**Grove Vale Primary School**

**SEND Information Report 2018-9**

in accordance with section 65(3) of the

Children and Families Act 2014

**1. What kind of special educational needs provision is accessible for children at Grove Vale Primary School?**

Grove Vale Primary School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum; regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. (See Whole School Provision Map for individual interventions in the Local Offer)

**2. How do we identify children who may have an SEND need?**

Children entering our EYFS are screened using the WELLCOMM language assessment and baselining against Development Matters, as are new children to reception. New children to school are screened with Salford Reading and Comprehension and the Sandwell Early Numeracy Test to identify if children should be placed on our SEND Register. Other assessments are also used to identify need based on discussions with new parents. Pupil progress meetings and discussion are held every half term from which we track and identify children who are not making expected progress. If in those discussions those children are identified to have a SEND need then they will feature in our provision mapping meetings to identify interventions and/or support programmes to be implemented and monitored termly to ensure the child makes accelerated progress.

**3. What provision is made for children with SEND; with and without an EHC Plan, in respect of:**

**a) How is the intervention/support monitored as to its effectiveness?**

Those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally in termly pupil progress meetings. Our provision maps track progress over time and allow us to identify effective interventions. Interventions are monitored by both the SENCO and Intervention Manager for delivery and effectiveness on a termly basis.

**b) What are the school’s arrangements for assessing and reviewing progress of children with SEND?**

Those children identified as benefiting from intervention/support that are monitored against the progress they are making; this is normally at termly pupil progress meetings. Our provision maps track progress over time and allow us to identify effective interventions and our termly pupil progress meetings review the impact interventions are having in the classroom on children’s progress. We use a range of assessment tools they include:

* Salford Reading & Comprehension
* Sandwell Early Numeracy Test
* Wellcomm
* Phonic Screening
* Boxhall Profile

**c) What is the schools approach to teaching children with SEND?**

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through in-class differentiation, withdrawal for small group work or through 1 to 1 teaching both in and out of the classroom.

**d) How does the school adapt the curriculum and learning environment for children with SEND?** The curriculum and teaching sequences are adapted to meet the needs of the individual, and the withdrawal for interventions are feedback to the teacher. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

**e) What additional support is available for children with SEND?**

The school provides various interventions/support that meet the individual needs of the children (See Whole School Provision Map for individual interventions in the Local Offer) Children who may require higher levels of support have access to appropriately trained support staff.

**f) What support is available for ensuring the emotional and social development of pupils with SEND?**

Nurture groups are run throughout school by trained Nurture practitioners. Nurture is provided for children with social, emotional or mental health difficulties. Children are assessed using a ‘Boxall Profile’ as they enter Nurture and then are reassessed to monitor progress, at the end of every term. Children continue in the Nurture groups until they have made sufficient progress, highlighted by their assessment.

**4. Who is the named SEND contact?**

Miss E.Cross

Grove Vale Primary School

Monksfield Avenue

Great Barr

Birmingham

Tel: 0121 357 4319

Emma.cross@grovevale.sandwell.sch.uk

**5. What specific expertise is available to children with SEND?**

We are supported by an outside team of experts from Inclusion Support – Sandwell’s SEND Support Service. They are:

Mrs C Khela SENAT(L)

Mrs E.Cox SECAT

Miss Z Tapper Educational Psychologist

Miss Liz Horne Speech and Language therapist

Miss Laura Bradford Occupational Therapy

Mr Simon Adlington SEMH Teacher

We can also access through Inclusion Support, support from their very specialist services as and when we need them, which are:

* SEN Advisory Teachers for Specific Learning Difficulties
* Preventing Primary Exclusions Team
* SEN Advisory Team for Complex Communication Disorders
* Sensory Support Service (Hearing & Visual Impairment)
* Early Years Inclusion Support

For Speech and Language, Occupational Therapy, Physiotherapy and CAMHS, we are supported by a team of experts, who are deployed to work with our school staff, once parents have made a referral to the service.

School has an experienced SENCO and team of dedicated LSP’s and LSA’s, who are led by an Intervention Manager and trained to deliver intervention and support as and when required.

**6. What arrangements are there for consulting and involving parents of children with SEND?**

Parents have a vital role to play in supporting their child’s education. Parents at Grove Vale are encouraged to communicate regularly with school and are invited to attend termly Parents’ Evenings. From time to time parents may wish to meet with the SENCo or Class Teacher to discuss any concerns regarding their child’s progress, the school office will be happy to make an appointment if this should occur. Parents of children with a statement of SEN or an Education, Health Care Plan will be invited to school for an annual review.

**7. What are the arrangements for consulting children with SEND about, and involving them in, their education?**

The essence the new SEN Code of Practice 2014 is active listening to the voice of the child. Children’s views of their strengths and difficulties are sought and they are made aware of their individual targets. It is important that children know what actual progress they are making in simple terms.

**8. What are the arrangements for parents of children with SEND who may wish to complain about the provision?**

Parents who wish to complain are strongly encouraged to initially speak to the SENCO or Headteacher regarding their complaint. If the issue can’t be resolved at this level or the complaint is regarding the SENCO or the Headteacher the parent will be directed to the schools complaints procedure, which is available on our school website.

**9. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?**

In order to meet the individual needs of a child the school will work with and seek advice from an outside team of experts from Inclusion Support – Sandwell’s SEND Support Service. They are:

Mrs C Khela SENAT(L)

Mrs E.Cox SECAT

Miss Z Tapper Educational Psychologist

Mr Simon Adlington SEMH Teacher

We will also access Inclusion Support for their specialist services, as and when we need them, which are:

SEN Advisory Teachers for Specific Learning Difficulties

Preventing Primary Exclusions Team

SEN Advisory Team for Complex Communication Disorders

Sensory Support Service (Hearing & Visual Impairment)

Early Years Inclusion Support

With regard to Speech and Language, Occupational Therapy, Physiotherapy and CAHMS we will work with whoever is deployed to work with our school staff, once parents have made a referral to those particular services.

**10. What are the contact details of support services for the parents of children with SEN, including those for arrangements made in clause 32\*?**

Inclusion Support 0121 569 2777

Speech & Language 0121 612 2345

Occupational Therapy 0121 612 2345

Physiotherapy 0121 612 2345

CAMHS 0121 612 6620

Special Educational Needs Service 0121 569 8240

Parent Partnership Service 0121 552 0047

**11. What are the school’s arrangements for supporting children with SEN in transferring between phases of education?**

SEN records are passed on to High Schools on transfer and the SENCO will meet or telephone relevant staff to pass on information wherever possible. Where a pupil’s special need is considered to require careful transition into secondary school, a transition plan will be used to minimise the changes for the child. Gifted and talented plans will also be shared with high school staff where possible.

**12. Where is the Local Authorities Local Offer published?**

http://www.sandwell.gov.uk/send