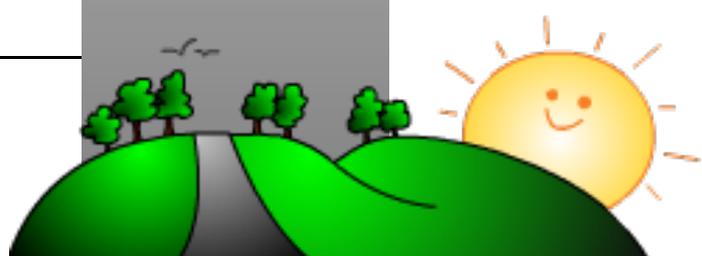


SEND  
INFORMATION REPORT  
AND SEND POLICY  
2017/2018

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**September 2017**



**Eaton Valley  
Primary School**

**Name and contact details of the SENDCo:**

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This information is published in conjunction with the local authority's Local Offer which can be found by following the link below:

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

**Our SEN information should be read in conjunction with our:**

Equal opportunities policy

Safeguarding policy

School Accessibility Plan

**1. Who do we cater for at Eaton Valley Primary School?**

We are an inclusive, mainstream school that aims to meet the needs of all SEN pupils. Our pupils are aged between 3 and 11 years old and include those who have:

- communication and interaction needs
- cognition and learning needs
- social, emotional and mental health difficulties
- sensory and/or physical needs.

## **2. How do we identify children with SEN and assess their needs?**

We aim to identify children at the very earliest opportunity. Each child in school is tracked according to their progress across all subjects. A half-termly assessment is completed, followed by meetings that identify those children who are falling behind.

Where concerns are raised about this we involve the SENDCo in discussion with the class teacher. We identify alternative methods of support to establish whether different teaching strategies, additional resources or more targeted support are needed.

The child continues to be closely monitored to establish if the agreed programme has resulted in the child's progress accelerating.

During this process we alert parents to what is happening in school and invite their comments and support.

## **3. What happens next if progress continues to be less than expected?**

If we have applied an individual programme that is still failing to enable your child to reach the outcomes we have agreed on, we arrange SEN support and produce a school-based plan that includes a profile of your child.

SEN support includes a cyclical process of assess, plan, do and review. As part of this process we:

- seek out support from external partners (if this has not been done already) and take advice from specialists
- meet with parents once every term to establish agreed outcomes and discuss the level and type of support
- establish a school-based plan that details the strengths and weaknesses of the child, their particular needs, information collected from specialist support, comments from parents and pupils and the agreed strategies to meet outcomes.

The SENDCo and class teacher remain closely involved at this stage and liaison with parents is a priority.

If a child still does not achieve the intended outcomes and the provision the school is making is costing in excess of the schools SEN Notional Budget for children with SEN of £6000, we will consider, with you, making a request for an Education Health Care Plan. The first step of this process is to hold a Community Assessment Meeting at which we discuss with yourself and the professionals, what is working well and what the difficulties are in respect of your child's progress.

## **4. How do we teach children and young people with SEN?**

Our priority is to ensure that the quality of teaching is high throughout the school. We aim for all lessons to be either good or outstanding.

Part of our criteria for a good and outstanding lesson is that children with SEN are catered for appropriately. We expect that:

- teachers have high expectations for what our SEN pupils can achieve
- each lesson is considered in relation to the needs of all the pupils in the classroom
- that teachers support each other by sharing their areas of SEN expertise in order to meet the needs of all our pupils

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- teachers vary the strategies they use and the way they approach their lessons to address the different learning needs of the students in their classes
- teachers and teaching assistants work closely together in targeting pupils who assessment has indicated are making less than expected progress.

In addition we have:

- LSP's to support pupils with SEN in English and Maths
- a qualified teaching assistant working with each year group to provide intensive support to children who are not making expected progress.

### **5. How do we involve our parents and carers?**

Our parents and carers are involved in establishing the policies and procedures to support children with SEN in our school. We do this by:

- including at least one parent/carer to establish and review the SEN policy
- termly consultation with our parents
- Annual questionnaire to parents and carers with children with SEN to collect their views about the year.

We involve parents and carers in establishing the needs of their child, strategies we can use to support them and outcomes every half term. The class teacher leads the discussion alongside the SENDCo and parents are also invited to bring a friend or advocate.

We run termly parent workshops that include information about how parents can help with a child's learning.

Class and subject teachers make it a priority to inform parents if their child is receiving special educational needs support.

### **6. How do we consult with children about SEN?**

We make sure that where possible and appropriate children are included at some point in the consultation we hold with parents/carers. They are invited to give their views and we aim to ensure that they contribute to and understand the contents of their profile.

All targets and intended outcomes are shared with children and children are encouraged to advise where they feel it needs adapting.

Children have an annual opportunity to formally give their views to an individual they have chosen about the support they have been given over the year. Where children have an EHC plan this is included in the plan.

Arrangements are in place so that class teachers will alert the SENDCo to any child whose views are perhaps not included due to their SEN. It is our policy to make additional provision either through additional adult support or through the use of alternative methods, to find out just how every child feels about our provision.

### **7. How do we adapt the curriculum and the learning environment?**

We aim to ensure that all our children can access all aspects of the curriculum and can use all the facilities in the school. Our school accessibility plan describes our current arrangements and what we are prioritising next. We make reasonable adjustments within the classroom and to resources to meet the range of needs.

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Although we have long-term plans to ensure a broad and balanced curriculum in our school, class teachers plan on an individual basis for their class. This ensures that the plans are tailored to meet the needs of the children in each year group.

Resources are selected specifically and are tailored, with the help of the SENDCo, to the individual needs of the child and any outcomes identified as part of their profile or EHC plan.

Class teachers are provided with advice from Inclusion support and other experts on ways the classroom can best suit the needs of children with disabilities or specific problems that must be addressed.

### **8. How do we make sure that staff are appropriately trained and that there are sufficient specialist staff in our school?**

When reviewing our SEN policy we also complete a staff audit which aims to ensure that:

- all members of staff have taken part in SEN awareness-raising sessions and are familiar with all aspects of our SEN policy
- we have staff who have received training in specific areas of need. E.g Speech & Language
- all staff have received additional training in supporting pupils with SEN in English and Maths.

Our lesson observations identify where there is a particular need for additional training for a member of staff. This is then included in their professional development portfolio.

These training opportunities include teaching assistants.

The SENDCo has an extra budget for training needs and is encouraged to attend courses to supplement her knowledge as more information about individual needs becomes available. She makes recommendations for further whole-staff training which is incorporated in our school development plan.

The effectiveness of training is reviewed by the SENDCo with the participant. All staff receive appraisals during the school academic year.

Where we are due to admit a child with a medical condition or SEN that we have not previously experienced, the SENDCo and person responsible for administration of medicines will organise training.

### **9. What happens when our expertise isn't enough?**

If progress remains insufficient as a result of adaptations to teaching and the curriculum, we begin the process of applying SEN support through the 'assess, plan, do and review' cycle. Each case is unique and during the assessment stage we consult with parents and children about their particular needs.

We have a range of support that includes:

- teachers who are qualified in focusing on specific needs
- teaching assistants who are highly trained and can be allocated to support individuals with particular needs.

Where we believe that we need additional expert input from specialists we establish links with either:

- our educational psychologist

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- school nurse
- social care team (we may hold a meeting to engage support for a family at this stage, with a parent/carer's permission)
- behaviour support specialist from the local authority team
- cluster team
- cluster learning support specialist.

We will ask for support in assessment and in identifying the appropriate strategies and resources to support your child.

The Inclusion support team can be contacted on: 0121 569 2777

The Speech and Language team can be contacted on : 0121 612 2010

### **10. What enrichment activities are available at Eaton Valley?**

We pride ourselves in offering a range of enrichment activities which include:

- after-school activities - including sports, arts and music
- Forest schools - pupils in years 4 and 6 engage in outdoor learning
- every year group has at least one outside visit each term
- each year group engages in an outside learning unit every year - this includes a residential trip in years 4 and 6.

All of these activities are available to all of our children. If there is an activity that you would like your child to take part in but you are unsure how we can support them with this, please contact your child's class teacher.

The visit co-ordinator for each year group liaises with the SENDCo to ensure that arrangements are made for each visit to accommodate any specific medical or SEN there might be. We liaise closely with you to ensure you have all the necessary information. It is our policy that all children accompany us on any residential.

### **11. What opportunities are there for my child to develop socially and emotionally?**

We recognise the importance of building into our curriculum opportunities for our pupils to:

- develop resilience
- recognise their own strengths
- build upon their self-esteem
- make friends within and across year groups
- recognise their important role as valuable members of our school society
- take leadership responsibilities within the school.

Our personal, social and health education curriculum includes units that allow children to explore who they are and how they feel. We have an agreed set of values as a school that are shared and discussed in assembly. Weekly circle time provides opportunity for children to discuss issues on an individual, class and school basis.

For children where there are particular concerns about the emotional, social or behavioural needs we have a Family Support Worker and a Mentor who will work with a child on a 1:1 basis.

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Our Family Support worker is well-known to all the children and is available in and around the school building for any child who would like to raise a concern or simply talk.

### **12. How do you know that what we do here at Eaton Valley works?**

Our termly progress meetings are an opportunity for the class teacher and SENDCo to share progress not only of individuals but of the effectiveness of strategies being used.

We track pupil as individuals but also as groups to ensure that our provision is enabling all our children to progress and is correctly targeted.

Our governing body is closely involved at every stage in monitoring the effectiveness of our SEN provision. This includes our link SEN governor:

- having termly meetings with the SENDCo
- discussing provision with pupils with SEN
- discussing provision with parents/carers of pupils with SEN
- governor involvement in the review of the SEN policy
- governor involvement in writing the annual SEN information report.

We analyse our data to identify the progress of individual pupils with SEN as well as the group. Intervention programmes are individually assessed for their effectiveness by looking at before and after results as well as using attitude surveys.

### **13. How will we support your child when they are joining or leaving this school?**

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

The SENDCo will contact the previous school to gather information about your child. We will invite you into school prior to your child joining to discuss all of their needs and how we can best support them, including strategies that you use at home.

If your child is moving to another school:

We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Action plans will be shared with the new teacher. You will be invited to meet your child's new class teacher before the transfer if possible or soon after.

In Year 6:

The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In Year 5 Children with EHCP will begin transition discussions to identify schools they would like to go to. In most cases, a transition review meeting, to which you will be invited, will take place with the SENDCo from the new school. Your child will participate in focused learning relating to aspects of transition, to support their

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understanding of the changes ahead. Where possible, your child will visit their new school on several occasions with a member of support if appropriate, and in some cases staff from the new school will visit your child in this school. If your child would be helped by a book/passport to support them in understand moving on, and then one will be made for them.

### **14. How is Eaton Valley Primary School accessible to children with SEND?**

The school is fully compliant with Disability Discrimination Act requirements.  
The school is on one level with easy access through wide doors and level services throughout.  
There is one disabled toilet and changing facility.  
We ensure wherever possible that equipment used is accessible to all children regardless of their needs.  
After-school provision is accessible to all children, including those with SEN.  
Extra-curricular activities are accessible for children with SEN.

### **15. What should you do if you are not happy with the provision that is being made for your child?**

We aim to ensure that parents are closely involved in their child's SEN assessment, planning, provision and evaluation. Throughout this process there will be opportunities for you to raise any concerns you have with the class teacher and SENDCo.  
If you are still unhappy with the provision that is being made, our head teacher Mrs S Ramsay will be happy to discuss this with you.  
Our named governor for SEN is Ms P Somervell and she can also be contacted through the school email address.

There are formal means of pursuing a complaint where you are unhappy with an EHC needs assessment or EHC plan. Details of this can be found on the local authority Local Offer.

This policy will be reviewed in full by the Governing Body on an annual basis.  
It is due for review : Spring 2018



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Head Teacher

Date .....



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Chair of Governors

Date .....

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