



SEND Information Report, October 2022

Links to Rights Respecting Article 2: '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.' Article 23: '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.' Article 29: 'Education must develop every child's personality, talent and abilities to the full.'

Hello. My name is Miss Perry and I am the Special Educational Needs and Disabilities Coordinator (SENDCo) at Green Meadow 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 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 [here](#) to read our full SEND Policy and Information Report.

Alternatively, please read on 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 action plan and useful links 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 475 4505 or email me at enquiry@greenmeadow.excelsiormat.org

1. The kinds of SEND that are provided for



We recognise that each child is unique 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.

Communication & interaction i.e. autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties	Cognition & learning i.e. dyslexia, dyspraxia, dyscalculia, Downs Syndrome
Social, emotional & mental health difficulties i.e. attention deficit hyperactivity disorder (ADHD)	Sensory & /or physical needs i.e. visual or hearing impairments, cerebral palsy, epilepsy

Green Meadow is fully accessible. 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:

❖ Early Years Foundation Stage Development Matters [Development Matters - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and [Early years foundation stage profile handbook - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

❖ Arbor

❖ and/ or the Birmingham Language and Literacy or Maths Toolkits on the Toolkit Progress Tracker software

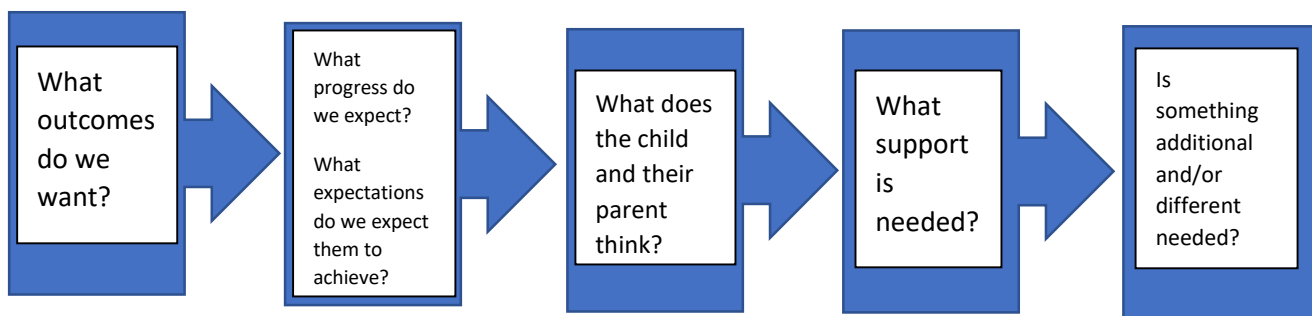
They will identify those whose progress:

- 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?



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



We record short term targets on Child Friendly Target Cards.

My Targets For:

Target 1: Target 2: Target 3:

Stickers here: Stickers here: Stickers here:

Name: Date:

At a specialist level, a School Support Provision Plan or Positive Behaviour Support Plan may be used for focused target setting in possible preparation for an EHC assessment. Some children also have a one-page profile which gives an outline of any individual needs and how the child can best be supported.

One page profile

Photo

What people like and admire about me...

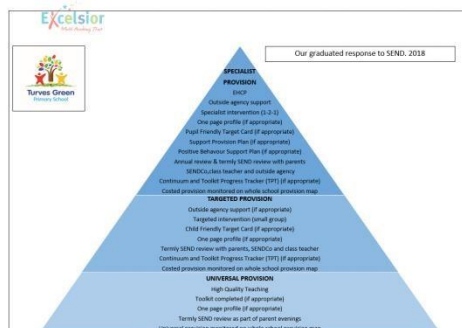
I am a fluent sight reader.
I am kind.
I care about others.
I am a happy person.
I am smiley.
I am friendly.

What makes me happy

I like to play with this shop one.
I like to know where my friends and teachers are.
I like colouring in.
I like to play with a ball.
I like number blocks.
I like Poppy Pig.

How I want to be supported




I am learning to use my row and next board.
I like to be given a count down of 2 minutes before something is coming to an end.



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 multiagency 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

	<p>At Green Meadow 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.</p>
	<p>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.</p>
	<p>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.</p>

7. 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 scaffolded 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 for learning and pastoral support. These evidence-based interventions are reviewed regularly depending on the need of the child(ren) and include:

Targeted (small group)	Specialist (1:1)
<p>Mathletics Direct Phonics Read Write Inc. Groups Sentence Adventure Read Write A2Z Maths Intervention Boxes Small group Precision Teaching Mastering Number Lego Therapy</p>	<p>Read Write Inc. 1:1 tuition Mathletics Pocket folders Precision teaching Phonological Awareness Training (PAT) Better Reading Partnership Rapid Reader All By Myself Readers A Tummy full of Fireworks Happy In My Skin Think Good, Feel Good My Hidden Chimp Person centred counselling/emotional support Trauma and Attachment</p>

8. Adaptations to the curriculum and learning environment

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

- We use a Mastery approach to teaching, so that children's learning is scaffolded up to ensure all children can 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
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- SEAL (Nurture) room is available to support social, emotional and mental health needs and provide a calm, quiet environment if required.

9. 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
- City of Birmingham School (CoBS) support for emotional regulation

10. Expertise and training of staff

Our SENDCo, Miss Perry is a qualified teacher and member of the middle leadership team. Miss Perry has been a teacher for 10 years, working in schools in London and Birmingham. Miss Perry works part-time, usually on a Monday, Tuesday and Wednesday and is completing her NASENCo award at the University of Birmingham.

Prior to taking up the post, Miss Perry spent a year working alongside Mrs Cross, our Deputy Headteacher and an experienced SENDCo at Green Meadow. Mrs Cross has 20 years of teaching experience and 10 years of

experience as a SENDCo. Mrs Cross works full-time and is available to support in any matters that may arise when Miss Perry is not available or out of school.

We currently have a team of 8 teaching assistants who have all been trained to deliver SEND provision. We also have a Pastoral Manager, Mrs Robinson and a Learning Mentor, Mrs White, who support with interventions across school, both pastoral and learning.

2021-2022 Staff Training

- ✓ Scaffolding
- ✓ Differentiation
- ✓ The Graduated Approach
- ✓ TIAAS (Trauma Informed Attachment Aware) and Adverse Childhood Experiences (TIAAS team complete regular CPD)
- ✓ AET Progression Framework (Certain staff members)
- ✓ Person Centred Review (Certain staff members)
- ✓ Supporting SLCN needs in the classroom (Teaching Assistants)
- ✓ Dyslexia (Teaching Assistants)
- ✓ Mastering Number (Certain staff members)
- ✓ Early Maths (Certain staff members)
- ✓ Read, Write Inc
- ✓ ELKlan Speech and Language Training (5-11 years, certain staff members)
- ✓ Better Reading Partnership (Certain staff members)
- ✓ Tier 2 Autism Practice (Certain staff members)
- ✓ Physical Handling (Certain staff members)
- ✓ Supporting Physical Education for children with physical needs (Certain staff members)
- ✓ Supporting pupils with Spina Bifida and Hydrocephalus (Certain staff members)
- ✓ Medical Needs management
- ✓ SSPP Training (Certain staff members)
- ✓ Lego Therapy (Certain staff members)

11. 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

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 termly) and/or their Child Friendly Target Cards
- Reviewing the impact of interventions after each cycle
- Using pupil voice sheets
- Regular monitoring by the SENDCo and other members of the SLT
- Using class and whole school provision maps
- Holding annual reviews for children with an EHC plans
- Through discussions with parents at Parents Evening – our SENDCo is available to talk to parents of children who are on the SEND register and review their targets

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 any educational visits or residential trips. 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.

In addition, in 2022, children with SEND have participated at the Panathlon Event organised by the Panathlon Foundation and attended by schools across the Excelsior MAT.

14. Support for improving emotional and social development

To support children's emotional regulation, we have a member of SLT with responsibility for pastoral and behavioural support, alongside a pastoral manager. 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, eco-council and Rights Respecting Steering Group
- We are working towards being a silver 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.
- PHSE curriculum including regular Emotional Literacy, Rights Respecting and No outsiders learning occurs for all.

We have a zero-tolerance approach to bullying.

15. Complaints about SEND provision

Queries or complaints about provision for children with a SEND should initially be made with the class teacher. If parents 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

16. Contact details of support services for parents of children with SEND

- Birmingham Local Offer website for support with SEND services in Birmingham [Local Offer Birmingham | SEND Advice and Information](#)
- 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 8461
- 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 245 5750
- PAUSE / Forward Thinking Birmingham (Mental Health Services for 0–25-year-olds) 0300 300 0099
- Speech & Language Services 0121 683 2325
- Occupational Therapy Services 0121 466 6231

17. Contact details for raising concerns

If a parent, carer or child has a concern they should initially speak to the class teacher. The class teacher will then work with the SENDCo, Miss Perry, to support the child and family.

18. The local authority local offer

Birmingham's local offer (SEND) is published here: <https://www.localofferbirmingham.co.uk/>

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.

Scaffolding- refers to a variety of techniques used to move children progressively towards a stronger understanding and, ultimately, greater independence in the learning process. To meet children's needs, teachers scaffold by modifying the content (what is being taught), the process (how it is taught) and the product (how children demonstrate their learning).

Emotional Regulation- The ability to control the experience and expression of emotions.

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.

The curriculum offer for pupils with SEN and how the school differentiates.

This board discusses curriculum differentiation for SEN pupils. It includes notes on:

- SEN pupils' needs and how the curriculum is adapted.
- Examples of differentiated resources and tasks.
- How the school ensures all pupils can access the curriculum.

The school's approaches to teaching and learning for pupils with SEN.

This board outlines the school's pedagogical strategies for SEN pupils, including:

- Use of small group work and peer support.
- Adapted teaching methods and materials.
- Regular communication with parents and external agencies.

Arrangements for preparing pupils for transition.

This board details the school's transition programs, such as:

- Pre-arrival visits and familiarization activities.
- Specialized support for children with SEN during transitions.
- Collaboration with primary schools and other educational institutions.

How the school identifies and supports SEND.

This board explains the school's identification and support processes, including:

- Initial assessment and screening procedures.
- How the school identifies specific needs and provides targeted support.
- Regular monitoring and evaluation of support effectiveness.

Pastoral support for pupils with emotional and social SEN.

This board focuses on the pastoral care and social skills development for pupils with emotional and social SEN, including:

- Use of social stories and role-play.
- Emotional literacy programs and counseling services.
- Supportive environments and staff training.

Links with external agencies.

This board details the school's partnerships with external agencies, such as:

- Specialist educational services and health professionals.
- Local authority support and community organizations.
- How these links enhance the school's provision for SEN pupils.

Other

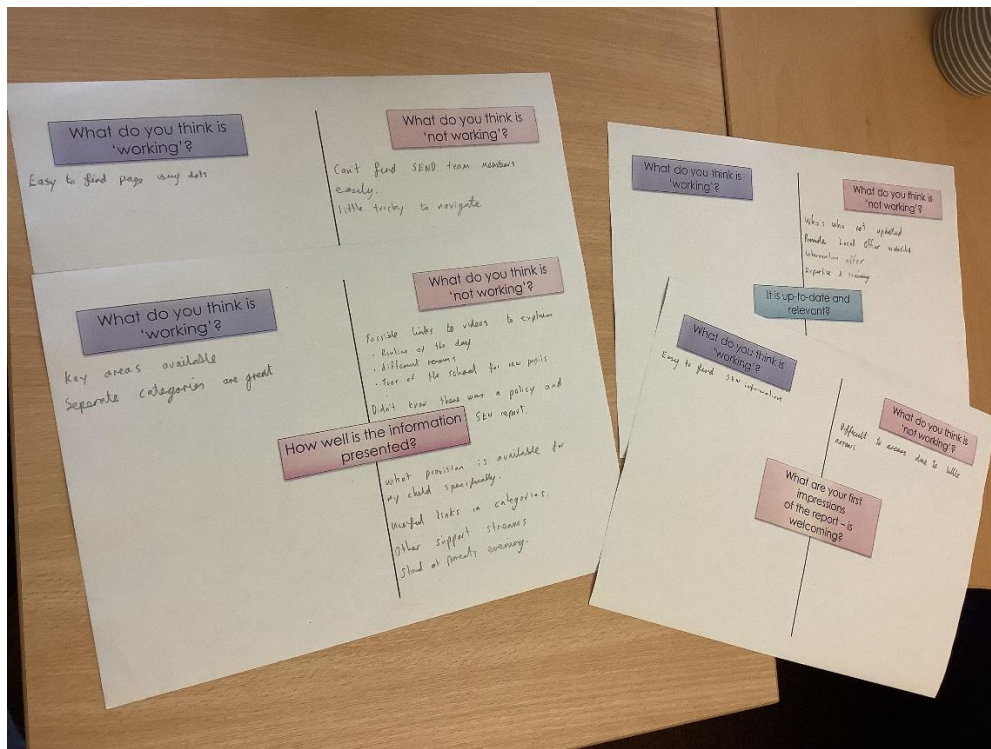
This board contains various additional notes and ideas, including:

- Questions about school accessibility for parents.
- Notes on staff communication and support.
- References to specific SEN provisions and resources.

Engaging pupils with SEN with the wider curriculum, e.g. sports or art provision.

This board discusses strategies for engaging SEN pupils in extracurricular activities, such as:

- Adapted sports and physical education programs.
- Art and creative activities that build confidence and skills.
- How these activities contribute to the overall well-being and inclusion of SEN pupils.



With thanks to the parents and children who have helped to shape this section of the website.

(July 2018 and July 2019, October 2022 SEND Information Report coffee morning)

