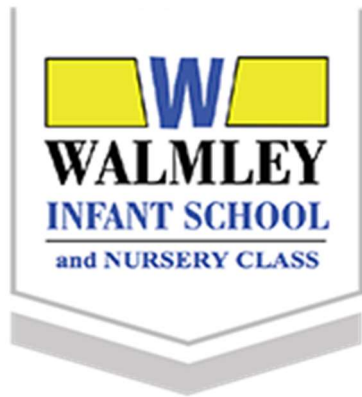


Walmley Infant School SEND Information Report

The [School SEND Information Report](#) forms part of the Local Offer for Birmingham LA. Under the Children and Families Bill 2014, local authorities are required to publish and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for families and professionals in understanding the range of services and provision in the local area.

To find out more about Birmingham LA's Local Offer please log onto Birmingham LA's website: www.localofferbirmingham.co.uk





Walmley Infant School and Nursery is a vibrant, happy and inclusive mainstream, three-form entry school. We believe that every child has the right to a safe, nurturing environment supported by staff who ensure that every child is safe with secure school attachments and where different learning needs are met. We are striving to provide an inclusive environment where equality is achieved by treating all learners differently.

We believe that the “purpose of education for all children is the same but the help individual children will need will be different”. (Warnock 1978)

OUR OBJECTIVES

To identify and provide for pupils who have special educational needs and additional needs.

To work within the guidance provided in the SEND Code of Practice, 2015.

To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.

To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Policy.

To provide support and advice for all staff working with SEND pupils.

To raise the aspirations of and expectations for all pupils with SEND.

To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive.

To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.

To promote an attitude which ensures links with parents are always good and nothing is hidden from them.

To inform parents of the needs and progress of their child and to work in partnership with them.

To consider the wishes/views of the child relevant to their age and comprehension ensuring the Child's Voice is listened to and acted upon.

To ensure every teacher in Walmley Infant School is a teacher of every child including those with SEND.

To develop a whole school policy for assessment-one in which the curriculum delivery removes all barriers, one where pupils know what is expected of them and one where teachers have high expectations of all pupils and care about their performance.

To request support and forge links with appropriate outside agencies that will enable children to receive the help they need quickly and effectively.

UNICEF and SCARF

Walmley Infant school is a silver award UNICEF Rights Respecting school. We promote the UNICEF Children's Convention which lists 54 articles that cover all aspects of a child's life. These set out the civil, political, economic, social and cultural rights that all children, everywhere are entitled to.



The Emotional Wellbeing and Mental Health of our children is paramount and is supported by our RHE/PSHE Policy and SCARF curriculum.

Our vision is:

"the strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges and to make the most of our abilities and opportunities."

CORE OFFER

We are currently able to deliver the following across all areas of our school;

- Quality First Teaching Strategies.
- There is a Designated Safeguarding Lead Head Teacher, Mrs H Murphy and three deputy DSL's
- There is a Lead Practitioner in school for Autism
- Teaching staff have Autism Education Trust Tier 1-Making Sense of Autism training/certificates.
- Teaching staff/support staff are skilled to work with children with SEND- supporting children with Cognition and Learning needs, Speech, Language and Communication needs, Social, Emotional and Behavioural needs and Sensory and Physical needs.
- Staff are trained to deliver a range of interventions such as Precision Teaching.
- 'Wellcomm' assessment/resources are used to support language development.
- Reception teaching assistants are trained to deliver NELI (Nuffield Early language Intervention).
- We have a lovely Sensory Room designed by parents to support the needs of children requiring sensory support and quiet time.
- An experienced Senior Leadership Team and SENDCo.

Wheelchair Access and Adaptions

The building is mostly wheel chair accessible as there is a lift in the Reception area and some classrooms/areas can be accessed via ramps. Stepped areas are still in use in parts of the original school building. There is a SEND Wash Room with a changing table for children and visitors and Children's Disabled toilets are located in Nursery and by R3 and 1.3 classrooms.

Ramp to R3



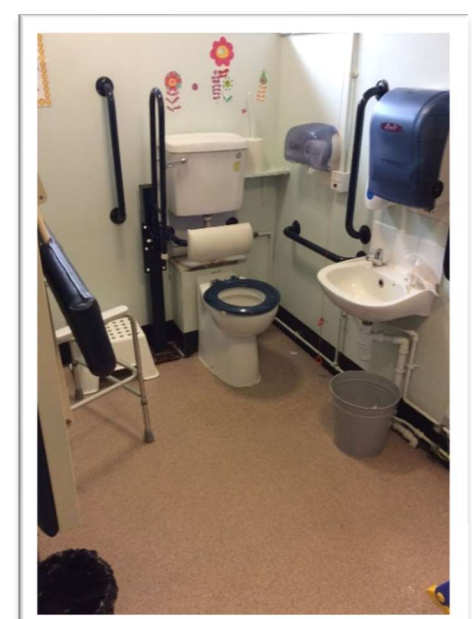
Lift



Ramp to Nursery



SEND Washroom



RANGE OF PROVISION

What types of Special Educational Needs do we support and how does Walmley Infant School do this?

Provision is made for pupils who have any of the following needs- Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and Sensory. We know that some pupils may have difficulties in more than one of these areas and we endeavour to meet their needs. The support listed acts as a guide but the things we do may vary and actual support will be based on the specific needs of each pupil.

All children in school have support within lessons through differentiation and Quality First teaching strategies. This means that activities are planned according to the child's needs. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

Types of need

Below are examples of different types of SEND needs and the support and provision implemented in our school to meet those needs.

Cognition and Learning

Children who find learning, thinking and understanding harder than most other pupils.

Children may find the following difficult:

- Learning important skills.
- Remembering learning such as the important words for reading and mathematics.
- Understanding how to use letters and sounds to read and spell words.
- Composing, remembering and writing a sentence.
- Understanding mathematical concepts and being able to apply to problem solving.

How do we support children with cognitive and learning needs?

- Extra support in a small group led by a supporting adult in and outside the classroom to overlearn and generalise learning.
- One to one support from a supporting adult during the day for specific tasks and learning.
- Teachers are skilled at 'checking in' but also at allowing independence and time to complete learning.
- Interventions are implemented such as Precision Teaching for individual pupils or small groups.
- Word walls and visual aids are provided.
- Teachers give children more processing time to think about their answers. Learning Breaks are also provided if needed.
- Support staff may pre/post tutor language and lesson content.
- Additional resources such as reading aids-coloured overlays, dyslexic friendly writing books, sloping desks and writing implements are used as required.
- Individual targets for Literacy and/or Mathematics are set and reviewed every term. This is completed using The Toolkit Progress Tracker and Individual Target Plans.
- Access can be made to The Pupil School Support Service or additional agencies such as Educational Psychology.

Communication and Interaction

Children who find it difficult to interact with people and the world around them.

Children may find the following difficult

- Making Speech sounds and articulated speech.
- Receptive language.
- Understanding social language and communication.
- Using expressive language.

How do we support children with communication and interaction needs?

- The use of support programmes like Wellcomm and NELI to help children to build communication and interaction skills and receptive language.
- Pictorial/language resources used in the classroom to support the acquisition of language, routines and transitions for example visual timetables, task boards and social stories.
- Colourful Semantics is used as an intervention to support sentence structure.
- Vocabulary walls, word fobs and vocabulary books.
- Advice and Speech and Language Plans from Speech and Language Therapists and strategies provided by CAT (Communication and Autism Team).
- Plan, Do and Review target setting.

Social, Emotional and Mental Health difficulties

Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life.

Children may find the following difficult

- Following rules set by others.
- Listening to and following instructions.
- Understanding how they are feeling.
- Understanding how others are feeling.
- Reading facial gestures.
- Making friends.
- Dealing with their emotions in a way that does not cause harm to themselves or others.
- Understanding game rules and compromise.
- Anxiety and phobias.

How do we support children with social, emotional and mental health needs?

- Listening to children and supporting their emotions rather than their 'behaviour' which is the result of heightened emotions and the inability to self-regulate. Young children require adults to co-regulate their emotions and support them in strategies to help to develop strategies to handle their feelings better.
- Having a 'safe' go to adult for every child so children can feel safe to discuss anything that may be causing them anxiety or concern and/or to gain support and advice.
- Four 'Wellbeing Champions' trained by the charity 'Place 2 Be' in school and available to talk to children and parents.
- Clubs such as Lego Therapy to support sharing and making friendships.
- Art Therapy.
- Sensory time, learning breaks and sensory circuits.

- Accessing Forward Thinking Birmingham services such as STICK and PAUSE.
- Support from the Communication and Autism team.
- Using targets to support children's social, emotional and mental health needs through the Progression Framework.

Sensory and/or physical needs

Children who have a condition or disability that may make it difficult for them to manage their everyday life without adjustments or support. This may be because of hearing or visual difficulties, physical disabilities or other medical needs.

Children may find the following difficult:

- Hearing children and adults around the school environment.
- Seeing/reading words in books, worksheets, letters, displays, laptops and hand-held devices and whiteboards.
- Moving around the school environment without the aid of a walking aid or wheelchair.
- Using pencils, scissors, knives, forks and other hand held implements without modifications.
- Toileting without adult support.
- Accessing medication during the school day.

How do we support children with Sensory and/or Physical needs?

- We seek professional advice from specialist staff such as Physiotherapists and Occupational Therapists and gain support from Outreach services such as the Sensory Support Team or Physical Disability Support Service.

- Access to the school environment, information and curriculum is constantly monitored and supported by The School Accessibility Plan.
- Fine motor groups and sensory circuits are led by trained support staff.
- Sensory time and learning breaks are ensured throughout the school day.
- Specialist equipment is in place to meet individual needs.
- Care Plans, Management Plans and Personal Care Plans support children's specific needs
- Allergy, Epilepsy and Medical profiles are in place to support children's medical needs.

The Sensory Room is available for sensory and calm time



INCLUSION

How do we promote inclusion within the school, including day trips?

- Lesson delivery on the whole takes place in the classroom. Some specialist input e.g. Physiotherapy, Speech and Language work, reading support may take place in a quiet area conducive to focussed learning.

- Additional learning support may take place on a 1:1 or small group basis.
- Children with disabilities are included in every aspect of school life this includes school trips. Risk assessments and any adjustments are made in advance.
- Careful planning and adjustments ensure all children participate in P.E.

For further information Please refer to the school Inclusion Policy located in the Policies section on our website. <http://www.walmleyinfantschool.co.uk/policies/>



Wheelchair basketball

Policies

SEND, Safeguarding and Behaviour Policies are located on the school website:

<http://www.walmleyinfantschool.co.uk/policies/>

The requirements of the Disability Discrimination Act 1995 and The Equality Act 2010 are observed and The School Accessibility Plan is reviewed annually. This can also be found on the school website.

How does Walmley Infant School involve/support the parents of children with a SEND regarding and identifying their needs?

How do you communicate their progress and areas of difficulty?

Walmley infant School has an 'open-door' policy. We are available to talk with parents at times throughout the school day. Staff listen to parents and value communication and understand that parental involvement is paramount to the wellbeing and education of children.

In addition, we aim to regularly involve parents in the education of their child through a variety of different ways including:

- Regular meetings/liaison with SENDCo, class teacher and support staff
- Termly review meetings.
- Parents' views elicited at reviews.
- Parental involvement in collating information for requesting an Education Health Care Plan.
- Annual reviews.
- Outside agency liaison.
- Home visits.
- Phone calls.
- Emails.
- Parental involvement in collating information for requesting an Education Health Care Plan.
- Homework books.
- Communication books.
- Information on the school website.

- Tapestry-school's secure online Learning Journal.
- Parents' evenings.
- Parent workshops.
- Contacting key members of staff via the school office or by email.
- Signposting to parent groups e.g. Cygnet.
- Invitations for assemblies, curriculum workshops, topic celebrations, Parent lunches etc.

How will the school prepare children with SEND to join their next setting/school?

We have carefully planned Transition procedures between year groups and Walmley Junior School. Examples include:

- Photo books.
- Visits to new environments and settings.
- Transition Day
- Information sheets/Parents Meetings
- Transition Club.
- Transition Meetings.

Please refer to school's Transition Policy located in the Policies section of our website.

<http://www.walmleyinfantschool.co.uk/policies/>

What Proportion of Children in School and Nursery currently has a SEND?

- 311 Children on roll (Sept 2023)
- Children with SEND-13.8%

What should a parent of a child with Special Educational Needs do if they have a complaint about the school?

How does the governing body deal with the complaint?

We will always attempt to resolve issues amicably, please feel free to speak with any member of the Senior Leadership Team.

If you have a formal complaint about the problem please contact Mrs Grace/Mrs Murphy in writing.

If this does not resolve the issue to your satisfaction, a letter can be written to the Chair of Governors, Mr S Colden. <http://www.walmleyinfantschool.co.uk/governing-body/>

Our school and governing body take complaints seriously. There is a complaints policy which gives further details in the Policies section of the website.

<http://www.walmleyinfantschool.co.uk/policies/>

Completed by: Mrs Grace-SENDCo

Date: July 2023

To be Reviewed: July 2024