

Special Educational Needs Information

How does the school identify and assess Special Educational Needs?

At Yenton Primary School we use a variety of different ways to assess whether a child or young person has special educational needs. Some of these ways include:

- Observations
- School based test results
- Information from parents and carers
- Information from the child or young person
- Specialised assessments carried out by members of the school's support services
- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the child or young person

Once a child or young person is identified as having a special educational need, a graduated approach to support is taken. The child or young person's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review any necessary changes will be made.

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

All children's progress, including those children or young people with special educational need, is tracked using the school's assessment tracking system.

Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised test.

In Birmingham we also have access to the Birmingham Language and Literacy and Maths toolkits which support assessment when a child or young person is making small steps of progress.

In addition for children or young people with special educational needs we also set individual targets that are reviews at least three times a year. This helps the school to monitor how well interventions are working.

The progress each child is making is discussed at pupil progress meetings with the relevant school staff, including the teaching assistant, class teacher and special educational needs coordinator.

A Graduated response to SEN

All staff have a responsibility for identifying children with Special educational Needs.

Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way and they have the overall responsibility for all children's progress within their class, including those with additional needs.

The progress made by all pupils is regularly monitored and reviewed. In our response to meeting the needs of pupils with SEN, we adopt the **Assess, Plan, Do, Review** cycle outlined in the SEN Code of Practice 2015.

Special Educational Needs Information

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

We aim to involve all children in our school in the evaluations and implementation of their own education. For children and young people with Special Educational Needs we use a variety of strategies to support this including:

- Person Centred Reviews
- Child or young person's target review meetings
- Involve child or young person in setting their own targets
- Self-assessment at the beginning and end of learning
- Having a range of equipment available for the child or young person to choose to use
- Ensuring the child or young person works with a range of different partners
- Ensuring the child or young person has a designated adult to go to if they need help
- Membership of the school council
- Profiles
- Medical alert cards
- Communication cards
- Visual timetables
- Prompt cards to promote independence
- Personalised work stations
- Learning breaks

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How does the governing body involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?

In our school we have a governor who is responsible for special educational needs. Her name is **Miss Baxter**.

Her job is to meet with the SENCO regularly. In these meetings the SEN governor make sure that children, young people and families are being supported by the right services from in and outside of school.

The SEN Governor will also visit the school, observe what happens in classrooms and meet with class teachers, support staff and children and young people.

In addition the Head teacher and SENCo have to give a report to the SEN Governor twice a year. The SEN Governor shares this report with the other governors so that the whole governing body is aware of how special educational needs are being supported in the school and how well this support is working.

The governors will challenge, support and advise the head teacher if appropriate provision isn't being made.

Special Educational Needs Information

What training does the staff in school have in relation to pupils with Special Educational Needs?

In our school we believe that all staff should be involved in supporting pupils with special educational needs and so we make sure that all staff have relevant training to help them do this.

Each year the staff, through internal training or outside courses have up-to-date training in the following areas:

ASD level 1, Epilepsy, EpiPen, Asthma, Dyslexia Friendly classrooms, Team Teach, CPD training.

As well as this, various staff have been trained for different aspects of special educational needs including:

ADHD, ASD level 2, precision teaching, anger management, positive behaviour strategies, concentration strategies, fine motor skills and emotional well-being.

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What extra- curricular activities can a pupil with Special Educational Needs access at school?

Extra -curricular activities are accessible for all children but staff are happy to discuss with parents any additional needs that may be necessary.

Where appropriate and possible, adjustments will be made to ensure all children and young people with special educational needs are fully included in these activities.

In addition our school provides additional extra-curricular activities for children and young people with special educational needs when needed. These may include lunchtime clubs and social interaction groups.