



## **Hall Green Primary School** **SEND Information Report 2022-2023**

### **The types of SEND that are provided for:**

Our school supports inclusion of all who are able to access mainstream education. There is a history of successfully including children with needs in each of the four broad areas of SEND- communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.

### **Identifying and assessing SEND:**

All staff are responsible for identifying children with special education needs. The SENDCo will work with staff to ensure that those pupils who may need any additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Children making less than expected progress in attainment or development will be monitored more closely.

Teachers with the SENDCo will discuss all the available information about a child alongside national data and expectations. Discussions will also be held with the child and their parents as soon as possible to gather their views of their child's needs. Advice from outside agencies may also be sought as necessary. Only with the agreement of parents will a child be moved to School Support and places on the SEND register.

When a pupil is identified as having SEND, their needs will be assessed. This may involve asking for support from outside agencies such as Inclusion Support. SEN support will be planned (recorded on an Action Plan) and implemented following the results of any assessment. This support and the child's progress against the set targets will then be reviewed at least termly. Planning and reviewing to meet the needs of individuals will include discussions with the child and their parents.

Further information is available in the school's Local Offer available on the school website.

### **School Policy:**

The SEND/Inclusion Policy is available on the school website. It is reviewed by the Staff and Governors in line with the agreed cycle of review.

The school monitors the impact of all the interventions it uses to support children with SEND in relation to their individual targets and progress towards narrowing the attainment gap with their peers. Evaluation of interventions enables the school to consider the value of each intervention in relation to individual and groups of children. Children's and parents' views are also welcomed in relation to how effectively the school's provision meets the needs of individual children.

The SENDCo regularly monitors the school's work in SEND and implements action plans to address identified areas needing further development.

Lessons are differentiated to meet the needs of different groups of learners including those with SEND. All children are able to access a broad and balanced curriculum where reasonable adjustments are made as necessary for individuals. Please see the Curriculum Policy on the website for further details. The Disability Equality Scheme and Accessibility Plans include details on how the environment has been adapted to meet identified needs; these are also available on the website. Children with SEND will access support within lessons as appropriate and sometimes interventions outside lessons depending on their individual needs. Their Action Plan will include details of any arrangements that are additional to and different from the usual curriculum.



The school's Provision Map includes all the interventions the school uses to support children with SEND. Interventions are available to support communication, reading, handwriting, writing, spelling, maths, family support, co-ordination, social needs and behaviour and emotional well-being. The school also delivers programmes that are provided by other agencies such as Physio and Speech and Language Therapy. A copy of the Provision Map overview is available on the website.

Children who have emotional and social development needs are supported in a variety of ways. They can work 1:1 with support staff on a regular basis. The children can access a nurture group in KS1 and KS2. They can access Lego Therapy working with LSPs and can work with the school's Safeguarding Officer, who can arrange outside agencies to support with anger management, play or drama therapy and counselling if required.

#### **SENDCo:**

The SENDCo is Mrs. Alison Gilbert. She can be contacted on 0121 588 2080.

#### **Staff Training:**

Members of the support staff have been trained in a variety of learning, physical and behaviour/emotional support interventions including the VIP Reading Intervention and Fun Fit. Individual programmes from outside agencies are shared with the support staff by the professionals that have designed them. In the case of children joining the school who have an identified need, training is arranged as necessary to ensure staff have the skills necessary to support the child. Staff also undertake training in different areas of need such as SEMH and Speech and Communication Difficulties in response to audits of need for the school.

#### **Equipment and Facilities:**

Resources identified to meet the needs of children with SEND are usually funded through the school's SEN budget or through the additional funding the school receives to meet aspects of a child's EHC Plan. The school will seek funding through the Local Authority Access Initiative Funding when a piece of more costly equipment is required. The school makes any reasonable adjustments to the school building to increase accessibility, as necessary.

#### **Discussions with Parents and Children:**

Before a child is moved to SEN Support and placed on the SEND register, the views of parents and the child are sought. When a child has been identified as having SEND there are at least termly meetings with parents to review their child's progress and agree new targets. As part of this, activities that can be completed at home will also be shared. The views of each child are seen as being equally important and they are also part of their Action Plan Review and setting new targets. Staff or parents can ask to have further meetings as necessary between each termly meeting. Meetings with the SENDCo can also be arranged.

#### **Complaints Procedure:**

The partnership with parents is particularly important aspect of provision for children with SEND and we hope that through this partnership the number of complaints will be very few. The complaints procedure has a hierarchical structure and is as follows: -

1. Parents are asked to discuss their concerns as early as possible with the class teacher so that appropriate action can be taken.
2. Should there be continuing difficulty the class teacher would arrange a meeting with the class teacher and SENDCo within an agreed time.
3. If parents remain concerned, a meeting would be arranged with the Head Teacher within an agreed time.
4. Finally, complaints should be referred to the governing body.



Parents should feel confident that all concerns or complaints would be dealt with sympathetically at each stage. Should parents feel their complaint has not been dealt with they may approach the Local Authority.

### **The Role of the Governing Body:**

The school Governing Body have a specific responsibility to: -

- Ensure that arrangements are in place in school to support children with medical conditions. Ensure SLT consult with health and social care professionals, pupils, parents to ensure that children with medical conditions are effectively supported.
- Ensure that there is a named Governor who has specific responsibility for the oversight of the school's arrangements for SEN and Disability.
- Ensure the necessary provision is made for any pupil who has special educational needs.
- Ensure that pupils' needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs.
- Consult and work with the LA Local Offer arrangements.
- Ensure that a child with special educational needs and disabilities joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Ensure that parents are involved in the decision making process in relation to SEND provision being made of their child.

Governors will have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (D.f.E., 2014), the Disability Discrimination Act and the Equality Act.

### **Support Services for Parents of Children with SEN:**

Sandwell SEND Information Advice and Support Service (SENDIASS) is able to offer advice and support to all Parents of children with SEN. Their contact details are:

Sandwell SEND Information Advice and Support Service (SENDIASS),  
Greets Green Children's Centre  
Off Claypit Lane  
West Bromwich  
B70 9EZ

The school is happy to advise parents of support that may be available for parents with children with specific needs on an individual basis.

### **Transition between schools:**

As a primary school the school works to support children with SEND as they join the school in Nursery or Reception, (or other times during Key Stage 1 and 2) and as they leave the school to make the move to Secondary School. The SENDCo and class teachers discuss the needs of each child with the previous/ next school or setting. Resources are organised so that they are in place for when the child joins the school. Individual transition programmes are arranged and supported by the school as necessary. Such programmes have included additional visits made by or to the children. The SENDCo invites receiving schools to Annual Review Meetings and prioritises attending these at other schools when necessary.



**Local Offer:**

The school publishes its Local Offer on the school website. The LA Local Offer is available on the council website [www.sandwell.gov.uk](http://www.sandwell.gov.uk).

Alison Gilbert  
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