

Princethorpe Schools

SEND Information Report

October 2023





Welcome to Princethorpe



Jemma Mills
SENDCo

Hello, my name is Miss Mills and I am the SENDCo at Princethorpe Schools. I work with children, teachers, parents and agencies to ensure that the needs of our pupils are met so that they can achieve their best possible outcomes. 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.

SENDCo Team Contact Details:

0121 475 1083

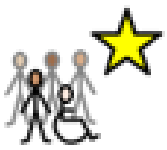
enquiry@princethorpe.drbigitemat.org

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pupil experience

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in education

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teaching

Effective
partnerships

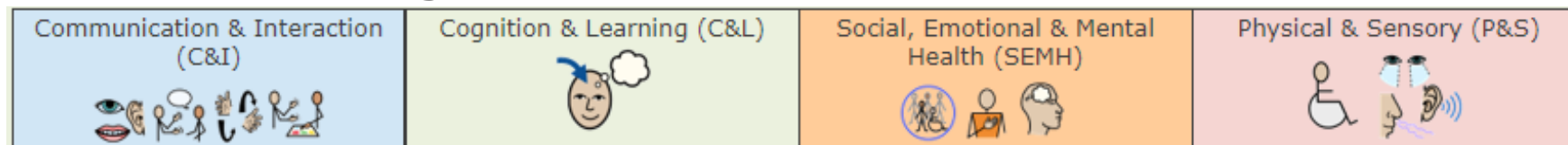


Special Educational Needs (SEN)

At Princethorpe 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:



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Special Educational Needs (SEN)

At Princethorpe, 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:

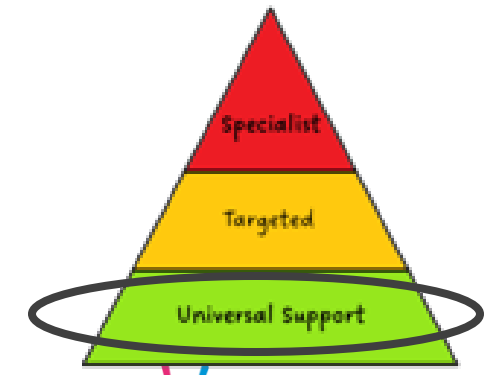
Visual Supports	Scaffolding	Adapted pencils	Coloured overlays	Word banks	Manipulatives
					

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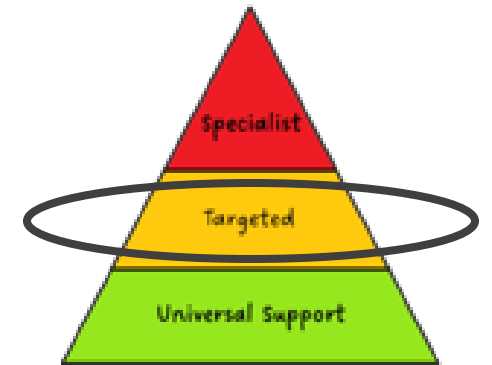
Special Educational Needs (SEN)

Wave 2 (Targeted)

At Princethorpe 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 Target Plan (ITP) detailing the required additional support.

Some examples of these types of interventions include:

- Pre-teaching
- Read Write Inc Phonics
- 1:1 Reading
- Reciprocal Reading
- Precision Teaching
- Speech and Language Interventions
- Social Skills interventions



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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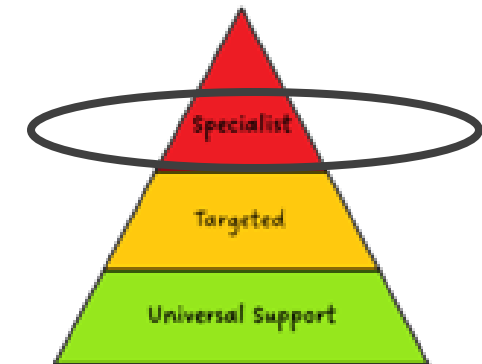
Special Educational Needs (SEN)

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 a highly personalised provision which is monitored by the school and external agency. At Princethorpe 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 Impairment Sensory Support (HISS)
 - Vision Impairment Sensory Support (VISS)
 - Speech and Language Therapy (SALT)
 - City of Birmingham Schools (COBS)



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Identification and assessment of SEN

At Princethorpe 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 our SENDCo 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 Miss Mills 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.



SEN Provision

At Princethorpe we ensure there is appropriate provision for all pupils with special educational needs including those pupils identified as SEN Support and those with a School Support Provision Plan (SSPP) or 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.

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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 SENDCo 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 SENDCo 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).



Pupil and Parent Voice

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 parent's/Carers 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.

Pupil voice is also of high importance. Pupils are given the opportunity to reflect on their learning and how they are supported and identify the provisions that help them alongside their ITP reviews. Pupils are encouraged to take ownership over their learning and evaluate their progress towards their targets.

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Mental Health and Wellbeing Support

At Princethorpe, 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.

Zones of Regulation	Nurture Groups	Social Skills Groups
<p>We use the Zones of Regulation as a tool to support children in understanding and managing their emotions.</p> 	<p>We provide nurture-based interventions to support pupils' social and emotional development.</p> 	<p>We run social skills groups across the school to support children who find social situations difficult.</p> 

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Mental Health and Wellbeing Support

Our school provides additional assistance to children who need support with understanding and managing their behaviour.

All measures are taken to prevent bullying; open lines of communication ensure that we can prevent bullying behaviour as all learners' voices and views are valued and heard.

At Princethorpe we have clear policies on bullying, please refer to our Behaviour Policy: <https://drbignitemat.org/wp-content/uploads/PDF/Schools/Policies/LIVE/Positive-Behaviour-Policy.pdf>

Our Pastoral Team, Miss Clements (Pastoral/Attendance Manager KS2), Mrs Allen (Pastoral/Attendance Manager KS1 EYFS) work with pupils and families to support their emotional, health and well-being.



Miss Clements



Mrs Allen

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)).

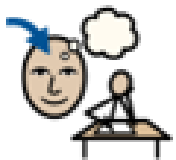
Our SENDCo works closely with the Designated Teacher for Children in Care, if the pupil also has SEND needs, to ensure support is coordinated and meets the needs of the pupil.

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Training

Training	Provider
Emotion Coaching and Attachment Awareness	Educational Psychology Service
Colourful Semantics in Writing	'in house' - SENDCo
Team Teach and De-escalation	Steve Brown Behaviour Support & Training Ltd.
Positive Behaviour Management	'in house' - Assistant Headteacher
Precision Teaching	'in house' - SENDCo
Visual Impairments	Visual Impairment Service
Autism Awareness	Communication and Autism Team
Continuums in Reading, Writing and Maths	'in house' - SENDCo
SWAN training (SAFE WELCOMING ALTOGETHER NURTURING)	'in house' - SENDCo
SEND Code of Practice: The Graduated Response & the Four Areas of Need	'in house' - SENDCo
TIASS Training	Educational Psychology Service
Zones of Regulation	Educational Psychology Service
WIDGET	'in house' - SENDCo

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Accessibility

Princethorpe is a 2-form primary school which has the following adaptations to ensure the school is accessible to all:

- Corridors accessible to all
- Building site accessible to all
- Safe space for administering medication (Medical room)
- Disabled toilets
- Learning environments are audited to meet sensory needs

- Where necessary, reasonable adjustments are made to ensure that all pupils can access school trips and outdoor activities. For example, when required, we hire coaches with a tail lift that will lift a wheelchair on-board.

For further information please refer to : [Princethorpe Accessibility-Plan.pdf](#)
(drbignitemat.org)

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Extra-Curricular Activities

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

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

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

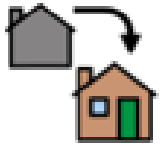
If you have any questions, please contact our SENDCo (see slide 2).

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Transition

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

On entry:

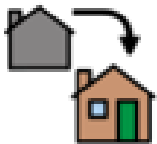
Before starting the SENDCo will meet with your child's nursery setting to find out about your child's needs and the strategies and input needed to support them.

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 SENDCo meets with all new parents/carers 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://www.drbignitemat.org/Admissions-Policy.pdf)



Transition

Secondary transition:

The transition programme in place for pupils provides several 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 SENDCos 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):

SENDIASS 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](#)

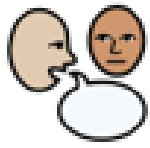
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Complaints



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

 Tel: 0121 475 1083

 Email: enquiry@princethorpe.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 \(localofferbirmingham.co.uk\)](http://localofferbirmingham.co.uk)

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

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