



Jervoise Primary School SEND Information Report

September 2023



Welcome to Jervoise Primary School



Hello, my name is Miss Katy Griffin, and I am the Special Educational Needs and Disabilities Co-Ordinator (SENDCo) and Inclusion Lead. I work with children, teachers, parents/ carers and agencies to ensure that the needs of our pupils are met and that every child is able to achieve the very best they can. If you have a concern about your child, I would welcome you to come and speak to me or your class teacher.



0121 464 3233



enquiry@jervoise.drbigignite.org



[Jervoise School – Proud members of drb Ignite MAT](#)

For more information on how we support children with Special Educational Needs, you can view our SEND Policy: [Special-Eductaional-Needs-and-Disabilities-SEND-Policy.pdf \(drbigignite.org\)](#)

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Special Educational Needs (SEN)



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

- Autism
- Dyslexia
- Dyscalculia
- Visual Stress
- Hearing Impairment
- ADHD
- Moderate Learning Difficulties
- Speech, Language and Communication 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:

Communication & Interaction
(C&I)



Cognition & Learning (C&L)



Social, Emotional & Mental
Health (SEMH)



Physical & Sensory (P&S)



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Special Educational Needs (SEN)



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

A four-part cycle, known as the graduated response is used to support with the identification of pupils with SEND. This starts at whole-school level with teachers monitoring the progress of the all pupils in their class. We refer to the different stages as **Wave 1 (Universal)**, **Wave 2 (Targeted)** and **Wave 3 (Specialist)**.



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Special Educational Needs (SEN)


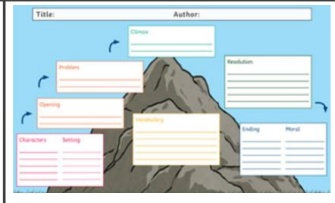



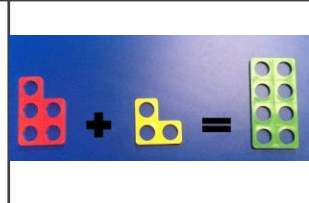


Wave 1 (Universal)

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.

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 through whole class teaching.

Some examples of the quality first teaching strategies used include:

Visual Supports	Scaffolding	Adapted pencils	Coloured overlays	Word banks	Manipulatives
					

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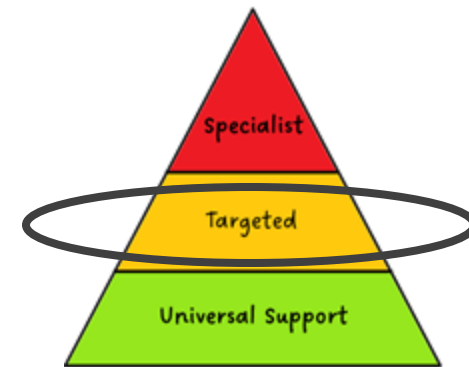
Wave 2 (Targeted)

At Jervoise School, 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 is specific work targeted at meeting identified needs. This intervention is specific and time-limited.

Some examples of these interventions include:

- Pre-teaching
- Little Wandle Phonics
- Speech and Language Interventions (e.g. WellComm and speech and language therapist biweekly)
- Lunchtime clubs

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.



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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 highly personalised provision, which is monitored by the school and external agency. At Jervoise School, we are committed to providing the right support to our pupils alongside encouraging independence and building a pupil's self-esteem and confidence in their learning.

Examples of the external agencies we work with include:

- Communication and Autism Team (CAT)
- Child Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service (EPS)
- School Nursing Team
- Physical Disability Support Service (PDSS)
- Speech and Language Therapy (SALT)
- Beacon Behaviour Support
- Visual Impairment Team (VIT)
- Pupil and School Support Service (PSS)



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Identification of SEN



At Jervoise School, 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 SENDCo through the SEND Referral Pathway
- Analysis of pupil progress data indication a potential concern about progress or wellbeing
- Information from the previous school or setting
- Information shared by the Local Authority or outside agency



When identifying potential SEND, Miss Griffin will work alongside staff parents/ carers 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 Approach



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 and/ or SENDCo to discuss the concerns raised.
- The SENDCo provides advice, guidance and strategies to support the pupil around their primary area of need. This may be through an observation of the pupil.
- These will be monitored and evaluated through the graduated response: Assess, Plan, Do, Review (APDR).
- 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 parents, to an external agency.
- An initial assessment would be made by the professional service and strategies or interventions implemented. This may be through an Individual Education Plan target(IEP).
- The impact of this will be monitored by everybody including the pupil, parents, class teacher, SENDCo and the external agency through the APDR cycle.
- In some instances, it may be decided that, in consultation with all those working with the pupil, additional funding and support is required through a Student Support Provision Plan(SSPP)or Education Health and Care Plan (EHCP).

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SEND provision



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

Provision is evaluated termly, tracked through a provision map. This document identified the interventions that each child is receiving, the targeted outcomes and the progress made towards meeting these outcomes.

All children on the SEND register will have their support reviewed three times a year to identify progress towards outcomes and, where appropriate, new targets are created. This will provide an opportunity to discuss the support and strategies being used and made updates and amendments. This will be completed in collaboration with parents/ carers.

Pupil voice is vital within every stage of SEND provision. All efforts will be made to capture pupil voice to understand how best to support a child and this will be used to inform the strategies and provision put in place. Pupils will be given the opportunity to input in reviews and their voice will be captured for SSPP reviews and EHCP annual reviews.

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Parent Collaboration



We believe that parent/carer-school partnership is key to supporting the needs of our pupils. Parents/ carers know their children best and therefore, we ensure we are available to listen and understand when parents express concerns about their child's development. Throughout our graduated response in identifying and supporting pupils with special educational needs, we work collaboratively with parents/ carers to ensure outcomes, next steps and support for our pupils is continually in their best interests.

Assess:

During this information gathering discussions with parents develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns. Where further assessments are required from external professionals, parental consent is obtained.

Review:

A meeting takes place to review the progress made towards the original outcomes. Where a pupil has an Individual Support Plan, we work with our parents/ carers to review the targets set and agree new targets, where required.



Plan:

Together, outcomes and next steps are agreed. Here, we work collaboratively with our parents/ carers to identify interventions and support that would benefit a pupil.

Do:

Whilst we implement the agreed plan, we work collaboratively to monitor the impact on the pupil.

For pupils with an Individual Educational Plan (IEP), a meeting takes place between school and parents three times a year. This is in addition to the parents' evenings that run throughout the academic year.

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Mental Health and Wellbeing Support



At Jervoise School, we understand the importance of emotional health and how this can impact our pupils' learning and behaviours.

We have a range of support strategies that enable children to build up skills and confidence in dealing with social situations. These include:

Zones of Regulation	Lunchtime clubs	Social Skills Groups
<p>We use the Zones of Regulation as a tool to support children in understanding and managing their emotions.</p>  <p><small>Figure 2: Wall Posters of the Zones.</small></p>	<p>Lunchtime clubs are offered to those children who struggle with transition and managing emotions at unstructured time.</p> 	<p>We run social skills groups across the school to support children who find social situations difficult.</p> 

Where needed, we also work with Beacon Behaviour Support who provide support for pupils displaying dysregulated behaviours. Where appropriate, we can provide support with referrals to STICK who provide support for children with social, emotional and mental health differences.

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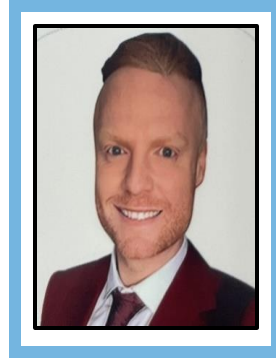
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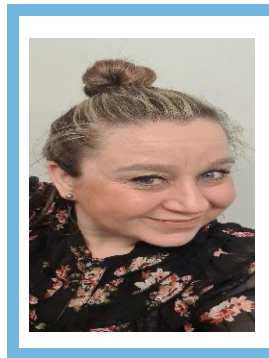
Mental Health and Pastoral support



Our Pastoral Teamwork with pupils and families to support their health, social, emotional and mental wellbeing.



Mr Simon Byrne
Headteacher



Miss Katy Griffin
Designated Teacher for
Children in Care and SENDCo
and Inclusion Lead



Mrs Jen Norris
Pastoral support

Miss Griffin is the Designated Teacher for Children in Care and the school SENDCo.

At Jervoise School, we have clear policies on bullying. Please refer to:

- Behaviour Policy – [Behaviour-Policy.pdf \(drbignitemat.org\)](https://drbignitemat.org/Behaviour-Policy.pdf)
- Anti-Bullying Policy - [Anti-Bullying-Policy.pdf \(drbignitemat.org\)](https://drbignitemat.org/Anti-Bullying-Policy.pdf)

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Training for staff



At Jervoise School, we provide training opportunities to ensure all staff feel confident and knowledgeable in supporting 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:

Training	Provider
Emotion Coaching and Attachment Awareness	Educational Psychology Service
De-escalation training	Beacon Behaviour Support
Visual Impairments	Visual Impairment Service
Autism Awareness	Communication and Autism Team
Continuums in Writing	'in house' – SENDCo
SEND Code of Practice: The Graduated Response & the Four Areas of Need	'in house' – SENDCo
Circle of Adults/Team Around the Child (solution focused)	Educational Psychology Service
Zones of Regulation	in house' – SENDCo
Continuums: Assessing Pupils with SEND	'in house' – SENDCo
WellComm	Early Education (LA)

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Extra curricular activities



As an inclusive school, we will always ensure that children with additional needs are able to take part in every part of our curriculum offer. This includes educational visits, enrichment activities, social events and after school clubs.

Our school curriculum includes educational visits and opportunities to enrich the experiences our children have. Our risk assessments are inclusive of children with SEND and one-to-one adult support is provided, where necessary.

We work closely with parents and relevant external agencies 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 SENDCo (see [Slide 2](#)).

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Accessibility



Jervoise School is a one-form entry primary school, which has the following adaptations to ensure the school is accessible to all:

- Individual entrance which separates the staff car park and leads onto a flat spacious main entrance with good wheelchair access into the school building.
- Separate toilet for disabled users, toilet adapted for disabled users.
- All of the ground floor is fully accessible to wheelchair users.
- Safe space for administering medication.

For further information, refer to our [Accessibility Plan](#)

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Transition



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

- Meetings between members of staff so that key information about individual children can be shared.
- Where appropriate, additional transition plans can be put in place for pupils. This may be through the use of a transition book or a social story, detailing their new classroom teacher with photographs to take home.
- Sharing of relevant paperwork to ensure provision can be continued from one setting to the next.

On entry:

- If your child is starting at Jervoise Primary, we liaise with the nursery school/ current school setting to find out as much information as possible about your child's needs. This will include any targets and paperwork or agencies who might have been involved in supporting your child.
- Parents/ carers will have the opportunity to visit the school. For children starting in Reception, this will involve a Early Years Foundation Stage (EYFS) Induction Meeting, where you will be provided with a range of information to enable you to settle your child into their first school routine.
- There is a number of transition days to support.
- The SENDCo will meet with all new parents/ carers of pupils who are known to have SEND.
- Previous school records will be requested immediately.

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

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Transition



Secondary transition:

We have a transition programme in place that provides a number of opportunities for pupils and parents to meet with staff in their new school. These opportunities are further enhanced for pupils with SEND through a person-centered approach. This might include 'moving on' photo books, additional visits and/ or pupil passports.

For pupils with an Education Health Care Plan (EHCP), the transition process will begin at the Year 5 annual review, where we will support parents to make decisions regarding secondary school choice. Here, we can involve agencies, as appropriate, to ensure information provided is comprehensive but accessible.

Miss Griffin will arrange to meet with secondary school SENDCos in the Summer Term (prior to transition) to discuss the needs of pupils with SEND and 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 3233 Email: kgriffin@jervoise.drbignitemat

If your issue remains unresolved, please refer to our [Complaints Policy](#)

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 \(localofferbirmingham.co.uk\)](http://localofferbirmingham.co.uk)

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

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