



SEND Information Report

At James Watt School, we are committed to ensuring that all children become independent learners and reach their full potential. We aim to identify children's individual and specific areas of need early and make provision to meet their needs so they achieve their best outcomes.

We believe that each child deserves individual attention and the best education we can provide.

We encourage all children to become life-long learners, who are tolerant and respectful of others. We aim to provide all children with the necessary skills, attitudes and confidence to make informed decisions, enabling them to become resilient and responsible adults in the future.

<p>Who are the best people to talk to about SEND at James Watt?</p>	<p>We always encourage parents to speak to their child's class teacher about any concerns they may have about their child. However, if you have a specific concern about a child's learning or development, special educational or additional need then you can arrange a meeting with the SENCo.</p> <p>The SENCo is a teacher who is responsible for supporting members of staff, parent, carers and pupils in meeting the additional needs of all children. In addition, they liaise closely with specialist agencies and health professionals to seek advice and support for individual children who have significant additional needs. The SENCo has specialised training in co-ordinating SEND across the school.</p> <p>The name of our SENCo is: Mr D. Russell and Mr. P. Powell</p> <p>They can be contacted by emailing enquiry@jameswattp.bham.sch.uk or phoning the school office on 0121 464 4736 and arranging an appointment.</p>
<p>What kinds of support do we offer for children with SEND (Special Educational Needs and disabilities)?</p>	<p>In school, support for children with SEND is provided through:</p> <p><u>High Quality Teaching</u></p> <p>All teachers are trained to deliver High Quality Teaching, with teachers trained in supporting individual children's needs through adapting the environment and / or curriculum, and providing additional support where needed.</p> <p>This means that:</p>

- The teacher has the highest possible expectations for ALL pupils in their class.
- All teaching builds on what your child already knows, can do and understands.
- The teacher uses different ways of teaching to support all the ways that children learn, so that all children engage in their learning and are fully motivated to learn.
- The teacher identifies barriers to a child's learning and uses strategies and resources to reduce the barriers so they access the curriculum and environments.
- The teacher monitors children's progress to ensure that the teaching and any additional resources meet their needs.

Small group targeted intervention

This is where the child works with a smaller group of children, who are at a similar place in their learning, often called an intervention or booster group.

For the child this would mean:

- Working in small group sessions on specific targets or objectives to support their progress.
- These sessions are usually led by a trained Teaching Assistant, under the direction of the Class Teacher, with advice from the SENCo.
- Progress is constantly monitored and reviewed to ensure that this small group work meets the group's needs.
- Analysis and evaluation of the group interventions are carried out regularly by the class teacher and SENCo to monitor the effectiveness and impact of the intervention.

Individual targeted intervention

For the child this would mean:

- Working 1 to 1 on specific targets to support their learning or an area of development.
- These sessions are usually led by a trained Teaching Assistant under the direction of the Class Teacher, with advice from the SENCo.
- Progress is constantly monitored to ensure that the 1 to 1 intervention is meeting the child's needs.
- Analysis and evaluation of the intervention is carried out regularly by the SENCo to monitor the effectiveness and impact of the intervention.

Specialist agency support and intervention

This support means:

- The specialist agency carry out further assessments and observations to identify a child's specific individual needs and any further barriers they may have to their learning.

	<ul style="list-style-type: none"> • The SENCo works closely with the specialist agency and teachers to ensure individual targets and recommendations/advice are put in place to support a child's individual needs. • The child will work 1 to 1 with an adult on specific targets to support their individual needs. • These 1 to 1 sessions are led by a trained Teaching Assistant under the direction of the SENCo and the specialist agency involved. • Progress is constantly monitored to ensure that the 1 to 1 intervention is meeting a child's individual needs. • Analysis and evaluation of the intervention is carried out by the SENCo and specialist agency professional, at timed intervals, to monitor the effectiveness and impact of the intervention.
<p>What types of SEND do we support at James Watt School?</p>	<p>The types of SEND that we support at James Watt are:</p> <p>Cognition and Learning</p> <ul style="list-style-type: none"> - How your child thinks, learns and understands their world. <p>Communication and Interaction</p> <ul style="list-style-type: none"> - How your child talks to, listens, responds, plays with and learns with other children and adults. <p>Social, Emotional and Mental Health difficulties</p> <ul style="list-style-type: none"> - How your child shows their feelings and negotiates and solves problems in different situations, and how they handle changes of routine. <p>Sensory and/or Physical needs</p> <ul style="list-style-type: none"> - How your child responds to their environment and learning using their senses and any diagnosed medical issues.
<p>Who supports children with SEND at James Watt school?</p>	<p>All staff members work together to support children with SEND in school.</p> <p>All teaching assistants are trained to deliver a range of small group and 1 to 1 interventions to support children's additional needs. They support the teacher and SENCo in identifying and addressing children's barriers to learning, assessing children's progress and monitoring the effectiveness and impact of the interventions they carry out.</p> <p>All teachers are trained to be 'teachers of children with SEND' and understand their roles and responsibilities under the SEND Code of Practice 2014. Teachers are trained to deliver 'High Quality and Adaptive Teaching' and follow the 'Graduated Response' model of assess, plan, do and review to ensure children's individual needs are identified, provided for and regularly monitored.</p> <p>The Head Teacher and SENCo's (Special Educational Needs Coordinator) responsibility is to ensure school's best endeavours are carried out to support children with SEND, as outlined in the SEND Code of Practice 2014. In addition, the SENCo, along with the Head Teacher and Senior Leadership Team, ensure that school are making</p>

	<p>'reasonable adjustments' so children with SEND can access the curriculum and environments as outlined in the Equality Act 2010.</p> <p>In addition, the SENCo supports teachers and parents, and works with specialist agencies and health professionals, to ensure the school is supporting children with SEND so best outcomes are achieved. The SENCo follows the 'Graduated Response' model and closely monitors children's individual progress and evaluates support and intervention to ensure children's needs are being met.</p> <p>The SENCo and Designated Safeguarding Leaders work closely together to ensure that children with SEND and other children are safe. They work collaboratively to produce risk-assessments to support children with SEND and involve specialist agencies when needed.</p>
<p>How do we identify children with SEND?</p>	<p>Class teachers and teaching assistants identify any additional needs through observations and assessments. Parents can also raise concerns about their child's development or progress with their child's class teacher and / or SENCo</p>
<p>How do we monitor and review the progress and provision of children with SEND?</p>	<p>In school, we follow the 'graduated response' to assess, plan, do and review progress and provision of all children with SEND.</p> <p>What this means:</p> <ul style="list-style-type: none"> • The teacher and SENCo carefully monitor the progress and provision of your child. • Teaching assistants and teachers carry out assessments to set new targets for children with Individual Target Plans (ITPs) at least three times a year. • The SENCo uses ITP tracker tools to assess your child's rate of progress. • The teacher, teaching assistant and child, with communication and interaction, social and emotional or Sensory and Physical needs, will regularly update a Pupil Profile to ensure clear the child's personalised needs, interests, targets and best ways to support are identified and planned for. • The teacher and SENCo check that the additional support and intervention your child receives is planned, delivered and monitored carefully so they can assess the effectiveness and impact of the additional support and intervention. • Class teachers, SENCo, Teaching Assistants and the Senior Leadership Team (SLT) discuss the progress and provision of children with SEND in half-termly phase and weekly SLT meetings. • The SENCo will regularly discuss the progress and provision of children specialist agency support, Support Plans and Education, Health and Care Plans (EHCPs) with specialist agencies and medical professionals.
<p>How will progress and provision be explained to parents?</p>	<ul style="list-style-type: none"> • Class teachers will meet with parents/carers at least on a termly basis or as a review of termly targets to discuss and review your child's needs, support and progress. • The SENCo is available to discuss and provide further information.

	<ul style="list-style-type: none"> • The SENCo will arrange a meeting with parents to gain their consent before referring their child to or involving any specialist agency or medical professionals support. • The SENCo will send letters to parents to inform them when a specialist agency will come into school to observe or assess their child. In addition, the SENCo will invite parents into school to discuss any specialist agency reports or advice school has been given about their child. • The SENCo will hold a half-yearly Support Plan review meeting with parents and specialist agencies to assess the progress and provision of children with Support Plans. • The SENCo will hold an annual EHCP review meeting with parents and specialist agencies to assess the progress and provision of children with Education and Health Care Plans (EHCPs). • The SENCo will hold an early EHCP review meeting with parents and specialist agencies if a request is made by the parent for alternative provision.
<p>How do we involve parents in the education of children with SEND?</p>	<p>At school, we have:</p> <ul style="list-style-type: none"> • an open door policy to listen to parents/carers about their concerns • regular SEND ITP review meetings to discuss children’s progress and provision • parents’ evening where parents’ views are discussed and collected • annual EHCP and SSPP review meetings for children with EHC and SSP plans • Regular meetings with specialist agencies to discuss their child’s progress and provision. • Home/school communication books • Homework diaries and folders • Family workshops and class assemblies • Parent questionnaires and consultations to identify ‘what’s working’ and ‘what’s not working’. • Parents’ coffee mornings. • Regular meetings to discuss Pupil Integration Plans (PIPS), STAR Behaviour plans and Pupil Profiles
<p>How do we involve children with SEND in their education?</p>	<p>All pupils are involved and encouraged to take part in their own learning journey, this includes:</p> <ul style="list-style-type: none"> • developing and achieving their individual targets • attending parent’s evening with parents • doing their homework to the best of their ability and handing it in on time • asking for help when needed in lessons • trying their best to be independent, responsible learners • trying their best to organise themselves so they are ready to learn • trying their best to listen carefully and focus in lessons • trying their best to not get distracted in lessons • taking part in self-assessment of their own learning • listening to feedback and using the feedback to improve their work or attitude

	<ul style="list-style-type: none"> • speaking to all members of staff if they have a concern or are worried about anything • contributing ideas to the School Council and Junior Leadership Team • taking part in extra-curricular activities <p>Children identified with SEND additional needs are also involved in developing and updating information for:</p> <ul style="list-style-type: none"> • EHC annual review meetings (Pupil Centred reviews) • Support Plan review meetings • One Page Pupil Profiles • Individual Target Plans
<p>What training for staff do we provide to support children with SEND?</p>	<p>To ensure our staff have the skills and knowledge to support children with SEND there is a programme of on-going training, both in school and off-site. Training includes:</p> <ul style="list-style-type: none"> • All teachers and teaching assistants received the following training in 2023: <ul style="list-style-type: none"> ○ SEND Code of Practice 2014: early identification, the Graduated Response and Quality First Teaching (including effective additional support and intervention) ○ The SEND review cycle, including updating Individual Target Plans and using Literacy Continuums and assessment tools. ○ Communication Friendly Classrooms, including Communication Station displays ○ Adaptive teaching ○ Precision Teaching ○ Colour semantics ○ Lego Therapy ○ Level 1 Autism Awareness • Key teachers and teaching assistants have received the following training by specialist training providers: <ul style="list-style-type: none"> ○ Positive Handling ○ Supporting children with Sensory differences, including Sensory Circuits ○ Speech and Language Link
<p>How do we make adaptations to the curriculum and the learning environment for children with SEND?</p>	<p>In school, we ensure to our ‘best endeavours’ that every child’s needs with SEND are met, and we make ‘reasonable adjustments’ to enable children with SEND to access the curriculum and environment.</p> <p>All staff identify barriers to children’s learning and work together to find solutions to address the barriers so all children can access the curriculum and school environments.</p> <p>Reasonable adjustments to the curriculum include:</p>

- the provision of additional learning resources in lessons
- using a range of teaching strategies in lessons
- opportunities for children to work independently, in pairs, in groups and as a whole class in lessons
- teachers planning for alternative methods to record children's learning, including the use of technology
- additional adult support
- consideration of a child's preferred learning style
- consideration of a child's interests to support engagement
- consideration of a child's level of concentration
- consideration of a child's communication skills
- allowance of the additional time required by individual children with communication, processing and memory difficulties
- encouraging participation in the wider curriculum of school, including class and whole school assemblies, school trips and after-school clubs
- encouraging participation in pupil voice opportunities, including involvement in the School Council and Junior Leadership Team
- information is provided in large print, on coloured page or with coloured overlays to support children who have difficulty with reading from a whiteboard

Reasonable adjustments to the environment include:

- Environment audits and risk assessments are completed so children with SEND have safe access to all areas of school
- emergency and evacuation systems are set up
- visual aids/signage is used around school
- all areas are well lit, with all classrooms having blinds to support children with visual impairments
- steps are made to reduce background noise for children with hearing impairments
- calm, quiet areas are provided for children with sensory and emotional needs
- a fully accessible toilet for children with physical difficulties
- a lift to access the second floor for children with physical difficulties
- Physical Management Plans are completed to identify the support children with Physical difficulties need to access the school environments safely

What extra-curricular activities are available for children with SEND?

James Watt is an inclusive school and all activities are available to pupils with SEND. If appropriate, reasonable adjustments will be made to meet the needs of the individual child so that they can fully participate in school clubs and school trips.

How do we support children with SEND through transitions?

At school, we carefully plan the transitions for all children. Additional support is given to children with SEND so the child's physical, sensory and emotional needs are met and they settle quickly into their new environments and form positive relationships with all staff.

Before the child starts at our school:

- staff may visit the child's existing school or the child's home to discuss and observe the child's needs and provision.
- the child will attend transition days. These are staggered at times of the day to meet the needs of your child, with additional visits arranged at different times of the school day (during class time or after school) and in different environments (playground, library, ICT suite and dinner hall).
- the SENCo and class teacher will meet with the parent to discuss the child's needs and the provision school can offer.
- the SENCo will liaise with specialist agency and health professionals to ensure the school's provision meets the child's individual need, where needed.
- when required, the SENCo or Safeguarding Lead will carry out an environment/sensory audit and risk assessment to enable school to make 'reasonable adjustments' to the curriculum or environment.
- when needed, the SENCo or Safeguarding Lead will carry out a risk assessment to ensure school is safeguarding the child and other children to their best endeavours.

When your child is moving to secondary school:

- The SENCo of the new school will arrange additional visits with the parent so the child can visit their new environment and meet members of staff.
- The SENCo may invite the parent and child into school to discuss their child's needs and the provision the school can offer.
- The SENCo and class teacher will contact key personnel at the child's new school and invite them into school to discuss the child's individual needs and provision.
- The SENCo will share key SEND documentation about the child with the new school.
- If the child has an Education, Health and Care Plan, in Year 5, during the child's EHC review meeting, the parent will name the secondary setting they wish their child to attend.

When your child is moving into the next key stage or class:

- The SENCo will discuss a child's needs and best provision with the new teacher. In addition, the new teacher will receive relevant SEND paperwork to support a child.
- The SENCo will create and provide a transition booklet for a child. This is sent home with the child at the end of the year for the parents to share with the child over the summer holidays.

- If necessary, additional opportunities will be planned throughout the school day for a child to visit any new environments and members of staff.
- To ensure a safe and effective transition for a child, it may be necessary for school to implement a Pupil Integration (PI) Plan for a child with significant and complex needs. This will mean that a child will attend school part-time to start with, with the time gradually increased as and when school can ensure, to our best ability, the child's and others safety and wellbeing. Parents will be asked to regularly contribute to the PI plan and sign to say that they have read and understood it.

When your child with an EHCP is moving to an alternative provision:

- If requested, the SENCo will support parents with making the arrangements to visit alternative provision.
- If requested, the SENCo will support parents on visits to the alternative provision.
- The SENCo will arrange an early EHCP review meeting to request a change of school placement. At this meeting the parents will have to name the new school they want their child to attend.
- The SENCO will contact key personnel at the child's new school and invite them into school to discuss the child's individual needs and provision.
- The SENCo will share the child's' SEND documentation with the new school.
- The new school will arrange additional visits with the parent so their child can visit their new environment and meet members of staff.

How do we get more specialist help to support children with SEN?

At James Watt Primary School, if we feel a child needs more specialist help, we can work with a range of outside agencies. We may need parents' permission before some specialists will become involved with a child.

Agency or Service	Who they work with and what support they offer
Educational Psychology Service (EPS)	The EP works with children with more significant and complex learning needs. They: <ul style="list-style-type: none"> • carry out observations and specialised assessments. • work with school staff to provide advice on teaching and learning • provide individual and whole school training.
Pupil and School Support (PSS)	PSS works with children with cognitive and learning needs. They: <ul style="list-style-type: none"> • work with school staff to provide specialist advice on teaching strategies and resources. • provide individual and whole school training to support pupils with difficulties in language, literacy and numeracy. • provide individual assessments, for pupils who are not making progress in language, literacy and numeracy.

	Independent Speech and Language Therapist (Soundswell)	Speech and Language therapist identify children who have significant and moderate language difficulties. They train and advise staff on best provision, working with whole class and small groups.
	Link SLT (NHS)	The Link SLT speech and language therapists work 1 to 1 with children who have significant and delayed speech and language development. To access Link SALT support, children are referred by school and are offered a 'Package of Care' which involves parents and school being trained to carry out regular intervention.
	Communication and Autism Team (CAT)	The CAT team work with children with social interaction, communication and sensory difficulties or a diagnosis of Autism. They provide individual and whole school training for staff with advice on teaching strategies, resources for pupils.
	Sensory Support Service HI (Hearing impairment) VI (Visual impairment)	Sensory support Services work with children with visual or hearing impairments. They provide teachers and SENCo with specialist advice regarding resources and strategies to support children with sensory impairments.
	Physical Difficulties Support Services (PDSS)	The Wilson Stuart outreach team work with children with gross motor skill difficulties. They provide school with advice regarding resources and strategies to support children with physical difficulties. They work with the SENCo to produce Physical Management Plans for children with physical difficulties.
	City of Birmingham School (COBS)	The behaviour support team work with children with challenging behaviours. They provide school staff with advice on teaching strategies and resources. They provide individual and whole school training.
	Health Professionals (School nurse, Paediatrician, Occupational Therapist and Physiotherapist)	Health professionals give advice and support to staff working with individual children with specific health needs.
How is the governing body involved in supporting	At James Watt, we have a designated governor with responsibility for SEND who liaises with the SENCo to ensure that the Governors are informed about provision, progress and the well-being of our children with SEND. To ensure confidentiality any discussions, feedback or reports do not name individual children.	

<p>families of children with SEN?</p>	<p>The name of our SEND Governor is:</p> <p>If you want to discuss any issues with our SEN Governor, he can be contacted by arranging an appointment through the school office.</p>
<p>What support services are available to help parents/carers with children with SEN?</p>	<p>Our school SENCo is able to advise parents on the support services available, both locally and nationally.</p> <p>It is recommended that parents contact their GP to discuss any concerns they may have about their child's needs and to seek medical support, guidance and assessments, if appropriate.</p> <p>SEND Information services are a support service school also recommend to parents. They can offer independent and unbiased advice and information about the assessment procedures and educational provision for their child. They can be contacted at:</p> <p>SEN Information Service The POD, 28 Oliver Street Birmingham B7 4NX Email address: Telephone: 0121 303 5004</p>
<p>How are complaints handled for children with SEND?</p>	<p>If parents have concerns about how school deals with their child regarding any SEND issues they can discuss these with the SENCo, Deputy Head Assistants, Head Teacher or the Governing body.</p> <p>A copy of the complaints policy is available on the school website and from the school office.</p>
<p>How can parents/carers find the Birmingham Local Authority's Local Offer for SEND?</p>	<p>The Birmingham Local Authority's Local Offer for SEND offers advice, support and information for parents about SEND provision in Birmingham.</p> <p>You can find the Birmingham Local Authority's local offer by clicking on the link below:</p> <p style="text-align: center;">Home - Local Offer Birmingham</p>