

SCHEDULE 1: Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school.

The school is a mainstream setting.

Our school will:

- Monitor the progress of all pupils; some children and young people with SEN can be identified at birth. Other difficulties only become evident as children grow and develop
- Listen to the pupil
- Listen to parent/carers
- Be able to distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs
- Identify barriers to learning using their knowledge and understanding of the four primary areas of need; the areas of need are:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- In consultation with parents, decide whether SEN support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

A parent or carers first point of contact will be the class teacher followed by the head teacher.

Our school will:

- Monitor the progress of all pupils; some children and young people with SEN can be identified at birth. Other difficulties only become evident as children grow and develop
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- Be able to distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs
- Identify barriers to learning using their knowledge and understanding of the four primary areas of need; the areas of need are:
 - Communication and interaction

- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- In consultation with parents, decide whether SEN support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

In addition:

- Pay regard to advice and information from parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches
- Provide teaching and support staff with comprehensive guidance in relation to identification processes
- Use a range of appropriate screening and assessment tools to identify needs
- Gather evidence of pupil needs
- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service in order to gain a better understanding of a pupil's needs
- Designate a qualified teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator, or SENCO), ensuring appropriate experience or qualifications are in place – Mrs Robinson
- Inform parents/carers when they are making special educational provision for their child and have processes in place for parents/carers to provide feedback on provision
- Inform pupils when they are making special educational provision for them and have processes in place for the pupils to provide feedback
- Identify the nature of each pupil's SEN needs; sometimes a child or young person can have needs in more than one area which requires an individualised approach
- Regularly review the SEND register and other processes used for identifying and making needs known

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
- a) how the school evaluates the effectiveness of its provision for such pupils;

Our school will:

- Have clear systems in place for evaluating quality of provision by reviewing staff expertise through classroom observations, linking to appraisal/performance management systems
- Evaluating quality of provision through rigorous analysis of pupil progress including work analysis and pupil observations
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEND pupils
- Review attendance and exclusion data for SEND pupils
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data

- b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- The school will follow the assessment procedure for identifying children with educational needs, as set out in annexe 1.
- The school will meet with parents 3 times a year at parents evening.
- The school will arrange separate meetings to discuss ET's (formally IEPs) with parents.
- Further meetings can be made to discuss needs, especially in terms of arranging for further support.

Our school will:

- Track and monitor pupil progress on a regular basis and communicate this information effectively to parents
- Identify aspirational key outcomes for individual pupils and develop clear steps to achieve these
- Ensure robust use of school data to identify, monitor and respond to progress of pupils with SEND
- Ensure reliability of data gathered through triangulation of evidence, including work analysis, discussion with pupil/staff, observations and learning walks
- Have clear monitoring processes in place, including scrutiny of pupil books and work analysis, that are effective in closing the gap for vulnerable pupils
- Ensure that every teacher is responsible for pupil progress in his/her own class, and that this information feeds into wider school processes that monitor pupil progress effectively
- Ensure that appropriate rates of progress are made in line with national expectations and all staff are clear about what is expected and adjust practice accordingly
- Evaluate the impact of interventions through pre and post assessment data analysis, ensuring that this is linked to a clear ET
- Hold regular parent meetings, with the pupil, as appropriate, to discuss pupil progress (at least three times a year)
- Regularly evaluate progress towards personalised targets with the pupil and include parents where appropriate
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEND pupils

c) the school's approach to teaching pupils with special educational needs;

How will the school staff support my child?

How will the curriculum be matched to my child's/young person's needs?

The school will provide work at differentiated levels in the aim of ensuring that all pupils have work appropriate to their needs.

Our school will:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs
- Aim for a personalised approach for individuals with complex needs
- Use their best endeavours to secure the special educational provision required for the pupil needs
- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Identify early a pupil's lack of adequate progress and review individual needs. Recognise that some children may only need modifications to the teaching

approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum

- Differentiate lessons to match the pupil's level of learning as part of the schools universal provision
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Where and when needed, seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning

d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

Our school will:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs
- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Identify early a child or young person's lack of adequate progress and review their needs. Recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum
- Differentiate lessons to match the pupil's level of learning
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

e) additional support for learning that is available to pupils with special educational needs;

How is the decision made about the type and how much support my child will receive?

The school will always give its best endeavour to ensure that resources, including staff, are used most effectively.

The decision of the use of staff and support given is made by the SENCO in association with the Headteacher, staff member and outside agencies. Children under EHC will be given the hours of support allotted to them under the EHC.

Our school will:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs
- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Identify early a child or young person's lack of adequate progress and review their needs. Recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum
- Differentiate lessons to match the pupil's level of learning
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use their knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Where and when needed, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and;

How will my child be included in activities outside the school classroom including school trips?

Your child will be able to take part in all learning activities arranged by the class teacher. Physical disability may prevent children from accessing certain activities such as climbing at Standon Bowers but the school uses County providers for this and similar providers and alternative activities can be found.

Our school will:

- Carry out its duties under the Equality Act 2010
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Review Equality Information and Objectives (accessibility plans) regularly

g) support that is available for improving the emotional, mental and social development of pupils with special educational needs

Our school will:

- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEN pupils
- Provide a safe environment for children and young people and recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse
- Be aware that children may experience a wide range of social and emotional difficulties which manifest in many ways and have clear processes to support these needs
- Be alert to other events such as bereavement which can lead to learning and/or mental health difficulties and have clear processes to support these needs
- Assess pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Have in place clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils
- Regularly review our SEND, anti-bullying and behaviour policies
- Have pupil forums, school councils, pupil feedback processes in place as appropriate to the age of the children and young people
- Where appropriate seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development

4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

Mrs Robinson

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5 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Our school will:

- Regularly audit and review staff training needs and provide relevant training to develop whole school staffs understanding of SEN and strategies to support inclusion and high quality teaching
- Use our best endeavours to secure the special educational provision called for by the child's or young person's needs.

- Provide staff with information about effective strategies to use within their class
- Acknowledge the key role of the Special Educational Needs Co-ordinator (SENCO) in providing professional guidance to colleagues and contributing to professional development of all staff
- Ensure that the SENCO has sufficient designated time to fulfil their role adequately
- Wherever possible ensure that the SENCO is on the SLT.
- Ensure all staff (both teaching and non-teaching) have had training to develop staff knowledge of the four areas of need and the nature of the difficulties linked to each area, including online training materials such as the Inclusion Development programme and Advanced Training Materials
- Have clear and robust systems in place for evaluating provision by reviewing staff expertise through classroom observations, and pupil progress through book / work scrutiny and pupil observations
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

How accessible is the school both indoors and outdoors?

The school has an upstairs. If a pupil is unable to access the computer suite or classroom upstairs, provision will need to be made which may include providing a member of staff to teach computing in a downstairs room. Classrooms would be rearranged if needed.

Schools and settings are expected to:

- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Use our best endeavours to make sure that a child with SEN gets the support they need
- Carry out our duty to make reasonable adjustments under the Equality Act 2010
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Remain up-to-date with all statutory moving and handling training, where required.

7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Our school will:

- Make arrangements for providing children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform parents when we are making special educational provision for their child and have processes in place for engagement with children and young people and their families to provide feedback on provision
- Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home.
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEN.
- Carry out annual reviews through an appropriate person centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year)
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice, pupil forums and school councils.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Our school will:

- Make arrangements for providing children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform pupils when they are making special educational provision for them and

have processes in place for the pupils to provide feedback

- Ensure pupils are aware of the planned support and interventions
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEN.
- Carry out annual reviews through an appropriate person centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress (at least three times a year)
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice, pupil forums and school councils.
- Encourage the active participation of the pupil

9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Should a parent wish to discuss issues with the governing body, the first person to speak to is Mr Fox.

Mr Fox can be found on the playground in the mornings and afternoons. Alternatively, please leave a message with Ms Errington in the school office.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

Our school will:

- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

- Pay regard to the criteria and understand the processes for accessing additional funding and support through the DAF process, including those services provided by Health and Social Care

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

The school will attempt to signpost parents to the correct support service including CAMHS, speech and language and similar.

The first contact should be with the class teacher and SENCO.

12 The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Blythe Bridge High School has set aside transition days for children with SEN. This is in addition to the many days our pupils spend in this school on various familiarisation activities.

Contact would be made with other schools ahead of time to ensure that they are aware that a child may need additional transition support.

Our school will:

- Pay regard to advice and information from parents and previous settings at transition points liaising as necessary to continue the use of successful strategies and approaches
- Make arrangements for providing children with SEN or disabilities, and their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Begin transition planning as early as required
- Establish clear links with the receiving or feeder school or setting.
- Monitor the on-going transition process, building on previous assessments and reviews

13 Information on where the local authority's local offer is published.

At the time of publishing this report, Staffordshire County Council local offer was found at this web address:

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/sen-reforms.aspx>

ANNEXE

ASSESSMENT PROCEDURES

Assessing children

- Assessments in Reading, Writing and Mathematics take place termly at the end of the first half term.
- A range of evidence is used to form teacher assessment judgements.
- Random samples are taken at each cycle to ensure that assessments are accurate.
- Moderation activities take place both in school setting and cluster setting in Y6, Reception and other areas as often as possible.

Progress expectations

- We recognise that annual progress of 3 WAPS points reflects satisfactory progress. We aim to move children on 4 point scores within each year, namely 16 point scores over key stage II.
- Target point score for Key stage 1 is 5 point scores each year, namely 10 point scores over the key stage.

Pupils making insufficient progress

- If, by Spring assessment (2 terms) a child has made 2 PS progress, they would be considered worthy of note. We term these pupils STEP 1 CHILDREN.
- If, by the end of the year (May – 3 terms) the child has made 2 PS progress, they are considered worthy of full and focused attention. We term these STEP 2 CHILDREN.
- If a pupil continues to a fourth term without making further progress (ie not 4PS or 2 sub levels) we will initiate a plan of action which may include:
 - Introducing an IEP
 - Investigating putting them on the SEN register
 - Exploring challenge if G&T
 - Calling outside agencies for assessment such as dyslexia or educational psychologist

These children will be termed PROFILE PUPILS and will have a file opened to chart their progress and attainment throughout school or until such time as they appear to no longer need monitoring.

- Pupils who achieve 0 PS progress in 3 terms (ie may have made progress but not one sub level) will move straight to Profile Pupil status.

Ensuring progress

- Children identified in termly analysis (Data Research Insufficient Progress Sheet) will be discussed at termly pupil progress meetings (second half term – with head teacher if needed or key stage partners) to identify possible causes and actions that can be taken to overcome these issues.

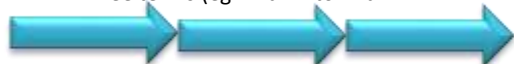
Evaluations take place against last session's analysis and further steps made. Children can move freely from Step 1, through Profile pupil to School Action and Statement according to deemed need.

Two terms (eg. End Y1 to Spring Y2)



If progress is 2 PS (1 sub level) or less, STEP 1 CHILD

Three terms (eg. End Y1 to End



If progress is 2, STEP 2 CHILD.

If progress is less than 2PS, PROFILE PUPIL

Four terms (eg. End Y1 to Autumn



If progress is 2 PS,
PROFILE PUPIL