



## **SEND Information Report 2023-2024**

### **Raddlebarn Primary School and Nursery**

#### **What are the kinds of special education needs for which provision is made at Raddlebarn Primary School and Nursery?**

The SEND Code of Practice outlines four areas of Special Educational Need that include a range of difficulties and conditions:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

The code states that:

‘Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be as clear at the outset’

At Raddlebarn we currently have pupils in each of these categories and as the code states, as their needs can often be complex, many fall into more than one category. Currently the areas of need which are most common are social emotional and mental health (SEMH) and cognition and learning (CL). The least common category remains sensory and/or physical, however we are becoming more equipped for children whose needs fall within this category. We have a wide range of provision in place to meet the needs of all the children with SEND within our school. As a school we are proud of the interventions that are in place to support all children. We hold the Inclusion Quality Mark, a 3 year award, for our inclusive practice for the children who attend Raddlebarn.

A growing number of children are on the register for social, emotional and mental health needs at Raddlebarn. Here at Raddlebarn, staff take special care to ensure that we identify and act upon support that is needed for these children early on as early identification and intervention is paramount. Staff receive training from the Inclusion leader, who is a qualified Mental health first aider and the schools Senior Mental Health Lead, around how to support children with mental health. Some of our children access support from Forward Thinking Birmingham (FTB) and the STICK team. We pay particular attention to our children who are from our most vulnerable groups who are displaying issues around mental health and act accordingly. Although the pandemic is over, school is still feeling the impact of Covid 19, especially on children attending school and their mental health.

Our practices in line with the needs of our pupils.

### **What are the school's policies for the identification and assessment of children attending the school?**

As in previous years, in line with guidance from the local authority, we continue to follow the 'Assess, Plan, Do, Review' model. Any child who is not making progress is discussed and a decision made to implement a period of targeted intervention in order for them to make progress. After the 6-week period, we review how successful the intervention has been and the progress the child has made. Some interventions will not be this long and may be as short as 2 weeks!

Once this process has been completed we will assess again and it may be decided that we need to plan for further provision or that no further support is required at this time. At this point it may be felt that a child needs targeted intervention in the form of a Support Profile and placed on the SEND register.

Some children's needs are such that their support will be ongoing throughout their time at school. If it is apparent that a child needs a consistently high level of support and resources to enable them to access the curriculum, the school may feel it is necessary to implement a Specialist Support Provision Plan or put in a request for an Education, Health and Care Plan (EHCP) from the Local Authority. As parents, you will be fully supported and kept informed through close liaison with the Inclusion Leader, Mrs Clements.

### **Assessment of children with SEND**

As mentioned Pupil Progress is assessed every term, mid-point, and class teachers are held to account for ensuring that all children, regardless of ability, make a good level of progress. The Inclusion Leader is responsible for monitoring and analysing the progress of children with SEND. This information is also fed back to governors on a termly basis through reports. Following the pupil progress meetings, the Inclusion Leader meets with class teachers and support staff including the SEND Teaching assistant to determine the intervention groups needed for the children to make progress and diminish the difference. Some children may not require support for an academic need however may be identified as needing support to improve concentration, to regulate emotions or to de-sensitise themselves through a range of different techniques.

It may be felt that individuals need only a small amount of support for a period of time, whereas for other children the level of support may need to be more intensive and consistent. Over the past few years, this system has proven an effective method.

### **What is the provision for pupils/students at Raddlebarn Primary and how is it evaluated? Provision available at Raddlebarn Primary School and Nursery.**

The school offers a wide range of interventions, which many Teaching Assistants and Teachers are trained in. Some of these are brought in intervention packages (produced nationally), whilst others are bespoke

interventions, which have been developed in house to meet the needs of a particular group of children or indeed an individual

If an appropriate intervention is not available staff will often develop their own. Two of our TAs have been trained as Word Champions, working closely with speech and language therapists to screen and administer interventions for children. There are also a range of different TAs working across the school who are trained to deliver Wellcomm, again working closely with the Inclusion Leader and the Speech and Language therapist.

### **Monitoring impact of intervention support**

At the start of each intervention programme, Teachers will work together as a year group to devise a set of targets for the child. In the first session of an intervention, Teaching Assistants will complete a Pre-Assessment, identifying the children's strengths and highlighting areas for development at this point. Throughout the intervention the teaching assistant will record progress and any observations using a tracker sheet. At the end of the intervention, the children will be assessed again to evaluate the progress that they have made and the impact which the intervention has had. This information is fed back to the children's class teachers and also the Inclusion Leader, who can then identify which interventions are most successful in enhancing the progress of our children here at Raddlebarn. Any child who is on the SEND register has a breakdown of cost; an individual costing provision map. This is updated on a regular basis and also evidences any meetings that have been held with parents. Progress is also fed back to parents at parent's evenings. The quality of support offered via our intervention programmes is monitored by the Inclusion Leader frequently and both teachers and teaching assistants are held to account. The impact of interventions are also shared with Governors when requested and with other members of the Senior Leadership team.

The Inclusion Leader has trained staff through INSET evenings the broad range of needs that Raddlebarn currently has. Adaptive technique training has also been delivered to staff, including TAs, and there is evidence of this within the classrooms and across the school. Developing interventions for children with social, emotional and mental health difficulties remains a focus as does continuing to support children new to diagnosis of Autism and ADHD. This academic year also sees an increasing number of children joining us with severe and complex medical needs and relevant staff have received training in order to ensure that the provision is the very best that it can be. We currently have a number of therapeutic groups in school, delivered by the Learning Mentor, who works closely with the Inclusion Leader to develop this at the start of each term.

The staff at Raddlebarn Primary School and Nursery have a wide range of qualifications, which enable them to support children with SEND effectively. We think carefully about the strengths staff have and how we can use these skills to support the children in our care. Staff have completed professional development courses in the following areas:

- Managing speech and language difficulties within the classroom
- Autistic Spectrum Disorder Awareness
- Positive behaviour management strategies/restorative approach
- Understanding attachment theory
- ADHD training
- Management of children with Down Syndrome
- OCD training - signs to look for

- Breaking down barriers for children with SEND
- Trauma Informed Approach
- Adaptive techniques
- Anxiety training

All staff, including lunchtime supervisors have access to the National College for their continued CPD.

As is statutory, the Inclusion and Pastoral Leader has completed the National Award in Special Educational Needs Coordination at the University of Birmingham. She also achieved her National Professional Qualification in Senior Leadership, focusing on restructuring SEND provision within a large, diverse inner-city primary school in Birmingham. Along with the Head teacher, she is also a fully qualified Mental Health First Aider and is the Senior Mental Health Lead for the school.

### **Training this year at Raddlebarn Primary**

Having discussed training options with staff and with the current increase in mental health issues post Covid, staff felt that CPD to support our children would be most beneficial to most staff and will have the most significant impact on our children. Supporting children with complex medical needs for identified staff is also a priority for this year as is ensuring that all staff are confident to use adaptive techniques within the classroom.

Running alongside this will be the different language intervention groups, Wellcomm and Word Aware, all of which will allow early identification and intervention to support our children as they move through school.

### **How will equipment and facilities be provided to support pupils/students at Raddlebarn Primary?**

The Inclusion Leader is responsible for ordering any additional resources which children with SEND may require. A good supply of such resources is also kept in stock. The school follows the advice of outside agencies such as Occupational Therapy to ensure that children's needs are supported appropriately.

Resources which are commonly used within school include:

- For children with fine/gross motor and posture difficulties e.g. Dyspraxia: For children with concentration/behavioural difficulties e.g. ADHD:
- For children with specific learning difficulties e.g. Dyslexia: Writing slopes Easi-grip pencils and pencil grips
- Different types of scissors
- Wobble/wedge cushions
- Fiddle toys
- Concentration screens
- Personalised timetables
- Chewelry
- Tinted overlays
- Alphabet strips
- A variety of practical maths equipment
- Sound buttons (to record sentences)
- Therabands for sensory feedback

Additional equipment can be ordered as

required.

For those with more complex physical difficulties for example, specialist equipment (such as hi-lo changing beds, standing frames etc.) can be sourced through our links with Victoria Outreach as can our links with Physical Disabilities Support Service.

### **Facilities**

The playground also features a Muga area, which is ideal for helping to develop gross motor skills. This facility can be accessed by all children in the school. There are also 2 fitness gyms in both playgrounds which again can be accessed by all children, and is especially good for those who require regular movement breaks.

## **What are the arrangements for consulting parents of children/young people at Raddlebarn Primary and involving them in the education of their child?**

We believe that the parents of children with SEND play an essential role in supporting their children's progress both in and out of school. As a result of this, the school work hard to ensure strong links with parents. The school's Inclusion Leader and pastoral team are always available before and after school to talk to, should you have any queries or concerns.

## **What are the arrangements for consulting young people at Raddlebarn Primary about, and involving them in, their education?**

At Raddlebarn we encourage the children in our care to be independent learners and to develop a "can do", resilient attitude. We therefore love to hear from the children as to how they think they can improve their learning environment. This is true of all children in our school, SEND children included.

### **School Council**

The school has a well-established School Council. Each term every class in school nominates a girl and a boy to be on the School Council. As this is nominated by peers, it is completely non-discriminatory and open to everyone. Teachers keep track of who has been on School Council so that everyone gets a chance at some point during their school career. School Council meet with a member of our pastoral team every month to discuss school issues and plans going forward.

### **Children's Safeguarding Board**

We have an active CSGB at Raddlebarn. Children applied for and were interviewed in order to secure a position on the board. They are a voice for the children and have presented to Governors and in assemblies about the jobs they do around school. They also have close links with the community including the Police community support officer, Sarah Savage.

## **What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Raddlebarn Primary?**

### **The Governing Body**

The Governing Body is kept up to date and knowledgeable about the deployment of funding, equipment and personal resources through reports and presentations from the head teacher, Inclusion leader and Link Governor at Committee and Full Governor Body meeting.

The Link Governor for SEND meets on a termly basis with the Inclusion leader to ensure appropriate provision is made for pupils with SEND. The Governing Body are invited to observe the intervention programmes in place for children with SEND. The Inclusion leader regularly presents data about the progression and attainment of all SEND children to the Governing Body via a termly report. The Governing Body reviews and monitors the school SEND policy.

### **Complaints procedure**

We are very pleased with the support we offer and we know that on the whole our parents are too -they have told us this in meetings/parents evenings.

If any parents are unclear or unsure of the support their child is receiving however, in the first instance the issue should be discussed with the child's class teacher. If the issue is still not resolved it may be relevant to speak to the Inclusion leader (Mrs. S. Clements). Should further action be required, in line with the school's complaints procedure, the Head teacher (Miss. A. Lowry) may need to be involved, or as a last resort the Local Authority.

### **How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Raddlebarn Primary and in supporting their families?**

As a school, we recognise that the role of outside agencies and organisations is vital in supporting children with SEND. The Inclusion leader is responsible for coordinating such provision.

#### **Health services**

The school has close links with a number of health services, who assist us in supporting a number of children with specific medical needs. Over the course past year, we have received support and advice from the following services:

- Occupational Therapy
- Speech and Language Therapy
- Sensory Inclusion Service
- Children and Adolescents Mental Health Service (Forward Think Birmingham)
- Paediatric Consultants
- Educational Psychology
- School Nurses
- Early Intervention
- Children's services

The staff at Raddlebarn Primary work closely with Children's Services to ensure that all children in our care are well cared for and supported both in and out of school. Our Pastoral Team in particular are in frequent contact with such agencies to ensure that all children at Raddlebarn Primary are given the best possible start in life and that they come to school ready to learn.

Over the course of the last year, a number of children in school have been seen by the Pupil Support Service who provide assessment and advice in order for us to support our children. In addition to this, the school makes effective use of the Educational Psychology Service. Over the past year the school has forged increasingly strong links with this service, in particular around supporting children with anxiety issues at school. The Inclusion leader also attends termly SEND Network Meetings as well as Steering groups for the Early Years.

### **What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?**

At Raddlebarn Primary School and Nursery, we understand that for children with SEND, moving to a new class, key stage or school can be particularly worrying and may also incur difficulties of a practical nature.

### **Transition at the start of a new school year**

As most children join us in September, as a matter of course we hold a transition afternoon at the end of the summer term, in July. On this afternoon children will meet their new teacher and class and take part in fun activities, in their new classrooms. Children from elsewhere who are due to start at the school often attend these sessions and usually find that they really help to settle their nerves over the long summer holidays!

### **Moving from nursery to school**

Pupils moving up to school from nursery are often already very familiar with the school environment before they start. Nursery children eat lunch in the school hall on a daily basis. Reception teachers hold a transition day for parents and children in the summer term, in which they meet their new teachers, see their new teachers and even have lunch together in the hall! If a child is moving to us from a different school or nursery, a tour (within school and nursery hours) can be made by booking an appointment with the main school office. This gives children and parents alike the opportunity to see what Raddlebarn is like on a normal day-to-day basis. A member of our Reception staff and the Inclusion leader may also complete a home visit. Where necessary we may feel that it is appropriate for a child to have additional visits to their teacher and classroom on the lead up to the transition, this will be assessed on a case-by-case basis. If a child has specific physical difficulties, it may be necessary to make additional visits to the school prior to the child's first day, in order to complete risk assessments, to ensure appropriate resources are in place and to train staff.

### **Transfer from a different primary school**

It is the responsibility of the previous school a child may have attended to transfer any relevant paperwork to their new school. For children with SEND this will then be read by the Inclusion leader and passed to their new class teacher. If parents have any particular concerns, they wish to discuss with either the Inclusion leader or class teacher, an appointment can be made, after all your information and support is both important and useful to us!

### **Transition to secondary school**

We also think very carefully about the transition of pupils leaving us in year 6 to go to secondary school. Most secondary schools in the area offer a transition day as standard. If a child with SEND has particular concerns about attending secondary school, we can also arrange additional visits, known as enhanced transition. Many of the secondary schools now also arrange additional sessions for children with SEND as a matter of course. We also work closely with admissions and secondary feeder schools to ensure that any child who does not have a school place for September, is allocated one as soon as possible, and we work with parents to support appeals, providing letters for parents if necessary.



## **Transition to a special school**

It is sometimes felt that the needs of an individual child cannot be fully met at a mainstream primary school and the decision may be made for them to transfer to a local special school. This is only possible if the child already has an “Education, Health and Care Plan” and is a decision which is made in conjunction with school, parents, the Local Authority and often a number of outside agencies. Places are often limited at special schools, but if it is felt necessary for a child’s development then this can be an option.

## **Where is the information on the Birmingham's local offer published?**

**Birmingham's** Local Offer aims to provide information on what services you can expect from local agencies including education, health and social care. You can access this information here: <https://localofferbirmingham.co.uk>

Written September 2023

To be reviewed and updated: September 2024