



SEND Information Report

WHY?

Paganel Primary School follows a person centred approach, to ensure we have an inclusive ethos and work in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where it is needed. This document is designed to set out clearly how this school meets children and young people's special educational needs.

WHAT? HOW?

The Universal Offer is what the school offers to all children, including those who may have difficulties in learning or difficulties with behaviour or physical/medical needs. As a parent/carer or young person you can expect that:

- We inform you about our policies and approaches to learning, including how we work with children who have learning difficulties
- We will welcome you and your child and take the time to discuss your child's needs before they start school
- Our teachers and support staff have ongoing professional development and training so they know about how children learn including those children who have difficulty in learning
- We will be able to tell you about the programmes which we are able to offer, in addition to what is available day to day in the classroom if children need further support to develop their skills. This will include English, Maths and behaviour programmes to support children's learning. We set this out in a whole school provision map
- Our teachers are able to accurately assess the level at which he/she is learning from Foundation Stage, A2E Birmingham Continuums (Pupils with SEND in KS1/2 who are working well below age related expectations), or the National Curriculum
- Our teachers are able to differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at a level where they will be able to complete the task independently, or with a little support
- Our teachers will use a range of resources, strategies and teaching methods to take account of any barriers to learning
- Our school will keep you informed about how your child is progressing at least three times per year, including a written annual report. We will be happy to discuss your child's progress, at other times, if you make an appointment
- Our school will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in reading, writing or maths or if they have difficulty managing their social, emotional and mental health. The school will keep you informed if your child needs one of these interventions and work in partnership with you to give it the best chance of being successful
- School may ask you if they can consult with an advisory teacher or educational psychologist to give staff and yourself as the parent, advice on strategies which may help your child's learning and/or behaviour
- Our Special Educational Needs and Disability Coordinator (SENDCo) (Mrs C Ball) will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. All schools are required to have a SENDCo with experience and/or additional qualification in special educational needs and this person will meet with you and advise staff in the school, about how best to help your child to make progress

The Department for Education provides every school with different amounts of funding to support children with SEND in the four broad areas of need: communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical. The amount of funding means that most children's need for support and interventions can be met without the need for an EHCP. What you could expect to see in schools [Additional SEND Support Offer](#) is set out below:

- SEND identification is built into the overall approach to monitoring the progress and development of all pupils and is outlined in our SEND policy
- If your child is not making progress in their learning or they have difficulty in managing their social and emotional needs, despite the school using all the strategies outlined at the Universal Offer, then he/she may need a higher level of support/intervention to help them make progress. School will invite you to a person centred 'Team Around a Child' meeting to gather your views and explain what new strategies and support could be put in place
- Our school will continue to offer all the support and teaching strategies available at the Universal Offer level. Our school will be able to tell you what programmes they have to support reading, writing, maths and emotional/behavioural difficulties that they assess will support your child
- If your child has a particular learning, physical/sensory, communication/interaction or social/emotional difficulty; teachers and support staff in the school will seek additional professional development/training to ensure that they can best meet your child's needs
- Our school may/will ask for advice from an outside agency such as NHS services, speech and language therapist, advisory teacher or an educational psychologist to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that school seek outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests. Click on the link to see information about [access to education team](#)
- Our school will put in place programmes which will mean your child works 1:1, or in a small group, with a teacher or a member of the support team on the aspects of learning or behaviour with which they are having difficulty
- Your child may have some support in class for some lessons, if the school thinks this will help him/her to make progress. Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently. School will discuss with you whether this type of support would be helpful, in which lessons, and for how long the support will be in place
- You will be invited to a termly review meeting to discuss your child's progress and next steps
- If your child has made progress, then school will discuss with you:
 - whether there is a need for a further period of intervention
 - if your child needs to use the strategies they have learnt in the classroom for a period before putting a further programme in place
 - or, that such good progress has been made that support is no longer needed
- If your child has not made progress the school should consult with outside agencies to seek further advice on strategies and programmes
- If you are not happy about your child's progress you can request further meetings with staff in school and outside agencies to ensure that you have confidence in the provision
- If your child moves to another school (in-year transfer/ secondary school) the SENDCo will make contact with them to arrange a transition meeting to ensure all SEND information is shared
- If you wish to complain about the school's response to meeting your child's needs you must first raise your issue with the SENDCo, then the Head Teacher. If you are still unhappy raise your concerns with the Chair of Governors at the school
- The Birmingham Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offers impartial information, advice and support for children and young people with special educational needs or disabilities. The service is impartial, confidential, and free. Click on the link to see information about [SENDIASS](#)

Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an Education and Health Care Plan. If the LA agrees to begin the process; an Education and Health Care Plan takes 20 weeks to complete. Your child will continue to be supported while the Education and Health Care Plan is completed.

- The Education and Health Care Plan will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised
- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child
- Your child will also have access to all the provision detailed on the school's provision map, in the Universal Offer and Single School Based Category of SEND which are appropriate to their learning needs
- Many children who need an Education and Health Care Plan will be educated in a mainstream school but your child may benefit from a special school placement or resource base provision placement. The options will be discussed with you as the Education and Health Care Plan is developed
- The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the Education and Health Care Plan
- If your child is not making expected progress, then the school should request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty

WHO?

Class teachers are responsible for the implementation of advice given by the SENDCo and outside agencies to support SEND children.

The Governing Body, SLT and SENDCo will monitor, review, discuss and address any issues relating to the SEND provisions provided.

Main contact details:

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Head Teacher: Mrs B Gingell

SENDCo: Miss C O'Neill

Birmingham Local Education Authority – <https://www.localofferbirmingham.co.uk/>