

William Murdoch Primary School

SEN Information Report 2024-2025

The SEN Information Report explains the services available to support children with Special educational needs and disabilities and their families. This document provides parents/carers with information about how to access services in the local area, and what they can expect from the services.

In regards to education, it will let parents/carers and young people know how school will support them and what they can expect across the local setting.

1. The types of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs and behaviour.

Slow progress and low attainment will not automatically mean a pupil is identified as having special educational needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether different or additional provision is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with parents and pupils (where appropriate) when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents when it is decided that a pupil will receive SEN support through a formal meeting with the parents where the child's SEN Support Plan will be discussed.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will assess the pupil's needs through a variety of assessments:

- Teacher assessment
- Standardised testing (PiRa)
- Termly progress checks
- Age Related Expectations
- Retrieval practice
- Power Maths
- Specialist assessments (BPVS, memory, YARC, WellComm)
- End of Key Stage Assessments
- Phonics Screening Check
- SEN Toolkit

The information gathered through the assessment process and advice from external agencies will help inform class teachers of outcomes for the child's SEN Support Plan. The Support Plan will also identify the provision, support and teaching strategies the child will need. The support plans will be shared with pupils and their parents. The outcomes will be reviewed termly and both parents and pupils will take an active role in the review process.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to.

Where necessary, the school will work with the next provider to ensure effective transition takes place. This will also be the case for pupils transitioning to the school from other settings. Additional transition days and booklets can be provided where it is thought a child may need additional support.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. We will scaffold this for individual pupils to ensure their needs are being met. Scaffolds will include the teachers approach to teaching as well as additional resources to help ensure pupils access the curriculum.

At William Murdoch Primary School we value the importance of independence and therefore adult support may not always be seen as the best possible way of supporting pupils with Special Educational Needs.

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, additional resources etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, writing slope, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Ensuring that all pupils are seated in the most appropriate part of the classroom
- Displays and class environments is not over stimulating and acts as a learning aid
- Providing specialist equipment where needed

8. Additional support for learning

We have several teaching assistants who are trained to deliver interventions such as:

- RWI
- Maths Pre-Teach
- WellComm
- Speech Link
- Pastoral / Mentoring Support (ELSA)
- Bereavement Support
- Colourful Semantics
- Precision Teach
- Herts Reading Fluency
- Word Wasp

We work with the following agencies to provide support for pupils with SEN:

- Pupils and School Support
- Educational Psychology Service
- Communication and Autism Team
- Hearing Impairment Team
- Visual Impairment Team
- Physical Disability Support Service
- Speech and Language Therapists
- Physiotherapy Service
- School Nurse Service
- Occupational Therapy
- Forward Thinking Birmingham

9. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO's
- Holding annual reviews for pupils with EHC plans
- Holding independent reviews of SEN in school

10. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to participate in our annual residential.

All pupils are encouraged to take part in sports day, school plays, assemblies, cultural evening, special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

11. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to take part in school clubs
- All pupils will have the opportunity to learn to play a musical instrument
- When pupils require additional support the school's pastoral manager will mentor pupils through a number of different activities
- Teaching assistants encourage pupils to take part in games during unstructured times

We have a zero tolerance approach to bullying.

12. Working with other agencies

When the SENCO feels a child requires additional help that the school cannot offer, referral to external agencies may be made. Each agency will have the own referral system that the school will follow.

Before any referrals are made the SENCO will contact parents to discuss the referral. Only once permission from parents has been gained, will the referral be submitted to the relevant agency. Where possible, feedback from the work external agencies have carried out will be given to the school alongside parents.

13. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

14. Contact details for raising concerns

If you wish to discuss your child's educational needs or are concerned about your child's progress, please contact the following members of staff:

1. The Class Teacher
2. SENCo – Mrs M Pannu / Mrs K Kullar
3. Deputy headteachers – Mrs M Pannu / Mr A Matthews
4. The headteacher – Mr M Singh

Parents are encouraged to use Class Dojo to contact their child's class teacher or SENCO. Also, a meeting can be arranged via the school office or alternatively you can contact the school on 0121 554 0999 or enquiry@williammurdoch.bham.sch.uk.

15. The local authority local offer

Our local authority's local offer is published here:

<https://www.localofferbirmingham.co.uk/>