SEND information report

Approved by:	LGB	**Date:**	July 2025
Next review due by:	July 2026		

School Data June 2025

- 31.3% of the school population are on the SEND register.
- 65.6% of children on the SEND register are also in receipt of Pupil Premium funding.
- The biggest area of need is Communication and Interaction. This is followed by Cognition and Learning and Social, Emotional and Mental Health needs. We have a small number of children with Sensory and/ or Physical Needs.

What are special needs and disability?

"'Special educational needs' is a legal definition and refers to children with learning problems or disabilities that make it harder for them to learn than most children the same age."

(https://www.nidirect.gov.uk/articles/children-special-educational-needs)

There are four main areas of SEND. Brownhills West Primary School supports pupils in the following areas:

- Communication and Interaction (including speech, language and communication, Autism and related conditions)
- Cognition and Learning (moderate learning difficulties, specific learning difficulties)
- Social, Emotional and Mental Health
- Sensory and/ or Physical

What should I do if I think my child has SEND?

If you think your child may have SEND:

- Speak with your child's class teacher in the first instance.
- If you still have concerns; contact the SENCO, Faye Perry, via the office or by calling 01543 452766.

Before you meet with your child's class teacher and/ or the SENCO, think about:

- Why do you think your child has SEND?
- Does your child learn at the same rate as others?
- How can school help your child?
- How can you help your child?
- Are there any other professionals involved with your child? Have you shared this with school? Do you have copies of reports that you can share with school?

How will you know if my child needs extra help?

When your child joins Brownhills West Primary School:

- Your child's nursery or previous school will contact us about your child's needs.
- Professionals from the local authority that have already worked with your child will contact/ meet with school to discuss your child's needs.
- We will meet with you to discuss your child's needs.
- If your child transfers mid-year, we will speak to the previous school and information will be passed on to us.
- We will track your child's progress through observation, marking, formal and informal assessments. If we have concerns, then your child's class teacher will contact you in the first instance.
- If after support strategies have been put in place your child's teacher needs further advice, they will meet with the school SENCO. We will let you know about this.
- If we need advice from an outside professional, such as an Educational Psychologist, Speech and Language Therapist or Occupational Therapist, we will always ask your permission first. We will tell you when the professional will visit school and we will meet you to talk about their recommendations. You will receive copies of any reports that they give to us detailing support they recommend for your child.

How will I know if my child needs extra help?

- Your child's class teacher will contact you in the first instance.
- Through meetings with your child's class teacher and/ or the SENCO.
- Your child will have an Individual Education Plan (IEP) if they are identified as having SEND. These are targets set for your child to support them in their identified area(s) of need. They are reviewed termly and you will be invited to meet with your child's teacher following this review'. You will be given a copy of your child's IEP. It will detail how we will support your child in school and you will be asked to support your child at home too.

- If professionals from outside of school are needed to further support your child, you will be contacted by school initially. Some professionals will arrange to contact you also to talk about child and allow you to share important information with them.
- Through parent's evenings.
- Through school reports.

How can I support my child?

Depending on the age and understanding of your child, you can support your child by:

- Talking to them regularly about school and their learning; what they enjoy and what they are finding more difficult.
- Telling a member of staff if they are having difficulties.
- Talking to their teacher, their support staff or a member of staff that your child knows well about what they are finding easy or difficult.
- Giving permission for outside professionals, if needed, to observe and assess your child in school.
- Attending meetings with school staff and other professionals about your child.
- Completing paperwork sent home by school and other professional so that we can further support your child. (School staff will always help and support you with this)
- Knowing what their current targets are and what they need to do to achieve them.
- Supporting them at home with tasks relating to the targets they have been set.

What training or expertise do you your staff have?

- In-house and specialist training is provided to all staff.
- Training opportunities are planned for as part of continued professional development (CPD).
- Specific training on interventions and support strategies.
- Workshops.
- We are a Trauma and Attachment Aware school.

How will you support my child's overall well-being?

- Talking to your child on a regular basis.
- Discussions with you about any concerns you have for your child's well-being.
- Family support worker in school.
- PSHE curriculum that will cover topics such as friendship, bullying, self-esteem and emotions.
- Support from outside agencies if required. We will always ask your permission first.
- Use of the Boxall profile to plan specific support programmes for children with social, emotional and mental health difficulties.
- Worry monsters in each classroom.
- We are a Trauma and Attachment Aware school.
- We adopt a Nurturing Approach within school.

How will school know that the SEN provision is effective?

- We track and monitor your child's progress regularly. This will indicate whether they are making expected progress.
- We follow a graduated response, where we Assess, Plan, Do and Review. The review part of the process tells us whether an intervention has been successful and guides our next steps.
- We evaluate the impact of all interventions using a local authority provision mapping tool.
- The SENCO reviews all IEPs to ensure appropriate targets are set for your child.
- The SENCO helps to support and adapt practice as needed.
- Data, external reviews and OFSTED reports.
- School Governors help monitor SEND through termly Head Teacher's reports.
- The link governor for SEND meets regularly with the SENCO.

How will I know that my child is making progress?

- During the termly review of your child's IEP, their progress will be shared with you.
- Through discussions at parent's evening.
- Through your child's yearly report.

How will you include my child in activities outside of the classroom?

- Activities provided at lunch time and after school are available to all pupils.
- You will be informed of any lunch time and after school clubs being offered and can request a place for your child using the usual sign up system.
- Relevant risk assessments will be completed for out of school activities.
- All pupils will take part in extra activities, school and residential trips with careful planning and some reasonable adjustments being made.

How will you match the school's curriculum to my child's needs?

- Differentiated planning.
- In-class support from additional adults.
- Specialist equipment and resources as needed.
- Intervention groups.
- IEPs and reasonable adjustments made for children with SEND.
- Access arrangements for SATs.

How does school allocate resources to match the needs of children with SEND?

- All teachers are trained to meet the variety of needs of the pupils in their class.
- In-class support from additional adults.
- Small group and 1:1 support.
- Additional resources and equipment as needed.
- Support from external agencies such as Speech and Language, Educational Psychology, Occupational Therapy etc.
- An individualised programme of support where needed.

How will you support my child in starting school and moving on?

- Information about your child from previous settings is shared with us.
- We may visit your child at home or their current nursery if they are due to join our Early Years Foundation Stage (EYFS).
- You will be asked to share information about your child with us.
- Transition sessions for your child with their new class teacher.
- Review meetings for SEND children and annual reviews for children with an EHCP.
- Transition meetings between your child's current teacher and their new teacher.
- Photo booklets to prepare your child for their new class.
- Handover meetings with your child's new school.
- Support for transition to secondary school for parents and children.
- Open evenings for parents at new secondary schools.
- Transition sessions for pupils at their new secondary school.
- Additional transition sessions can be arranged for your child before their move to secondary school.

How accessible is the school environment?

- Disabled car parking spaces in the school carpark.
- Accessible entrance into the main school office.
- Single story building meaning no stairs to climb within school.
- Key Stage 1 playground can be accessed without the need to climb stairs.
- Key Stage 2 playground can be accessed via a ramp.
- Designated disabled toilet.
- Adaptions can be made to toilet facilities as needed.
- Blinds in classrooms and the main school hall reduce glare for those with a visual impairment.
- Classroom adjustments include a calm corner in every classroom, stand-up desks, specialist cushions, fidget toys, ear defenders, visual timetables, talk tins, timers concrete maths resources and the use of ICT to aid writing.

How will you make decisions about how much support my child will receive?

- Tracking your child's progress.
- Discussions with you about any difficulties your child may be having.
- Consultations between staff and the SENCO.
- Discussions with and recommendations from outside professionals.
- From recommendations made in your child's EHCP.
- We will take into account any changes in circumstances that may affect your child's learning and emotional well-being. We will adjust the support they receive accordingly.

What do I do if I have a complaint?

- Contact your child's class teacher initially.
- Contact the SENCO, Mrs Perry 01543 452766.
- If your complaint is regarding the SENCO, please contact the Head Teacher, Mrs Cotton.
- Your next step is to contact the Chair of Governors, Mrs T. Foster.

Where can I get more information or advice?

- Brownhills West Primary School website.
- https://www.brownhillswest.com
- Walsall Local Offer
- https://send.walsall.gov.uk/
- FACE – Walsall Parent Carer Forum
- https://facewalsall.wordpress.com/
- SEND Code of Practice 2014
  https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- British Dyslexia Association
  https://www.bdadyslexia.org.uk/
- Autism Education Trust
  https://www.autismeducationtrust.org.uk/