

Yardley Primary School

Special Educational Needs School Information Report

Welcome

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



My name is Deborah Harvey. I am the Inclusion Manager at Yardley Primary School. My role is to work with children, parents, teaching staff and the other school's leaders to do everything we can to support children with Special Educational Needs and Disabilities.

SEND Information Report



In the report, we use the word 'SEND' which stands for 'special educational needs and disabilities'.

The information in this report tells you about how the staff at Yardley Primary School support children with SEND.

We also post up-to-date information about SEND on our Yardley Primary SEND Twitter Account.



You can follow our Twitter account [@SendYardley](https://twitter.com/SendYardley) to see what we are doing to support children with SEND.

You can add to our SEND information by Tweeting us @SendYarley or speaking to a member of the inclusion team.

Who can I contact about Special Educational Needs at Yardley Primary School?

If you have concerns about your child's needs, you should speak to your child's teacher first. A member of the inclusion team will meet with you if the class teacher is unable to help you with a query you have.

Miss Harvey is the Inclusion Manager. Miss Harvey has day-to-day responsibility for helping our pupils who need extra support, those with SEND, and children who have an Education, Health and Care plan.

You can make an appointment to see Miss Harvey by speaking to the school office or you can send an email to enquiry@yardleyschool.com

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?

Types of need and what that could look like	Examples of support in our school	How we check it is working.
<p>Cognition and Learning</p> <p>Some children find learning more difficult than others. They may need:</p> <p>More time to learn new things and to think about their answers;</p> <p>For information to be repeated or presented in a</p>	<p>We use Individual Target Plans (ITPs) to set work for children based on their needs.</p> <p>We have teaching assistants who are trained to:</p> <p>Support in class, adding to what the class teacher is doing</p>	<p>We review ITPs regularly and when needed</p> <p>Teaching staff meet regularly to talk about every child's progress and how to support them with their learning needs.</p> <p>We use a whole</p>

<p>different way;</p> <p>Help to hold information in their heads during a lesson;</p> <p>For new learning to be broken down into small bits of information.</p>	<p>Take children out of class to help with things they are finding difficult to learn.</p> <p>We have support from specialist teachers and outside agencies to support children with learning needs.</p>	<p>school assessment system to look at data which tells us who needs help.</p> <p>We talk to parents, children and agencies regularly to review the progress children are making.</p>
<p style="text-align: center;">Communication and Interaction</p> <p>Some children need help to develop their communication skills and learn how to interact with other people. They may need:</p> <p>Help with their speech and language skills;</p> <p>Help to understand what others mean when they are talking;</p> <p>Help to deal with things in the environment that are new, like unusual smells and</p>	<p>We use Speech and Language Therapy Services to help children with language needs</p> <p>We help children when things change by using transition booklets and visual timetables</p> <p>We sometimes teach children new topics and words before they see it in the classroom so they are ready for the new learning</p>	<p>We review speech, language and communication targets regularly</p> <p>Teachers talk to each other about the progress children are making</p> <p>The Inclusion Team look at what is being provided and how it's working</p> <p>The children are given time to</p>

<p>sounds;</p> <p>Help to learn about topics that are new and unfamiliar;</p> <p>Help to feel ok about times when things change.</p>	<p>We work with the Communication / Autism Team (CAT) to help children who learn in different ways.</p>	<p>feedback about what works and what doesn't work for them.</p>
<p>Social, emotional and mental health difficulties</p> <p>Some children find it hard to manage their feelings and behaviour. They may need help to:</p> <ul style="list-style-type: none"> Follow our school rules Understand how they are feeling Make friends Keep themselves and others safe Listen and follow instructions 	<p>We get advice from Educational Psychology, and a Psychotherapist trained in working with children who have social, emotional and mental health needs.</p> <p>Our learning mentors support children and families in a wide variety of ways.</p> <p>Teachers set high expectations for behaviour and have support from school leadership to do so.</p>	<p>Everyone at school takes responsibility to support children with Social, Emotional and Mental Health needs.</p> <p>Everyone is aware of their duty to report, monitor and plan for the needs of individuals.</p> <p>Pupil Progress Meetings includes time to discuss how children are developing, including their social and emotional skills.</p>

<p>Sensory and/or physical needs</p>		
<p>Some children have a disability which can mean that accessing the school building and the curriculum can be more challenging. They may need:</p> <p>Help with their hearing or vision;</p> <p>Help getting around the building</p> <p>Help with their specialist equipment such as chairs, hearing loops, CCTV monitors, wheelchairs, feeding & special medical equipment, medication, other walking aids etc.</p> <p>Help with writing and using handheld equipment such as writing and in PE lessons.</p> <p>Help if they have more than one physical disability or medical needs that need a trained person to support with.</p>	<p>Our school is made to be as accessible as possible so that children don't need to tackle stairs or other obstacles</p> <p>We have specialised medical and PE equipment for those children who need it.</p> <p>We work with the Physical Difficulties Support Service (PDSS) and Sensory Support for visual and hearing impairments.</p> <p>We work with Occupational Therapy and other agencies who give advice.</p> <p>We can hold 'fine' and 'gross' motor skills groups to develop physical development skills.</p>	<p>We carry our risk assessments and reviews of children's needs regularly.</p> <p>We ask outside agencies to review our setting when we have children who have specific needs.</p> <p>We consider children's sensory and physical needs when they move to new classrooms and to new settings.</p>

1. How does the school identify and assess Special Educational Needs?

At Yardley 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 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 advise and assess children

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.

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.

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

At Yardley, we use a whole school tracking system called 'Toolkit Progress Tracker'. 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 Access to Education Language and Literacy

Continuums which tell us about progress that is broken down into smaller chunks. Progress through the continuums are recorded on the Toolkit Progress Tracker which is overseen by the inclusion manager.

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.

3. 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 at Yardley Primary School.

For some children with sensory and physical 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.

4. What training do staff at Yardley Primary have in relation to pupils with Special Educational Needs?

Yardley 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:

All Staff	Specific Training for some staff
Dyslexia Awareness and BDA guidance	Cued Spelling
Team Teach	FirstClass@number

Level 1 AET Autism Training	Foetal alcohol syndrome Training
Epi-Pen Training	Paediatric First Aid Training (TAs)
Asthma awareness	The Equality Act Training
First Aid (All Teaching Assistants)	Educational Visits Training
Speech and Language Awareness	Safe Moving and Handling
Direct Phonics Intervention Training	Makaton Training

5. 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 cognition and learning difficulties	We have a PSS Teacher who visits regularly. The SENCo will speak with parents if they feel a PSS teacher should work with individual pupils.
Communication Autism Team (CAT)	Children who are being assessed for or already have a diagnosis of autism or social	We have an allocated worker who we can contact after a referral has been made to the team. Parental consent is

	communication difficulties	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 who have been

		referred to their service. Parental consent is required.
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6. How are parents of our pupils with Special Educational Needs involved?

Gilbertstone Primary School have an open door policy and we are always available for parents to contribute to 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:
- Regular meetings with the Inclusion Manager;
- A parents night where children's additional needs can be discussed;
- Parents are invited to reviews of provision where appropriate;
- We signpost to parent groups and other services.
- Parents can also follow our Twitter account [@SendYardley](#) to see what we are doing to support children with SEND.
- We hold regular coffee mornings to provide more information to parents and give everyone a chance to meet the team.

7. 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:

We have access to Person-Centred Trained staff who help us to involve children in reviews of their needs;

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.

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 think that something is not quite right, you can:

	Contact the Inclusion Manager in the by email enquiry@yardleyschool.com
	Visit our school office
	Telephone the school on 0121 464 3235
Our staff will talk to you about your concern and will put you in contact with our SEN Team or the SEN Governor if we need to.	

8. 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 Sue Barlow. Mrs Barlow Miss Harvey (Inclusion Manager) meet regularly, so that Mrs Barlow can report back on the provision for children with Special Educational Needs and the support they get from the school and their partners.

9. Who are the support services that can help parents with pupils who have Special Educational Needs?

Name of Support Service	How they can support parents	How you can contact them
Autism West Midlands	Support and advice is given and opportunities to meet regularly	Telephone: 0121 450 7582 Website: www.autismwestmidlands.org.uk
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

10. How do the school support pupils with Special Educational Needs through transition?

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

- Meet with them and their parents 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, as appropriate, prior to their start date.

When a child with special educational needs moves into a new class at Yardley 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 Yardley 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.

11. How can parents 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:

www.birmingham.gov.uk/localoffer