

Causeway Green



Primary School

Special Educational Needs
Information Report
September 2020

A message to parents/ carers from the SENCO...

Welcome to Causeway Green Primary School's SEND information report. At Causeway Green we are committed to providing an inclusive environment where all children have the opportunity to fulfil their potential. We are committed to foster the development of life-long skills such as; confidence, independence and social skills alongside academic achievement.

This report will give you information on how our school and Sandwell LA can support you as parents and carers; also how we can support your child. The report will be split into sections based around frequently asked questions. Please see the content page below to help find the specific information you require.

We look forward to working with you.

Kind Regards,

Mrs C Degg, Inclusion Lead.



Governor Approved:

Date Approved: 9 July 2020

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Section 1:

What are special educational needs and disability and what Special educational needs and disabilities do the school cater for?

A child is defined as having a special educational need or disability if they have a significantly greater difficulty in learning compared to other children of their same age, or if they require additional equipment or facilities to access the physical building or curriculum in order to make progress.

(SEND Code of Practice 2015)

Causeway Green has a fully inclusive approach, with provision to meet the needs of children with difficulties in one or more of the following areas:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.
- Medical needs such as; diabetes and epilepsy.

Special educational provision is defined as support, resources or approaches that are additional to or beyond the general provision made for all children of the same age.

Section 2.

How will I know if my child has a special education need? How will the school identify my child's needs?

Identification and Assessment

2a. Early Identification:

The school is dedicated to identifying and supporting children who may have a special education need or disability as early as possible; this is achieved through the following ways;

Initial Identification

➤ Communication and Interaction

In Nursery and Reception, children's speech and language skills are assessed using the WELLCOM screening process. Concerns in this area of need may also be identified by staff working with children in KS1 or 2.

➤ Cognition and Learning

The attainment and achievement of all children in reading writing and maths are monitored regularly through ongoing assessments and Pupil Progress Meetings. Children who may not be making expected progress are identified and interventions put in place.

➤ Social, emotional and mental health difficulties

Concerns in this area may become evident through a child's behaviour or changes in their behaviour, such as withdrawal, defiance or aggression. This may sometimes be more evident

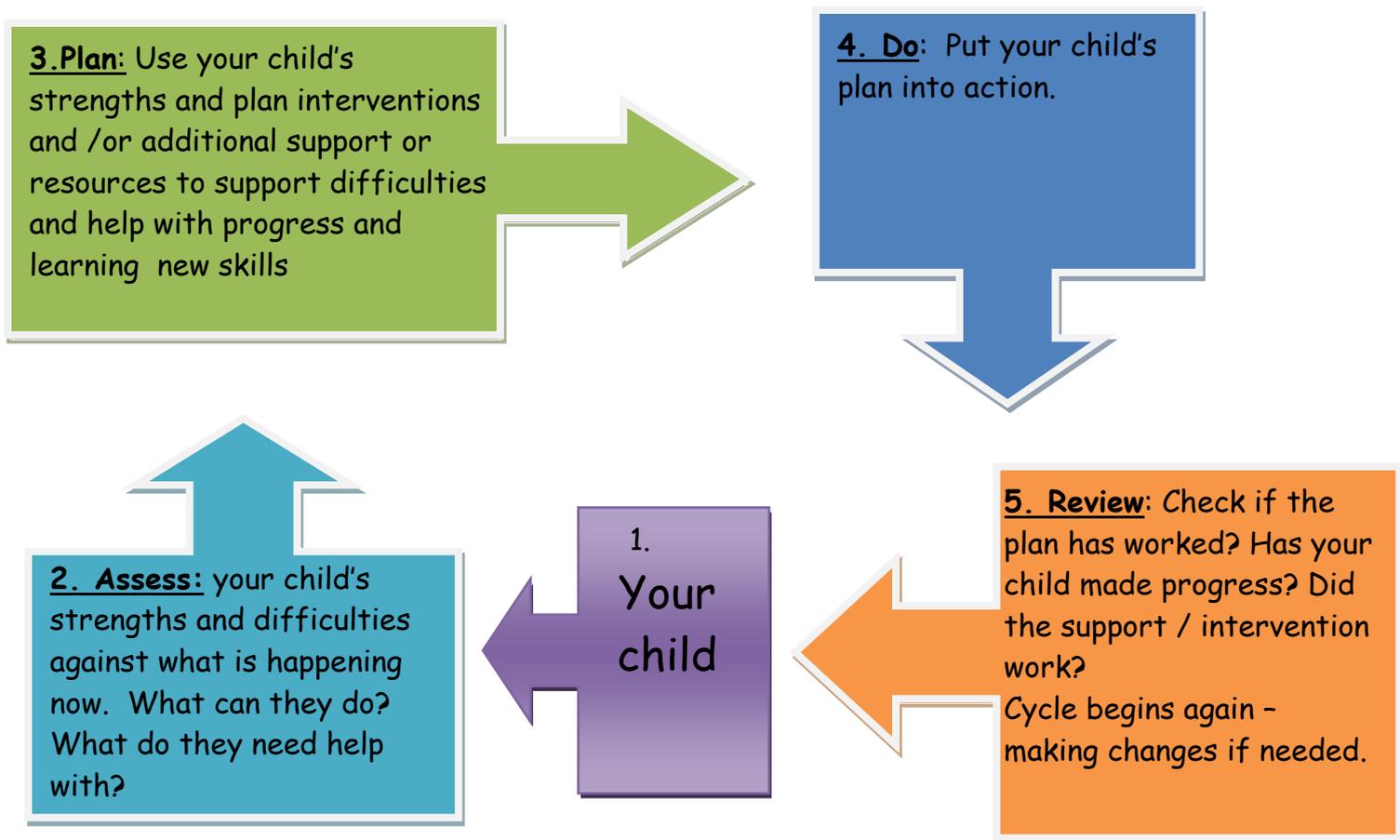
in different settings and concerns may be raised initially by parents or school staff. The 'Boxall Profile' may be used to assess children's needs in this area. Pupils within Years 3, 4, 5 and 6 will have the opportunity to take part in the Pupil Attitude to Self and School Survey. This is used to promote positive well-being. The survey can also be used as a tool to identify potential difficulties with poor perceptions of self-image or a lack of self-esteem.

➤ **Sensory and / or physical**

These needs are often identified by health professionals before a child starts school or through routine checks in the early years. Concerns may become more apparent as a child develops, and may be raised by parents, school staff or health professionals at any point.

Assessment

Once a child has been identified assessment will take place through the process of the 'graduated response', allowing school staff to put in place appropriate support. The graduated response is a cycle of assess, plan, do and review.



2b. SEND Register

If a child is identified as having speech, language or communication difficulties, hearing or visual impairment or physical disability requiring intervention by outside agencies; they will be included on the SEND register and any necessary support will be provided, in consultation with all involved, including the child and their parents.

Children whose learning is falling behind that of other children of their same age are identified; additional support or intervention is put in place to help them to catch up. Where a child's behaviour causes concerns, intervention and support will also be provided for. Parents will be kept informed of such interventions, by the class teacher. If the child continues to have difficulty despite extra intervention, they may be referred to the SENCO, who will gather information and either suggest further interventions or contact relevant outside agencies, for further assessment and / or advice. At this stage the child's name may be added to the school's SEND register as SEND support.

When a child is identified as having SEND, an individual profile will be completed in partnership with the child and their parents, long and short term outcomes will be identified and an individual provision plan will be written. Parents will be kept informed and their views taken into account in any decisions that are made about provision for their child.

What is an Educational Health Care Plan and how will I know if my child needs one?

2c. Education, Health and Care Plans

An Educational Health Care plan is a document which lists the needs, support and intervention a child needs. It will have a number of outcomes (outcomes explain what the plan aims for the child to be able to achieve once intervention has taken place). These outcomes can be educational, health related or both.

The school will apply for an Education, Health and Care Plan (EHCP) for children who have severe levels of physical, learning, communication and/or emotional and social difficulties that are lifelong and complex. If the LA agrees to begin the process; an EHCP takes 20 weeks to complete. Your child will continue to be supported from the SEND resources of the school while the EHCP is completed.

What is the process for applying for an Educational Health Care plan?

Children who are considered for EHCP will need high levels of intensive support which cannot be made available through the school's notional (general) budget. They will have gone through the identification process and generally been supported at SEND support for a number of cycles of the graduated response of assess, plan, do, and review. External agencies will be involved and a meeting will be held called a CAM. A Community Assessment Meeting (CAM) will also involve parents and the child to discuss the child's strengths and what is working well. It will also discuss what we can do to improve progress and provision. If all parties feel the child will benefit from applying for an EHCP and provision exceeds £6000 pounds, then the SENCO will complete the paper work and send it to the LA within 6 weeks of the CAM. Parents should receive a letter from the LA explaining if the EHCP has been accepted for consideration. There are several points through the 20 week period where parents can appeal

if a decision has been made not to award the EHCP. The SENCO will advise parents if an appeal is required.

Section 3.

How will the school meet my child's needs and help them to make progress?

Provision

3a. Evaluation

At the start of any SEND intervention, evidence is collected as a baseline. At the end of the intervention the progress made is assessed by the class teacher and SENCO. The SENCO will use a whole school provision map to evaluate the effectiveness of the interventions being used by the school and make changes to provision if needed. Observations of teaching, SEND support in class and small group or 1:1 interventions are carried out as part of the school's monitoring cycle. Children evaluate their own progress against their identified individual outcomes on their individual provision maps.

3b. Assessing Progress

All children's attainment in reading, writing and maths is assessed every term by class teachers and reviewed in Pupil Progress Meetings. Progress against children's long and short term outcomes will be reviewed each term by class teachers and / or the SENCO. Parents and children will be invited to the review meeting. If intervention is not enabling children to make progress and 'catch up', then alternative interventions will be put in place.

3c. Approach to Teaching

Children with SEND are taught within class groups with good quality teaching. They may also be taught in ability sets, e.g. for maths lessons. They may be withdrawn from class for small group or 1:1 interventions. These interventions will last a short period of time to ensure children with SEND receive a broad and balanced curriculum.

3d. Curriculum and Learning Environment

Class teachers will differentiate the curriculum, to meet the individual needs of children with SEND, through differentiated tasks, additional or different resources, adult support and expected outcomes. Appropriate learning resources will be made available within the classroom to support children with SEND. Where necessary, the learning environment and curriculum will be adapted to meet children's specific needs, for example; providing a personalised curriculum, ensuring safe access for a child with a visual or hearing impairment or providing an individual work station for a child with ASD.

Please see the school's Accessibility Plan for further information.

3e. Additional Support

The school provides a wide range of interventions to support children's learning. [Link to 2020 - 2021 provision map](#) Children with SEND may be supported within school by qualified Learning Support Practitioners or outside agencies (please see section 9). The school will also give additional support for children with medical needs (care plan).

3f. How will the school include my child in all areas of school life?

Children with SEND are encouraged to participate in all areas of school life. Adjustments will be made for children with SEND to take part in all areas of the curriculum including P.E, swimming and all extra-curricular activities and clubs are made available to children with SEND. School trips and residential visits are also available. If necessary, additional support, provision or access arrangements will be put in place to keep children safe and enable children with SEND to participate.

3g. How will the school help my child's social, emotional and mental health needs?

Whole school:

Staff have received emotion coaching training; this training has been implemented across the school to support pupils with communicating and understanding their emotions. The school has a whole school behaviour policy (Behaviour Recovery), which is based on mutual respect, clear boundaries and positive praise. Children are encouraged to reflect on their behaviour choices and teachers and LSPs will support children in this process. The Jigsaw programme is used for PHSE lessons and the school adopts the principles of the healthy school's initiative. Due to the recent COVID-19 pandemic a recovery curriculum will be put in place as children return to school in order to support their mental health and wellbeing. Further support for children will be put in place for pupils who may be exhibiting particular difficulties with anxiety, attachment or bereavement. This support may be delivered through mentors within the school or external agencies such as counselling services or Inclusion Support. Children's views are valued and acted upon throughout the school and any claims of bullying are taken seriously and investigated thoroughly.

Intervention:

For children needing a little more focused support, we have two staff trained in nurture techniques. Interventions may include, building self-esteem sessions', small group PHSE sessions, co-operative play sessions and group or 1:1 mentoring. Children may be referred to Inclusion Support, CAMHS or Shield if additional help is needed.

Section 4:

Who do I contact if I have any questions about my child's needs?

Class teachers are available at the end of the school day to discuss any concerns parents may have or to answer questions. If, as a parent, you would like to discuss your child's needs in more detail, the class teacher will make an appointment to see you at a time which is mutually convenient. If parents would like additional information, or feel their question has not been completely answered, parents can arrange a meeting with the SENDCO or Deputy SENDCO.

Section 5.

How are school staff trained to meet SEND needs?

All teachers are experienced in differentiating the curriculum for all groups of children, including those with SEND. Support staff are all qualified at Level 2 or 3 in relevant NVQs, which included training in support for children with SEND. Support staff are also trained in a range of interventions such as; Fun Fit, MAPA, Mentoring, visual impairment support, Nurture, speech and language intervention, Write Away Together and Switch On. This training is updated regularly, either within school or from outside agencies. As the need arises, additional training is provided e.g. to support children with ASD, sensory impairment, diabetes and epilepsy. In addition, the SENDCO has completed the National Award for SEND coordination.

Section 6:

What facilities does the school have for SEND?

Funding for equipment and facilities is secured in the first instance through school resourcing and the notional SEND budget. Where specialist equipment or additional facilities are needed, outside agencies will be consulted (e.g. occupational therapist, sensory support service). Additional equipment for a child may be secured through funding acquired for the child through an EHCP.

What is the school's Accessibility plan?

An accessibility plan details how the school makes alternative procedures or changes to the school's physical building and grounds, learning environment and information in order for someone with a special educational need or disability to access the building and learning environment. Currently we have some adaptations for wheel chair users and procedures for children with visual impairment and ASD. Please see the school's accessibility plan for more information.

Section 7:

How will I know about the provision my child is receiving and the progress they are making?

Consultation with Parents

We understand that parents have a wealth of knowledge concerning their child's needs; it is important to us that parents have a chance to participate in their child's learning and share their views about the provision their child receives. Parent views will be gathered and information regarding progress and provision shared, at each stage of the identification, assessment and review process. This consultation may take place through the forms of meetings with teachers, the SENCO and/ or other outside agencies. Parents will be invited three times a year to review the progress and interventions their child has received. During this meeting the teacher, with the parent, will discuss the next available steps and new provision for the child will be decided upon. Once a year parents will be invited to review and update their child's one page profile, where information about the child's strengths, difficulties, the ways adults can help their child and outcomes will be decided upon together.

Section 8:

How will my child know if they are making progress and share their views about their provision?

Consultation with children with SEND

All children share their views regarding school and learning through pupil conferencing, self-assessment, class discussions and pupil interest boards. In addition, for children with SEND pupil views will be gathered termly on the progress they have made towards their outcomes and how the school can help them to progress further. This information will be shared with parents and the SENCO. Children will also share their views and contribute to their one page profile, giving their views on their strengths, difficulties, what and how they would like to improve and how adults can help them. We appreciate that through consulting children we can help them to develop independence, confidence and reflection skills, the views of children will be encouraged, considered and acted upon at every stage of the SEND process.

Section 9:

Which external agencies could be involved in my child's provision?

In some situations, support for children may be requested from people who work outside of school. Before any outside agencies are consulted the teacher or SENDCO will meet with parents and ask for parental consent.

Agencies which support children with SEND in the school include:

- Speech and Language therapists, Occupational therapists, Physiotherapists;
- Inclusion Support (SEN Advisory Teachers for Learning, Behaviour Specific Learning difficulties, and ASD; Educational Psychologist);
- Sensory Support Service (hearing and visual impairments)
- School Nurse, Child and Adolescent Mental Health Service (CAMHS), other health professionals

Section 10:

What happens when my child moves to the next phase of their education?

Entering Nursery or Reception:

The SENDCO and/or the Early Years coordinator and class teacher will arrange to see the child in their present nursery or home setting. A meeting will be organised between early years Inclusion Support and the SENDCO to discuss the child's needs and a transition plan will be devised to support the child move to the new school environment. If it is felt that additional funding would be required for a nursery child the SENDCO will apply for High Needs Block Funding for up to a maximum of 15 hours support per week

Moving to the next year group including KS1 to KS2.

At the end of each school year, each child on the SEND register will have their one page profile updated. There will be a meeting for the current teacher and the new teacher for the forthcoming year to discuss the needs of the SEND children in their class. Individual

transition plans may be needed for some children who may need additional transition such as, photo books and visiting the class room on several occasions before the new year starts.

Moving to Secondary School.

Transition for children who have an EHCP will start at their year 5 review, where discussions regarding available secondary schools will take place. Parents are encouraged to visit a number of secondary schools to evaluate which school would best meet their child's needs. For children at SEND support and EHCP or statements, the SENCO will arrange a meeting with the secondary school during the summer term of year 6 to share information about each child's needs. Additional transition days to secondary school in the summer term will be arranged for children who would benefit from this. All records and documents regarding the child's SEND needs will be passed onto the secondary school, so the secondary school can continue to meet the child's needs in their new school

(Please see appendix for COVID-19 considerations regarding transition)

Section 11:

The Governing Body

We have a governor with specific SEN responsibility. The named governor has the understanding of:

- How the school identifies children with SEND
- How many pupils in the school have SEND
- How money is allocated for special educational needs and how it is spent
- How the school has planned for the inclusion of disabled pupils
- Know the school's SEND policy
- Be familiar with the Equality Act 2010 and how the school is meeting its duties.
- Know and work with the SENCO and head teacher regarding SEND.

Section 12:

Contact details.

Inclusion Lead: Charlene Degg

Deputy Inclusion Lead: Charlotte James

Telephone: 0121 559 2068

Email: contact.us@causewaygreen.sandwell.sch.uk

Inclusion Support:

Connor Road Education Centre

Telephone: 0845 352 7552

Children's Therapies

Speech and language, Occupational and Physiotherapy

FASTA (Fasta Access to Sandwell Therapy Assessment) 0121 612 2010

School Nurse Team:

Sandwell School Nurses, The Lyng Centre, Frank Fisher Way.

Telephone: 0121 612 2974

Section 13:

Complaints procedure

Any parent who has a concern can arrange a meeting with the SENCO or Head Teacher. Any complaint from a parent of a SEND Child will follow the school's complaints procedure and be reported to the head teacher and the governing body.

Section 14:

Where can I find information about facilities and support offered within the local area?

Sandwell Local offer can give parents information and advice about local services for children with SEND. Support is available for education, health and the wellbeing of children with SEND. Causeway Green Primary contributes to the Sandwell Local Offer through the school section of the offer.

Please use the link below to access Sandwell's Local Offer.

<http://www.sandwell.gov.uk/send>

Other voluntary groups, clubs or support groups that may be useful include....

- Sandwell Parents for Disabled Children (SPDC) <http://www.sp-dc.org/>
- Autism West Midlands <http://www.autismwestmidlands.org.uk/>
- Sandwell Visually Impaired group <http://www.sandwellvisuallyimpaired.org.uk/>
- Downs Syndrome Association <https://www.downs-syndrome.org.uk/for-families-and-carers/local-support-groups/>
- Action for Children <https://www.actionforchildren.org.uk/in-your-area/services/disability/sandwell-sendiass/>
- Sandwell well-being hub <http://www.sandwellbeing.co.uk/>
- Beam (well-being and mental health support for children) https://fis.sandwell.gov.uk/kb5/sandwell/directory/service.page?id=faah6wIJkSM&familychannel=9_12

Appendix

Due to the current COVID-19 pandemic; transition for pupils in June and July 2020 has needed to be adapted to meet the current government guidelines.

Children entering Nursery or Reception:

The SENDCO will contact parents to discuss a personal transition plan for pupils entering Nursery or Reception who have Special Education Needs. As pupils will be unable to enter the school building to visit their new teachers, LSPs and their new classroom; a transition booklet will be sent home in the Summer term 2020 with photos of the staff who will be supporting them in September and photos of the school building. They will also receive a video message from their class teacher.

If Early Years Inclusion Support (EYIS) are involved, the SENDCO and EYIS will discuss your child's needs. This information will be passed onto the class teacher and LSP where preparations will be made to support your child in class.

Transition from individual year groups within Causeway Green.

As not all pupils are currently attending school and due to current government guidelines; the usual transition between year groups such as pupils visiting their new teachers, LSPs and their new classroom has needed to be adapted. Therefore, a transition booklet will be sent home in the Summer term 2020 with photos of the staff who will be supporting your child in September 2020 and photos of unfamiliar areas of the school building, your child would need to access. They will also receive a video message from their new class teacher.

The SENDCO, current class teacher and LSP or keyworker will discuss your child's needs and pass on information regarding this to the new class teacher, LSP or keyworker in preparation for when they return to school.

When your child returns to school, there will be a transition period alongside a recovery curriculum with the aim to settle your child into their new routines, to enable them to feel comfortable in their new settings and build a relationship with new members of staff. There may be a phased return if your child is likely to find this transition back to school difficult.

Transition to Secondary School:

The SENDCO and the Inclusion department of your child's secondary school will discuss your child's needs in order for the secondary school to effectively prepare for your child to join their new school in September.

Each secondary school has their own plans for adapted transition due to the COVID-19 pandemic. Year 6 teachers and the SENDCO will pass on information regarding any extended transition for SEND pupils to parents as this is received from secondary schools.

