

Special Educational Needs Information Report

September 2017

1. Provision

Perryfields Primary School is an inclusive school, which aims to make provision for pupils with difficulties within four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

2. Identification and assessment of pupils with Special Needs

Communication and interaction

Pupils with difficulties in this area may well have been identified before they attend mainstream school. In this case the Early Years Foundation Stage (EYFS) staff will liaise with parents/carers, nursery/pre-school providers and other agencies such as Speech and Language, to gather as much information as possible about the child's difficulties. A baseline assessment or WellComm screening will provide further details about specific areas of need. Older pupils may also be referred to the appropriate agency if they develop a difficulty such as dysfluent speech (stuttering). Pupils with difficulties in this area are included on the SEN list, their progress is monitored regularly and where necessary interventions are put in place.

Cognition and Learning

Assessments and opinions of parents and pre-school and nursery providers will inform EYFS staff of pupils with difficulties in this area. A further baseline in EYFS will identify pupils who may need extra support. Termly assessments and progress meetings will highlight pupils in KS1 and KS2 who are not making expected progress. Reasons for lack of progress will be discussed with the class teacher, SENCo, headteacher and parents. If appropriate, the child will be put on the SEN list and individual targets will be set to enable them to make accelerated progress. They will work one to one or in a small group to achieve these targets. If the rate of progress continues to cause concern, a consultation request will be made to Inclusion Support. The Inclusion Support team will then suggest strategies to support the pupil in school or will issue a form IS1 which will mean Inclusion Support will be involved in meeting the pupil's needs.

Social, emotional and mental health difficulties

EYFS staff may already be aware of pupils with difficulties in this area through liaison with pre-school/nursery providers and outside agencies. If a child consistently disrupts the learning of other pupils then this is a sign that further assessment is needed. Changes in behaviour of a child or comments from the child that cause concern are noted by staff and/or parents. A child with such difficulties will be placed on the SEN list and interventions such as counselling, self-esteem activities or Nurture groups may be put in place. Emotion Coaching will be used in school to address SEMH issues and in some cases, a pupil will be referred to Inclusion Support for specialist intervention. Perryfields also has funding for a three-year neurolinguistics programme which supports small groups of pupils with SEMH challenges.

Sensory and/or physical needs

Needs in this area may well have been identified through routine health checks. If a parent or member of staff notices anything unusual in the physical or sensory development of a child they will approach the SENCo in the first instance to discuss the issues. Pupils with sensory and physical needs are placed on the SEN list.

Pupils on the SEN list have a plan and/or profile that details targets and provision. The plan is reviewed regularly with parents and pupils. In some cases where the special need is complex and long term, an Education, Health and Care Plan (EHCP) will be needed.

3. Provision

Teaching pupils with SEN

Most pupils with SEN are taught within the class setting for the majority of the time. They may be grouped with pupils of similar ability and will have extra support from the class teacher or support staff on many occasions. Some pupils will be withdrawn from class in a group for interventions aimed at accelerating their progress. Pupils with complex needs may be withdrawn more frequently and on a 1:1 basis to enable their needs to be met.

Assessment and review

The progress of all pupils in reading, writing and Maths is monitored through termly assessments and progress meetings. The progress of SEN pupils is assessed against their specific targets and reviewed termly. Parents and pupils have an input in to the discussion and can record their comments.

Adaptation to the curriculum and learning environment for pupils with SEN

The curriculum is differentiated to meet the needs of all pupils. The learning environment is adapted to ensure that pupils can access equipment and move safely around the school. Classrooms have been modified to provide for the needs of pupils with visual impairment and class teachers ensure that pupils with a hearing difficulty are seated in line with recommendations from the Hearing Impairment Team. Reasonable adjustments have been made to improve accessibility. Our ground floor is wheelchair accessible and has a disabled toilet. Our new extension complies with all new disability and accessibility guidelines and the lift enables access to the first floor. Risk assessments are in place to ensure the safety of all children when they are using facilities such as our play equipment or local swimming pool.

Additional Support for pupils with SEN

A range of interventions are available for pupils needing extra support. These are detailed on the website under 'Interventions'. Some pupils with SEN are supported by a Learning Support Assistant (LSA), Learning Support Practitioner (LSP) or class teacher as part of a small group. A small group of pupils have 1:1 support from an LSA or LSP. Pupils with a hearing or visual impairment may be visited regularly by outside agencies.

School works closely with Sandwell Inclusion Support Services and receives extra support from learning and behaviour specialists as well as the Educational Psychologist. The Speech and Language team are available for support by request. School also receives support from the occupational therapist, the Sensory Support Team and Child Health Services including the School Nurse and the Child and Adolescent Mental Health Service (CAMHS).

Advisors including those for Hearing Impairment and Visual Impairment visit school regularly to support staff and give advice.

Evaluation of interventions

Pupils' levels are recorded before the intervention starts and then again at the end of the intervention. For some pupils (those with behavioural difficulties) other methods of evaluation are needed. These may include a comparison of the amount of times a pupil is placed on the school behaviour tracker or the results of a behaviour questionnaire such as the Boxall Profile.

Additional Activities for pupils with SEN

Every effort is made to ensure that all pupils can access residentials, trips and after-school clubs. Risk assessments are carried out prior to visits so that the needs of pupils with SEN can be provided for.

Support for pupils with emotional and social difficulties

School runs a club (Rainbow Club) aimed at supporting pupils with self-esteem and other related difficulties. There is also a Nurture group and 1:1 counselling available for some pupils. A 'Circle of Friends' programme is run for pupils who need extra support in developing and

building relationships with their peers. The NLP4 Kids (Neurolinguistic Programme) supports groups of pupils with specific challenges.

4. SEN coordinator

The SEN coordinator (SENCo) at Perryfields Primary is Mrs Heather Lawrence. Mrs Lawrence is contactable by phone (0121 422 2848) or via the school email address- office.admin@perryfields-pri.sandwell.sch.uk

5. Staff training

All class teachers are qualified teachers with the exception of Newly Qualified Teachers (NQTs). NQTs are monitored closely by an Induction Tutor and have a strict set of standards to meet. Support staff are qualified as LSA's, LSPs or HLTAs (Higher Level Teaching Assistants). Staff supporting pupils with specific needs receive training from other staff or from outside agencies. Training for Precision Teaching in Maths and Enable are examples of this. On some occasions, staff have visited specialist schools to observe practice. The SENCo attends courses and conferences that keep her abreast of changes in policy or practice.

6. Equipment and facilities for SEN pupils

Funding for equipment and facilities is usually met from the school's SEN budget. In some cases, as with the purchase of a changing bed, the high cost-funding grant may be accessed.

7. Consulting parents of pupils with SEN

Pupils' plans/profiles are reviewed termly and parents are consulted about their child's progress and their next targets. Parents are invited to make comments about the progress made. Parents are also invited to meet with outside agencies where necessary.

8. Consulting pupils with SEN

Staff review pupils' progress against specific targets. Pupils are invited to make a comment about how they feel they have progress or what they can do to achieve their targets.

9. Complaints from parents of pupils with SEN

It is hoped that in the first instance, parents would meet with the SENCo and Headteacher to discuss any concerns. If parents feel their concerns have not been addressed to their satisfaction, they are at liberty to contact the Chair of Governors who will then investigate the complaint in line with the school's complaints procedure.

10. The Governing Body

The Governing Body is updated regularly regarding the progress of SEN pupils and how they are progressing compared with their peers. They are also aware of how various agencies are used to support SEN pupils.

11. Contact details of support services

Inclusion support
Occupational
Connor Education Centre
Connor Road
West Bromwich
West Midlands
B71 3DJ
0845 352 7552

Children's Therapy (Speech and Language,
Therapy and Physiotherapy) 0121 612 2010

CAMHS (Child and Adolescent Mental Health Service)
Service
48 Lodge Road
West Bromwich
B70 8NY
0121 612 6620/0800 389 4924

Sandwell Parent Partnership
0121 552 0047

12. Transfer arrangements for SEN pupils

All Year 6 pupils have planned visits to our main feeder school, Perryfields High School. Extra sessions are arranged for SEN pupils and parents can also meet with the Inclusion Staff at the High School. The SENCo from the High School meets with her counterpart at the primary school to transfer information. Perryfields Primary School completes the transition plus pathway forms and sends them to the secondary schools as necessary.

13. Local offer

The school's local offer is published on its website and contains a link to the LA's local offer.