



Audley Primary School **SEND Information Report**

May 2023



Welcome to Audley

Hello, my name is Mr Johnston and I am the Inclusion Lead. I work with children, teachers, parents and agencies to ensure that the needs of our pupils are met. If you have a concern about your child, I am always available to speak to you. We would always encourage you to speak to your child's class teacher in the first instance if possible.



David Johnston
Inclusion Lead

Hello, my name is Ms Maurer, I am the SENCo who oversees Key Stage 1 and EYFS. As a school we are keen to ensure early identification and strong communication between school, parents and external agencies.

Photo

Lindsay Maurer
SENCo

Inclusion Team Contact Details:

0121 464 3139

enquiry@audley.drbignitemat.org

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pupil experience

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Impactful
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Effective
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Special Educational Needs (SEN)

At Audley we are a highly inclusive school and provide support for children with a wide range of additional needs, these include:

- Autism
- Dyslexia
- Dyscalculia
- Dyspraxia
- Visual Stress
- Hearing Impairment
- Visual Impairment
- ADHD
- Moderate Learning Difficulties
- Speech, Communication and Language Difficulties
- Social, emotional and mental health difficulties
- A range of medical needs

These needs will be categorised under the SEND Code of Practice 2015 areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Disabilities

Special Educational Needs (SEN)

At Audley we are committed to the early identification and assessment of pupils with special educational needs to facilitate learning for all.



We use a graduated response to meet the needs of the pupils. These are: Wave 1 (Universal); Wave 2 (Targeted); Wave 3 (Specialised).

Wave 1 - Universal

Teachers plan to meet the needs of all pupils through effective assessment and knowing the strengths and barriers to learning of their pupils. All staff have high expectations of all pupils and are committed to offering a broad and balanced curriculum. Adjustments are made through adaptive high quality teaching so that all children can access learning. This includes pupils with a disability, children with specific special educational needs and more able pupils. All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers. All children have access to a high standard of quality first teaching during whole class teaching.

Some examples of the quality first teaching strategies used include:

- Visual supports and use of widget symbols, including visual timetables
- Scaffolding
- Adapted pencils
- Coloured overlays
- Word banks
- Manipulatives such as Numicon sets

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Special Educational Needs (SEN)

Wave 2 - Targeted

At Audley we recognise that some children require more support than the Universal level of support in order to make progress. This can include implementing small group interventions to support pupils in overcoming barriers to learning that they may be experiencing. This type of intervention is over and above that provided through differentiated classroom teaching and should be specific work targeted at meeting their identified needs. This intervention is specific, time limited and evidence-based. Where appropriate, these pupils will have an Individual Provision Plan (IPP) detailing the required additional support.

Some examples of these types of interventions include:

- Pre-teaching
- Little Wandle Phonics
- Flood Fill Reading
- Precision Teaching
- Speech and Language Interventions
- Social Use of Language Programme (SULP)

These plans are reviewed as part of our parental consultation meetings, where we gain parent, pupil and staff views as well as reviewing what is working well and what may need to change.

Special Educational Needs (SEN)

Wave 3 - Specialist

Some of our children's needs are so individualised that they require the skills of a specialist external professional to be involved. The external agencies we work with can support the school in identifying specific strategies and provision to put in place within the classroom and school, as well as directly provide interventions when necessary. Some children may require a highly personalised provision which is monitored by the school and external agency. At Audley we are committed to providing the right support to our pupils alongside encouraging independence and building a pupils' self-esteem and confidence in their learning.

Examples of the external agency support available and interventions include:

- Specialist SEND Support Services:
 - Pupil and School Support Team (PSS)
 - Communication and Autism Team (CAT)
 - Educational Psychology Service (EP)
 - Physical Difficulties Support Service (PDSS)
 - Hearing Support
 - Vision Support
- Speech and Language Therapy (SALT)
- City of Birmingham Schools (COBS)

Identification of SEN

At Audley we pride ourselves in early identification and assessment of children who we believe have Special Educational Needs. We know and identify children who require extra support when:

- Concerns are raised by parents/carers
- A pupil voices their concerns and/or asks for help
- Teachers raise a concern to the Inclusion team through the SEND Referral Forms
- Analysis of pupil progress data indicates a potential concern about progress or wellbeing
- Information from the previous school or setting
- Information shared by the Local Authority or outside agency

When a concern is raised Mr Johnston and Ms Maurer will work alongside staff, parents and the pupil to understand the barriers and identify strategies for support. This will lead into a graduated response as part of an Assess Plan Do Review (APDR) cycle.



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The Graduated Response

Once a child has been identified as requiring more support the next steps are:

- Parents are contacted to arrange a meeting with the class teacher to discuss the concerns raised.
- The Inclusion team will complete an observation and provide advice, guidance and strategies to support the pupil based around their identified primary area of need (Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health Difficulties; Sensory and Physical Disabilities).
- These will be monitored and evaluated through the graduated approach and Assess Plan Do Review (APDR) cycle.
- If necessary the pupil may join an intervention group with targeted outcomes to meet their specific need. This will be monitored for impact through the APDR cycle.
- If progress continues to be limited a referral may be made, with consent from the child's parents, to an external agency (See Slide 6).
- An initial assessment would be made by the professional service and strategies or interventions implemented.
- The impact of this will be monitored by everybody including: the pupil, parents, class teacher, the Inclusion team and the external agency through the APDR cycle.
- In some instances it may be decided that in consultation with all of those working with a pupil that additional funding and support is required through either a SEND Support Provision Plan (SSPP) or an Educational Health Care Plan (EHCP).

SEN Provision

At Audley we ensure there is appropriate provision for all pupils with special educational needs including those pupils identified as SEN Support and those with an Education Health Care Plan (EHCP).

Provision is evaluated termly, tracked through the school's provision map. This document identifies the interventions that each child is receiving, the targeted outcomes and monitors the progress towards meeting the outcomes.

All children on the SEND register will have their support reviewed 3 times a year to identify progress towards outcomes and where appropriate new targets to be created. This will also provide an opportunity to discuss the support and strategies being used and make updates and amendments. This will be completed in collaboration with parents and the children's views will also be taken into account in terms of their thoughts about learning and how they feel about school.

All children at Audley have access to high quality first teaching. If necessary the curriculum will be adapted or differentiated so a child can access it on their level, and on some occasions it is necessary to work towards the key performance indicators of lower year groups. The learning environment is also adapted where appropriate with children withdrawn for small group or one to one work as well as additional resources used:

- Visual overlays
- Visual timetables
- Exercise books with coloured paper
- A variety of different pens and pencils
- Learning aids

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Mental Health and Wellbeing Support

At Audley, we understand the importance of emotional health and how this can impact our pupils' learning and the behaviours that they may demonstrate.

We run social skills groups across the school to support children who find social situations difficult, to build up skills and confidence in dealing with social situations. The school will provide additional assistance to children who need support with understanding and managing their behaviour.

Our Pastoral Team work, Mrs Cronin (Learning Mentor), Mrs Digennaro (Family Support Worker) and Miss Perrow (Pupil Support Worker) work with pupils and families to support their emotional, health and well-being.



Mrs Cronin



Mrs
Digennaro



Miss Perrow

Where needed we also work with the City of Birmingham School, who provide support for pupils who have difficulty in managing their behaviour. When appropriate we can also make a referral to Forward Thinking Birmingham (Children and Adolescent Mental Health Services (CAMHS)).

The Inclusion team working closely with the Designated Teacher for Children in Care, if the pupil also has SEND needs, to ensure support is coordinated and meets the needs of the pupil.

At Audley we have clear policies on bullying, please refer to our Behaviour Policy: [Education Policies – Audley Primary School \(drbignitemat.org\)](https://www.drbignitemat.org)

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Training

At Audley we provide training opportunities to ensure all staff feel confident and knowledgeable in supporting our children's needs.

We hold regular in-house training opportunities as well as accessing training delivered by specialists. Over the past few years we have had training in:

- Autism training delivered by the Communication and Autism Team (CAT)
- Adaptive teaching training
- Colourful semantics
- Precision teaching
- The referral pathway
- Policy, processes and quality first teaching
- The code of practice and broad areas of need
- First Aid at work
- Attention Autism
- SCERTS
- Positive handling
- Asthma and anyphalaxis
- Diabetes
- Sensory profile assessment (Autism)

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Extra Curricular Activities

At Audley all our pupils are encouraged to partake in extra curricular activities.

The school will always ensure that children with additional needs and their families are able to take part fully in school trips and school events.

The school curriculum includes trips to enrich the experiences children have. Our risk assessments are inclusive of children with SEND and one to one adult support is provided, should this be required.

Parents are consulted regarding specific needs, including those children with medical needs, so that all children have a safe and enjoyable experience.

If you have any questions please contact the Inclusion Team (see slide 2).

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Accessibility

Audley is a 4 form primary school which has the following adaptations to ensure the school is accessible to all:

- Disabled parking bays near to school reception.
- Showering and changing facilities
- A hoist
- Corridors accessible to all
- Building site accessible to all
- Internal lifts to access
- Stair lifts where there are no ramps
- Raised flooring to allow for wheelchair access
- Safe space for administering medication (Medical room)
- Disabled toilets

For further information please refer to : [Accessibility-Plan.pdf \(drbignitemat.org\)](https://drbignitemat.org/Accessibility-Plan.pdf)

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Transition

A number of strategies are in place to enable effective transition. These include:

On entry:

Before starting the Inclusion team will meet with you child's nursery setting to find out about your child's needs and the strategies and input needed to support them.

Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Please refer to our Admissions Policy for further information: [Admissions-Policy.pdf \(drbignitemat.org\)](https://drbignitemat.org/Admissions-Policy.pdf)

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Transition

Secondary transition:

The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND who have access to additional visits to their secondary school.

The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.

Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

Accompanied visits to other providers may be arranged as appropriate.

For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

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Information

Parent Link Service:

Birmingham's SEND Parent Link contact service will listen to queries and concerns and signpost you to the relevant professional to help you with your child's needs.

0121 303 8461 – is available for you to call from 9am to 5pm, Monday to Friday.

Email: Parentlinkservice@birmingham.gov.uk

Special Educational Needs and Disabilities Information and Advice Support Services (SENDIASS):

SENDIAS offer independent advice and support to parents and carers of all children and young people with SEND.

Call 0121 303 5004 (8:45am to 5pm, Monday to Friday), email sendiass@birmingham.gov.uk

Birmingham SEND Local Offer:

The SEND Local Offer is a single place for information, services, support and resources for children and young people aged 0-25 with special educational needs and / or disabilities, their families, parent and carers.

[Local Offer Birmingham | SEND Advice, support and Information](#)

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Complaints

If you have any concerns about your child or the support they are receiving, in the first instance please contact the Inclusion Team on:

Tel: 0121 464 3139 Email: enquiry@audley.drbignitemat.org

If your issue remains unresolved please refer to our Complaints Policy: [Complaints-Policy.pdf \(drbignitemat.org\)](#)

If your child has or is going through the process to have an Education Health Care Plan (EHCP) you can also contact:

Special Educational Needs and Disabilities Information and Advice Support Services (SENDIASS):

Call 0121 303 5004 (8:45am to 5pm, Monday to Friday), email sendiass@birmingham.gov.uk

SENAR

Parents can talk to their child's Birmingham City Council SENAR case worker directly in office hours:

[SENAR Structure \(localofferbirmingham.co.uk\)](#)

[Advice and Support | Local Offer Birmingham](#)

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