



SEND Information Report – July 2022

At Walmley Junior School (WJS), we welcome everybody into our community. The staff, Governors, pupils and parents work together to make WJS a happy, welcoming place where children and adults can achieve to their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different groups of children within our school, providing a learning environment that enables all pupils to make the greatest possible progress and achieve to their full potential in a caring, supportive and fully inclusive environment.

Our special education needs and disabilities (SEND) provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning, enabling them to maximize their potential and to work independently.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, lunchtime skills groups and other interventions developed to personalise learning.

We have very good attendance as pupils want to come to school to experience our high quality learning provision.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood

If your child has special educational needs and/or a disability and you would like to know more about what we offer at WJS, please refer to our SEND Policy, contact us on 0121 351 1346 or email Mrs Karen Conway (Inclusion Leader) at k.conway@walmley-jun.bham.sch.uk

The kinds of Special Needs for which provision is made at the school

We refer to the term 'Special Educational Needs and Disabilities' if a child:

- has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making decisions. The threshold for each group varies.
- has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority (LA) concerned for children of similar age.

The difficulty or disability may relate to:

- communication or interaction
- cognition and learning
- social emotional and mental health difficulties
- sensory or physical conditions

Special Educational Provision (SEND) is that which is additional to or different from that which is made generally for most children in school.

Assessment is an on-going core process throughout the school. It is a check that each child is making **adequate progress** against the national expectations. If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider.
- is similar to that of peers of a similar age.

Assessment and Identification

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs and disabilities. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

The children are assessed against **nationally set criteria** to check their progress across all areas of learning/subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress, the next stage would be to move to the use of school intervention and/ or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and staff consultation, a child's special needs are identified and the needs are recorded on the SEND Register.

An Individual Learning Profile (ILP) is devised in collaboration with the child, parents, Class Teacher and Inclusion Leader for children with cognition and learning difficulties, behavioural needs, social, emotional and mental health needs or communication difficulties. Should an outside agency be involved, they may also be asked to contribute to the ILP. The ILP will be reviewed every half term at a Review Meeting between Class teachers, parents and the Inclusion Leader or external agencies if necessary.

For children with cognition and learning difficulties, they will also be assessed using continuums for either Language and Literacy, Maths or Reading. The continuums will then provide staff with a comprehensive set of targets that the child will be able to work on in class and through targeted interventions. These targets break down the skills required for speaking and listening, reading, writing and maths into small achievable steps.

Provision

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work/activities for their pupils
- ensure that support is available for all children – inclusive '**quality first**' teaching
- differentiate the curriculum to take account of different learning styles, interests and abilities
- ensure that all children can be included in tasks/activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on ILP and discuss these with parents and pupils.

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age (See our Public Sector Equality Duty Statement 2017).

Support Staff

- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school

Intervention

Intervention is carried out by the school and additional to or different from the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- having support staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

Frequency and Timing of Support

This is arranged and timetabled by Class Teachers and overseen by the Inclusion Leader.

Organisation of Support

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated. Lessons are structured to provide a range of visual, auditory and kinaesthetic activities. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- direct or Indirect support in the classroom.
- focused withdrawal support from the classroom.

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually, they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.

Bespoke pastoral and learning support is enhanced by trained Teaching Assistants and Lunchtime Skills Groups to help develop self-confidence, self-belief and social skills.

External Services

When a child is demonstrating further cause for concern or their learning need is more **complex** and **persistent** than can be met by the school intervention already put in place, **school will engage with relevant external services. This is triggered when:**

- a child continues not to make adequate progress

- continues working at levels substantially below that of children of a similar age, even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty developing Literacy and Numeracy skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or more specific way as they move on through the school.

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from **external services** is likely to follow a decision taken jointly by school staff and in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

External agencies currently working directly with the school include; Pupil and School Support (PSS), an Educational Psychologist (EP), the Communication and Autism Team (CAT) and Physical Difficulty Support Service (PDSS), Speech and Language Therapists (SaLT) and Sensory Support.

Links with outside agencies are well established and transitions to and from our transfer schools are very good due to our close liaison. Colleagues from outside agencies and the Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS – formally Parent Partnership) continue to advise and support our Staff and parents to better understand and address the needs of our pupils.

Teaching Assistants are assigned across the whole school to support SEND pupils according to need.

Statutory Assessment: Education, Health and Care Plan (EHCP)

When a child is demonstrating a **significant** cause for concern or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place, statutory assessment will be considered. The EHCP incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child, contribute to this plan. If a statutory assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Birmingham (please see 'The Birmingham Local Authority Offer' below).

The LA will need to have:

- information about the child's progress over time
- documentation in relation to the special education need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements in place

The information includes, where relevant:

- ILPs for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an Advisory Teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a 'Request for Statutory Assessment'. They will need to contact SENDIASS at the LA to be advised of the way forward. If the school makes a 'Request for Statutory Assessment', parents can still access support from SENDIASS at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the LA's SEN Officer who in turn sends it for review to the SEN Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an EHCP, the LA will lead on the process. Schools will prepare the necessary documentation and send it to the LA.

EHCP's are subject to Annual Review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise.

Walmley Junior School - Accessibility Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

At WJS, we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

WJS plans to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan has been drawn up to cover a three year period. The plan is updated annually.

The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils (if a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school

such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit is revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

The Inclusion Leader

Mrs Karen Conway, the Inclusion Leader, is SENDCO. She is responsible for the implementation of the SEND Policy and will support other members of staff where and when necessary. She will liaise with parents and relevant outside agencies, medical and psychology services. She will attend appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use.

Resources

A wide range of materials is provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

Partnership

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils.

We endeavour to create positive links with our parents by operating an 'open door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

Initially, when a child's special needs are identified, parents are invited to a meeting to discuss this further. Parents are consulted regularly at the half termly parental consultations and ILP reviews. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School's External Agency Partners include:

Educational Psychology
Communication and Autism Team
Pupil and School Support
Physical Difficulty Support Service
Speech and Language Therapy
Visual Sensory Support
Hearing Sensory Support

Occupational Therapy Physiotherapy

Some of these agencies are regularly involved with school whilst others are involved on a case by case basis or through referrals by GPs.

If you would like to know more information about these services, then please contact us on 0121 51 1346 or email us at enquiry@walmey-jun.bham.sch.uk

Pupils

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better
- comment on how they feel they are progressing when the ILP is evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their ILP reviews.

Complaints

We hope that complaints about SEND provision will be rare; however, if there should be a concern, the process outlined in the School's Complaints Policy should be followed.

Transition

Links with our transfer schools are very good due to our close liaison. This ensures that all staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition. Staff from the secondary phase also spend time in our school with our school staff, familiarising themselves with individual needs.

The Birmingham Local Authority Offer

All Birmingham maintained schools try to ensure that they have a similar approach to meeting the requirements of pupils with SEND to ensure that they make the best possible progress at school. Please visit

<https://www.localofferbirmingham.co.uk/>

where you will find information on the wide range of services that are available to support all areas of your child's life. This includes support with education, physical and mental health, social care, leisure activities and moving towards independence and adulthood.

Support for parents

We have listed below, some websites and contacts that you may find both useful and interesting.

SENDIASS (formally Parent Partnership)

Birmingham SEND Information, Advice & Support Service

Description of service offered:

Birmingham SEND Information, Advice & Support Service provides advice and information on all aspects of special educational needs, for parents, children, and young people.

Call 0121 303 5004 (8:45am to 5pm, Monday to Friday) or email sendiass@birmingham.gov.uk

Alternatively, you can write to:

SENDIASS
The POD
28 Oliver St.
Nechells
Birmingham
B7 4NX

Autism

- Resources for Autism <https://resourcesforautism.org.uk/>
- Autism Education Trust <https://www.autismeducationtrust.org.uk/>
- The National Autistic Society <https://www.autism.org.uk/>

Dyslexia

- British Dyslexia Association <https://www.bdadyslexia.org.uk/>
- The Dyslexia Association <https://www.dyslexia.uk.net/dyslexia-in-children/>
- NHS <https://www.nhs.uk/conditions/dyslexia/>

ADHD

- NHS <https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/>
- Young Minds <https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-adhd/>
- ADHD Foundation <https://adhdfoundation.org.uk/parents/>

What do you think?

We very much value your opinion and would be really interested to hear what you think of our website.

Are you happy with the format and content? Would you like to see any changes or additional information included? If so, then please contact Mrs. Conway who will be happy to discuss any of your suggestions with you.