Mrs Faye Perry is Brownhills West's Special Educational Needs Coordinator (or SENDCO for short).

You can contact her through the school reception area or by telephone 01543 452766, or via

Pupils with Special Educational Needs or Disability: Brownhills West Primary School can offer you; -

- A friendly listening ear! You can talk to your child's Class teacher or the SENDCO about any concerns.
- A caring environment, where academic and social/ emotional aspects of learning run hand in hand.
- Teaching staff who provide quality first teaching
- Teaching staff with up to date training to meet the needs of individual pupils (we address the needs not the labels!).
- Access to other specialist services (such as Speech and Language, Health and Family Support Workers, Educational Psychology and Occupational Therapy).

Your Child's School Journey

Some children will start Nursery already having a special need identified by parents or health workers. For some children, any special need or disability may not be so obvious. We have to remember that all children are unique and addressing individual needs is what Brownhills West is all about, making the school journey as smooth and seamless as possible!

In the classroom, we cater for all children using a variety of teaching styles and a range of visual, auditory and hands on equipment to aid learning. Your child does not need to be on the Special Educational Needs register to access personalised learning. We already make reasonable adjustments where necessary to cater for specific individuals. This may come in the form of using writing slopes, coloured overlays, suitable seating, use of IT to record, practical equipment for kinaesthetic learning to name a few. Minor adjustments are made according to need.
In school we have many programmes that can be accessed to boost the learning and emotional resiliency of our SEND pupils.

These include; -

- WellComm programme (speech and language)
- Lexia reading core 5
- Dyslexia screening
- Nurture groups for social difficulties
- Stile tile
- SNIP spelling group
- Precision teaching
- Toe by Toe
- Beat dyslexia
- Semantic Links programme
- Cool Kids programme (physical, fine and gross motor, concentration etc)
- Wishes And Feelings

.....to name just a few of the programmes!

Brownhills West staff is always trying to keep abreast of new training to help and support all our pupils including those with SEND. These include; -

- Dyslexia Friendly approaches
- Behaviour Management Training
- Asthma training
- Speech and Language teaching

"What does a 'typical' journey for a child with special needs or a disability look like?"

A whistle stop tour (although every case is unique) without the unnecessary jargon!

How do we identify children with a Special Educational Need? You as a parent may

have some concerns about milestones not being met, or the school staff may have concerns about levels not being achieved, or a child may express a concern. This may be for a variety of reasons – concentration problems, sight or hearing issues, behavioural difficulties, physical development, fine motor control – the list is long!

First step is - we talk together! You come into school **or** your child's teacher calls you in to discuss any concerns. This will serve as an information sharing process in a friendly environment. All parties including the child can air their views. Nothing to worry about! Together, we can decide how we are going to proceed- for example, is there anything that needs checking (such as hearing or eye sight), is attendance good and if not, what can we do to help, is there a change in the family dynamic such as a separation or bereavement that could affect learning? Once these factors have been excluded (or dealt with), we can then reassess.

Classroom observations will be carried out and where appropriate, some assessments will take place so that we have an even clearer picture of your child. With further parental discussion, we decide together if any further action is necessary (ASSESS)

If we decide that more work is needed, a plan of action is put into place – resources are sorted and your child's needs are included in our targeted planning. This may involve being supported in class, small group work or 1:1 intervention. The plan will be specific and will run for an agreed amount of weeks to see if there is any impact (PLAN AND DO)

After the plan has been executed, we review impact together (staff, parents and child) at a mutually agreed time– has it worked? If yes, brilliant! We can then monitor the progress to ensure it continues. If not, we discuss what else can be done or how things can be changed so that an impact is seen (REVIEW)

If another cycle of targeted intervention has been agreed, the process of Assess, Plan, Do, Review takes place.

After a few cycles of targeted intervention we may feel that your child's needs are more specific, and we may agree to include your child on our Special Educational Needs register (SEN for short). This sounds daunting, but it isn't. We set termly targets that are achievable and specific to your child's individual needs which should enable your child to move forward. This may involve further in school support and specific programmes of work. We try to make it as much fun as possible and you and your child will be involved with any decisions made.

Sometimes, we may have to call on other agencies to support the work we carry out with your child. This may be in the form of Health Services, Hearing or Vision Impairment Services, Speech and Language, Occupational Therapy, Educational Psychologists or Family Support Workers. They can offer help, advice and assessments to make targets even more specific to your child's needs. Once again, all this is carried out in consultation with you, the parents.

After a period of time, if we feel that your child is not making as much progress as we would have liked, in collaboration with the Educational Psychologist, we may have to apply for additional support in school. This is called an Education and Healthcare Plan. We will support parents through this process. Walsall Parent Partnership which is now known as the Special Educational Needs and Disability Information Advice Support Service (SEND IASS) network will continue to provide information, advice, guidance and support with regard to the new Children and Families Act and the SEND Code of Practice 2014.

Throughout each step, your child is monitored and assessed to ensure that progress is being made and your child is happy. We do not sit them down and make them complete lots of tests…we make it fun and break it down into bite sized pieces! Depending on the age of your child, we use a variety of assessments to get an all round picture of developmental stages and progress. These are some of the tests that we use; -

- Nursery Baseline – this assesses a variety of developmental miles stones.
- Reception Baseline
- WellComm – this is a speech and language assessment tool.
- Phonics check – this tests how many phonic sounds the children know in isolation.
- 100 High Frequency word check list – this is to see which of the most frequently used words your child can read with ease.
- PIRA Reading Test – this gives us a reading standarised score.
- PUMA Maths Test – this gives us a maths standarised score.
- Strengths and Difficulties questionnaire

Transition:

We know that some children find any kind of change rather upsetting. That is why we try to prepare them for every eventuality, especially when they are moving classes. These are some of the things that we do!

In Nursery, home visits are arranged to meet with you and your child in the comfort of your own home.

Your child comes into Nursery to visit! They can have as many sessions as they need until they become comfortable.

We start assessing children informally from the home visits. We then have a starting point to work from!

In school, staff have meetings to discuss the specific needs of any vulnerable, disabled or SEN pupils. Transition plans are put in place for those who need a little extra support in collaboration with parents.

New staff make themselves known to the pupils by taking them for story time, visiting the class, going out on the playground and taking part in assemblies.

We have a whole school shuffle experience where the children spend a day in their new class doing lots of fun things! They will get to know where their coat goes, where to put their lunch bag and who their new classmates are.

For secondary transfers, the children visit their new schools. Children with a SEN have extra days that are specifically designed to meet their needs. On these days the children meet the support staff and get to know the school.

Additional visits and meetings can be arranged if we feel a pupil needs this. Secondary school staff will attend review meetings for children who are on the SEN register for parents and pupils to put names to faces.

Result?

Happy Child!

The whole process is a 'Two Way Street' and we need you, the parents, to work alongside us in a collaborative manner, so that we can help and support each child TOGETHER! The voice of the child is at the centre of the whole process so that they too are involved. If they are at the centre of decision making, then they are more likely to engage.

There are a variety of support groups that can be accessed if your child does have a special educational need so that you can talk to other parents and professionals about care, development and programmes in the area. This list is updated regularly and can be obtained from the SENDCO in school.

You may wish to read our SEND policy (Special Educational Needs and Disability policy) for a more detailed explanation of the process.

Complaints Procedure.

Obviously, we never want to get to this stage! That is why we have a 'Two Way Street' philosophy. However, there may be a time where you feel that you need to make a more formal complaint and we understand this. This can be found on our website.

Information on Walsall's Local Offer can be obtained through the following link; - http://www.mywalsall.org/walsall-send-local-offer/