



## Severne Primary School

### Special Educational Needs Information Report

Last updated November 2023

A group of parents and carers with children from a range of year groups and with a range of needs helped us to review this report. Many thanks for your contributions in helping us to continue to develop our inclusive practice.

### Welcome

Welcome to Severne Primary School's Special Educational Needs information report.

My name is Mrs Hall. I am the SENCO at Severne Primary School. My role is to work with children, parents/carers, teaching staff and the school's leaders to do everything we can to support children with Special Educational Needs and Disabilities (SEND).

### SEND Information Report

The information on this page is to tell you about how the staff at Severne Primary work to support children with additional or different needs. You can click the questions below to find out how we do this:

#### 1. Who can I contact about Special Educational Needs at Severne Primary School?

Mrs Hall is the Special Educational Needs Co-ordinator (SENCO). Mrs Hall has day-to-day responsibility for reviewing our SEN policy and arranges specific provision made to support individual pupils with SEN, including those who have Education, Health and Care plans. Mrs Hall also helps our children who have physical, medical and speech & language needs.

You can make an appointment to see Mrs Hall by speaking to the school office or you can send an email at: [sendco@severne.bham.sch.uk](mailto:sendco@severne.bham.sch.uk). – FAO SENCO Mrs Hall

**2. What kinds of Special Educational Needs does the school make provision for? What type of provision does the school make and how do they know it works?**

<b>Cognition and Learning</b>
<b>Types of need and what that could look like</b>
<p>Some children find learning more difficult than others. They may need:</p> <ul style="list-style-type: none"><li>• More time to learn new things and to think about their answers;</li><li>• For information to be repeated or presented in a different way;</li><li>• Help to hold information in their heads during a lesson;</li><li>• For new learning to be broken down into small bits of information.</li></ul>
<b>Examples of support available in our school</b>
<ul style="list-style-type: none"><li>• We use the Birmingham Language and Literacy and Maths toolkits to assess and to set targets and plan for children based on their learning needs.</li><li>• We have teaching assistants who are trained to:</li><li>• Support in class, adding to what the class teacher is doing.</li><li>• Deliver evidence-based interventions.</li><li>• We have support from specialist teachers and outside agencies to support children with learning needs.</li></ul>
<b>How we check it is working.</b>
<ul style="list-style-type: none"><li>• We review pupils' learning regularly and when needed.</li><li>• Teaching staff meet regularly to talk about every child's progress and how to support them with their learning needs.</li><li>• We use a whole school assessment system to look at data which tells us who needs help.</li><li>• We talk to parents/carers, children and agencies regularly to review the progress children are making.</li><li>• We use the Birmingham Language &amp; Literacy and Maths Toolkits to monitor the progress our SEN pupils make.</li></ul>

## Communication and Interaction

### Types of need and what that could look like

Some children need help to develop their communication skills and learn how to interact with other people. They may need help:

- With their speech and language skills;
- To understand what others mean when they are talking;
- To deal with things in the environment that are new, like unusual smells and sounds;
- To learn about topics that are new and unfamiliar;
- To feel ok about times when things change.

### Examples of support available in our school

- We use the Birmingham Language and Literacy toolkits to assess and to set targets and plan for children based on their learning needs.
- We use a language screening tool to help us to identify when a child has language needs at the start of Nursery and Reception and for pupils arriving mid-year if needed.
- We use Speech and Language Therapy to help children with language needs.
- We help children when things change by using transition booklets and visual timetables.
- We sometimes teach children new topics and words before they see it in the classroom so they are ready for the new learning.
- We work with the Communication / Autism Team (CAT) to help children who learn in different ways.
- Our Nurture Room staff support children with communication and interaction needs.
- We engage in the "Communication Friendly Settings Project" with Birmingham Speech Therapy and Pupil & School Support Services. Our current whole school focus is developing the physical environment to support language & communication for all pupils.

### How we check it is working.

- We use the Birmingham Language & Literacy Toolkits to monitor the speaking & listening progress our SEN pupils make.
- We review speech, language and communication targets regularly.
- Teachers talk to each other about the progress children are making.

- The children are given time to feedback about what works and what doesn't work for them.

## **Social, emotional and mental health difficulties**

### **Types of need and what that could look like**

Some children find it hard to manage their feelings and behaviour. They may need help to:

- Follow our school rules;
- Understand how they are feeling;
- Make friends;
- Keep themselves and others safe;
- Listen and follow instructions.

### **Examples of support available in our school**

- We get advice from Educational Psychology, and a Psychotherapist trained in working with children who have social, emotional and mental health needs.
- We work with City of Birmingham School to develop strategies for children with behavioural needs.
- Our Pastoral Manager supports children and families in a wide variety of ways.
- Teachers set high expectations for behaviour and have support from school leadership to do so.

### **How we check it is working.**

- Everyone at school takes responsibility to support children with Social, Emotional and Mental Health needs.
- Everyone is aware of their duty to report, monitor and plan for the needs of individuals.
- Pupil Progress Meetings includes time to discuss how children are developing, including their social and emotional skills.

## **Sensory and/or physical needs**

### **Types of need and what that could look like**

Some children have a physical difference which can mean that accessing the school building and the curriculum can be more challenging. They may need:

- Help with their hearing or vision;
- Help getting around the building;
- Help with their specialist equipment such as specialised chairs, hearing loops, CCTV monitors, wheelchairs, feeding and special medical equipment, medication, other walking aids etc.
- Help with writing and using handheld equipment such as writing and in PE lessons.
- Help with sensory processing, for some people making sense of all the information that comes in through our senses can be challenging (e.g. being in a noisy environment can be overwhelming for some people).
- Help if they have more than one physical disability or medical needs that need a trained person to support with.

### **Examples of support available in our school**

- Our school is made to be as accessible as possible so that children don't need to tackle stairs or other obstacles
- We have made our schools as safe as possible by adding pegs, rails, disabled facilities (including toilets and changing rooms).
- We have specialised medical and PE equipment for those children who need it.
- We work with the Physical Difficulties Support Service (PDSS) and Sensory Support for visual and hearing impairments.
- For people with sensory processing difficulties they may find ear-defenders useful or need to be in quieter spaces (e.g. eating in a less busy environment than the dinner hall).
- We work with Occupational Therapy and other agencies who give advice.
- We can hold 'fine' and 'gross' motor skills groups to develop physical development skills.

### **How we check it is working.**

- We carry our risk assessments and reviews of children's needs regularly.
- We ask outside agencies to review our setting when we have children who have specific needs.

- We consider children's sensory and physical needs when they move to new classrooms and to new settings.
- We ask the children for feedback to check the adjustments we have made are helping.

**What our parents & carers say about our SEN provision:**

"My son gets included in everything and that's lovely".

"The SENCo is always around, approachable, easy to talk to. If you need to talk to her about something to do with your child it's really easy.

"My children were only at Severne as a temporary thing, but they are so good with my daughter with additional needs they are staying at Severne".

### **3. How does the school identify and assess Special Educational Needs?**

At Severne Primary, all staff are involved in assessing children in order to identify whether a child has special educational needs. We do this by:

- Observing children in class, looking at their books and speaking to their teachers about what the child can and can't yet do.
- Using language and speech screening tools.
- Using school test results such as the Year 1 Phonics Check, End of Key Stage 1
- Assessments (SATs) and other published resources to find out exactly what a child can do.
- Using information from parents/carers and from gaining the views of the child.
- Working with specialist teachers and outside agencies who observe and assess children and then offer us advice.
- Using information from previous schools or settings.
- If we think that a child has additional needs, we use a "graduated approach" to finding out what level of support they might need. This means that we give increasing amounts of support until we find out how much support they need. We then monitor how this goes and can reduce support when it's no longer needed too.
- We will assess the child in more detail, plan how to support them, carry out the support for a period of time and then review how well it has worked.

#### **4. How do the school know how much progress is being made by pupils with Special Educational Needs?**

At Severne Primary, we use a whole school tracking system called Classroom Monitor. This helps us to know what all children have learnt and what their next steps are.

Children with Special Educational Needs are also tracked on this system using the Birmingham Language & Literacy and Maths Continuums which tell us about progress that is broken down into smaller chunks. This system is really good at showing us small steps of progress for children with additional needs so we know exactly how best to help them.

#### **5. What extra-curricular activities can a pupil with Special Educational Needs access at school?**

We believe that all children are entitled to a broad and balanced curriculum. This includes access to fun and stimulating contexts and extra-curricular activities.

All children, including those with SEND can participate in after-school clubs such as Dance, Chess and Football.

Severne Primary has a number of children who have physical and sensory needs. For some children with these needs, it's necessary to seek and follow the advice of medical professionals about how they may access our sports clubs. We make every effort to ensure children with SEND can access as many of these clubs as possible.

#### **6. What training do staff at Severne Primary have in relation to pupils with Special Educational Needs?**

Severne Primary make sure that all of our staff are well trained and have regularly updates to their training. The following table shows the training that all staff and specific staff currently have:

<b>All Staff</b>	<b>Specific Training for some staff</b>
Communication Friendly Settings Training	First Aid
Team Teach	Paediatric First Aid Training
Level 1 AET Autism Training	Precision Teaching (All TAs)
Epi-Pen Training	WELLCOMM Training
Asthma awareness	Occupational Therapy Training

Allergy awareness	Speech Screening Training
Diabetes Training	Birmingham Toolkit Training (Assessing and Planning for Children with SEN)
	Supporting Communication and Early Interaction Training

## 7. How do the school get more specialist help for pupils if they need it?

In our school, if we feel a pupil needs more specialist help, we can work with the following people:

Agency or Service	Who they work with	How school can get in touch with them
Educational Psychology Service (EPS)	Children with complex needs and where an application for an Education, Health and Care Plan assessment is made.	School have an allocated Educational Psychologist who the SENCo is in regular contact with. Parental consent is required.
Pupil and School Support Service (PSS)	Children who are working below the expected level or who have language, cognition and/or learning difficulties.	We have a PSS Teacher who visits regularly. The SENCo will speak with parents/carers if they feel a PSS teacher should work with individual pupils. Parental consent is required.
Communication Autism Team (CAT)	Children who are being assessed for or already have a diagnosis of autism or social communication Difficulties.	We have an allocated worker who we can contact after a referral has been made to the team. Parental consent is required.
Physical Disability Support Service (PDSS)	Children with Physical Difficulties which impact on their school access. They also provide training for staff.	We have an allocated worker who we can contact after a referral has been made to the team. Parental consent is required.



Sensory Support Service (SSS)	Children who have hearing or visual impairment.	Pupils are usually referred following a medical diagnosis; however, school can contact them for general advice.
Speech and Language Therapy Service	Children who are having difficulty with speech, language or communication. Children can have an in-depth assessment and intervention where needed.	We work with West Midlands Independent Speech and Language Therapy Service who provide an allocated Therapist to work with children in school. Parental consent is required.
Behaviour Support (COBS)	Children with Social, Emotional and Mental Health needs.	The City of Birmingham School provide an allocated behaviour specialist who gives advice and works directly with pupils and their teachers. Parental consent is required.
School Nurse	Children with medical needs and their families.	The school nurse visits for a fortnightly drop-in and arranges meetings with parents/carers who have been referred to their service. Parental consent is required.
Malachi	Children with Social, Emotional and Mental Health needs and their families	A support worker visits every week and helps children and their families.

## 8. How are parents/carers of our pupils with Special Educational Needs involved?

Severne Primary School have an open door policy and we are always available for parent conversations about their child's education.

- Our website has lots of information about our curriculum and the support children can get. In addition to this website information, we offer our parents/carers:
- Regular meetings with the SENCo or Inclusion leader;
- Parents/carers are invited to reviews of provision where appropriate;
- We signpost to parent groups and other services.

## **9. How are pupils with Special Educational Needs involved in their own education?**

We involve children by prioritising development of independent learning skills. We involve children in a variety of ways, including:

Some children have a 'one-page profile' to help them and their teachers understand their needs;

We have visual timetables which help children understand what they need to do;

Some children have help to assess their own learning and the curriculum is personalised where needed.

## **10. If a parent of a child with Special Educational Needs has a complaint about the school, how does the governing body deal with the complaint?**

If you are a parent of a child at Severne Primary who has Special Educational Needs, and there is something which you think is not quite right, please contact the SENCo in the first instance (email [enquiry@severne.bham.sch.uk](mailto:enquiry@severne.bham.sch.uk)).

Alternatively, please visit our school office or telephone 0121 706 2743. Our staff will then talk to you about how you can get in contact with our SEN Governor.

## **11. How does the governing body involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?**

The SEN Governor is Mrs. Johnson. Mrs Johnson and Mrs Hall (SENCO) meet as necessary, and Mrs Hall produces a written report for the governing body once a year on the provision for children with Special Educational Needs and the support they get from the school and their partners.

## **12. Who are the support services that can help parents/carers with pupils who have Special Educational Needs?**

<b>Name of Support Service</b>	<b>How they can support parents/carers</b>	<b>How you can contact them</b>
Autism West Midlands	Support and advice is given and opportunities to meet regularly	Telephone: 0121 450 7582  Website: <a href="http://www.autismwestmidlands.org.uk">www.autismwestmidlands.org.uk</a>

SENDIASS	The Local Authority's impartial advice and support service.	Telephone: 0121 303 5004 E-mail: sendiass@birmingham.gov.uk
Forward Thinking Birmingham (including CAHMS)	A range of services and facilities focussed around the individual needs of 0 -25 year olds.  24/7 access to mental health crisis support.	Telephone: 0300 300 0099  Write: Access Centre 5th Floor, 1 Printing House Street, Birmingham, B4 6DF

### **13. How do the school support pupils with Special Educational Needs through transition?**

When a child with special educational needs start at Severne Primary, we:

- Meet with them and their parents/carers to ask and answer questions about their needs;
- If necessary, provide a transition book with photos and information about their new school;
- Arrange visits to the school prior to their start date.

When a child with special educational needs moves into a new class at Severne Primary, we:

- Can give the child a transition book so they have information and pictures about their new classroom and teachers;
- Talk to the child and their family about any changes and how to support at home;
- Introduce the child to their new class and teacher well before their transition.

When a child with special educational needs leaves Severne Primary in Year 6, we:

- Work with the child's new school to make sure they have a transition which is as easy as possible for them;
- Talk to key staff at the new school about the child's needs and hold a review meeting if needed;
- Help to arrange visits to the new school if required and appropriate to do so.

### **14. How do Severne Primary School prepare children for adulthood?**

At Severne Primary School, we firmly believe in providing a holistic education that not only focuses on academic success but also prepares our students for the challenges and opportunities they will face as adults. We understand that the world is rapidly evolving, and it is our responsibility to

ensure that our children are well-prepared to navigate the complexities of adulthood. We are committed to providing our students with a well-rounded education that prepares them for the world in which we live. We believe in nurturing their academic, emotional, and social growth, equipping them with the necessary skills to thrive in the future.

**15. How can parents/carers find the Birmingham Local Authority's local offer?**

Birmingham City Council has a website which has up-to-date information about the range of services provided for children with Special Educational Needs. You can access the Birmingham Local Offer by visiting the following website:

<https://www.birmingham.gov.uk/localoffer>

Reviewed and approved

Full Governing Board

Mrs S Jackson Chair of Governing Board

Severne Primary School