

Sutton Park Primary School

Special Educational Needs Information Report

At Sutton Park Primary School we are committed to ensuring that all children become independent learners and reach their full potential. We aim to identify children's individual and specific areas of need early and make provision to support them and remove any barrier to learning.

How does the school identify if a child has Special Educational Needs and how will I be informed?

At Sutton Park Primary School we take a graduated response to identifying when children have Special Educational Needs and we focus on identifying additional needs as early as possible. The children's academic progress is tracked through regular teacher assessments. If we identify that a child is making less than expected progress over a period of time, your child's teacher will discuss this with you and the Senior Leadership Team will support the teacher to ensure the work is differentiated and appropriate to your child's level and needs. After a short period of monitoring, if your child is still struggling to make progress they will be identified as having a Special Educational Need and their additional intervention and support in class will be closely monitored. They may be supported through a specific intervention programme.

We also identify children as having Special Educational Needs if they are working significantly below expected levels for their age. Where this is the case, children may work with an external agency such as Pupil and School Support or the Educational Psychologist to make further assessments and observations of their needs.

Children may be identified as having a Special Educational Need if they have a specific health diagnosis from a Paediatrician such as Autism or ADHD.

In addition, children are identified as having Special Educational Needs if there are concerns regarding their behaviour, self esteem, concentration, attitude and they need extra support from a mentor to help improve this.

Finally, concerns raised by a teacher or parent/carer may lead to a child being identified as having Special Educational Needs if additional support is required to address the concerns. In this situation, children will always be observed, monitored and assessed before being identified as having Special Educational Needs.

Usually if a child is identified as having a Special Educational Need, the parent or carer will already know that the teacher has concerns. You will receive a letter from the Inclusion Leader explaining that your child has been put on the Special Educational Needs database and the reason why.

What types of Special Educational Needs do we support in our school?

The types of SEN that we support are:

Cognition and Learning

How your child thinks, learns and understands their world.

Communication and Interaction

How your child talks to, listens, responds, plays and learns with other children and adults.

Social, Emotional and Mental Health difficulties

How your child shows their feelings, negotiates and solves problems in different situations and handles changes of routine.

Sensory and/or Physical needs

How your child responds to their environment and learning using their senses and any diagnosed medical issues.

Who should I talk to if I think my child has Special Educational Needs?

The Classteacher

The class teacher is responsible for ensuring every child in their class receives high quality teaching within the classroom that is adapted and personalised to meet the individual needs of every child (this is also known as differentiation). They will also monitor the progress of your child and plan for any additional support they may have. They are responsible for ensuring your child's individual needs are shared with, and understood by relevant staff. They should also be communicating regularly with you to discuss your child's needs and progress.

The Lead Practitioner for Inclusion and SEND

The Lead Practitioner for Inclusion and SEND (also known as SENCo) at Sutton Park Primary School is Mrs Claire Runacus. The Lead Practitioner for Inclusion and SEND is responsible for coordinating all the support for children with Special Educational Needs and Disabilities (SEND) and ensuring the school's Inclusion and SEND Policy is implemented in order to make sure all children get a consistent, high quality response to meeting their needs in school. They will also liaise with all the other people who may be coming into school to help support your child's learning e.g. Pupil and School Support service or Educational Psychology.

Mrs Runacus works Monday to Wednesday and can be contacted on the main school telephone number 0121 464 7355 or via e-mail c.runacus@suttonparkprimary.co.uk. If you would like to make an appointment to see her or speak to her, please contact the main office in the first instance.

How will school support my child?

We aim to provide personalised provision tailored to each child's individual needs. As far as possible we ensure that this provision comes through the high quality teaching they receive through their day to day learning experiences in the classroom. Sometimes children require additional support through an intervention which may be as part of a small group or on their own. These interventions may be delivered in addition to the classroom learning experiences by the child's teacher, a member of the Inclusion Team or a member of the support staff.

Some of the interventions that we use are:

Precision Teaching

Words First

Wellcomm language programme

Dancing Bears reading programme

Apples and Pears spelling programme

Action Words for reading and spelling

Word Wasp & Word Hornet

Direct Phonics

Fine Motor skills

Gross Motor skills

123 Maths

How will school support my child?

Some children will not need support to close a gap in their learning and be supported to use strategies to help them recognise and manage their emotions, adaptations to the classroom environment or classroom routines, access to additional resources or through pre/post tutoring to help them embed their learning.

Some children will need support from the Learning Mentors either through group mentoring or 1 to 1 mentoring sessions.

Occasionally, a child may need a significant amount of support in order to meet their complex needs. This may be provided through small nurture group provision or individual support from a Senior Inclusion Support Worker for some of the week. Usually, children who need this level of support will have an SEN Support Provision Plan or an Education, Health and Care Plan.

What if my child needs more specialist support?

There may be times when your child needs more expert support from an outside agency such as Educational Psychology, School Nurse, Speech and Language Therapy or Pupil and School Support. Referrals for such support are discussed with parents and forwarded to the most appropriate agency. Very occasionally, the outside agency will complete a programme of work with the child in school but more often they provide targets and activities for the child to work on in school and at home. They work closely with school staff to ensure the most appropriate support is in place to support the child's needs.

Who gives specialist support?

Agency or Service	Who they work with
<p align="center">BCC Educational Psychology Service Dr Aoife Hayden</p>	<p>Children who require or may require statutory assessment. Children who have an EHCP that needs reviewing. Children with more significant learning needs.</p>
<p align="center">Independent Educational Psychology Service Dr Anita Soni</p>	<p>Children with more significant and complex learning needs. Provide school staff with advice on teaching strategies, resources, individual and whole school training</p>
<p align="center">Pupil and School Support (PSS) Reading</p>	<p>Provide school staff with advice on teaching strategies and resources, individual and whole school training to support pupils with difficulties in language, literacy and Maths. Individual assessments of pupils who are not making progress in language, literacy and maths and advice on next steps.</p>
<p align="center">Communication and Autism Team Dawn Jenkins</p>	<p>Children with social and communication difficulties or a diagnosis of Autism. Provide individual and whole school training for staff with advice on teaching strategies, resources for pupils with Autism.</p>
<p align="center">Sensory Support Service (HI) (VI) Charlotte Hollis</p>	<p>Children with visual or hearing impairments. Provide school with advice regarding resources and strategies to support children with sensory impairments</p>

Who gives specialist support?

Agency or Service	Who they work with
Speech and Language Therapy Service (SaLT)	Children who are referred by the GP or school who have specific speech or language needs. Provide school with advice on work that can be carried out in school as well as providing specific programmes in clinic.
Physical Difficulties Support Service Sandra Paddock	Children with gross motor skill difficulties. Provide school with advice regarding resources and strategies to support children with physical difficulties.
Health professionals	Provide advice and support for staff working with individual children with health needs. School Nurse Occupational therapist Physiotherapist Child Development Centre
Forward Thinking (formerly CAMHS)	Children with specific mental health issues e.g. anxiety/ depression.

Which outside agencies do we work with?

Access to Education

Pupil and School
Support Team
Tel: 303 1792

Communication
and Autism Team
Tel: 303 1792

Sensory Support
Service
Tel: 303 1792

Team for children
with physical
difficulties (PDSS)
Tel: 306 4806

Health Services

School Nurse
Service
Tel: 465 1600

Child Development
Centre
Tel: 465 1582

Forward Thinking
Tel: 0300 300
0099

Speech and
Language Therapy
Tel: 466 3370

Birmingham City Council

Educational
Psychology Service
Tel: 303 0100

SENAR
Tel: 303 1888

SENDIASS
Tel: 303 5004

Independent Services

Early Years Solutions
Ltd
Independent
Educational
Psychology

How will I know how Sutton Park Primary School supports my child?

Your child's teacher will talk to you about their support and they will meet with you on a termly basis at Parent's evening to discuss and review your child's needs, support and progress. You can also request a meeting with the class teacher at another time if you need to discuss further concerns or questions. Children with an SEN Support Provision Plan or an Education, Health and Care Plan will have an annual review each year and a review each term with the Lead Practitioner for Inclusion and SEND.

Each child will have targets set by the class teacher or Learning Mentor. The targets will reflect the pupil's individual needs. A copy of these targets will be sent home to parents.

If your child is supported by a Senior Inclusion Support Worker, they will talk to you about their support and progress on a regular basis.

Mrs Runcus is available for further information and discussion

How does the school know how well my child is doing?

As a school we measure children's progress in learning against national expectations and age related expectations. All children with Special Educational Needs are assessed using the Birmingham toolkits for Language, Literacy and Numeracy. We make these formal assessments three times a year at the end of each term. Pupil progress meetings are held three times a year. This is a meeting where the class teacher meets with SLT to discuss the progress of the pupils in their class. This shared discussion may highlight any concerns so that further support can be planned. The class teacher also continually assesses and monitors each child and notes where further support is needed, making a referral to the Inclusion or Pastoral Team if needed.

In addition, Intervention groups are reviewed regularly and usually run for 6 weeks at a time. Interventions are all recorded on a provision map and they are reviewed every 6 weeks to see how well they are working. Sometimes, we will decide to continue with an intervention for longer than 6 weeks. At other times, we will decide to change the intervention or stop the intervention work altogether.

How will I know how my child is doing?

Class teachers are regularly available in the playground at the end of the day if you wish to talk to them about your child's progress or raise a concern. You will also be able to discuss your child's progress at parents afternoon or you can book an appointment at another time with your child's teacher.

Mrs Runacus will also be available for you to speak to at Parents Evening, you will be able to book an appointment at the school office. If your child is supported by a Senior Inclusion Support Worker, you will be able to speak to them on a daily basis.

Appointments can be made to speak in more detail to Mrs Runacus via the school office.

How will you help me to support my child's learning?

Your child's teacher will suggest ways of supporting your child's learning through parent workshops that happen each term. They may suggest additional ways of supporting your child's learning through a note in the reading diary, at parents' afternoons or by arranging a meeting with you.

In addition, a member of the Inclusion or Pastoral Team may meet with you to discuss how to support your child's learning, behaviour or emotional needs.

Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home if they have worked with or assessed your child.

Parent/carer workshops and coffee mornings are arranged by the Inclusion and Pastoral Team throughout the year, sometimes with invited guests, to encourage an open and relaxed forum where advice and ideas can be exchanged.

What support will there be for my child's overall wellbeing?

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties. We have an Inclusion and Pastoral team including a Pastoral Leader, Learning Mentor, Sports coach apprentices and Senior Inclusion Support Workers. All of these members of staff are available for children who wish to discuss issues and concerns

The Learning Mentor runs a well being groups targeting social skills, self esteem, emotional well being and anger management. Children who find lunchtime a struggle will be able to have access the Pastoral room.

What can I expect to happen during meetings about my child's additional needs?

You will be invited to discuss your child's needs at regular times throughout the year. This may be part of normal parents evening meetings. If you have concerns or questions between scheduled meetings, you are welcome to contact the school at any time to arrange an appointment.

Key staff will be invited to attend the meetings, including outside agencies where appropriate. You are always welcome to bring someone with you for support. The meeting will usually be held in a quiet room in the school and staff will attempt to make this as informal and relaxed as possible.

The purpose of the meeting could be to:

- Review your child's current targets and set new ones together.
- Review your child's EHCP, if they have one (this will take place annually).
- To inform you about your child's progress and suggest ways in which you could support them at home.
- To gather more information from you in relation to your child's needs.
- Provide an opportunity to meet with outside agencies who may work with your child (for example – Educational Psychologist).
- To use a person centred approach to support your child at important transition times.

How is the decision made about what type and how much support my child will receive?

The class teacher or a member of SLT will discuss your child's needs with the Lead Practitioner for SEND and Inclusion and what support they feel your child needs. The Lead Practitioner for SEND and Inclusion will observe your child in class and in the playground and may conduct some individual assessments. The Lead Practitioner for SEND and Inclusion will discuss your child's needs and the support they require with the Head of School and a plan to best support your child will be put in place.

Different children will require different levels of support in order to close the gaps in their learning. The support provided for your child may need to change from time to time. When there are any changes needed in the support, they will be discussed with you. You will be notified if your child is receiving one to one or small group support outside of the classroom. Any support will be reviewed regularly and therefore may change during the academic year or in future year groups.

We aim to ensure that all children who have Special Educational Needs and disabilities are supported to the best of the school's ability within the funds available.

How are pupils with Special Educational Needs involved in their own education?

All pupils are involved and encouraged to take part in their own learning journey, this may be through:

- Developing and achieving targets
- Attending parents' evenings with parents
- Self-assessment and evaluation
- All children are encouraged to speak to members of staff if they have a concern or worried about anything.
- Working with Learning mentors
- Pupil Voice/School Council
- Pupil questionnaires that are completed at least annually.
- Pupil conferencing

Children identified with SEN additional needs are also involved in:

- Annual Review Meetings
- Developing their One Page Profiles
- Setting and reviewing their targets
- Person Centred Review meetings at key transition times

How are parents of children involved in the education of pupils with special educational needs?

All parents are encouraged to actively contribute to their child's education. This may be through:

Discussions with the class teacher

Parents' evenings

SEN review meetings

Contributing and attending annual reviews, sharing information in reports

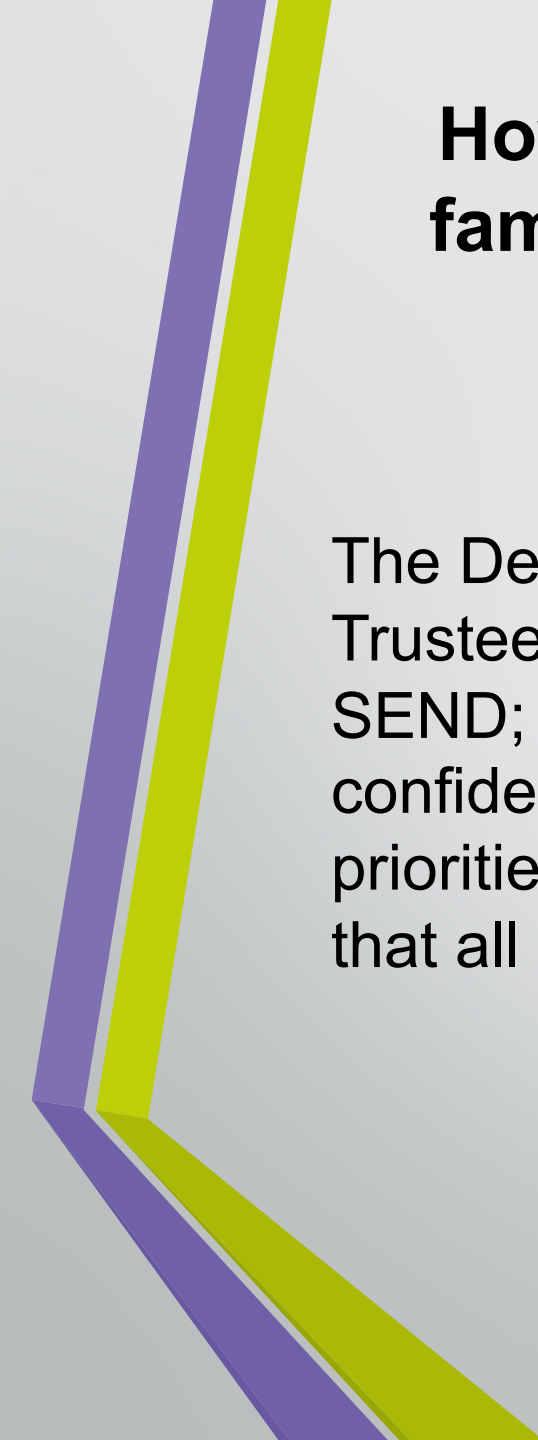
Attending parents' workshops, class assemblies

Attending other meetings about the child in school



What training have the staff supporting children and young people with SEND had or will be having?

Most staff in school have had level one training in autism awareness within the last 12 months. Staff have had training on the graduated approach within the SEN Code of Practice and their responsibilities within this. There have been training sessions offered on delivering interventions, Elklan language programme, Wellcomm language programme, Supporting children with EAL, using colourful semantics.



How is the Board of Trustees involved in supporting families of children with Special Educational Needs?

The Deputy Headteacher for PACT Inclusion reports to the Board of Trustees every term to inform them about the progress of children with SEND; this information does not refer to individual children and confidentiality is maintained at all times. The Board of Trustees agree priorities for spending within the Inclusion budget with the overall aim that all children receive the support they need in order to make progress.

How is the Academy Committee involved in supporting families of children with Special Educational Needs?

There is a named Academy Representative who has responsibility for SEND and Inclusion within the school. They meet on a termly basis with the Lead Practitioner for Inclusion and SEND and feedback to the Academy Committee.

The Lead practitioner for Inclusion and SEND presents a termly for SEND and Inclusion to the Academy Committee each year.

If you have concerns about how school deals with your child regarding any SEN issues you can discuss these with the Head of School.


What are the admission arrangements for children with Special Educational Needs and disabilities?

The school admission policy is applied to all children with SEND and no child is refused admission on the grounds of SEN, disability or medical conditions. When children start at Sutton Park Primary School, an induction meeting is arranged where information about the child is shared. This meeting will involve parents/carers and any other professionals who are working with the child. This information will then be shared with school staff. This supports the school to make informed decisions about the nature of the provision required to meet the child's needs. A phased or amended school day may be offered at the beginning of the induction process.

How will my child be included in activities outside the classroom including school trips?

All school activities and school trips are available and accessible to all children. Children are never excluded from a school activity unless parents specifically request that they don't take part. Risk assessments are carried out and procedures are put in place to enable all children to participate. For off site visits, where appropriate, we will access support from the Physical Difficulties Support Service and our outdoor activities consultancy service, Shapestone Outdoor Consultancy.

If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may be offered the opportunity to accompany their child during the activity in addition to the usual school staff. However if you cannot attend your child would not be excluded from the trip.



How does the school enable children with SEND to engage in activities available to those in the school who do not have SEND?

All children are given the opportunity to participate in all school activities. Children with SEND are actively encouraged to join in with out of hours learning opportunities and wow experiences. Where children or parents are anxious about participating in a particular activity, school staff will support parents through informal discussions. In addition, a familiar adult may support the child in the activity.

How will we support your child through transitions?

Before your child starts at our school, we will arrange to visit your child in their existing setting or at home if they are not attending school or pre-school. In addition we will arrange transition visits at times of the day that are most supportive for your child. When your child starts at our school, if it would support their needs and you are in agreement, we will start them on a part time timetable for as long as is appropriate.

When they are moving to a new school, where possible, we will liaise with the new school to arrange transition visits to the new school, with a familiar member of staff if appropriate. We can usually support your child by arranging for a member of staff who they are familiar with, to go with them but we may need to ask you to arrange your own transport to the new school for these visits. The Inclusion Team will also share all information with key personnel at receiving school which includes transferring your child's file securely. Where possible, we will arrange a review, centred on the needs of your child and involving yourself, staff and relevant agencies when appropriate (Person Centred Review).

When your child moves into the next class their new teacher will be informed of your child's likes, dislikes and what works best for them using a One Page Profile. They will bring a copy of this home over the summer holiday. If they are in Reception to year 3 and have complex additional needs, they will also have a transition book, which they will bring home to work on with you during the summer.

How accessible is the school curriculum?

The school curriculum is designed to be inclusive and personalised activities are designed to support the individual needs of children. In line with the SEN Code of Practice the class teacher leads on SEN for their teaching group and will take advice from the Lead Practitioner for SEND and Inclusion and from other agencies. There may be some amendments to lesson planning, which will take into account the individual needs of the child, and this will usually be recorded in the one page profile. Support may be offered by the class teacher, by a teaching assistant or by a member of the Inclusion Team. Accessible resources that support individual needs are made available when needed.

How accessible is the school environment?

As a school, we are happy to discuss individual access requirements. Current facilities in school include:

- Level access to building
- Electronic double door access to main building
- Double doors in most parts of the building.
- Platform lift in Rowling corridor
- Toilets adapted for disabled users
- Rise and fall changing table
- Staff members who speak most community languages


The Inclusion Team and leaders for health and safety work together, conducting termly accessibility walks to ensure the school environment is as accessible as possible. We are actively planning further improvements to make the school more accessible and have an up to date Accessibility Plan, which you can access [here](#).

Who can I contact for further information?

- Your child's class teacher
- Mrs Runacus (Lead Practitioner for Inclusion and SEND)
- Mrs Shotter (Deputy Head for PACT Inclusion)
- Miss Simpson or Mrs Davin (Assistant Headteacher)
- Mrs Dunning (Deputy Headteacher)
- Mrs Middleton (Head of School)
- Appointments can be made with any of these people through the school Office. Tel: 0121 464 7355

How can I make a complaint?

If you are not happy with the provision and support in place for your child, you should contact Mrs Middleton, Acting Head of School in the first instance. The school complaints policy can be found on the school website.



How can parents/carers find the Birmingham Local Authority's Local Offer for SEN?

You can find the Birmingham Local Authority's local offer by clicking on the link below

www.localofferbirmingham.co.uk