

## Annie Lennard Primary School SEND Information report.

<b>1</b>	<p>What kind of special education needs and disability provision is available for children at Annie Lennard Primary School?</p>	<p><i>Annie Lennard Primary School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum. This is regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.</i></p> <p>The broad areas of need for SEND provision are not definitive; individual children often have needs that are within all of the areas; children's needs may change over time; the purpose of identification is to work out what action or support is needed, not to fit a child into a category.</p> <p style="text-align: center;">Broad areas of need:</p> <ul style="list-style-type: none"> <li>• Communication and interaction difficulties             <ul style="list-style-type: none"> <li>• Cognition and learning</li> <li>• Social emotional and mental health</li> <li>• Sensory and/or physical</li> </ul> </li> </ul>
<b>2.</b>	<p>How do we identify children who may have a SEND need?</p>	<p>Children entering our Nursery and Reception classes are screened using the WELLCOM language assessment.</p> <p>Pupil progress meetings/discussions are held every half term from which we track and identify children who are not making expected national progress or whom the teacher thinks have a specific need/difficulty which may need to be addressed. Interventions/support programmes are then implemented and monitored to ensure that the child makes progress.</p> <p style="text-align: center;">If children join us from another setting, we will request information from the previous setting; this will help establish a clear and informative view of the child, which in turn will help establish when/where they will need support and how this support will be delivered.</p> <p style="text-align: center;">The school's Special Educational Needs and Disability Policy is also used to identify children with a specific need.</p>
<b>3.</b>		
<b>a</b>	<p>How is the intervention support monitored as to its effectiveness?</p>	<p>Pupil Progress half termly assessment meetings are held, with LSPs and Teachers, to monitor the effectiveness of intervention. This allows us to adapt or continue to deliver the intervention to ensure the child's continuing progress. A cycle of assess, plan do</p>

		<p>and review will be instigated with all parents being kept informed throughout and the child's views being taken into account.</p> <p>Progress of children in EYFS (Reception/ Nursery class) will be monitored closely and any SEND concerns raised with both SENCo and parents.</p> <p>At our school, there is effective communication between Teachers, LSPS and the SENCo to ensure the child's specific needs are effectively met. Interventions are assessed at an early stage for effectiveness, and alter accordingly if not having desired impact. The progress of all groups of children (including those in EYFS), and individuals, are tracked half termly.</p> <p>Learning Support Service (Local Authority) is bought in to monitor and review individual pupils on a termly basis (parents invited to attend). Educational Psychology services are bought in to support specific pupils (monitor and review on a rolling programme). Termly meetings held with Speech and Language Service. Informal meetings with SENCo and parents to assess progress and review actions.</p>
<b>b</b>	<p>What are the school's arrangements for assessing and reviewing progress of children with SEND?</p>	<p>Yearly SAP meetings with Inclusion Support are held to assess the need of the school.</p> <p>SENCo meets parents on a regularly basis both informally as needs arise and formally a set point throughout the year. Both of our SENCos work with the following outside agencies to assess and review provision made:</p> <ul style="list-style-type: none"> <li>• Learning Support Service (Local Authority) is bought in to monitor and review Support Plus pupils on a termly basis (parents invited to attend).</li> <li>• Educational Psychology services are bought in to support specific pupils to monitor and review on a rolling programme).</li> <li>• Termly meetings held with Speech and Language Service.</li> </ul>
<b>c</b>	<p>What is the school's approach to teaching children with SEND?</p>	<ul style="list-style-type: none"> <li>• Quality first teaching within the classroom through differentiation.</li> <li>• Multi-sensory teaching.</li> <li>• Intervention matched to the child's individual needs.</li> </ul>

		<p>The following are delivered by both teachers and teaching assistants:</p> <ul style="list-style-type: none"> <li>• Identified small group teaching (a range of interventions available).</li> <li>• Precision teaching methods 1:1</li> <li>• 1:1 teaching</li> </ul>
<b>d</b>	<p>How does the school adapt the curriculum and learning environment for children with SEND?</p>	<ul style="list-style-type: none"> <li>• Quality first teaching, differentiation matched to the needs of the child. Teacher to have full responsibility for the child and to plan, adapt teaching where appropriate, ensuring full inclusion.</li> <li>• Equal opportunities, all children are entitled, and encouraged to, join in every curriculum opportunity</li> <li>• Specific equipment is bought in to match the child's specific needs.</li> </ul>
<b>e</b>	<p>What additional support is available for children with SEND?</p>	<ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Speech and Language Service</li> <li>• Specific training programmes for TAs e.g. Precision Teaching, Code X reading intervention, Reading Recovery, Lego Therapy.</li> <li>• Behaviour outreach support (Sycamore Outreach)</li> <li>• Learning Support Assistant support for specific pupils <ul style="list-style-type: none"> <li>• Specific equipment</li> <li>• Small group work</li> </ul> </li> </ul>
<b>f</b>	<p>What support is available for ensuring the emotional and social development of pupils with SEND?</p>	<ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Individual Behaviour Plans in place to support specific pupils (set up in consultation with parents and pupil) reviewed and amended regularly.</li> </ul>
<b>4.</b>	<p>Who is the named SEN contact?</p>	<p style="text-align: center;"><b>Whole School SENCo</b>  Miss Ellen Kealey  Annie Lennard Primary School  The Oval  Smethwick  0121 4294284  elle.kealey@annielennard.sandwell.sch.uk</p>
<b>5.</b>	<p>What specific expertise is available to</p>	<p>High quality Inset ensures that teachers and teaching assistants are kept up to date with the latest SEN developments and teaching strategies.</p> <p style="text-align: center;"><b><u>All LSP/LSAs trained in:</u></b></p>

	<p>children with SEND?</p>	<ul style="list-style-type: none"> <li>• The teaching of phonics via Letters and Sounds <ul style="list-style-type: none"> <li>• Reading Recovery</li> <li>• Supporting Mathematics</li> </ul> </li> <li>• Trained and attend SALT reviews to learn how best to deliver the SALT programme.</li> </ul> <p style="text-align: center;"><b><u>Some LSP/LSAs/ teachers trained in:</u></b></p> <ul style="list-style-type: none"> <li>• Dough Gym</li> <li>• Write Dance</li> <li>• Precision teaching</li> <li>• Alphabet Arc</li> <li>• Turnabout</li> <li>• Code X Reading Intervention</li> <li>• Code X Guided Reading</li> </ul>
<p>6.</p>	<p>What specialist equipment and facilities are there for children with SEND?</p>	<ul style="list-style-type: none"> <li>• Disabled toilet on both levels with one toilet providing an accessible chair and adjustable changing mat.</li> <li>• All classrooms can be accessed from ground floor level.</li> <li>• Playground is accessible to all children, including football cage.</li> <li>• Disabled access to school is available down the main school ramp.</li> <li>• Risk assessments for individual pupils that are then acted upon.</li> </ul> <p>If a child had a specific need, which required specialist equipment/facilities, then we would meet with parents to discuss how we could best accommodate the child.</p>
<p>7.</p>	<p>What arrangements are there for consulting and involving parents of children with SEND?</p>	<p>Parents are actively encouraged to be partners in their child's education through, informal discussions, telephone contact, home school diaries, IEP/Provision map discussion, progress reviews and yearly written reports.</p> <ul style="list-style-type: none"> <li>• Parental consultations with teachers</li> <li>• Parental meetings for IEP reviews and setting new targets <ul style="list-style-type: none"> <li>• Parents attend all initial assessments for Speech and language</li> <li>• Termly Speech and Language updates</li> </ul> </li> <li>• Feedback meeting and report from Educational Psychologist</li> <li>• SENco meets formally and informally as necessary, will always arrange an appointment should any parent have a concern.</li> </ul>

8.	What are the arrangements for consulting children with SEND about, and involving them in, their education?	<p>All children, regardless of SEN, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing the intervention as well as those members of staff who are working within the classroom with the children.</p>
9.	What are the arrangements for parents of children with SEND who may wish to complain about the provision?	<p>Parents who wish to complain about the provision are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue cannot be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure.</p>
10.	How does the school/governing body involve health, social services, LA support services and others in meeting the needs of children with SEN and supporting their families?	<p>In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health college to support the child's academic and social progress.</p> <p>We have a named school Governor for SEND: Mrs Sharon Hale</p>
11.	What are the contact details of support services for parents of the children with SEND, including those for arrangements in clause 32*?	<p><i>Speech &amp; Language Services</i> <b>0121 612 2010</b> <i>Sandwell Inclusion Support</i> <b>0845 3527 552</b></p> <p><i>Special Education Needs and Disabilities Advisory Support Service (SENDIASS)</i></p> <p><b>Opening hours:</b> 9am to 5pm</p> <p><b>Address:</b> Cape Hill &amp; Bearwood Children's Centre, Corbett Street, Smethwick West Midlands B66 3PX</p> <p><b>Helpline number:</b> 0121 500 4010</p>

(24 hour answer service)

**Email:**

SENDIASSEnquiries@actionforchildren.org.uk

What are the school's arrangements for supporting children with SEND in transferring between phases of education?

**Transition is a crucial time for all children in school:**

- Children will have the opportunity to meet their new teacher and spend time with them to establish a relationship. This will be over a period of time so that the child has time to re-adjust.
- Children will have the opportunity to visit, and spend time in their new environment, this will be supported by a familiar trusted adult to begin with and then the new members of staff receiving the children.
- Teachers and teaching assistants have timetabled transition handovers to pass on crucial information and data.
- SENCo meets will all teachers to discuss specific pupils.
  - Transition mornings for new classes before Summer Holiday. Teachers and teaching assistants have timetabled transitions meetings to pass on crucial information and data.

**To other schools:**

- Transition package in place (Pathways) – led by SENCo for pupils moving to high school, developed by Sandwell Council.
- SENCo meets separately with SENCo's of receiving high schools with detailed conversations and the passing on of all paperwork.
- Pupils that move before end of key stage two – detailed conversations with SENCo of receiving school, data transferred securely.
- SENCos who are supporting children leaving in Year 6, will begin looking at transition as early as Year 4. During Year 5/6, children will have the opportunity to undertake transition: meeting new teachers, looking around new school and anything else that parents feel the child may require to transition effectively.
  - Autism Outreach support transition for specific pupils.
  - SENCo meets separately with SENCos of receiving high schools with detailed conversations and the passing on of all paperwork.
  - Pupils that move before end of key stage two – detailed conversations with SENCo of receiving school, data transferred securely.

12.

13.

Where is the  
Local  
Authorities  
Local Offer  
Published?

*Sandwell Local Authority – The following link will take you to  
Sandwell LA Local Offer:*

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

**Contact us**

**Telephone:** 0121 569 8240

**Email:** [sen\\_team@sandwell.gov.uk](mailto:sen_team@sandwell.gov.uk)

**Address:**

Children's Services

SEN Service

Sandwell Council House

Freeth Street

Oldbury

B69 9EX

*The following link will take you to the Local Offer/Provision  
feedback site:*

[http://www.sandwell.gov.uk/info/200295/schools\\_  
and\\_learning/3698/send\\_local\\_offer\\_feedback](http://www.sandwell.gov.uk/info/200295/schools_and_learning/3698/send_local_offer_feedback)