

Special Educational Needs and Disabilities

Pinfold Street Primary School is fully inclusive. We endeavour to provide quality first teaching for all pupils and specific additional support for pupils with special educational needs and/or disabilities.

We regularly seek up-to-date training from specialists and work closely with professionals from all areas of children's services – see below.

There is a clear rationale for entry and exit onto our SEND register (Early response 6 week assessment and review). Any pupils that have additional needs are supported appropriately. This may be done in a variety of ways e.g smaller groups, differentiated work, Talk partners, 1:1, specific intervention groups etc

Any child with an EHCP has their own personalised timetable created, ensuring that we fully meet pupils' needs.

Identifying Primary Areas of Needs

Walsall Local Authority (LA) has created a graduated approach to SEND which the school follows.

The purpose of this guidance is to support those who are directly supporting or working with children and young people with special educational needs and disabilities to:

- Implement whole school approaches and high quality first teaching that promotes the inclusion of all children and young people, including those with SEND
- Identify special educational needs effectively and in a timely way
- Implement an effective and appropriately targeted graduated approach to meeting SEN needs in accordance with the SEND Code of Practice (2015) to ensure all children with SEN make good academic progress and achieve good outcomes in relation to education, health and social care
- Identify when it is appropriate to request additional high needs funding (via an EHC assessment)

This approach requires schools to categorise children and young people's SEND needs into 1 of 8 primary areas of need

- Cognition & Learning
- Social, Emotional, Mental Health
- Speech, Language, Communication and Social Interaction (including ASD)
- Hearing Impairment
- Visual Impairment
- Multi-Sensory Impairment
- Physical Needs
- Medical Needs

Within each primary area of need there are 7 levels of need (Bands). When assessing whether a child should be placed on the SEN register their primary area of need and band level is identified this is recorded on the SEND register and reported to the LA yearly (from May 2020)

Pupil Progress Meetings (PPM)

PPM are led by the Deputy Headteacher, SENDCO and Intervention Manager. During these meetings, teachers discuss the progress pupils are making and raise concerns about pupils. Strategies and resources are suggested to help pupils to promote quality first teaching. We have a clear priority order for allocating intervention outside of the classroom. Wellbeing is the priority – pupils will only access learning if they are emotionally and socially secure.

This is our approach:

- 1) Emotional, Mental Health – Are the pupils' emotional and mental health needs being met? Would the child benefit from attending **nurture** sessions?

2) Social and Emotional – Do pupils have a friendship group and follow expectations for behaviour including learning behaviours? Would the child benefit from one of the following:

Circle of Friends: Identified group of pupils that meet regularly to promote friendships and being a good friend.

Social Communication Group: Practise strategies/tools for pupils to use to help them cope in class situations

Learning Mentor: Provides 1:1, small group and whole class mentoring to identify barriers to learning and promoting self-esteem.

Key Worker: Named member of staff who has a positive relationship with the pupil and knows exactly what strategies to use. This person is called to support the pupil when appropriate.

3) Language and communication – Can the pupil express themselves and understand when others communicate? Would any of the following be beneficial?

- Speech and Language Intervention
- Early Talk Boost
- Talk Boost
- Wellcomm

After the social, emotional and mental health needs are met, we then feel that pupils are ready to receive subject specific support e.g. reading, writing and maths

When a teacher raises the initial concerns an Early Response may be put in place, if it is felt that it is needed. Targets are set and strategies are shared and tried for 6 weeks. After the 6 week period the Early Response is reviewed. The child will either be placed on the SEND register, with correct identification of need or meets targets and or is making progress and will then continue to be monitored by class teacher.

SEND targets and time

Once a child is has entered the SEN register they will get an individual education plan. Target for these are set 3 time a year, once during every term. The class teacher and SENCo along with parents and child agree the targets and support that will be put in place. These targets are then reviewed at the beginning of the next term again by the class teacher, SENCo, Parent and child.

Monitoring

Learning Walks take place both with school staff and professionals.

Pupil pursuits/deep dives with outside agencies.

Pupils questionnaires

Resources for pupils

Fiddle toys; coloured overlays; coloured paper books; weighted blankets and toys; pencil grips

Enrichment

- Helping Hands lunchtime nurture club
- After school clubs – SEND pupils targeted to attend
- All SEN children are included in school trips

Parental Support

- SENCO or other staff members will drive and accompany parents in meetings
- Writing letters to provide evidence for parents when attending appointments with doctors etc
- Completing referrals to services where required
- Parents have key times during the day when they can talk to the SENCO and PSAs

Professional Agencies

- Educational psychologist
- Speech and Language services, in school to make sure pupils receive the therapy
- School health
- Occupational Therapist
- CAMHS
- North Star Advisory Services (Summer term only)
- CADMUS inclusive

Continuous Professional Development

Whole School

- Emotion Coaching
- Training on new individual education/support plans
- Spelling for SEND children

For SENDCO

- Pupil Pursuits with SEND advisory teacher and EP
- SEND development days
- Supporting pupils with maths needs
- Team Teach
- Enrolled on NASCO course May 2020

For Teaching Assistants

Dyslexia awareness

Autism

Outstanding TA

Visual Stress Tests – Zoe the Zoo Keeper

4 staff attended Mental Health First Aid

Specific Training

Nurture Support – Karen Berry, Joycelynn Ward, Julie Morgan and Lisa Wright

Social and Communication Needs – Jo Powell and Louise Williams

Learning Mentor – Louise Shackleton

Wellcomm – Louise Williams, Julie Davies and Deb Smith

Talk Boost/Early Talk Boost - Louise Williams, Daniel de Vine, Julie Davies and Deb Smith

KS2 Talk Boost – Joycelynn Ward, Jo Powell, Amy Love

Team Teach – Emma Yates, Dan de Vine, Baren Berry, Amy Love, Oli Todd and Louise Shackleton