



Special Educational Needs Information Report September 2022

A message to parents/ carers from the Inclusion Team

Welcome to Causeway Green Primary School's SEND information report. At Causeway Green we are committed to providing an inclusive environment where all children have the opportunity to fulfil their potential. We are committed to foster the development of life-long skills such as; confidence, independence and social skills alongside academic achievement.

This report will give you information on how our school and Sandwell LA can support you as parents and carers; also how we can support your child. The report will be split into sections based around frequently asked questions. Please see the content page below to help find the specific information you require.

We look forward to working with you.

Kind Regards,

Mrs C Kissane - SENDCO

Mr R Hinton - Deputy SENDCO

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Section 1:

What are special educational needs and disability and what Special educational needs and disabilities do the school cater for?

A child is defined as having a special educational need or disability if they have a significantly greater difficulty in learning compared to other children of their same age, or if they require additional equipment or facilities to access the physical building or curriculum in order to make progress.

(SEND Code of Practice 2015)

Causeway Green has a fully inclusive approach, with provision to meet the needs of children with difficulties in one or more of the following areas:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.
- Medical needs such as; diabetes and epilepsy.

Special educational provision is defined as support, resources or approaches that are additional to or beyond the general provision made for all children of the same age.

Section 2.

How will I know if my child has a special education need? How will the school identify my child's needs?

Identification and Assessment

2a. Early Identification

The school is dedicated to identifying and supporting children who may have a special education need or disability as early as possible; this is achieved through the following ways.

Initial Identification

- **Communication and Interaction**

In Nursery and Reception, children's speech and language skills are assessed using the WELLCOM screening process. Concerns in this area of need may also be identified by staff working with children in KS1/2.

- **Cognition and Learning**

The attainment and achievement of all children in reading writing and maths are monitored regularly through ongoing assessments and Pupil Progress Meetings. Children who may not be making expected progress are identified and interventions put in place.

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

Concerns in this area may become evident through a child's behaviour or changes in their behaviour, such as withdrawal, defiance or aggression. This may sometimes be more evident in different settings and concerns may be raised initially by parents or school staff. The 'Boxall Profile' may be used to assess children's needs in this area.

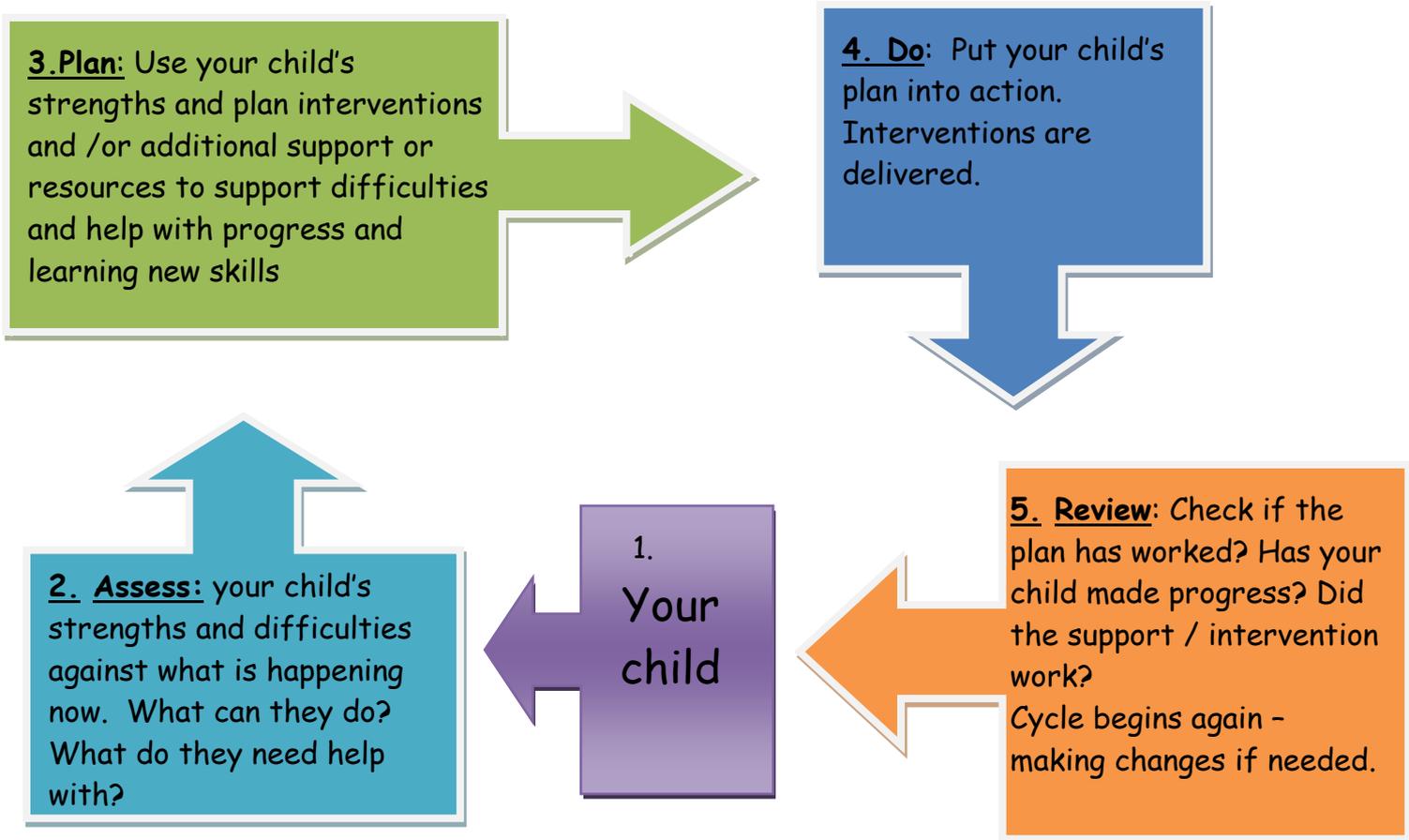
- **Sensory and / or physical**

These needs are often identified by health professionals before a child starts school or through routine checks in the early years. Concerns may become more apparent as a child develops, and may be raised by parents, school staff or health professionals at any point.

Identification for any pupil can be initiated by parents, teachers, support staff or SLT. Concerns are raised in school are completed on an online form which the adult with the concern completes for the SENDCO to gain a wider background on the child before visiting them in class and completing observations and books looks. This outlines the child's primary and secondary needs, whilst providing evidence on what provision has already been in place and the impact of this.

Assessment

Once a child has been identified, assessment will take place through the process of the 'graduated response', allowing school staff to put in place appropriate support. The graduated response is a cycle of assess, plan, do and review.



2b. SEND Register

If a child is identified as having speech, language or communication difficulties, hearing or visual impairment or physical disability requiring intervention by outside agencies; they will be included on the SEND register and any necessary support will be provided, in consultation with all involved, including the child and their parents.

Children whose learning is falling behind that of other children of their same age are identified; additional support or intervention is put in place to help them to catch up. Where a child's behaviour causes concerns, intervention and support will also be provided for. Parents will be kept informed of such interventions, by the class teacher. If the child continues to have difficulty despite extra intervention, they may be referred to the SENDCO, who will gather information and either suggest further interventions or contact relevant outside agencies for further assessment and/or advice. At this stage the child's name may be added to the school's SEND register as SEND support.

When a child is identified as having SEND, an individual profile will be completed in partnership with the child and their parents, long and short-term outcomes will be identified

and an individual provision plan will be written. Parents will be kept informed and their views considered in any decisions that are made about provision for their child.

2c. What is an Educational Health Care Plan and how will I know if my child needs one?

An Educational Health Care plan is a document which lists the needs, support and intervention a child requires to access their education. It will have a number of outcomes (outcomes explain what the plan aims for the child to be able to achieve once intervention has taken place) at key stages within a child's life - end of EYFS, KS1, KS2 etc. These outcomes can be educational, health related or both.

The school will apply for an Education, Health and Care Plan (EHCP) for children who have severe levels of physical, learning, communication and/or emotional and social difficulties that are lifelong and complex. If the LA agrees to begin the process; an EHCP takes 20 weeks to complete. Your child will continue to be supported from the SEND resources of the school while the EHCP is completed.

Children who are considered for an EHCP will need high levels of intensive support which cannot be made available through the school's notional (general) budget. They will have gone through the identification process and generally been supported at SEND support for a number of cycles of the graduated response of assess, plan, do, and review. External agencies will be involved and a meeting will be held called a 'CAM'. A Community Assessment Meeting (CAM) involving parents and the child to discuss the child's strengths and what is working well. It will also discuss what we can do to improve progress and provision. If all parties feel the child will benefit from applying for an EHCP and provision exceeds £6000 pounds, the SENDCO will complete the paper work and send it to the LA within 6 weeks of the CAM. Parents should receive a letter from the LA explaining if the EHCP has been accepted for consideration. There are several points through the 20-week period where parents can appeal if a decision has been made not to award the EHCP. The SENDCO will advise parents if an appeal is required.

Section 3

How will the school meet my child's needs and help them to make progress?

3a. Evaluation

At the start of any SEND intervention, evidence is collected as a baseline. At the end of the intervention the progress made is assessed by the class teacher and SENDCO. The SENDCO will use a whole school provision map to evaluate the effectiveness of the interventions being used by the school and make changes to provision if needed. Observations of teaching, SEND support in class and small group or 1:1 interventions are carried out as part of the school's monitoring cycle. Children evaluate their own progress against their identified individual outcomes on their individual provision maps.

3b. Assessing Progress

All children's attainment in reading, writing and maths is assessed every term by class teachers and reviewed in Pupil Progress Meetings. Progress against children's long and short-term outcomes will be reviewed each term by class teachers and/or the SENDCO. Parents and children will be invited to the review meeting. If an intervention is not enabling children to make progress and 'catch up', then alternative interventions will be put in place.

3c. Approach to Teaching

Children with SEND are taught within class groups with high quality first teaching which is regularly monitored by senior leaders. They may work within a smaller group within the whole class teaching either with the teacher or an LSP. Teachers utilise responsive teaching to identify any misconceptions or gaps in the learning that morning which is then responded to in the afternoon. This enables teachers to identify misconceptions in lessons and plug necessary gaps in learning in order for the children to move on to the next stages of their learning.

3d. Curriculum and Learning Environment

Class teachers will differentiate the curriculum, to meet the individual needs of children with SEND, through differentiated tasks, additional or different resources, adult support and expected outcomes. Appropriate learning resources will be made available within the classroom to support children with SEND. Where necessary, the learning environment and curriculum will be adapted to meet children's specific needs, for example; providing a personalised curriculum, ensuring safe access for a child with a visual or hearing impairment or providing an individual work station for a child with ASD. Please see the school's Accessibility Plan for further information.

3e. Additional Support

The school provides a wide range of interventions to support children's learning. This is identified on the Whole School Provision Map. Children with SEND may be supported within

school by qualified Learning Support Practitioners or outside agencies (please see section 9). The school will also give additional support for children with medical needs (care plan).

3f. How will the school include my child in all areas of school life?

Children with SEND are entitled to a broad and balanced curriculum regardless of need, this is their entitlement to inclusive education. Children are actively encouraged to participate in all areas of school life such as lunchtime clubs, after school clubs, trips and visits.

Adjustments will be made for children with SEND to take part in all areas of the curriculum including P.E, swimming and all extra-curricular activities and clubs are made available to children with SEND. School trips and residential visits are also available. If necessary, additional support, provision or access arrangements will be put in place to keep children safe and enable children with SEND to participate. Causeway Green ensure their pupils are provided with a broad and balanced curriculum through flexible timetabling for interventions/responsive teaching. If a child receives a reading intervention weekly, the day and time will change to ensure pupil's do not miss out on the same lesson/learning weekly.

3g. How will the school help my child's social, emotional and mental health needs?

Whole school:

Staff have received emotion coaching training; this training has been implemented across the school to support pupils with communicating and understanding their emotions. The school has a whole school behaviour policy (Behaviour Recovery), which is based on mutual respect, clear boundaries and positive praise. Children are encouraged to reflect on their behaviour choices and teachers and LSPs will support children in this process. The Jigsaw programme is used for PHSE lessons and the school adopts the principles of the healthy school's initiative. Children's views are valued and acted upon throughout the school and any claims of bullying are taken seriously and investigated thoroughly.

Intervention:

For children needing a little more focused support, we have two staff trained in nurture techniques. Interventions may include, building self-esteem sessions', small group PHSE sessions, co-operative play sessions and group or 1:1 mentoring. Children may be referred to Inclusion Support, CAMHS or local support groups if additional help is needed. Our school behaviour policy can also be amended to support individual pupil needs if necessary and or advised by external agencies.

Section 4:

Who do I contact if I have any questions about my child's needs?

Class teachers are available at the end of the school day to discuss any concerns parents may have or to answer questions. If, as a parent, you would like to discuss your child's needs in more detail, the class teacher will make an appointment to see you at a time which is mutually convenient. If parents would like additional information, or feel their question has not been completely answered, parents can arrange a meeting with the SENDCO.

Section 5.

How are school staff trained to meet SEND needs?

All teachers are experienced in differentiating the curriculum for all groups of children, including those with SEND. Support staff are all qualified at Level 2 or 3 in relevant NVQs, which included training in support for children with SEND. Support staff are also trained in a range of interventions such as; Fun Fit, Team Teach, Mentoring, visual impairment support, Nurture, speech and language intervention and Switch On. This training is updated regularly, either within school or from outside agencies. As the need arises, additional training is provided e.g. to support children with ASD, sensory impairment, diabetes and epilepsy. In addition, the SENDCO has completed the National Award for SEND coordination.

Section 6:

What facilities does the school have for SEND?

Funding for equipment and facilities is secured in the first instance through school resourcing and the notional SEND budget. Where specialist equipment or additional facilities are needed, outside agencies will be consulted (e.g. occupational therapist, sensory support service). Additional equipment/resourcing for a child may be secured through funding acquired for the child through an EHCP. Adaptations can be made to support pupils on a 1:1 basis within extra-ordinary circumstances following recommendations and support from inclusion support on an individual basis.

What is the school's Accessibility plan?

An accessibility plan details how the school makes alternative procedures or changes to the school's physical building and grounds, learning environment and information in order for someone with a special educational need or disability to access the building and learning environment. Currently we have some adaptations for wheel chair users and procedures for children with visual impairment and ASD. Please see the school's accessibility plan for more information.

Section 7:

How will I know about the provision my child is receiving and the progress they are making?

Consultation with Parents

We understand that parents have a wealth of knowledge concerning their child's needs; it is important to us that parents have a chance to participate in their child's learning and share their views about the provision their child receives. Parent views will be gathered and information regarding progress and provision shared, at each stage of the identification, assessment and review process. This consultation may take place through the forms of meetings with teachers, the SENDCO and/or other outside agencies. Parents will be invited three times a year to review the progress and interventions their child has received. During this meeting the teacher, with the parent, will discuss the next available steps and new provision for the child will be decided upon. Once a year parents will be invited to review and update their child's one-page profile, where information about the child's strengths, difficulties, the ways adults can help their child and outcomes will be decided upon together.

Section 8:

How will my child know if they are making progress and share their views about their provision?

Consultation with children with SEND

All children share their views regarding school and learning through pupil conferencing, self-assessment, class discussions and pupil interest boards. In addition, for children with SEND pupil views will be gathered termly on the progress they have made towards their outcomes and how the school can help them to progress further. This information will be shared with parents and the SENDCO. Children will also share their views and contribute to their one page profile, giving their views on their strengths, difficulties, what and how they would like to improve and how adults can help them. We appreciate that through consulting children we can help them to develop independence, confidence and reflection skills, the views of children will be encouraged, considered and acted upon at every stage of the SEND process.

Section 9:

Which external agencies could be involved in my child's provision?

In some situations, support for children may be requested from people who work outside of school. Before any outside agencies are consulted the teacher or SENDCO will meet with parents and ask for parental consent.

Agencies which support children with SEND in the school include:

- Speech and Language therapists, Occupational therapists, Physiotherapists;
- Inclusion Support (SEN Advisory Teachers for Learning, Behaviour Specific Learning difficulties, and ASD; Educational Psychologist);
- Sensory Support Service (hearing and visual impairments)
- School Nurse, Child and Adolescent Mental Health Service (CAMHS), other health professionals

Section 10:

What happens when my child moves to the next phase of their education?

Entering Nursery or Reception:

The SENDCO and/or the Early Years coordinator and class teacher will arrange to see the child in their present nursery or home setting. A meeting will be organised between early years Inclusion Support and the SENDCO to discuss the child's needs and a transition plan will be devised to support the child move to the new school environment. If it is felt that additional funding would be required for a nursery child the SENDCO will apply for High Needs Block Funding for up to a maximum of 15 hours support per week.

Moving to the next year group including KS1 to KS2.

At the end of each school year, each child on the SEND register will have their one-page profile updated. There will be a meeting for the current teacher and the new teacher for the forthcoming year to discuss the needs of the SEND children in their class. Individual transition plans may be needed for some children who may need additional transition such as, photo books and visiting the class room on several occasions before the new year starts.

Moving to Secondary School.

Transition for children who have an EHCP will start at their Year 5 review, where discussions regarding available secondary schools will take place. Parents are encouraged to visit a number of secondary schools to evaluate which school would best meet their child's needs. For children at SEND support and EHCP or statements, the SENDCO will arrange a meeting with the secondary school during the summer term of Year 6 to share information about each child's needs. Additional transition days to secondary school in the summer term will be arranged for children who would benefit from this. All records and documents regarding the child's SEND needs will be passed onto the secondary school, so the secondary school can continue to meet the child's needs in their new school

Section 11:

The Governing Body

We have a governor with specific SEN responsibility. The named governors have the understanding of:

- How the school identifies children with SEND.
- How many pupils in the school have SEND.
- How money is allocated for special educational needs and how it is spent.
- How the school has planned for the inclusion of disabled pupils.
- Know the school's SEND policy.
- Be familiar with the Equality Act 2010 and how the school is meeting its duties.
- Know and work with the SENDCO and head teacher regarding SEND.

Our SEND governors are:

Sarah Harvey

Emma Benbow

The governors are involved within the school through: learning walks, meeting with the SEND team, completing lesson observations/drop ins and book looks. Governors are also invited to development opportunities.

Section 12:

Contact details.

SENDCO: Charlotte Kissane

Deputy SENDCO: Robert Hinton

Telephone: 0121 559 2068

Email: contact.us@causewaygreen.sandwell.sch.uk

Inclusion Support:

Connor Road Education Centre

Telephone: 0845 352 7552

Children's Therapies

Speech and language, Occupational and Physiotherapy

FASTA (Fasta Access to Sandwell Therapy Assessment) 0121 612 2010

School Nurse Team:

Sandwell School Nurses, The Lyng Centre, Frank Fisher Way.

Telephone: 0121 612 2974

Section 13:

Complaints procedure

Any parent who has a concern can arrange a meeting with the SENDCO or Head Teacher. Any complaint from a parent of a SEND Child will follow the school's complaints procedure and be reported to the head teacher and the governing body.

Section 14:

Where can I find information about facilities and support offered within the local area?
Sandwell Local offer can give parents information and advice about local services for children with SEND. Support is available for education, health and the wellbeing of children with SEND. Causeway Green Primary contributes to the Sandwell Local Offer through the school section of the offer.

Please use the link below to access Sandwell's Local Offer.

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

Other voluntary groups, clubs or support groups that may be useful include....

- Sandwell Parents for Disabled Children (SPDC) <http://www.sp-dc.org/>
- Autism West Midlands <http://www.autismwestmidlands.org.uk/>
- Sandwell Visually Impaired group <http://www.sandwellvisuallyimpaired.org.uk/>
- Downs Syndrome Association <https://www.downs-syndrome.org.uk/for-families-andcarers/local-support-groups/>
- SENDIASS <https://www.actionforchildren.org.uk/how-we-can-help/our-localservices/find-our-services-near-you/sandwell-iass/>
- Beam (well-being and mental health support for children)
https://fis.sandwell.gov.uk/kb5/sandwell/directory/service.page?id=faah6wIJkSM&familychannel=9_12