Special Educational Needs, or those who are gifted and talented.
- We use personal visual timelines or object timelines to help children understand what activity or part of the day is coming next.

**How do we assess pupil progress towards the outcomes we have targeted for pupils?**

**How do we review this progress so that pupils stay on track to make at least good progress (including how we involve pupils and their parents/carers)?**

. The Class Teacher is responsible for assessing pupils' progress. Teachers review progress continually. Every half term, progress of pupils is discussed at meetings with the Headteacher.

- We use an online system called DC Pro, to track pupil attainment and progress against targets. This information is then used by class teachers, subject leaders and the SENCO to ensure that we are targeting the correct children for maths, writing or reading support. If a child is not making expected progress, interventions are planned and delivered to address the barriers to learning.

- We gather views of parents and carers at our termly parent consultation meetings and make notes of important points so that they can be revisited at each successive meeting to review progress.

- Parents of children with Special Educational Needs are invited to a special review meeting each term where we discuss progress and set individual education plans outlining small step progress targets.

- Targets are set in consultation with parents and other professionals involved in the care and education of the child. Our leadership team analyse the progress of every child each half-term and these results are discussed with class teachers. Each teacher plans targeted interventions for all children whose progress is causing concern, and liaises with the SENCo about the appropriateness of writing 'Personalised Learning Targets' for children whose needs fall outside normal classroom differentiation. We adapt our teaching to suit the needs of individuals wherever possible.

**What extra support we bring in to help us meet SEN - services; expertise. How do we work together collaboratively?**

- We can access support from specialist teachers for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; behaviour related needs; specific learning difficulties (e.g. dyslexia) and autism.

- We seek support from Speech and Language Therapy (SALT) to advise on strategies and programmes. We refer pupils for assessment if we believe they need a period of therapy.

- As part of our extended team, we have access to the expertise of a School Nurse. We can request her advice and support at any point within the year.

- Together we review your child's progress and agree what everyone will do to make teaching more effective and learning easier. We always seek the voice of the child when carrying out reviews

### **What other activities are available for pupils with SEN in addition to the curriculum?**

- We offer a breakfast club and after school clubs with trained staff capable of looking after pupils with SEND.
- We have termly educational visits, and many other visitors to the school bring our curriculum to life. Pupils with SEND are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.

### **How do we support pupils in their transition into our school and when they leave us?**

- Children who join our school in nursery are welcomed into our school community with a personal home visit by their key worker, followed by a meeting in school. A series of parent and child 'taster' sessions (Play and Stay) follows after summer term in preparation for their September start.
- We liaise closely with Early Years SENCOs and SENCOs from day settings who support children with SEN when they make the transition to our nursery from pre-school settings.
- Transition to Reception, and then into each successive year-group, is supported by meetings, and 'meet the Teacher' sessions in each new class.
- Parents and children who are joining our school mid-term are encouraged to visit before they start.
- When we are aware that pupils joining us from other settings have identified special educational needs, we will arrange a visit to observe them in their familiar environment.
- We hold transition meetings with Year 7 leaders and Secondary School SENCOs in the 2nd part of the summer term (earlier if needed) to discuss the strategies that have worked with specific children and the recommendations for support in secondary school. This is also a chance to make specific arrangements for specific children.
- For children with more complex needs, our SENCO will visit the secondary school with the parents and child, if it is felt that this will support the transition.

- From this, additional transition visits can be arranged between both schools to support the child as needed.

### **How does additional funding work?**

- Schools receive funding for all pupils with Special Educational Needs and we can apply to The Local Authority for top-up funding for pupils with a higher level of need.
- If a pupil's EHCP identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

### **How are parents and children involved in school life?**

- We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- Our children are made aware of the support that surrounds them in the school. They know who to talk to if that are worried or have any concerns they want to share.
- We always welcomes parents into school and encourages them to discuss any issues however small they feel they are.

### **Where can parents/carers get extra support?**

- Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- Our SENCO can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child (please see below for 'Useful Links').
- Further information including the Walsall Council Local offer for SEND , plus other information can be found at <https://www.wcld.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>

## What can parents do if they are not happy with a decision or what is happening?

• Our school operates an open door policy and all staff can be contacted directly via Class DoJo. Your first point of contact is your child's Class Teacher, who is always available at a mutually convenient time. In addition, our SENCO, Mrs. Louise Snape ([lsnape@pool-hayes-p.walsall.sch.uk](mailto:lsnape@pool-hayes-p.walsall.sch.uk)) is here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may contact the Headteacher, Mrs. Kelly Vaughan ([kvaughan@pool-hayes-p.walsall.sch.uk](mailto:kvaughan@pool-hayes-p.walsall.sch.uk)). If she cannot solve your issues, then you may contact our school governors. We have a governor responsible for SEND, Mrs T. Hussain, who can be contacted via the School office.

• Walsall Information Advice and Support Service (SEND) can offer independent, impartial advice and support to parents and pupils with SEND. Their telephone number is 01922 650330. [iasssend@walsall.gov.uk](mailto:iasssend@walsall.gov.uk)

### Useful Links:-

- **Walsall Speech and Language Therapy** - Provides a range of services to children with Speech, Language and Communication Needs (SLCN) and/or feeding and swallowing difficulties. Email: [SLTinfo@walsall.nhs.uk](mailto:SLTinfo@walsall.nhs.uk) - Tel: 01922 605400  
<https://www.wcld.co.uk/kb5/walsall/asch/service.page?id=jNz1O1S94mk>
- **Walsall School Nursing Service** - The School Nursing Service works in partnership with children and their families to ensure that children's health needs are supported within their school and their community.  
<https://www.walsallhealthcare.nhs.uk/our-services/school-nursing/>
- **Autism West Midlands** - Providing support for children and adults with Autism and their families. <http://www.autismwestmidlands.org.uk/>
- **Council for Disabled Children (CDC)** - The only national body that brings together the diverse range of organisations that work with and for disabled children to support the development and implementation of policy and practice. <http://www.councilfordisabledchildren.org.uk/>
- **Child and Adolescent Mental Health Community Services (CAMHS)** - (Dudley & Walsall Mental Health Partnership NHS Trust) - Provide support for children and families with Mental Health issues. <http://www.dwmh.nhs.uk/child-adolescent-mental-health-services-camhs/>
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