

CHALLENGE



ACHIEVE



RESILIENCE



ENCOURAGE

Stechford Primary School

SEND Information Report

2023 – 2024

Our School

January 2024 Information

Stechford Primary School currently has 437 children on role (January 2024)

There are currently 84 children on the SEND register. (19% - which is above national average)

This includes 72 children (16.6%) that have needs that require targeted interventions and additional support planned by the class teacher and the SENDCO. Plus 2 children with an Educational Health and Care Plan (EHCP) (0.5%) and 10 children with a SEND Support Provision Plan (SSPP) (2.3%)

Children with EHCPs and SSPPs receive additional funding to meet their needs.



Meet our SENDCO/Pastoral team



Mrs Rogers

The SENDCO (Deputy Head) is Mrs Rogers and our Inclusion Assistant is Mrs Robins. If you would like to contact us, please call school on 0121-464-3245 and either speak to the school office or choose option 2 to speak to the SEND team. Alternatively email us on SEND@stechford.bham.sch.uk or message on class dojo.

Our SEND Governor is Mrs Smith.

Our Pastoral / SEND team also includes:

Miss S Edwards (Learning Mentor / Emotional Literacy Support Assistant ELSA) and

Mrs R Ashtiaq (ELSA / Autism lead).

Both of these members of staff manage our school 'Lodge/Sensory Garden' which is available to specific children during morning break and lunchtimes.

We also have our own Speech and Language therapist (Chatterboxes) – Judy Connolly – who comes into school one day a week. School is also supported on a termly basis by NHS Speech and Language Therapy (SALT).

To strengthen our pastoral support we also have a child therapist who works directly with children one morning a week, plus a family support worker who works directly with families one day a week.



Special Educational Needs

At Stechford Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEND code of practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Stechford Primary School we work closely as a team and if staff have a concern about a child they discuss concerns with parents first and ask the school SENDCO / Inclusion Assistant for advice and support. A child may be placed on our school 'watch list', depending on the concern, and will also be monitored through our whole school assessment tracking system. This is the beginning of our Graduated Response approach of 'Assess, Plan, Do and Review'.

School monitors all children's progress through our whole school pupil progress monitoring process. If children, following a period of targeted intervention, require further ongoing support then they may be placed on our Special Educational Needs and Disability register (SEND), and this will be discussed with parents/carers. We offer termly SEND review meetings to parents/carers where we will share the targets your child is working on and the support they are receiving. At Stechford we believe that parental/carer views are essential to ensure that, as a team, we provide the best provision for your child to ensure the best progress.

Children who are significantly below where they should be academically will be monitored using the Birmingham Toolkit Continuums. This allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently. Children who have social and communication difficulties may also be monitored using the Autism Education Trust Progression Framework.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access teaching and learning ideas from the Birmingham Continuums Toolkit and now the new Ordinarily Available Guidance (November 2023) to help support children's learning within the classroom.

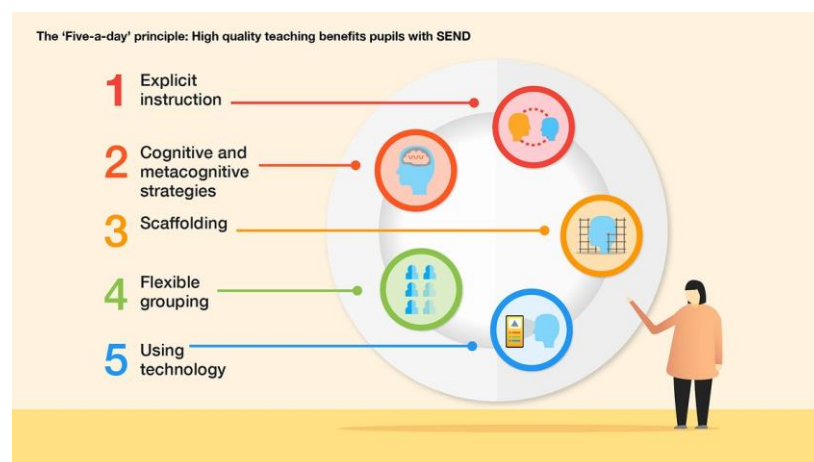


Our approach to teaching children with SEND

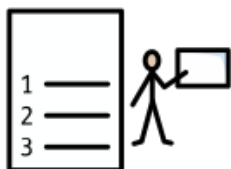
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

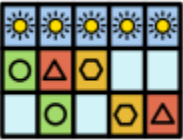
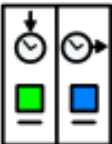


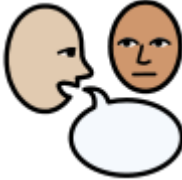
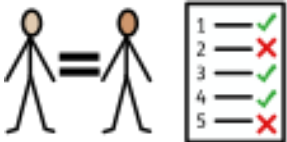






We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching (November 2023).



Curriculum adaptations

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations

At Stechford Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We have an open-door policy and parents can ask for appointments when needed. Mrs Rogers is also available at whole school parents' evenings to discuss any concerns and on the door in the mornings.

We also hold termly coffee mornings where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEND provision at Stechford, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who are on our SEND register including those with an Education, Health and Care Plan, SEND Support Provision Plan or require

specialist support (over and above what is ordinarily available) we will invite you in for three further meetings a year. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps together. A copy of these will always be sent home after the meetings.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.

Parents are invited into school on an annual basis to review our SEND Information Report. Our SEND Governor is part of this review.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



Evaluating Provision

We continually evaluate the effectiveness of the provision we offer via a combination of the following:

Review progress in whole school termly pupil progress meetings and discuss next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCO / Inclusion Assistant

Regularly using tracking tools such as the Birmingham Toolkit tracker and AET framework to update targets and measure progress.

Holding termly reviews for all children who are on our SEND register.

Holding annual reviews for children with Education Health Care Plans and

SEND Support Provision Plans.



Staff Training

At Stechford Primary School, we believe in ongoing professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team are constantly monitoring needs within the school and, where an area of concern is highlighted, whole school training will be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

Play Therapy	Lego Therapy	Child Development	Bucket time	
Autism (Level 1)	Makaton	Phonics (catch-up)	Team Teach	
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language	
De escalation	Attachment	Extra reading	Sensory needs	



Transition Support

Transitions into School Nursery and Nursery to Reception

We hold parent and carer sessions in the summer term for our new nursery and reception starters, providing parents with the opportunity to meet with the class teacher, SENDCO and key members of the leadership team.

We hold 'taster' sessions, supported by parents, for nursery and reception children in preparation for their September start.

Transition to Nursery and Reception, and then into each successive year group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition sheets, where needed, which include photos of the Teacher, Teaching Assistant and classroom environment.

We have a transition session during the summer term which allows the children to go up to their new classroom and meet their new Teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Current and new Teachers and TAs meet with each other during the summer term to discuss the needs of the children and share any specific plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to secondary school is as smooth as possible.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. We also speak to their previous school, wherever possible.



Outside Agencies

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

Pupil and School Support,
Communication Autism Team,
Birmingham Educational Psychology Service,
School Health Advisory Service,
Speech and Language Therapy,
Physical Difficulties Support Service,
Visual and Hearing impairment team and Behaviour Support.

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting, where needed, to share the advice.



Clubs and Trips

All 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 trips including residential.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. rights respecting school council, peer mediator etc.

No child is ever excluded from taking part in these activities because of their special educational need or disability.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.



Complaint Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Heads or Deputy Head Teacher. If they cannot solve your issue an appointment can be made to speak to the Headteacher.

If you are not happy with the response you may then contact the school Governors through the school office.

Mrs Debbie Menzel – Chair of Governors

Mrs Gloria Smith – SEND Governor

Our complaints policy is on the school website.



Birmingham Local Offer

The Birmingham Local Authority Local Offer can be found at <https://www.localofferbirmingham.co.uk/home/parents-and-carers/>

Here you will find help, advice and information about the services available for your child or young person from birth to 25 years with a Special Educational Need or Disability (SEND).



Feedback

Parental coffee morning feedback:

'So grateful to have the opportunity to attend these coffee mornings. I have learnt so much on how I can support my child with his learning. By implementing what I've learnt my child is now so much happier in school. With the continuous support from Mrs Rogers and SEND team I feel so much more confident that my child will thrive and overcome the difficulties he

may have. He has already learnt and changed so much I am so proud of him. I couldn't have done it without the support from school.' -Parent

'Great sessions and great initiative by the school, because as parents of kids with special needs we are all in the same boat and are learning for their betterment and help.' -Parent

'Great to have these sessions for parents to help with advice and strategies for children on the SEND register and to compare / relate with other parents going through the same / similar issues.' - Parent

Children's feedback:

'Mrs Ashtiaq helps me with my sad and angry feelings when we play lego. Now I am happy' – Lego Therapy

'I like lego because it makes me calm and happy' – Lego Therapy