

Dame Ellen Pinsent School

SEND Information Dame Ellen Pinsent Local Offer



Where children develop independence and confidence; learning through curiosity, play and enquiring

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SEND Information and Local Offer

From September 2014, all schools are expected to publish information about their provision for special educational needs and disabilities (SEND). This includes the 'Local Offer', which helps parents/carers understand what services they and their families can expect from a range of local agencies.

Frequently Asked Questions

- 1) 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	Examples in our school	How we check it is working
<p>Cognition and Learning (specialising in Moderate Learning Difficulties)</p>	<p>Smaller classes. Favourable adult to child ratios. Personalised targets for pupils.</p>	<p>Regular assessments of personal targets, linked to the EHCPS</p>
<p>Communication and Interaction These children would generally:</p> <ul style="list-style-type: none"> - have some functional communication - have some social interaction difficulties - be able to follow some structured and predictable classroom routines. 	<p>Use of total communication approach e.g. Makaton, objects of reference photographs and symbols. Independent speech therapist 4 days per week. Use of PECS (picture exchange communication system) to aid communication 2 Speech and Language Assistants Use of visual timetables in all classes. Most class staff, including some lunchtime supervisors have received training to either level 1 or 2 from the Autism Education Trust Partnership with CAT (Communication and Autism Team) Liaison with the NHS SALT if involved with individual children</p>	<p>Monitoring and support by Communication team. Review of targets by Speech and Language Therapists. Termly meetings between Speech and Language Therapist and Class Teachers. Learning walks looking at environment and individual strategies. Regular monitoring of pupil progress</p>

2) How does the school identify and assess Special Educational Needs?

All pupils have SEND and have Education Health and Care Plans.

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

All pupils are base-lined on entry and their progress is monitored and analysed termly. All children have challenging targets that are set according to their individual starting points in school. On top of the academic targets children have personal targets that focuses in on their main barrier to learning, as identified in their EHCP. Targets are shared with parents and are reviewed at least termly and updated as necessary.

4) What extra-curricular activities can a pupil with Special Educational Needs access at School?

Due to restrictions with mixing 'bubbles' and groups of children it is difficult to provide extra-curricular activities like we had done previously. Once restrictions are lifted the paragraph below details what we would usually provide as a school.

We have a close Partnership with Aston Villa Football Club and our football team play in a league against other special schools. At lunchtime one of the teaching assistant runs a sports club on our MUGA (multi usage games area). He works on team games with the children in Upper School and the development of basic skills leading to team games with the children in Lower School. Also at lunchtimes there is a wide variety of clubs that the children can access including art club, Go Noodle club and construction club. We are lucky enough to have a lovely outside area, which children can access at playtimes and lunchtimes to practice their physical skills and develop turn taking and social skills. Recently we had a new bike track, which children can access during lunchtimes. In the Autumn Term we hold an after

school disco, an event linked to World Book Day in the Spring Term and a leavers disco in the Summer Term. Once a year we have a residential trip to a local outward bound centre.

5) Does the school have a Special Educational Needs Coordinator, if so who are they and how can someone get in touch with them?

Our SENDCo is Donna Cater and she can be contacted via the school office (0121 675 2487)

6) What training do the staff in the school have in relation to pupils with Special Educational Needs?

Most of our classroom staff have received Makaton training, Autism training PECS and Team Teach training. All of our staff are experienced at working with pupils with SEND and we have staff that are trained in using TEACCH, CBT and Lego Therapy. During the

year staff receive many different training opportunities, including updates on medical conditions, curriculum and assessment changes.

7) How does the school get more specialist help for pupils if they need it?

We receive professional advice and support from our school nurse, our independent speech therapist and some support from an NHS speech therapist. As a school we buy into the Educational Psychology service and are developing partnerships with the Communication and Autism Team. Children who have hearing or visual impairment will receive support from the Sensory Support Team and they support school staff to improve provision. We are a problem solving school and will seek advice from all agencies that we feel necessary and buy in support from Malachi Family Support Workers and a Music Therapist. We work closely with professionals from Forward Thinking Birmingham if they are working with any individuals at school.

8) How are parents of children and young people with Special Educational Needs involved in their own education?

Parents are invited into school for Annual EHCP Review meetings and for Parents Evenings. They are also invited in for class assemblies and Parent workshops. The school website is regularly updated and parents can receive text messages telling them of up and coming events or appointments. School newsletters are sent home every half term. Communication between home and school is vital and children either have a home school communication book, or Class Dojo is used for communication. There is an expectation that the home school books will be written in at least once a week by the class staff, giving parents and carers an overview of the week with a personalised comment about something their child has enjoyed or excelled at.

9) How are pupils with Special Educational Needs involved in their own education?

All children in school provide their views for their annual review and they are invited to attend their review meeting, if it is appropriate. We have a School Council, which meets regularly to discuss school matters and to help make some decisions about school improvement. The School Council members are voted for by their class peers. We also have a Rights Respecting Rangers group, which focuses on the rights of a child, as suggested through the UNICEF Rights Respecting Schools Award. There is an annual questionnaire that finds out pupils' views about school and how safe they feel at school.

10) If a parent or a child with SEND has a complaint about the school, how does the governing body deal with the complaint?

Parents are encouraged to contact the school in the first instance and speak to the Head Teacher. If required the complaint is then referred

to the Chair of Governors following the schools Complaints Procedure.

11) How does the Governing body involve other people in meeting the needs of pupils with special educational needs including support for their families?

The Governing body are committed to supporting children and their families both in school and in their home environment.

We run regular parent workshops to develop the relationships between home and school. We have a parent liaison group, who meet to discuss policies and to improve practices such as home school communication.

12) Who are the support services that can help parents with pupils who have special educational needs?

SENDIASS, formally Parent Partnership, support parents, offer advice and can help to organise school visits and they can be contacted on 0121 303 5004. SENAR are the department within the Local Authority who manage the assessment process, they can be contacted on (0121 303 0824). If parents require further support or advice then we can suggest other agencies, such as Autism West Midlands or Children's Information and Advice Service.

13) How does the school support pupils with SEND through Transition?

All pupils will be given the opportunity to come into school to meet their teacher and see their classroom before they start school. They will receive a transition booklet, which contains photos of the school and staff. Transition is planned on an individual basis and is suited to meet the needs of the individual child. Most of our children start school in the September and before they start parents will be invited

into school to attend a transition evening, where they will find out more about school policies and procedures.

Planning transition to secondary school starts in the Spring Term of Year 5. Parents will be invited into school and will be given the opportunity to meet staff from the main secondary schools that our pupils attend. Once secondary school placements are confirmed we will work with the child's next school to provide the right transition package for each child.

14) How can parents find the Birmingham Local Authorities Local Offer?

Birmingham's Local offer can be found on the following website:

https://www.birmingham.gov.uk/info/50034/birminghams_local_offer

(external link).