



At Blackwell First School we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of the development of skills for life, social and moral values and academic success.

We recognise that children all make progress at different times and at different speeds. For any child who may have difficulties making progress in any area of their development, we endeavour to ensure that we provide as much of the right support as we can to help them to be happy, healthy and fulfil their potential.

The information included in this report is a description of the systems and resources we have in place within Blackwell First School to help us achieve this aim.

INTRODUCTION

All Worcestershire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Education Needs or Disabilities (SEND), including Looked After children, and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The LA Offer for SEND is available at www.worcestershirelocaloffer.org.uk. This sets out the provision that is available for children with SEND in Worcestershire. All schools are supported to be as inclusive as possible, with needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

In September 2017, a governor led nursery will open at the school - **Blackwell First School Nursery and Forest School**. It will follow the principles as stated in this report for those children with SEND.

WHAT TYPE OF SEND DO WE PROVIDE FOR?

Blackwell First School is a fully inclusive school and educates children with varying levels of Special Educational Needs and Disabilities. These include the four broad 'areas of need' outlined in the Special Education Needs and Disability Code of Practice: 0 – 25 years, being Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

HOW DO WE IDENTIFY CHILDREN WHO MAY HAVE A SPECIAL EDUCATIONAL NEED OR DISABILITY?

At Blackwell First School children are identified as having SEND through a variety of different ways including:

- Liaison with previous school/nursery
- Regular assessments carried out by the class teacher such as: observations, learning assessments, behaviour monitoring
- Pupil Progress meetings with the class teacher, head teacher and SENCo (Special Educational Needs Co-ordinator) are carried out termly and children who are performing significantly below age expected levels are identified
- Concerns raised by parents
- Liaison with SENCO and external agencies

HOW DO WE WORK IN PARTNERSHIP WITH PARENTS OF CHILDREN WITH SEND?

Working in partnership with parents is key in the development of the whole child. We actively encourage parents to be involved in their child's education through:

- Termly parents consultations with the class teacher
- Termly reports
- Annual report
- Informal discussions with class teacher, SENCO and head teacher – ‘open-door’ policy
- Telephone contact
- Individual Provision Maps – reviewed at least termly
- Meetings with outside agencies
- Termly review meetings with SENCO for those children with an Education and Health Care Plan
- Annual review meetings with SENCO and head teacher with an Education and Health Care Plan
- Sharing relevant information and support regarding how parents can support their child at home
- Parental involvement within school

HOW DO WE ENSURE CHILDREN WITH SEND ARE INVOLVED WITH THEIR LEARNING NEEDS AND PROGRESS?

All children, regardless of SEND, are aware of their next steps and all children have targets. These are shared regularly with children during lesson time (e.g. writing bookmarks), at the start of, during and on completion of intervention group work and on termly and annual reports. Those children who have Individual Provision Maps have additional targets shared, worked upon and reviewed with their class teacher and other members of staff who may be providing additional support. All children know how well they are doing through verbal and written feedback and self and peer assessment.

HOW DO WE ASSESS AND REVIEW THE PROGRESS OF CHILDREN WITH SEND?

In accordance with the SEND Code of Practice (2014) the process for responding to children identified as needing additional support, follows the four step cycle called the Graduated Response.

- **ASSESS** – The child will be assessed thoroughly to identify the key area of need and ‘next steps’ targets will be produced.
- **PLAN** - Provision needed to support the child to achieve their ‘next steps’ targets will be carefully planned to scaffold the child’s learning towards their goal. This may be in the form of: intervention; curriculum adaptations; resourcing and additional support. If the support is through intervention (individual or small group work over and above what is offered to the class), this is delivered by skilled teachers/ teaching assistants.
- **DO** – The support planned is put in place and monitored over a period of time leading to review.
- **REVIEW** – Following the additional support, it will be reviewed against the child’s targets in order to consider next steps.

The above is in addition to the school’s procedures for assessment which are also used to assess children with SEND, such as: Teacher Assessments; DfE tests and Pupil Progress meetings.

WHAT ARRANGEMENTS DO WE MAKE FOR SUPPORTING CHILDREN IN MOVING BETWEEN PHASES OF EDUCATION?

In order to ensure a successful transition at all stages of their educational journey, school has the following procedures in place:

- Nursery visits for preschool children, including home visits for those children joining Blackwell Nursery (outside agencies will often be involved in these for SEND with head teacher and SENCO involvement);
- Transition visits specifically for SEND children preschool and at each year group change for children with SEND;

- Phased starts if appropriate i.e. reduced timetable;
- Additional visits for Year 4 children on transition to Middle School accompanied by SENCO;
- SENCo meets with Middle School SENCo and new teachers;
- Detailed documentation to support children transferring to Middle School with SEND;
- Resources in place such as photobooks; detailed transition plans/ packages and lengthy transition support for individuals and
- Split placements for children requiring a phased move to a non- mainstream setting.

HOW DO WE APPROACH THE TEACHING OF CHILDREN WITH SEND?

All children benefit from inclusive Quality First Teaching. This teaching is regularly monitored and differentiated to meet the needs of all children. For those requiring additional support, intervention is in place (small group or one to one), for example: Social skills; Proprioceptor; Better Reading; Precision teaching; Specific Numeracy and Literacy intervention; Relationship Based Play; Speech and Language; Gross Motor programmes and Sensory intervention including resourcing and activities.

WHAT ADAPTIONS MAY BE MADE TO THE CURRICULUM AND LEARNING ENVIRONMENT TO SUPPORT CHILDREN WITH SEN?

Our classrooms are adapted to support children with SEND through offering a calm and routined environment. Resources, such as sloping desks for children with fine and gross motor needs; weighted shoulder supports for children with sensory needs; transparent overlays to support children with dyslexic tendencies and visual timetables to support children with social communication needs.

Most children access the National Curriculum at their broad age appropriate expectations and this is differentiated in small groups to enable this to be successful. For some children with SEND accessing the National Curriculum at a lower level or significantly lower level is appropriate. In these cases the curriculum is highly tailored to an individual's needs in line with recommendations from outside agencies.

WHAT EXPERTISE AND STAFF TRAINING IS AVAILABLE TO SUPPORT CHILDREN WITH SEND?

- Leadership: SENCO with national SENCO qualification and part of SENCO cluster group led by an experienced Educational Psychologist, who also trains staff across schools;
- Teaching staff: extensive experience and training amongst teaching staff working with children with a variety of SEN, such as ASD; ADHD; Speech and Language; Dyslexia; Attachment disorders; Dyspraxia and Moderate Learning Difficulties;
- Teaching Assistants: extensive experience amongst support staff, such as Better Reading; Precision Teaching; Action Words; Speech and Language; Social Skills; Attachment Training; Relationship Based Play and Signalong;
- Teacher and Teaching Assistant performance reviews ensure high expectations for support provided for children with SEND and
- Continued liaison with Health Agencies including Community Paediatrician; SALT; OT and Family Support for further advice and support.

HOW DO WE EVALUATE AND REPORT THE EFFECTIVENESS OF THE PROVISION MADE FOR CHILDREN WITH SEND?

Through termly Whole School Provision Maps, the SENCO and head teacher monitor trends in intervention and provision for children with SEND. Children's progress towards targets influences this evaluation. In light of this, further staff training may be appropriate or a change in provision or

advice from outside agencies. Governors meet with the SENCO and she also reports at governor meetings termly on the effectiveness of provision and progress of children with SEND.

HOW DO WE ENABLE CHILDREN WITH SEND TO ENGAGE IN WHOLE SCHOOL ACTIVITIES?

All children are treated equally and access whole school activities through differentiated provision as described. Risk assessments may be written to support access. Children of all needs access: educational visits; special events; extra-curricular opportunities and residential trips. Unless a child with significant medical needs is unable to access an opportunity at the advice of a professional, all children engage with activities at their level. In light of health and safety considerations, a child who is unable to access an activity will be provided with an alternative.

WHAT SUPPORT IS AVAILABLE FOR EMOTIONAL AND SOCIAL DEVELOPMENT?

All classes follow a structured PSHE programme and all children access a daily act of Collective Worship focusing on themes relating to universal values education. Developing mental well-being is part of the school's ethos and staff have received training in this area. All classes access regular Philosophy sessions as well as weekly Forest School sessions. The School Behaviour Policy promotes good moral values through restorative sanctions. Where additional support is required, the school provides intervention in the form of: Social skills groups; Play leaders; Relationship Based Play and lunchtime and playtime support. Outside agencies also support children with social emotional needs such as: Educational Psychologist; Early Intervention and Integrated Services for Looked After Children.

HOW DO WE INVOLVE OTHER BODIES AND SUPPORT SERVICES IN MEETING THE NEEDS OF CHILDREN WITH SEND AND SUPPORTING THEIR FAMILIES?

The school runs termly SEND meetings with outside agencies (SSTM meetings) where relevant professionals are identified to provide support for individuals. This includes: Educational Psychology; Learning Support Team; OT; Speech and Language; Autism Team; Integrated Service for Looked After Children; Health; Social Care and Early Help. School acts on advice and recommendations as needed.

WHAT COMPLAINTS PROCEDURES ARE IN PLACE FOR PARENTS OF CHILDREN WITH SEND?

Any complaints should in the first instance be directed to the class teacher who will keep the head teacher and SENCO informed of SEND complaints. In the event of the situation not being resolved, complaints should then be referred to the head teacher and the school's 'Complaints Procedure' should be acted on if necessary.

For further information on SEND provision at Blackwell First School and Nursery, please refer to the SEND Policy.

Named contacts for SEN:

- Head teacher- Anna Moss
- SENCo – Helen Townsend

Reviewed July 2017