

Albert Pritchard Infants and Wood Green Junior Federated Schools

SEND Information Report 2024 – 2025

Review March 26

Our School



Our School Vision

Albert Pritchard Infants and Wood Green Junior Federated Schools 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. The well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.



Special Educational Needs

At Albert Pritchard Infants and Wood Green Junior Federated Schools we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

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



Identifying and Assessing Need

When pupils have an identified special educational need or disability before they join our school, we work closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

If you tell us that you think your child has a special educational need, we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services from Sandwell Inclusion Support. We will always share our findings with you and the next steps we need to take.

If teachers feel that your child has a special educational need this may be because they are not making the same progress as other pupils in their year group. The earlier we act and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics

and how they cope within our learning environment, we will assess their understanding of what we are doing in school and pinpoint what is causing the difficulty. This will help us to decide what is happening and why. If school become concerned about your child you will be contacted by their class teacher or the school's Inclusion Manager.

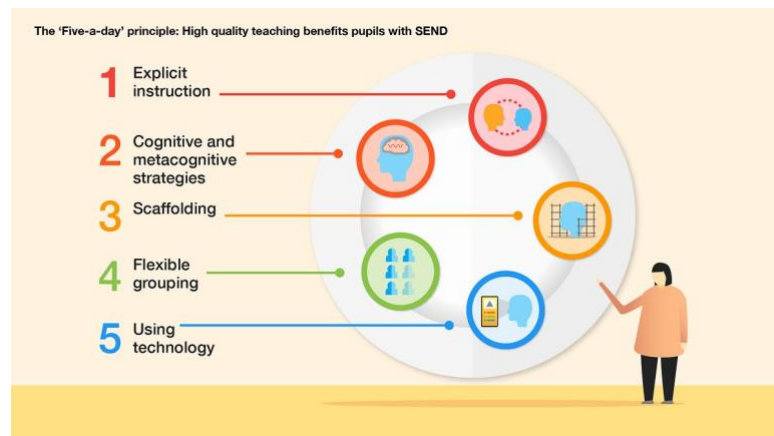


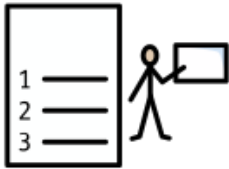
Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.





Curriculum adaptations

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

The school has been adapted to facilitate access for pupils who experience

Visual timetables	Task boards	Peer mentoring
Assistive technology	Learning Mentors	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

restricted mobility. Ramps have been added at various positions around the school and disabled toilet facilities are available. Further adaptations will be undertaken as the needs of existing pupils evolve and future pupils with differing needs join our school community. Accessibility to the curriculum is ensured through our Waves of Intervention.

The staffing level of the school will reflect the numbers of children with SEND and will be sufficient to implement the SEND policy and practice.

Our teachers and support staff make bespoke and individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.

We have a sensory room for children to access to support their needs. We use workstations, visual timetables, countdown timers, weighted blankets, wobble cushions and sensory equipment for pupils who need it.

We seek advice and equipment from outside agencies as and when the need arises.

We have a Learning Mentor who provides support and guidance to children to help them overcome social, emotional and mental health problems which may act as a barrier to learning.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



Parent Consultations

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We hold meetings that allow school staff, other professionals and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps.

Albert Pritchard Infant and Wood Green Junior Federated schools staff are available to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other.



Evaluating Provision

We use an online tracking tool that tracks pupil attainment and progress against targets.

In the Foundation Stage we track progress against Early Years Foundation Stage ages and stages of child development.

In Key Stage One and Two we use the Sandwell Skills Ladders (when appropriate) to assess progress that is in smaller steps than the national curriculum levels.

Progress of every child is analysed. Pupils identified as making less than expected progress given their age and individual circumstances are given high quality teaching targeted at their areas of weakness.

Where progress continues to be less than expected, school will gather evidence and put in place extra teaching or other rigorous interventions designed to secure better progress.

SEND Pupil Progress meetings are held regularly with staff in school and pupil's needs and progress are discussed. From these meetings, interventions are organised and timetabled to meet the needs of the pupils.

Year group Provision Maps are created half termly to map out interventions and the pupils accessing these interventions.

We set challenging outcomes that are based on nationally agreed guidelines on progress.

We review progress in SLT meetings and discuss next steps.

Discussions and the sharing of ideas are carried out in Professional Development Meetings to ensure up to date research and policy is in place.

We hold annual reviews for children with Education Health Care Plans and relevant staff, professionals and outside agencies are invited to these meetings.



Staff Training

At APWG, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and Inclusion Manager.

Reception to Year 6

Transition to Reception, and then into each successive year-group, is supported by staff meetings, handover of information and additional transition time in each new class. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. The Inclusion Manager attends the Sandwell Transition Fayre where all information is exchanged and discussions about each child is held.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

Educational Psychologist
Specialist Advisory Teacher for Learning and Specific Learning Difficulties
Specialist Advisory Teacher - Social, Emotional and Mental Health
Complex Communication and Autism Team
Teacher of the Deaf
Qualified advisory teacher for children and young people with vision impairments
Speech and Language Therapy
Physiotherapists
Occupational Therapists
School Nurse Team

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received by school we will share this information with you.



Complaint Procedure

The partnership with parents is a particularly important aspect of provision for children with SEND. As a school, we hope that through this partnership, the number of complaints will be very few. The complaints procedure is as follows:

1. Parents are asked to discuss their concerns as early as possible with the class teacher so that appropriate action can be taken.
2. Should there be continuing difficulty the class teacher would arrange a meeting with the class teacher and SENCO/ within an agreed time.
3. If parents remain concerned, a meeting would be arranged with the Head teacher within an agreed time.
4. Finally, complaints should be referred to the governing body.

Parents should feel confident that all concerns or complaints would be dealt with sympathetically at each stage. Should parents feel their complaint has not been dealt with they may approach the Local Authority. Governors will have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (D.F.E., 2014), the Disability Discrimination Act and the Equality Act.

Contact details of support services for parents of pupils with SEN:
Sandwell SEND IASS (Formerly Sandwell Parent Partnership)
West Bromwich North Family Hub, Connor Road, West Bromwich, West Midlands, Tel:
0121 289 2566
www.sandwellsendiass.co.uk

The school is happy to advise parents of support that may be available for parents with children with specific needs on an individual basis



Inclusion Managers

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Sandwell Local Offer

The Sandwell Local Authority Local Offer can be found at

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/family.page?familychannel=2>