SEN information report for Grace Mary Primary School - in accordance with section 65(3) of the Children and families Act 2014

At Grace Mary Primary School, we have high expectations of all our pupils whatever their ability or needs.

Our aim is for all pupils:

☺ to know what it feels like to be challenged, succeed and achieve

☺ to be physically, mentally and emotionally healthy so they are well equipped for the future

☺ to love learning new things and want to keep on learning more.

☺ to have known friendship and learned how to get along well with other people

☺ to feel part of a local community and be proud.

Ofsted, in November *2024, reported:*

"*The school quickly identifies the needs of pupils with special educational needs and/or disabilities (SEND). They get the support they need to achieve well in school."*

"Staff in the specially resourced provision for special educational needs and/or disabilities (specially resourced provision) carefully support pupils to learn."

"Pupils read, communicate and use mathematics in line with their personal plans."

"External specialists provide highly effective support for those pupils who need it."

"Pupils with SEND are successful in all aspects of school life."

In October 2022 Grace Mary Primary School proudly achieved that Inclusion Quality Mark which recognised the school as a 'Centre of Excellence' for Inclusion. This was reviewed in October 2023 and November 2024 and the school continues to be recognised as a 'Centre of Excellence' for Inclusion.

Inclusion Quality Mark Inspection, November 2024, reported:

"All staff have a determined, forensic approach to identifying any barriers, temporary or permanent, which prevent children from thriving in their learning and have systems and structures in place to facilitate close screening and support of every child.

Consequently, they have a thorough understanding of their children, the community, and needs."

"Open, transparent, and easily accessible communication with parents and carers leads to their feeling welcome and respected. They speak of the staff's empathetic and constructive support and have the utmost trust in the school providing the very best it can for each child."

"Staff 'do not give up' on any pupil and take great pains to ensure that all avenues of support are provided from admission to the point that children have settled in secondary school."

1. What kind of Special educational needs provision is accessible for children at Grace Mary Primary School?

Grace Mary Primary School is a fully inclusive school, with a Focus Provision for autism and also has a Nurture provision available to pupils. The school ensures that all pupils achieve their full potential socially, emotionally and academically in all areas of the curriculum regardless of gender, ethnicity, social background, religion, physical ability or educational need. See the 'whole school provision map' for possible small group and individual interventions.

NOTE: Unfortunately, due to the geographical nature of the site of the school we are unable to admit any children that are in wheelchairs or require fulltime use of walking aids as key areas of our school have steps for entry and exit purposes (Schedule 13, Equality Act 2010)

2. How do we identify children who may have an SEN need?

- When children start school we begin by talking with parents or carers. A home visit is conducted so any concerns can be discussed and if a child has a special educational need, disability or medical need, it then gives us the opportunity to plan how we will support their child once they start school, to ensure transition is as smooth as possible. We also communicate with outside agencies, such as health visitors, Early Years Development workers and previous settings e.g. day nursery's wherever necessary.

- During the pupils first term in Nursery and Reception the children are carefully observed and screened using the WELLCOM language assessment tool. This enables us to identify any areas that need targeted support. Children are re-screened throughout their time in the EYFS (Nursery and Reception years) using this tool to ensure progress is being made and to adjust support as necessary.

- New children that start with us at any other time will be observed/assessed and any concerns raised with the SENCos who can make further investigations, assessments and arrange interventions and support as appropriate. Contact with previous school is also made and a home visit is completed.

- Pupils who are identified as potentially having social, emotional or mental health (SEMH) needs are screened using the 'Boxall Profile'. This screening tool creates a child specific report highlighting areas for targeted support to be implemented and suggests strategies to support children in class.

- Pupil progress meetings/discussion are held termly by staff, from which we track and identify pupils who are not making expected national progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress. It is at this point specifically where each child's social and emotional development is also reviewed.

- Children who make little to no progress over time are, with parents permission, referred to and assessed by the School's Educational Psychologist, Specialist Advisory Teacher for Learning (SAT-L) or SEMH (SAT-SEMH).

- Children with a higher level of additional needs work closely with our school's Inclusive Services team. Parents are invited into school for a meeting where they can be signposted to the relevant professionals e.g. to children's therapies or to the GP where a referral to a Paediatrician can be made. School also, where necessary, provide supporting letters for parents to take to a medical appointment which enables medical professionals an insight to how the child presents at school.

- Parents are invited into school to discuss any concerns they may have.

3. What provision is made for children with SEN; with or without an Education and Health Care Plan?

a. *How is the intervention/support monitored as to its effectiveness?*

Support/intervention's effectiveness are monitored through the progress children make, this is normally done through pupil progress meetings, provision review meetings, annual review meetings, Boxall Profile assessments, Educational Psychologist/SAT-L assessments, wellbeing review meetings. Teaching and learning is observed and monitored as part of teacher appraisal and through coaching processes by senior leaders.

b. *What are school's arrangements for assessing and reviewing progress of children with SEN?*

Those children who are identified as benefiting from an intervention or support are monitored against the progress they are making. Appropriate assessments for that child are complete to measure progress which is recorded and discussed with parents at termly SEN provision review meetings. For pupils with placements in our Focus Provision, their progress is measured through reviewing their personal targets termly via the tool MAPP (mapping and assessing personal progress) which gives numerical scores to track progress. Their progress is also tracked through Insights which tracks their progress against the Orchard Framework of Intent. Discussions with staff of their knowledge of the children are also held as we believe some progress is qualitive rather than quantitative.

What is the school's approach to teaching children with SEN?

We are a fully inclusive school, whereby we change our practice based on the needs of the pupils. We strongly believe in early intervention; responding to need rather than diagnosis. We ensure that all pupils achieve their full potential; this may be through adapted teaching, small group work, ASD provision, Nurture provision or through 1:1 teaching for specific interventions up to several times a week.

How does the school adapt the curriculum and learning environment for children with SEN?

We believe in personalised learning and targets are regularly reviewed. The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children. The SENCo's and class teacher will meet to plan support. For high needs pupils that need a bespoke curriculum, The Orchard Steps Framework has been adopted.

What additional support is available for children with SEN?

The school provides various interventions/support that meets the individual needs such as 1:1 phonics, precision teaching, pre-teaching, nurture, mentoring, reading interventions, speech and language sessions, phoneme awareness sessions, sunshine hub provision (for our Focus Provision placement children), small group provision known as Haven group.

What support is available for ensuring the emotional and social development of pupils with SEN?

Where necessary children have access to a Nurture provision; the time in sessions varies based on the needs of the pupil. Other identified pupils have access to; therapies such as drawing and talking, play therapy, social stories, Lego therapy, mentoring sessions or emotion coaching and lunch time sessions. All pupils have access to the PSHE curriculum which is taught by our Wellbeing Team. 'The Zones of Regulation' is a strategy toolkit that has been adopted as a whole school approach. For children that require more personalised strategies to support the regulation of their emotions intervention with the wellbeing team can be organised.

Since Spring 2024, Grace Mary has been a Mental Health Support Team school. We work closely with 'Reflexions' (a mental health team), that send trained practitioners into school who can work with small groups or 1:1 with pupils to support mild to moderate mental health needs. Referrals for this are made through the school's Senior Mental Health Lead (Mrs Willetts). Children who require specialist support can be referred to Child Adolescent Mental Health Services (CAMHS) for support. When necessary, we support parents with their child's needs at home, discussing strategies and signposting to outside agencies that can support further.

4. Who is the named SEN contact?

Miss N Duggan or Mrs L Willetts

Grace Mary Primary School

Hawfield Road

Tividale

Oldbury

01384 255910

5. What specific expertise is available to children with SEN?

- At times children need more expert/specialised support from Sandwell Inclusion Support team such as AT's (Advisory Teachers) for learning or SEMH, Educational Psychologist, C-

CAT (complex communication and autism team), sensory support team for pupils with hearing or visual needs, Inclusion Support Early Years, Occupational or Physio Therapists and Speech and Language Therapists.

- All staff delivering interventions are appropriately trained.
- Both SENCo's have an additional qualification in Special needs (NASENCO)
- Learning Mentor is accredited through Nurture Network and has been locally trained on a range of nurture/mentoring strategies including trauma and attachment.
- Focus Provision staff have had training on ASD strategies and verbal and non-verbal communication strategies including Aided Language Displays, Makaton and Intensive Interaction.
- Two dedicated Speech and Language members of staff work closely with the speech therapist (NHS) to deliver individual programmes (targets are set through NHS Speech and Language Therapists).
- Designated staff are CPI trained (senior leaders, HLTAs, SEN key staff and wellbeing staff)
- Staff have had Makaton training.
- Forest School staff are appropriately trained and offer an outdoor curriculum for pupils.
- All our staff and governors have an up to date 'Disclosure & Barring check'.
- Our designated safeguarding leader is Mrs Sturmey, in the event of Mrs Sturmey being out of school, the Deputy Designated persons are Mrs Smith, Mrs Willetts and Miss Duggan. All our staff in school have annual training in safeguarding.
- The SENCo attends Local Authority SEND Leaders training to keep up to date with any legislative changes in SEN.
- We take the well-being of children very seriously and have achieved the Nurture Network quality mark as well as the Well-being Charter Mark.

6. What specialist equipment and facilities are there for pupils with SEN?

- A sensory room in the Sunshine base.
- If children have medical needs, then a detailed care plan is completed in consultation with parents/carers and if needed the school nurse or health visitor.
- Designated staff have epi-pen training
- When necessary, we administer prescribed medication (when required 4 times a day or more) in school and signed medicine consent forms are completed to keep pupils and staff safe.

- Pupils with physical disabilities have dedicated staff and 2 accessible toilets (one in both buildings)

- Personalised equipment – writing slopes, ipads, writing implements, reading pens, adapted musical instruments. Various equipment is purchased for specific children when recommendations are made from specialists.

- 'Rainbow room' (our well-being room) which we ensure all pupils know about (through assemblies) and can access if they need to talk at any time. Small group/1:1 SEMH interventions also occur in this room.

- 'The Hive' – our nurture provision to support specific children's SEMH needs regularly for a period of time before they are transitioned into the classroom. This is also the room for necessary interventions such as Speech, Language and Communication interventions

- 'Haven' - a dedicated space for bespoke learning for pupils that require a highly adapted curriculum and/or approach to learning.

- **7. What arrangements are there for consulting and involving parents of children with SEN?**

- Parents are actively encouraged to be partners in their child's education through: informal discussions, telephone contact, communication through email (our sunshine has a dedicated email address for parents and focus provision staff to communicate via), provision review discussions, progress reviews and yearly written reports. Parents are also invited to workshop activities to help support pupils at home especially in maths, reading, phonics and writing. Coffee meetings are arranged to support parents and allow networking between parents to take place. Specialised professionals are invited to attend wherever possible.

- For children who are Looked After, carers are involved in pupils PEP (personal education plans) and are invited to all review meetings with ourselves and other professionals including a social worker. Specific targets will be reviewed and appropriate new ones will be set. This process is very child-centred.

- Parents and carers of all children are invited to a 'Meet the Teacher' session in the Autumn term to discuss their child's progress, raise any concerns and to be aware of the next steps in their child's learning journey.

- Parents will be invited into a more formal parents meeting day in the Spring term to discuss their child's progress, next steps and identify targets. The SENCo will be available on both 'Meet the Teacher' sessions and parents meeting day to discuss and review progress of children with SEND with parents and carers.

- Parents will also receive a school report annually in the summer term, outlining their child's achievements and progress across all curriculum areas.

- Parents of pupils with SEND will have at least one further contact with the SENCo, this will either be a formal meeting or a telephone call.

- For children in the Sunshine Hub (Focus Provision), parent meetings will be held termly (one of these being an Annual Review of EHCP)

8. What are the arrangements for consulting children with SEN about, and involving them in, their education?

Article 12 of the United Nations Convention on the Rights of the Child states that when "adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account", according to their maturity level.

• Pupil voice is well embedded in school so views of pupils can be obtained and support further development. We can find out if children are happy, feel safe and friendships, this is especially important for vulnerable pupils. We like to encourage pupils to talk about their learning so any worries/concerns can be picked up. We encourage pupils to talk during class using taught strategies and paired or group work. Groups of pupils also form part of the pupil voice team we have in school where any topics across the school are brought to staff's attention and addressed.

- All children, regardless of SEN, are aware of their next steps. Children with additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support

- For children with an EHCP, pupil views are sought as part of their annual review meeting. An 'All About Me' document is completed, with support from parents/staff as necessary.

- For children who are 'Looked After' pupil voice is sought in preparation for their termly meetings. Age depending, they have the choice to either present this themselves at the meeting or for it to be shared by the Designated Teacher for Looked After Children/SENCo (this is the same person).

9. What are the arrangements for parents of children with SEN who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to so by completing the forms available on our school website via the following link: Policies | Grace Mary Primary School

10. How does the school/governing body involve health, children's services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teachers, speech and language therapist or health colleagues to support the child's academic and social progress. The wellbeing team are skilled to signpost pupils and parents to relevant outside agencies.

11. What are the contact details of support services for the parents of children with SEN, including those for arrangements made in clause 32*?

- Speech & Language Services 0121 612 2010
- Occupational and Physiotherapists 0121 612 2010
- CAMHS 0121 612 6620
- Sandwell Inclusion Support **0121 569 2777** or E-mail: inclusion_support@sandwell.gov.uk
- SENDIASS 0121 500 4010 email: SENDIASSEnquiries@actionforchildren.org.uk
- Parent Support Service http://www.sandwellparentpartnership.co.uk/
- MENCAP www.mencap.org.uk
- The national Autistic Society http://www.autism.org.uk/
- School Health Nurse Team 0121 612 2974 or emailing the service at swbh.shnsandwell@nhs.net

12.What are the school's arrangements for supporting children with SEN in transferring between phases of education?

- Consultation with parents/carers in how we can best meet emotional needs of the child e.g. through transition books, meetings and additional visits.
- A slower transition into school where necessary, based on the child. Arrangements for these are made in collaboration with the child family.
- Consultation with teaching staff, support staff and other lead professionals to discuss how we can best support the academic, medical and social needs of the child.
- Opportunities for the child and parent to have supported visits to the new provision.
- Meetings are held between our SENCo's and the SENCo of the receiving school to share information and explain the provision currently in place for that child.
- Extra transition sessions for children moving to high school are arranged.

13. What is the Local Authorities Local Offer and where is it published?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. The Sandwell framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how schools will support them, and what they can expect across the local settings. See Local Authority Website http://www.sandwell.gov.uk/send

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