



## **Spring Vale Primary School SEN Information Report**



Spring Vale Primary is a mainstream inclusive primary school that ensures all children achieve their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability and educational need. As a school, we strive to achieve the very best outcomes for all our children, ensuring they reach their full individual potential. As a result of this, we hope that all the children in our care should leave Spring Vale with all the skills and knowledge to become incredibly successful, happy and well-rounded adults. This following document is intended to outline the ways in which we ensure support for our students who are identified as having a Special Educational Need or Disability (SEND) in order for them to reach their full potential. As a school, we constantly review our school provision to ensure we are continually meeting the needs of all children in our care, along with changing requirements of national curriculum.

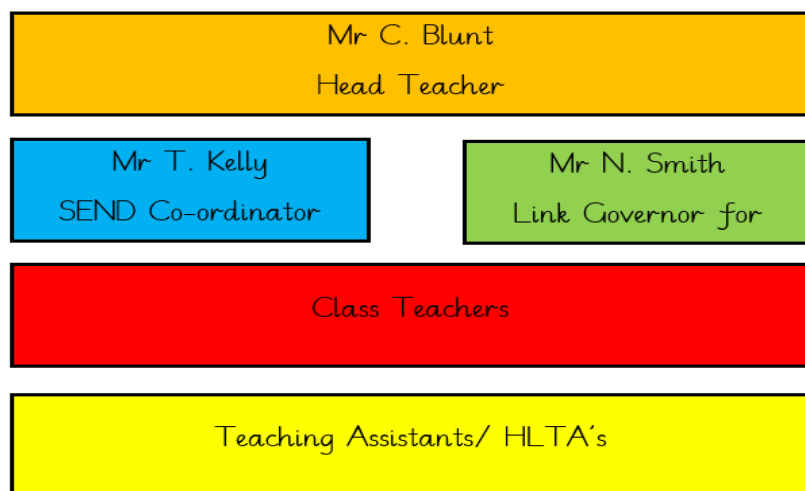
This document contains the following:

1. The kinds of special educational needs for which provision is made at the school.
2. Information about the school's policies for the identification and assessment of pupils with SEN.
3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have ECH plans.
4. The name and contact details of the SEN Co-ordinator.
5. Information about the expertise and training of staff in relation to children and young people with SEN and how the specialist expertise will be secured.
6. Information about how equipment and facilities to support children with SEN will be secured.
7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with SEN about, and involving them in their education.
9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at school.
10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of the pupils with SEN and in their supporting families.

11. Contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.
12. The school's arrangements for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living.
13. Information on where the local authority's local offer is published.

### Staffing Structure for SEN

Key staffing for SEN is as follows:



### Key definitions

Special educational needs can be considered as falling under four broad areas, it is important to understand the a child who displays SEN may only need to be supported in one or a number of these areas. The key areas are as follows:

### Communication and Interaction

Children and young people with SEND may have difficulties in one of more areas of speech, language, communication and social interactions.

### Cognition and Learning

Children with difficulties in this area may learn at a slower pace to their peers. They may find it difficult to acquire basic literacy or numeracy skills and their progress therefore may not match the age related expectations. A young person with specific learning difficulties may have difficulty in one or more aspects of their learning. Included within the term 'severe learning difficulties' are conditions such as dyslexia (reading and spelling), dyspraxia (Co-ordination), and dysgraphia (writing).

### Social, Mental and Emotional Health

Children with social, mental and emotional difficulties may have limited social skills and find it difficult to form and sustain healthy relationships with peers. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging or disruptive behaviour.

### Sensory and/or Physical Needs

Young people with sensory and/or physical needs require minor adaptations to the curriculum, their study programme or the environment. They may have difficulty dressing and may struggle with physical education (PE) lessons.



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### **1. The kinds of special educational needs for which provision is made at the school.**

- ❖ Spring Vale Primary School is a mainstream inclusive school.
- ❖ The SEN support is provided for pupils across the four areas of need as laid out in the SEND Code of practice 2014 -
  - Communication and Interaction.
  - Cognition and Learning.
  - Social, emotional and mental health issues.
  - Sensory and/or physical needs.

Provisions are made for children with SEN in order for them to access the full curriculum. These include mild/moderate learning difficulties, hearing impairment, behaviour, autism, diabetes, epilepsy, dyslexia and dyspraxia.

<p><b>2. Information about the school's policies for the identification and assessment of pupils with SEN.</b></p>	<ul style="list-style-type: none"> <li>❖ All children are assessed when they join our school, so that we can build upon their prior learning. Evidence is used from: <ul style="list-style-type: none"> <li>- Information from previous school, SATS results, Baseline assessments, teacher assessment, interventions and cohort trackers.</li> <li>- Pupils whose language is not English will have a first language assessment or a new arrival to the country assessment.</li> <li>- If assessments show that a child may have a learning difficulty parents are contacted at the earliest opportunity to discuss concerns and enlist their active participation.</li> <li>- Where children need additional support in order to support their learning, group targets are set as part of the Provision Map</li> <li>- Children who need support beyond this are given individual targets on Early Years/School Pre EHC Plans 1 and 2.</li> </ul> </li> <li>❖ Joint planning and assessments between class teacher, teaching assistant and any other support staff involved.</li> <li>❖ Regular review of targets.</li> </ul> <p><b>The SENCO's role is to :-</b></p> <ul style="list-style-type: none"> <li>❖ Co-ordinate the operation of the SEND Policy.</li> <li>❖ Liaise with and advise all staff who work with children who have a Special Need.</li> <li>❖ Co-ordinate provision for children with SEN including those with a statement or EHC Plan.</li> <li>❖ Co-ordinate Annual Reviews of children who still have Statements.</li> <li>❖ Oversee the records of all children with SEN.</li> <li>❖ Liaise with parents of children with SEN.</li> <li>❖ Contribute to the in-service training of staff.</li> <li>❖ Liaise with outside agencies e.g. Educational Psychology Service and support agencies, health and social services.</li> <li>❖ Provide the Governing Body with a SEN Annual Report</li> <li>❖ Liaise with and advising fellow teachers.</li> <li>❖ Liaise with the Head Teacher on the deployment of the SEN budget.</li> <li>❖ maintain SEN resources across Early Years, Key Stages 1 and 2 and replace as necessary</li> <li>❖ Attend regular SEN meetings with the Head Teacher.</li> </ul>
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	<ul style="list-style-type: none"> <li>❖ Support staff to evaluate targets and advise on next steps.</li> <li>❖ Liaise with new schools to ensure smooth transitions.</li> </ul> <p><b><u>Links with External Agencies</u></b></p> <p>Spring Vale School is part of a <b>Multi- Agency Support Team – MAST 3</b>. The team members provide us as a school and our children with extra support when required:-</p> <ul style="list-style-type: none"> <li>• MAST 3 Manager</li> <li>• Area SENCO</li> <li>• Educational Psychologist</li> </ul> <p>Other support comes from:-</p> <ul style="list-style-type: none"> <li>• Special Needs Early Years’ Service – SNEYS</li> <li>• Speech and Language Therapy – SALT</li> </ul> <p>A termly meeting is held with the SEN Governor to ensure a regular update on the SEN provision</p>
<p><b>3. Information about the school’s policies for making provision for pupils with SEN whether or not pupils have EHC Plans :-</b></p> <p><b>a) How the school evaluates the effectiveness of its provision for such pupils.</b></p> <p><b>b) The school’s arrangements for assessing and reviewing the progress of pupils with SEN.</b></p>	<p>a) Teachers have a termly meeting to discuss the progress of all the children in their class. The effectiveness of the intervention groups are evaluated and are updated to meet the needs of the children.</p> <p>b) Arrangements include:</p> <ul style="list-style-type: none"> <li>Data tracking to ensure pupil progress.</li> <li>Observations./learning walks</li> <li>Pupil Voice interviews</li> <li>Early Years and School Pre EHC Plans, EHC Plans and reviews.</li> <li>Parents / carers meetings</li> <li>Joint planning and assessments between Class Teacher and Teaching Assistants</li> </ul>







**g) Support that is available for improving the emotional, social and mental health of pupils with SEN.**

g) Pupils and parents are supported by:-

An anti-bullying policy  
Small groups for confidence building / Anger management groups with a cluster group  
Learning Mentor  
School Council  
Pupil Voice  
'Open door' policy for parents  
Individual support for each child  
Referral to appropriate agencies  
Termly review meetings  
Use of school's behaviour policy and PSHE policy

**Strategies to Develop Independent Learning**

Individualised targets  
Easy access to resources  
Scaffolding/differentiation  
Additional SEND resources in class which allow the children to focus on their learning.  
Encouragement to move their learning forward.

**Mentoring Activities**

Use of learning partners / Reading Buddies  
Year 6 play leaders  
Year 6 digital ambassadors  
Year 5 Peer Mentors  
Support from Cluster Group Learning Mentor

	<p><b><u>Medical Interventions</u></b></p> <p>Staff trained in First Aid</p> <p>Implementation of Health Care Plans</p> <p>A number of staff have attended specialist healthcare training - e.g. diabetes, epilepsy, hearing impairment</p> <p>Access to the school nurse.</p>
<b>4. The name and contact details of the SEN Co-ordinator.</b>	<p>❖ Mr Tom Kelly</p> <p>Telephone Number – 01902 556589</p>
<b>5. Information about the expertise and training of staff in relation to children and young people with SEN and how the specialist expertise will be secured.</b>	<p>❖ SENCO keeps updated on a regular basis through Network meetings and training.</p> <p>❖ All new members of staff receive in-house training with regards to SEND Policy and procedures.</p> <p>❖ Staff are trained in:-</p> <p>Precision Teaching</p> <p>First Aid</p> <p>Staff members who have received Early Help Training</p> <p>Regular meetings with external agencies for support</p> <p>❖ Specialist external agencies to support children in school include:-</p> <p>Educational Psychologist, Special Needs Early Years' Service, Speech and Language Therapists, Education Welfare Officer.</p>
<b>6. Information about how equipment and facilities to support children and young people with SEN will be secured.</b>	<p>❖ Liaison with the above agencies and parents to appropriate equipment and advice required for individual pupil's needs.</p> <p>❖ School has a disabled toilet , disabled parking bay and a ramp outside the main school entrance and Foundation Stage</p> <p>❖ For children with complex SEND, the frequency of such provision may result in the school applying for additional funding</p>

<p><b>7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child.</b></p>	<p>❖ Our parents of children with special needs are treated as partners and as such we enable and empower them to:-</p> <ul style="list-style-type: none"> <li>• Play an active and valued role in their child's education.</li> <li>• Have difficulties identified early with appropriate intervention to tackle them.</li> <li>• Have a real say in how their child is educated.</li> <li>• Have knowledge of what they can expect for their child as of right.</li> <li>• Have access to information advice and support during assessment and decision making.</li> <li>• Liaise with the school and a wide variety of professionals.</li> <li>• Link with specialist family support workers.</li> </ul> <p>To this end school will:-</p> <ul style="list-style-type: none"> <li>• Inform parents of initial concerns.</li> <li>• Discuss subsequent targets, reviews and any concerns with parents at least termly.</li> <li>• Inform parents at the outset of the Wolverhampton Information, Advice and Support Service and the range of support it can offer them if they wish to take advantage of it.</li> <li>• Provide an 'Open Door' policy.</li> </ul> <p>Every effort is made to contact parents of children who we feel need to be monitored or give SEN Support by:-</p> <ul style="list-style-type: none"> <li>• By letter</li> <li>• Parents evening</li> <li>• Parental interview</li> <li>• Telephone</li> <li>• A copy of the SEN Support Plan</li> </ul>
<p><b>8. The arrangements for consulting young people with SEN about, and involving them in, their education.</b></p>	<p>❖ At an age deemed suitable for each individual child they are involved in setting their targets and participate in their Annual Review by the completion of a questionnaire as to how they think they have progressed.</p> <p>❖ Attendance at the Annual Review is also seen as important for the child, but is dependent on their individual age, willingness and ability to attend.</p>

<b>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.</b>	<ul style="list-style-type: none"> <li>❖ Initially a complaint will be directed to the class teacher who will ask the nature of the complaint and if possible deal with it informally at this level. If this does not lead to a successful outcome an appointment can then be made with the Head Teacher and the SENCO to discuss the problem further.</li> <li>❖ In the unlikely event of a solution still not being found, the SEN Governor will be informed and asked to attend a meeting. Help can also be requested from any external agencies involved and also the Wolverhampton Information, Advice and Support Service, based at The Gem Centre in Wednesfield.</li> </ul>
<b>10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of the pupils with SEN and in supporting their families.</b>	<ul style="list-style-type: none"> <li>❖ Parents are signposted to the Wolverhampton Information, Advice and Support Service, based at The Gem Centre in Wednesfield.</li> <li>❖ Referrals are made to the MAST team</li> </ul>
<b>11. Contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.</b>	<ul style="list-style-type: none"> <li>❖ SENCO – Mr Tom Kelly – Tel 01902 556589</li> <li>❖ MAST (Educational Psychologist and Area SENCO) – Tel 01902 555245</li> <li>❖ Speech and Language Therapy – 01902 444363</li> <li>❖ Physiotherapist – 01902 444396</li> <li>❖ Occupational Therapy – 01902 444272</li> <li>❖ Special Needs Early Years’ Service – 01902 558406</li> <li>❖ Gem Centre – 01902 446270</li> <li>❖ Educational Welfare Officer – 01902 558890</li> <li>❖ Wolverhampton Information, Advice and Support Service – 01902 556945</li> <li>❖ Information about the local authority’s SEN Information Report can be found on Wolverhampton City Council’s Website – SEN at:-</li> </ul> <p style="text-align: right;"><a href="http://www.wolverhampton.gov.uk">www.wolverhampton.gov.uk</a></p>

<p><b>12. The school's arrangements for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living.</b></p>	<ul style="list-style-type: none"> <li>❖ Staff to hold a transition meeting to handover each child's levels or Age Related Expectation and discuss any other relevant information.</li> <li>❖ Teacher from new class to visit child in his/her present class to introduce him/herself.</li> <li>❖ Child to visit new class with a familiar member of staff e.g. class TA for various planned activities e.g. playtime, dinnertime, assembly, Literacy, Numeracy, Irresistible Learning to give a taster of what is to be expected in new Key Stage.</li> <li>❖ Buddy system – new child has an older child they can be/talk with at break time and/or dinnertime.</li> <li>❖ Systems in place as to who/how to ask for help.</li> <li>❖ SENCO meeting with parents and child to inform them of the transition.</li> <li>❖ Parents and child attend informal meeting with new teacher/TA and ask any relevant questions.</li> <li>❖ Up to date information required of the needs of individual children.</li> <li>❖ Copy of class timetable/visual timetable if needed.</li> <li>❖ Daily checklist for resources needed for different lessons.</li> <li>❖ Organisation of transition between classes – Literacy/Numeracy Groups.</li> <li>❖ User friendly diary for organising/explaining homework.</li> <li>❖ Support on first day from staff.</li> <li>❖ Consistent approach between all lessons and all staff..</li> <li>❖ Visual/verbal reminders of new expectations/changes/ breaks/dinnertimes.</li> <li>❖ Visual/verbal reminders of where resources are kept, the cloakroom, the toilets, Key Stage hall.</li> </ul>
<p><b>13. Information on where the local authority's local offer is published.</b></p>	<ul style="list-style-type: none"> <li>❖ Information about the local authority's SEN Information Report can be found on Wolverhampton City Council's Website – SEN at:- <a href="http://www.wolverhampton.gov.uk">www.wolverhampton.gov.uk</a></li> <li>❖ The SEN Information Report provides the information our own school can offer to our families who have children with special educational needs. More information about our SEN Information Report can be found on our school Website at:- <a href="mailto:www.springvaleprimaryschool@wolverhampton.gov.uk">www.springvaleprimaryschool@wolverhampton.gov.uk</a></li> </ul>