

SEND Information Report 2020/2021

SENCO: Claire Keeler

SEN Governor: Marie Hartland

Contact: Claire Keeler 0121 5658812

Dedicated SEN time: Thursday

Local Offer Contribution: TBC

Whole School Approach:

High quality first teaching and additional interventions are defined through annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Class teachers assess the children's learning on a daily basis identifying next steps in learning, an online tracking program is used to identify the objectives child can or cannot demonstrate independently. The Wakefield progression stages are used to assess children with SEND.

Plan: Class teachers plan lessons that are suitable for the needs of all children, The Wakefield progression steps are used to identify steps within learning. When necessary intervention are planned and carried out by class teachers and support staff with the guidance of the SENDCo.

Do: quality first teach is demonstrated on a daily basis to enable all children to make progress. Learning surgeries are used on a daily basis to ensure no children fall behind in their learning. The curriculum is personalised and interventions are carried out when necessary.

Review: Pupil progress meetings are carried out on a termly basis and the progress of all children is discussed. Interventions are Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

At Shireland Technology Primary, we offer the following provision to support the children with communication and interactions needs:

- Daily speech and language from Speech and Language Therapists guidance
- Nurture
- Jigsaw PSED (trial)
- Wellcomm interventions
- Word Aware
- E3L Language pathways

2. Cognition and learning

At Shireland Technology Primary, we offer the following provision to support the children with cognition and learning needs:

- Quality wave one teaching
- Precision teaching
- Phonics support
- Lexia
- Flipped Learning

3. Social, emotional and mental health

At Shireland Technology Primary, we offer the following provision to support the children with social, emotional and mental needs:

- Nurture
- Jigsaw PSED (trial)
- Social Stories

4. Sensory and/or physical needs

At Shireland Technology Primary, we offer the following provision to support the children with sensory and physical needs:

- Sensory support from OT guidance
- 4D Immersive room
- Innovation space with sensory lighting
- Kinetic Letters

As of September 2020, during our opening phase, we have 6 pupils receiving elements of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include:

- Learning walks, lesson observations and book looks
- Monitoring of interventions
- Pathways Planning discussions
- Information provided at annual/termly reviews
- Half-termly Provision Map reviews
- Progress measured by entry and exit data provided at pupil progress meetings

SEN Provision

Our approach to identification and assessment of special educational needs is set out in our SEN Policy

We have set out below summary information on the school's approach to SEN which covers the following areas:

- Teaching pupils with SEN
- Adapting the curriculum and learning environment for pupils with SEN
- How additional support, equipment and facilities are made available for pupils with SEN
- Assessing and reviewing the progress of pupils with SEN
- Promoting inclusion between all pupils regardless of whether they have SEN
- Supporting the social, emotional and mental development of SEND pupils (including additional pastoral support arrangements)
- Evaluating the effectiveness of our SEN provision

Where the school needs additional support or expertise to meet the needs of a pupil with SEN, it may be necessary to call upon support from external agencies (e.g. Educational Psychologists, Speech & Language Therapists, other Local Authority services, Occupational Therapists etc). Our approach in such situations is one built on communication with families.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action / Event	Who's Involved?	Frequency
Annual Reports	Class Teacher and Parents	Yearly
Parents Evening	Class Teacher and Parents	Termly
Ongoing Dialogue through Class Dojo	Class Teacher and Parents	Weekly
Provision Map / EHCP targets <i>for those who require it</i>	Class Teacher. Parents & SENCO	Half Termly

There are external support services available for parents of children with SEN. The contact details for these services are set out below:

SENDIAS: 0121 552 0047

Inclusion Support: 0845 352 7552

Speech and Language Therapies etc: 0121 612 201

Staff contacts and development

The SEN provision within our school is co-ordinated by the SENCO. Our SENCO is currently our Vice Principal Claire Keeler who can be contacted at the school by phone 0121 5658812.

The designated safeguarding lead is currently our Principal Lady Kirsty Grundy who can be contacted on 0121 556 0114.

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initial of Person	Area of Expertise	Level
SB	Wellcomm	Teacher
JW	Wellcomm, Nurture, SEMH	Teaching Support
WL	Wellcomm	Teaching Support
GD	ASD, NELI	Teaching Support
SK	NELI, PEG feeds	Teaching Support
PM	Breaking Barriers (Numicon) Wellcomm, EAL.	Teaching Support
KS	Fluency	Teaching Support

Deployment of Resources

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff have been deployed on a needs basis supporting children with specific needs and delivered intervention when necessary.

Children with SEN or disabilities may, from time to time, require access to different equipment or facilities. We will aim to support these needs following an evidence based approach utilising internal and external resources.

School Partnerships and Transitions

The School works with a number of external partners including: Speech and Language Services, Inclusion Support, The School Nurse Service, Private Nursery Providers, Shireland Collegiate Academy, Children's Centres and The Birmingham Hippodrome Education Network. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

The School works closely with the local authority which retains a strategic role across its area to support SEN provision. Details of that support are set out in the local authority's local offer which can be found at: http://www.sandwell.gov.uk/info/200295/schools_and_learning/3697/what_is_the_local_offer

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

Complaints

Our complaints procedure is available on the Trust website. Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints.

This year we have 0 number of complaints.

Challenges this year

The challenges this year are a direct result of the global pandemic and its impact on pupils' progress – particularly pupils with SEND. Communication and language delays were the predominant need in our first year and baseline data shows that this has been impacted significantly in our second year of opening. External agencies have limited or suspended visits as the young age of our current cohort poses risks with little or no social distancing.

Further development

Our strategic plans for developing and enhancing SEN provision in our school still include our transition to the new premises and preparing /providing flexible spaces for SEND. It also includes developing our Remote Education offer to further support and individualise learning for pupils with SEND; including the continuation of practical packs. Over time this will also include developing partnerships and onsite visits with other agencies and professionals as soon as their risk analysis and assessments allow.

Relevant school policies underpinning this SEN Information Report include:

- Teaching and learning
- Assessment
- Equality

Legislation and Guidance taken into account when compiling this report include:

- Children & Families Act 2014 [\[1\]](#)
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Date presented to/approved by Governing Body:

Date of next review: Oct 2021