Hello. My name is Laura Allden and I am the Special Educational Needs and Disabilities Coordinator (SENDCo) at Turves Green Primary School, part of Excelsior Multi Academy Trust. My role involves working with children with a special educational need and/or disability (SEND), their families, staff in school and outside agencies to ensure all children’s needs are met and they fulfil their potential. We aim to ensure that all children with a SEND feel safe to achieve all that they can socially, emotionally and academically.

From September 2014, schools were required to outline and publish the provision they make for children with special educational needs and disabilities. Click the link to read our full SEND Policy and Information Report.

[SEN POLICY SEND INFORMATION REPORT]

Alternatively, please click on the contents page below for a summary of each area and to see some photographs and links demonstrating what our provision looks like in action.

Continue scrolling down the page to see a glossary or follow the hyperlinks to the accessibility plan and useful documents for supporting children with a SEND.

If you have any further questions, concerns or comments you can contact me via the school office number: 0121 464 3686 or email me at l.allden@turvesgreen-pri.bham.sch.uk
SEND Information Report Contents

1. Kinds of SEND provided for
2. Identification and assessment
3. Involving children and their families
4. Assessing and reviewing progress
5. Education Health and Care Plans (EHCPs)
6. Transitions
7. Teaching
8. Curriculum and learning environment adaptations
9. Additional support for learning
10. Staff expertise and training
11. Equipment and facilities
12. Evaluating effectiveness
13. Engagement for all
14. Emotional and social development
15. Complaints about SEND provision
16. Support Services
17. Contact details
18. Local authority local offer
1. The kinds of SEND that are provided for

We recognise that each child is unique, so, we provide an education which enables every child to fulfil their potential; personally, socially, emotionally and academically.

We respect and accept the differing needs and strengths of all individuals.

Our school provides additional and/or different provision for a range of needs.

<table>
<thead>
<tr>
<th>Communication &amp; interaction</th>
<th>Cognition &amp; learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.e. autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties</td>
<td>i.e. dyslexia, dyspraxia, dyscalculia, Downs Syndrome</td>
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</tbody>
</table>

<table>
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<tr>
<th>Social, emotional &amp; mental health difficulties</th>
<th>Sensory &amp; physical needs</th>
</tr>
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<tbody>
<tr>
<td>i.e. attention deficit hyperactivity disorder (ADHD)</td>
<td>i.e. visual or hearing impairments, cerebral palsy, epilepsy</td>
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</table>
Turves Green Primary School has Fully Accessible Mainstream (FAM) status. This means that the school is funded to provide up to four places for children with physical difficulties. The building has been adapted and additional facilities have been developed.

2. Identifying children with SEND and assessing their needs

We assess each child’s current skills and levels of attainment on entry to our school, where appropriate.

Class teachers will make regular assessments of progress for all children using:

- O’Track
- and/or the Birmingham Language and Literacy or Maths Toolkits.
They will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having a SEND.

**Is SEND provision required?**

| What outcomes do we want? | What progress do we expect? What levels should they achieve? | What does the child and their parent think? | What support is needed? | Is something additional and/or different needed? |
3. Consulting and involving children and parents

We will have an early discussion with the child and their parents when identifying whether they need special educational provision, considering:

- What are the child’s strengths and areas of need?
- Do parents/carers have concerns?
- Do we all understand the outcomes we want?
- Do we all agree on the next steps?

Notes of these early discussions will be added to the child’s record and given to their parents/carers.

We will formally notify parents/carers when it is decided that a child will receive SEN support.
4. Assessing and reviewing a child’s progress towards outcomes

We will follow the **graduated approach** and the four-part cycle of **assess, plan, do, review**.

**Assess, Plan, Do, Review Cycle**

*Assess*

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child’s needs. Note the child’s strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

*Plan*

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan ‘outcome focused’ - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

*Review*

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

*Do*

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

**We record short term targets on Child Friendly Target Cards.**

![Target Cards Example](image-url)
At a specialist level, a Support Provision Plan or Positive Behaviour Support Plan may be used for focused target setting in possible preparation for an EHC assessment.

5. Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment, which is usually requested by the school but can also be requested by a parent. This will occur when the complexity of
need, or lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a ‘Team around the child’ progress review meeting and will combine information from a variety of sources.

Information will be gathered relating to the previous and current provision provided, actions that have been taken, and the preliminary outcomes of set targets. The collated information will be sent to Birmingham’s Special Educational Needs, Assessment and Review Service (SENAR) who will make a decision about whether or not the child is eligible for an EHCP, which, if successful, will be focused on outcomes and will be reviewed at least annually.

6. Supporting children moving between phases and preparing for adulthood

At Turves Green Primary School, we make contact with the educational settings used by the children before they transfer to us, in order to seek the information that will make sure that the transfer is as seamless as possible.

Before moving on to a new primary school or entry to a secondary school, information will be shared with the SENDCo of the new school, in order to aid transition.

Transition arrangements often include transition booklets (Click here for example) and additional induction visits for children to build confidence and give them opportunities to meet the staff at their new settings.
Our approach to teaching children with SEND
As a school, we are committed to a graduated approach to our SEND provision.

All teachers are teachers of SEND.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives

6.1, SEND Code of practice, 2015

We recognise that each child is therefore we provide:

✓ High quality teaching, that is differentiated and personalised. This will meet the needs of the majority of children and is our first step in responding to children who have or may have a SEND.

✓ In addition, we also provide graduated interventions, including:

<table>
<thead>
<tr>
<th>Targeted (small group)</th>
<th>Specialist (1:1)</th>
</tr>
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<tbody>
<tr>
<td>Mathletics</td>
<td>Read Write Inc.</td>
</tr>
<tr>
<td>Peer Precision Teaching <em>(for sounds, words, spellings, numbers etc.)</em></td>
<td>Precision Teaching</td>
</tr>
<tr>
<td>Sound Training</td>
<td>Direct Phonics</td>
</tr>
<tr>
<td>Barrier Games</td>
<td>Word Wasp/ Hornet <em>(for English skills)</em></td>
</tr>
<tr>
<td>Black Sheep <em>(speech and language)</em></td>
<td>Cued Spelling</td>
</tr>
<tr>
<td>Catch up Literacy</td>
<td>Toe by Toe <em>(for English skills)</em></td>
</tr>
<tr>
<td>Catch up Numeracy</td>
<td>Power of 2 <em>(for maths skills)</em></td>
</tr>
<tr>
<td>STILE <em>(for reading skills)</em></td>
<td></td>
</tr>
<tr>
<td>Friends for Life/ Circle of Friends <em>(for social skills)</em></td>
<td></td>
</tr>
<tr>
<td>Time for Talk/ Socially Speaking <em>(for speaking, listening &amp; social skills)</em></td>
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</tbody>
</table>
7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children’s needs are met:

- **Differentiating** our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, pace etc.

- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- **Differentiating** our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
• A fully equipped physiotherapy room is available to support children with Physical Difficulties and those requires gross motor support or relaxation.

8. Additional support for learning

Teaching Assistants

Our teaching assistants are trained to deliver interventions and support in class with groups and individuals.

This support will vary depending upon evidence gained from the graduated approach and if the child is identified as requiring targeted or specialist provision.

Outside Agencies

We also work with the following agencies to provide support for children with SEND:

- Educational Psychological Service (EPS) support for children with a range of Special Educational Needs
- Pupil and School Support (PSS) support for children with learning difficulties
- Communication and Autism Team (CAT) support children with a diagnosis of Autism Spectrum Condition (ASC) and their families
- Speech and Language Therapy support for children with speech and/or language difficulties
- Sensory Support (SS) support children with a visual and/or a hearing impairment
- Health Service support children with a range of physical and medical needs
- Forward Thinking Birmingham support children with mental health needs
- Children's Services provide family support
- Physical Difficulties Support Service (PDSS) support and promote inclusive education
- Paediatric Physiotherapy service provide specialist assessment and a range of interventions for children with physical difficulties

9. Expertise and training of staff

Our SENDCo, Ms. Allden, is a qualified teacher, Assistant Headteacher (AHT) and is a member of the Senior Leadership Team (SLT). Previously Ms. Allden has been an Advanced Skills Teacher (AST) and Literacy Consultant. She has gained the National Award for Special Educational Needs Coordination at Birmingham University. Ms. Allden works four days a week.

In 2017-2018 we had a team of 21 teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.
2017-2018 Staff Training

- Cerebral palsy
- Physiotherapy
- Types of interventions
- Precision teaching
- Working Memory
- Tier 1 Autism Awareness
- Transition
- One Page Profiles
10. Securing equipment and facilities

Every year we:
- Review resources, staffing levels and skills for delivering SEND provision

On an ongoing basis we:
- Review class based resources for children with a SEND
- Source appropriate resources if specific needs are identified

Our SENDCo:
- Supports and monitors provision

11. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children’s progress towards their targets on their Birmingham Toolkits (at least half termly) and/or their Child Friendly Target Cards (at least fortnightly)
- Reviewing the impact of interventions after each half term
- Using pupil voice sheets
- Regular monitoring by the SENDCo and other members of the SLT
- Using a whole school provision map
- Holding annual reviews for children with an EHC plans
12. **Enabling children with SEND to engage in activities available to those in the school who do not have SEND**

- All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.
- All children are encouraged to go on our residential trip to the Pioneer Centre.

![Residential Trip](image1)

- All children are encouraged to take part in sports day,

- School plays, exhibitions and workshops.

- No child is excluded from taking part in these activities because of their SEND or disability.

13. **Support for improving emotional and social development**

To support children's [emotional regulation](#), we have an Assistant Head Teacher (AHT) with responsibility for pastoral and behavioural support, alongside two learning mentors. They work alongside all staff in supporting children with a SEND.
We provide support for children to improve their emotional and social development in the following ways:

- Children with SEND are encouraged to be part of the school council and UNICEF group
- We are working towards being a bronze level UNICEF Right Respecting school
- We are a ‘No Outsiders: Everyone is welcome here’ school
- A SEAL (nurture) room is used for small group and 1:1 learning and as a calming environment.
- Regular Emotional Literacy, Rights Respecting and No outsiders learning occurs for all

We have a zero tolerance approach to bullying.
14. **Complaints about SEND provision**

Queries or complaints about provision for children with a SEND should initially be made with the class teacher. If they continue to have concerns they should meet with the SENDCo or the Head of School - see [Complaints Procedure](#).

The parents of children with disabilities have the right to make [disability discrimination](#) claims to the first-tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- **Making reasonable adjustments**, including the provision of **auxiliary aids** and services

15. **Contact details of support services for parents of children with SEND**

- **Children's information and Advice Service (CIAS)** 0121 303 1888. Emergency out-of-hours Telephone: 0121 675 4806
- The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) 0121 303 5004
- **SENAR (Special Educational Needs and Review)** 0121 303 8847
- IPSEA Independent Parent Support and Advice 01799 582030
- Educational Psychologists 0121 303 1793
- Pupil and School Support Service 0121 303 1792
- Sensory Support Service 0121 303 1790
- Communication & Autism Team 0121 303 1792
- Autism West Midlands 0303 03 00 111
- School Nurses 0121 466 4500
- Forward Thinking Birmingham (Mental Health Services for 0-25 year olds) 0300 300 0099
- **Speech & Language Services** 0121 465 5419
16. **Contact details for raising concerns**

If a parent, carer or child has a concern they should initially speak to the classteacher. The classteacher will then work with the SENDCo, Ms. Allden, to support the child and family.

17. **The local authority local offer**

Our contribution to the local offer is published here:
http://www.turvesgreen-pri.bham.sch.uk/send/

Birmingham’s local offer (SEND) is published here:
https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send

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**Glossary of terms**

**Attainment**
A thing achieved, especially a skill or educational achievement.

**Auxiliary Aids**
Devices or services that enable effective communication.

**Birmingham Language and Literacy/Maths Toolkits**
Tools for supporting schools in identifying and tracking children working below the expected levels in English and Maths.

**Cognition**
The mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.

**Differentiation**
Differentiated instruction is the way in which a teacher anticipates and responds to a variety of students' needs in the classroom. To meet students' needs,
teachers differentiate by modifying the content (what is being taught), the process (how it is taught) and the product (how students demonstrate their learning).

**Emotional Regulation**

The ability to control the experience and expression of emotions.

**Fully Accessible Mainstream**

A mainstream school that is fully accessible for those with physical disabilities.

**Graduated Approach**

SEN support should arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.

**Interventions**

A specific program or set of steps to help a child improve in an area of need.

**O Track**

An assessment and tracking tool used to track progress and attainment.

**Provision**

The action of providing or supplying something for use.

**Provision Map**

A document showing what has been provided or supplied to support children with a SEND or those that may have a SEND.

**Pupil Voice**

Children’s views regarding their own education.

**Reasonable adjustments**

The Equality Act (2010) states schools are required to make ‘reasonable adjustments’ so that all children can access their facilities and services.

**Statutory Assessment**

An investigation made by the local authorities into what the special educational needs of a child are and what provisions are needed to meet those needs.
Useful Websites

- Attention Deficit - Hyperactivity Disorder
- Autistic Spectrum Disorder
- Dyslexia
- Speaking and Listening guide for parents
- Language strategies for parents
- Improving a child’s memory
- Barrier games
- Paired Reading
- Working Memory

With thanks to the parents and children who have helped to shape this section of the website (July, 2018).
<table>
<thead>
<tr>
<th>Actions</th>
<th>By whom</th>
<th>Start</th>
<th>Finish</th>
<th>Evidence that it is completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. <strong>Promote equality of opportunity between disabled persons and other persons</strong></td>
<td>Monitor take up of curriculum and enrichment activities by children or adults with disabilities to ensure there are no barriers or perceived barriers to participation.</td>
<td>All staff</td>
<td>On-going basis as part of embedded work</td>
<td>All children and adults’ perceptions are free from stereotype. Children and adults with disabilities have equality of opportunity to curricular and extra-curricular opportunities.</td>
</tr>
<tr>
<td>ii. <strong>Eliminate unlawful discrimination</strong></td>
<td>Ensure that LA procedures relating to recruitment and promotion are followed. Recruitment Policy to be followed at all times. Ensure that all opportunities for children, staff and parents are free from discrimination.</td>
<td>All staff</td>
<td>On-going</td>
<td>All opportunities and activities for all members of the school community are free from discrimination or perceived discrimination.</td>
</tr>
<tr>
<td>iii. <strong>Eliminate harassment related to disabilities</strong></td>
<td>Ensure that all incidents of harassment related to disability are dealt with effectively by following Equal Opportunities policy procedures.</td>
<td>All staff</td>
<td>On-going</td>
<td>Continued nil-return in terms of harassment related to disability.</td>
</tr>
<tr>
<td>iv. <strong>Promote positive attitudes to disability</strong></td>
<td>Ensure that positive messages about disability equality are promoted through Emotional Literacy, circle time and general class teaching.</td>
<td>All staff</td>
<td>On-going basis as part of embedded work</td>
<td>All children and adults’ perceptions are free from stereotype.</td>
</tr>
<tr>
<td>v. <strong>Encourage participation by disabled people</strong></td>
<td>Promote all opportunities for all members of the school community and provide additional support as and when necessary to aid participation. Adapt curricular activities to ensure that all children with disabilities can actively participate in the full range of the curriculum.</td>
<td>All staff</td>
<td>On-going</td>
<td>All disabled people have their needs met in order to allow them to actively participate in all activities if they want to.</td>
</tr>
<tr>
<td>vi. <strong>Take steps to take account of disabled people’s disabilities</strong></td>
<td>Discuss with child or parent how their disability needs can be best met in terms of access, learning and enrichment. Take appropriate action to support those needs.</td>
<td>All staff SENDCo</td>
<td>As appropriate according to the needs of children on entry or at any time during their time in school taking into account changes in circumstances.</td>
<td>Appropriate steps are taken to ensure that activities, both curricular and enrichment take into account disabled people’s disabilities.</td>
</tr>
<tr>
<td>vii. <strong>Ensure all doorways, entrances and exits to school are accessible by all children and adults</strong></td>
<td>Review all doorways to school to ensure access is possible. When installing new doorways, ensure that ramp or minimal step access is in place. Purchase portable ramps where permanent ramps are not possible.</td>
<td>Head of School, SENDCo</td>
<td>On-going review and at point of planning or changing doorways.</td>
<td>Permanent and temporary ramps are in place to ensure accessibility for persons with physical disabilities are in place.</td>
</tr>
</tbody>
</table>
SEND Information Report

Special Educational Needs and Disability (SEND) Information Report for Turves Green Primary School – in accordance with section 65(3) of the Children and Families Act 2014

1. What kind of special educational needs provision is accessible for children at Turves Green Primary?

Turves Green Primary School is a fully accessible mainstream school. We ensure that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

1. How do we identify children who may have a Special Educational Need (SEND)?

- Children entering our Reception are screened using the ‘Development matters in the Early Years Foundation Stage’ assessment profile. This is constantly updated throughout their time in the Early Years foundation stage in order to measure progress.
- Regular assessments are made throughout the school year and Pupil Progress meetings are held half termly, during which we identify and track children who are not making expected national attainment and/or progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress. Teachers use the Assess, Plan, Do and Review process as advised in the SEN Code of Practice 2014. (p100-102)

1. What provision is made for children with SEND; with and without an EHC Plan in respect of:

2. a) How is the intervention/support monitored as to its effectiveness?

Those children receiving intervention/support are constantly monitored to check whether the gap is being closed.

2. b) What are the school’s arrangements for assessing and reviewing progress of children with SEND?

Those children identified as having SEN are constantly monitored to check whether they are making progress and that the gap in their learning is being closed.

2. c) What is the school’s approach to teaching children with SEN?

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this will be through whole class teaching, differentiated learning, small group work or through 1 to1 teaching.

2. d) How does the school adapt the curriculum and learning environment for children with SEND?

The curriculum and teaching sequences are adapted to meet the needs of the Individual through ‘Quality First Teaching’. The school takes all reasonable steps to modify/adapt the teaching and the learning environment to meet the individual needs of children.
1. e) What additional support is available for children with SEND?

The school provides various interventions/booster groups/extra support that meet the individual needs of the children, these include:
Phonics/Read Write Inc
Mathletics
Precision teaching
PocketFolders
Extra reading
Nurture groups
Sound Training
Mentoring
Talk Groups

Children who may require higher levels of support have access to appropriately trained support staff.

1. f) What support is available for ensuring the emotional and social development of pupils with SEND?

Children access an Emotional Literacy and Equality Curriculum. In addition, nurture groups/activities/mentoring are also available.

1. Who is the named SEND contact?

The Sendco (Special Educational Coordinator) is:
Ms Laura Allden
Assistant Head Teacher
Turves Green Primary School
Turves Green
Northfield B31 4BP
0121 464 3686

Ms Allden is studying for the Senco Accreditation Award.

Rev Harris is the governor responsible for monitoring the provision and attainment for pupils with SEND.

1. What specific expertise is available to children with SEND?

- Children with a visual impairment and their families have access to Teachers working for Visually Impaired Service

Children with a hearing impairment and their families have access to Teachers working for the Hearing Impairment service.

Children with a physical disability and their families have access to outreach support from Victoria Special School (PDSS)

Children with a learning disability and their families have access to Teachers from ‘Pupil and School Support Service’ and the Educational Psychology Service.

- All staff delivering interventions are appropriately trained.
1. What specialist equipment and facilities are there for children with SEND?

- i-pads
- Accessible Changing facilities
- Physiotherapy room

1. What arrangements are there for consulting and involving parents of children with SEND?

Parents are actively encouraged to be partners in their child’s education through; informal discussions, telephone contact, home school diaries, progress reviews and yearly written reports.

1. What are the arrangements for consulting children with SEND about, and involving them in, their education?

All children, regardless of SEN, are given targets and are aware of their next steps. Children, who have additional needs, have targets which are shared and reviewed with them. Children who have an EHCP contribute to their annual reviews.

1. What are the arrangements for parents of children with SEND who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the SENDCo regarding their complaint. If the issue can’t be resolved at this level or the complaint is regarding the SENDCo, the parent would be directed to the school’s complaints procedure.

1. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?

In order to meet the individual needs of a child, the school will work with, and seek advice from; an educational psychologist, advisory teacher, speech and language therapist or health colleague to support the child’s academic and social progress.

1. What are the contact details of support services for the parents of children with SEN, including those for arrangements made in clause 32 of the Children’s and Families’ Bill 2014*?

Children’s information and Advice Service (CIAS) familyinformation@birmingham.gov.uk
IPSEA Independent Parent Support and Advice 01799 582030
Educational Psychologists 0121 303 1793
Pupil and School Support Service 0121 303 1792
Sensory Support Service 0121 303 1790
Communication & Autism Team 0121 303 1792
School Nurses 0121 466 4500
SENAR (Special Educational Needs and Review) 0121 303 1888
CAMHS (Child and Adolescent Mental Health Service) 0121 333 8046
Speech & Language Services 0121 465 5419
1. What are the school's arrangements for supporting children with SEND in transferring between phases of education?

- Consultation with parents/carers in how we can best meet the emotional needs of the child
- **Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.**
- Opportunities for the child and parent to have supported visits to the new situation.
- Transition booklets for the child to prepare them for their new learning environment.

1. Where is the Local Authorities Local Offer published?

   [http://www.mycareinbirmingham.org.uk](http://www.mycareinbirmingham.org.uk)

   - Attention Deficit - Hyperactivity Disorder
   - Autistic Spectrum Disorder
   - Dyslexia
   - Speaking and Listening guide for parents
   - Language strategies for parents
   - Improving a child’s memory
   - Barrier games
   - Paired Reading
Moving to the next year's class in September.

This is me.

My name is Luke Skywalker.

The class I am in now is 2G.

My school year is Year 2.

Things that will be the same...

I will use the same toilets.
I will have lunch in the same place.
My friends will still be in my class.
We will do Maths and English.

My new teacher and class

My next class will be 3A.

The teacher will be Ms. Allden.

My School year will be Year 3.
Things that will be different...

I will have a new classroom.
I will have a new teacher and teaching assistant - Mrs. Allten and Mr. Vader.
I come to school through the side gate. Mr. Vader will meet me.
Playtime is 10:15am - 10:30am. We don’t have an afternoon play.
Play is in the front playground.
I can go to refectory at morning playtime.
Lunchtime is 12:10pm - 1pm.

You will soon settle in and enjoy the new things that you do.

Soon it will seem like an ‘old’ classroom not a new one!!

Well done Luke!
You are on the way to being ready for the next school year! Fantastic!

Everyone feels nervous and maybe excited when they are starting something new.

It is ok to ask questions.

It is ok to not know what to do all the time.

Your teacher and teaching assistant will help you. You can ask them for help or ask them a question if you are unsure about something.
**WELCOME**

**WORKING MEMORY PARENT WORKSHOP**
**JULY, 2018**

**IDENTIFYING AND SUPPORTING CHILDREN WITH WORKING MEMORY DIFFICULTIES**

**TURVES GREEN PRIMARY**

**AIMS**

- To understand what working memory is
- To understand the importance of working memory
- To know common characteristics of children who have poor working memory
- To know ways to support children who have poor working memory

**WHAT IS WORKING MEMORY?**

- The ability to remember and use information while in the middle of an activity
- A mental post-it note!

**ACTIVITY 1: TWO MINUTE SHARE**

- Partner 1: Tell partner 2 three things you’ve done today
- Partner 2: Repeat back to partner 1 in order
- Swap over and repeat

**WHEN DO WE USE WORKING MEMORY?**

It is used continually in everyday life…

- To remember a new pin number, phone number, email address etc.
- To follow spoken directions
- Calculating how much you’ve spent on the shopping in your basket
- Remembering the name of someone you’ve just been introduced to
BUT WORKING MEMORY IS LIMITED...

- Distraction
- Trying to hold too much information
- Engaging in a demanding task

Once information is lost it's gone for good.

ACTIVITY 2: INSTANT RECALL

- Look at the following slide
- Can you remember the four objects and their position?
- Draw them as you see them

WORKING MEMORY VARIES...

- Personal limit
- Increases with age from 4 to teens
- Those with poor working memory do not catch up with peers

WHY IS WORKING MEMORY CRUCIAL FOR LEARNING?

- Closely linked to learning
- Working Memory allows children to hold information while engaging in a meaningful activity
- Depends on:
  - Capacity, understanding, focus, processing

WHEN DO CHILDREN USE WORKING MEMORY?

- Jot down as many times as you can think of with your partner.
- Why would these be challenging for children with poor working memory?

TYPICAL CHARACTERISTICS OF CHILDREN WITH POOR WORKING MEMORY

- Often does not give close attention to details or makes mistakes
- Has difficulty keeping attention on tasks or play activities
- Often does not seem to listen when spoken to directly
- Often does not follow instructions or fails to complete tasks or chores
- Often has trouble organizing activities
- Often avoids, dislikes, or doesn't want to do things that take a lot of mental effort for a long period of time
- Often loses things needed for tasks and activities
- Is often easily distracted
- Is often forgetful in daily activities

ACTIVITY 3: LETTER UNSCRAMBLE

• Listen to the four letters
• How many words can you make in 30 seconds? No writing!

This is a great activity for a journey!

WHICH CHILDREN MAY HAVE POOR WORKING MEMORY?

• Linked to genes in the frontal lobe
• Characteristic of many, but not all, children with a SEND
• Language impairments
• Difficulties with reading and maths
• Developmental Coordination Disorder
• Some forms of ADHD

HOW CAN WE SUPPORT CHILDREN WITH POOR WORKING MEMORY AT HOME?

• Use the same routines each day
• Avoid lengthy sentences and instructions
• Repeat information/instructions/key facts
• Chunk information into smaller steps
• Make links clear
• Use a diary or calendar

HOW CAN WE SUPPORT CHILDREN WITH POOR WORKING MEMORY AT HOME...?

• Ask your child to repeat back important information
• Shorten sentences
• Use movement
• Use visuals
• Encourage your child to ask if they realise they’ve forgotten something

ACTIVITY 4: KIM’S GAME

• You can use any selection of objects
• Start with a small amount and increase
• Reduce the amount of time the child gets to look at the objects as they get better at the game
FURTHER GAMES TO IMPROVE WORKING MEMORY

- Barrier games
- I went to the...
- When did you last…?
- Spot the difference
- Juggling!
- Any more suggestions?

QUESTIONS?

THANK YOU
Please complete the evaluation
Links to Rights Respecting:

A2: The convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.
A23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community

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1. Aims

1.1 Policy for SEND and Information Report Aims
Our policy and information report aims to:

- Set out how Turves Green Primary School will support and make provision for children with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with a SEND

1.2 School Values
Turves Green Primary School values thread throughout everything we do. They are:

- Be respectful
- Be ready
- Be safe

1.3 School Aims
Turves Green Primary School aims:

- To provide equal opportunities for all
- To remove barriers to achievement
- To make teaching and learning responsive to the diverse needs of the children
- To raise the aspirations of, and expectations for, all children with SEND
- To encourage all children to achieve their full potential.
- To focus on outcomes for children with SEND.
- To seek the views of children with SEND
- To form close links with parents/carers
- To reinforce that SEND is a whole school priority and that all teachers are teachers of children with SEND.

1.4 School Objectives
Turves Green Primary School objectives are:

- To be aware of the holistic needs of every child and be mindful of their academic attainment and their physical, social and emotional wellbeing.
- To identify and provide for children who have special educational needs and/or additional needs
- To work within the guidance provided in the SEND Code of Practice, 2015
- To make appropriate provision to overcome all barriers to learning and ensures children with SEND have full access to the National Curriculum
- To provide a focus on individual outcomes for children
- To empower children to contribute to their learning process
To work with parents and carers and supports them in understanding SEND procedures and practices and provide regular feedback on their child’s progress.

To provide a Special Educational Needs and Disabilities Coordinator (SENDCo) who will work within the Policy for SEND

To provide training, support and advice for all staff working with children with SEND

To contact outside agencies as required

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for children with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Supporting pupils at school with medical conditions (DfE, 2015)
- The national curriculum in England Key stages 1 and 2 framework document (DfE, 2013)
- Teachers Standards (DfE, 2013)

3. Definitions

A child has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Ms. Laura Allden

Turves Green Primary School
Turves Green
Northfield
Birmingham
B31 4BP
Tel: 0121 464 3686

She will:
• Work with the head of school and governor for SEND to determine the strategic development of the SEND policy and provision in the school

• Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans

• Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high quality teaching

• Advise on the graduated approach to providing SEND support

• Advise on the deployment of the school’s delegated budget and other resources to meet children’s needs effectively

• Be the point of contact for external agencies, especially the local authority and its support services

• Liaise with potential next providers of education to ensure that children and their parents are informed about options and a smooth transition is planned

• Work with the head of school and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

• Ensure the school keeps the records of all children with SEND up to date

4.2 The governor for SEND
The governor for SEND is Rev. Stephen Harris.
He will:

• Help to raise awareness of SEND issues at governing board meetings

• Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

• Work with the head of school and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The head of school
The head of school is Mrs. Debbie Holland.
She will:

• Work with the SENDCo and the governor for SEND to determine the strategic development of the SEND policy and provision in the school

• Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers
Each class teacher is responsible for:

• The progress and development of every child in their class

• Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

• Working with the SENDCO to review each child’s progress and development and decide on any changes to provision

• Ensuring they follow this SEND policy
5. SEND information report

5.1 The kinds of SEND that are provided for

We recognise that each child is unique and, therefore, we aim to provide an education which enables every child to fulfil their potential; personally, socially, emotionally and academically, within a context of respect and acceptance for the differing needs and strengths of all individuals.

Our school provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, cerebral palsy, epilepsy

Turves Green Primary School has Fully Accessible Mainstream (FAM) status as part of Birmingham’s Strategy for Special Provision. This means that the school is funded to provide up to four places for children with physical difficulties. The building has been adapted and additional facilities have been developed.

5.2 Identifying children with SEND and assessing their needs

We will assess each child’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children using ‘Development Matters in the Early Years Foundation Stage’ assessment profile, O’Track and/ or the Birmingham Language and Literacy or Maths Toolkits. They will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having a SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving children and parents

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child’s areas of strength and need
- We take into account the parents’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the child’s record and given to their parents.

We will formally notify parents when it is decided that a child will receive SEN support.
5.4 Assessing and reviewing a child’s progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENDCo to carry out a clear analysis of the child’s needs. This will be recorded on a 4+1 sheet and will draw on:

- The teacher’s assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers’ assessments, where relevant
- The individual’s development in comparison to their peers and national data
- The views and experience of parents
- The child’s own views
- Advice from external support services, if relevant

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child’s progress using O Track and/or the Birmingham Toolkits, alongside termly Pupil Progress meetings.

Short term targets will be recorded on Child Friendly Target Cards and children will contribute to this target setting (where appropriate) and will be fully engaged in their completion.

At a specialist level, a Support Provision Plan or Positive Behaviour Support Plan may be used for focused target setting in possible preparation for an EHC assessment.

5.5 Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment, which is usually requested by the school but can also be requested by a parent. This will occur when the complexity of need, or lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a ‘Team around the child’ progress review meeting and will combine information from a variety of sources.

Information will be gathered relating to the previous and current provision provided, actions that have been taken, and the preliminary outcomes of set targets. The collated information will be sent to Birmingham’s Special Educational Needs, Assessment and Review Service (SENAR) who will make a decision about whether or not the child is eligible for an EHCP, which, if successful, will be focused on outcomes and will be reviewed at least annually.

5.6 Supporting children moving between phases and preparing for adulthood

At Turves Green Primary School, we make contact with the educational settings used by the children before they transfer to us, in order to seek the information that will make sure that the transfer is as seamless as possible. Before moving on to a new primary school or entry to a secondary school, information will be shared with the SENDCo of the new school, in order to aid transition. Transition arrangements often include transition booklets and additional induction visits for children to build confidence and give them opportunities to meet the staff at their new settings.

5.7 Our approach to teaching children with SEND

As a school, we are committed to a graduated approach to our SEND provision. At the core of that provision is that teachers are responsible for all children’s progress.
All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:
• achieve their best
• become confident individuals living fulfilling lives

6.1, SEND Code of practice, 2015

We recognise that each child is unique and, therefore, we aim to provide an education which enables every child to fulfil their potential within a context of respect and acceptance for the differing needs and strengths of all individuals.

High quality teaching, that is differentiated and personalised, will meet the needs of the majority of children and is our first step in responding to children who have or may have a SEND.

In addition, we also provide graduated interventions, including:

<table>
<thead>
<tr>
<th>Targeted (small group)</th>
<th>Specialist (1:1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathletics</td>
<td>Read Write Inc.</td>
</tr>
<tr>
<td>Peer Precision Teaching</td>
<td>Precision Teaching</td>
</tr>
<tr>
<td>Sound Training</td>
<td>Direct Phonics</td>
</tr>
<tr>
<td>Barrier Games</td>
<td>Word Wasp/ Hornet</td>
</tr>
<tr>
<td>Black Sheep (speech and language)</td>
<td>Cued Spelling</td>
</tr>
<tr>
<td>Catch up Literacy</td>
<td>Toe by Toe</td>
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<tr>
<td>Catch up Numeracy</td>
<td>Power of 2</td>
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<td>STILE</td>
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<tr>
<td>Friends for Life</td>
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<tr>
<td>Circle of Friends</td>
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<tr>
<td>Time for Talk</td>
<td></td>
</tr>
<tr>
<td>Socially Speaking</td>
<td></td>
</tr>
</tbody>
</table>

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children's needs are met:
• Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, pace etc.
• Adapting our resources and staffing
• Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
• Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
• A fully equipped physiotherapy room is available to support children with Physical Difficulties and those requires gross motor support or relaxation

5.9 Additional support for learning

We currently have 21 teaching assistants who are trained to deliver interventions and support in class with groups and individuals. This support will vary depending upon evidence gained from the graduated approach and if the child is identified as requiring targeted or specialist provision.

We also work with the following agencies to provide support for children with SEND:
• The Educational Psychological Service (EPS) who provide support for children with a range of Special Educational Needs.
• Pupil and School Support Service (PSS) who support for children with learning difficulties.
• The Communication and Autism Team (CAT) who support children with an Autism Spectrum Condition (ASC), communication and interaction difficulties and their families.
- Speech and Language Therapy who provide support for children with speech difficulties.
- The Sensory Support (SS) service who support children with a visual and/or a hearing impairment
- The Health Service who support children with a range of physical and medical needs
- Forward Thinking Birmingham who support children with mental health needs
- Children's Services who provide family support
- The Physical Difficulties Support Service (PDSS) who support and promote inclusive education
- Paediatric Physiotherapy service who provide specialist assessment and a range of interventions for children with physical difficulties

5.10 Expertise and training of staff
Our SENDCo, Ms. Allden, is a qualified teacher, Assistant Headteacher (AHT) and is a member of the Senior Leadership Team (SLT). Previously Ms. Allden has been an Advanced Skills Teacher (AST) and Literacy Consultant. She is currently studying for the National Award for Special Educational Needs Coordination at Birmingham University. Ms. Allden works four days a week.

We currently have a team of 21 teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have had training on cerebral palsy, physiotherapy, stages of interventions, precision teaching, direct phonics, STILE and Tier 1 Autism Awareness.

5.11 Securing equipment and facilities
Resources, staffing levels and skills for delivering SEND provision are reviewed annually. Class based resources for children with SEND are continually under review, and if specific needs are identified, the appropriate resources are sourced. Provision is supported and monitored by the SENDCo.

5.12 Evaluating the effectiveness of SEND provision
We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children’s progress towards their targets on their Birmingham Toolkits (at least half termly) and/or their Child Friendly Target Cards (at least fortnightly)
- Reviewing the impact of interventions after each half term
- Using pupil voice sheets
- Regular monitoring by the SENDCo and other members of the SLT
- Using a whole school provision map to measure progress
- Holding annual reviews for children with an EHC plans

5.13 Enabling children with SEND to engage in activities available to those in the school who do not have SEND
All of our extra-curricular activities and school visits are available to all our children, including our before and after-school clubs.
All children are encouraged to go on our residential trip to the Pioneer Centre.
All children are encouraged to take part in sports day, school plays, exhibitions and workshops.
No child is excluded from taking part in these activities because of their SEND or disability.

5.14 Support for improving emotional and social development
To support children’s emotional regulation, we have an Assistant Head Teacher with responsibility for pastoral and behavioural support, alongside two learning mentors. They work alongside all staff in supporting children with a SEND.

We provide support for children to improve their emotional and social development in the following ways:

- Children with SEND are encouraged to be part of the school council and UNICEF group
- We are working towards being a bronze level UNICEF Right Respecting school
- We are a ‘No Outsiders: Everyone is welcome here’ school
- A SEAL (nurture) room is used for small group and 1:1 learning and as a calming environment.
- Regular Emotional Literacy, Rights Respecting and No outsiders learning occurs for all

We have a zero tolerance approach to bullying.

5.15 Complaints about SEND provision

Queries or complaints about provision for children with a SEND should initially be made with the class teacher. If they continue to have concerns they should meet with the SENDCo or the Head of School (see Complaints Procedure).

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of children with SEND

Children’s information and Advice Service (CIAS) 0121 303 1888. Emergency out-of-hours Telephone: 0121 675 4806
The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) 0121 303 5004
SENAR (Special Educational Needs and Review) 0121 303 8847
IPSEA Independent Parent Support and Advice 01799 582030
Educational Psychologists 0121 303 1793
Pupil and School Support Service 0121 303 1792
Sensory Support Service 0121 303 1790
Communication & Autism Team 0121 303 1792
Autism West Midlands 0303 03 00 111
School Nurses 0121 466 4500
Forward Thinking Birmingham (Mental Health Services for 0-25 year olds) 0300 300 0099
Speech & Language Services 0121 465 5419

5.17 Contact details for raising concerns

If a parent, carer or child has a concern they should initially speak to the classteacher. The classteacher will then work with the SENDCo, Ms. Allden, to support the child and family.

5.18 The local authority local offer

Our contribution to the local offer is published here: http://www.turvesgreen-pri.bham.sch.uk/send/
Birmingham’s local offer (SEND) is published here: https://www.birmingham.gov.uk/senar
6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo, Ms. Allden every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies

This policy links to our policies on:

- Accessibility
- Anti-bullying
- Behaviour
- Pastoral Care
- Medicines