

Austrey CE Primary School

Special Educational Needs (SEN) School Information Report (SIR) November 2024

- To be reviewed November 2025

About the School

Austrey is a small Church of England mainstream primary school catering for ages 3 – 11. The school is part of Birmingham Diocesan Multi-Academy Trust (BDMAT). It has the same Head Teacher, Deputy Head Teacher and SENCO as Newton Regis Church of England Primary School.

SAFEGUARDING

Austrey Church of England Primary School recognise that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline (Keeping Children Safe in Education, para 202, DfE, Sept 24). Austrey Church of England Primary School will ensure close liaison with the designated safeguarding lead (Sara Eley) and the SENCO (Lisa Stephenson). The school will consider extra pastoral support and attention for these children along with ensuring any appropriate support for communication is in place.

The school recognises that while any child may benefit from early help, understanding the potential need for early help for a child who

- is disabled or has certain health conditions and has specific additional needs**
- has special educational needs (whether or not they have a statutory Education, Health and Care plan (Keeping Children Safe in Education, para 18, DfE, Sept 24)**

The LAB ensures the child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration**
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children**
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs**
- communication barriers and difficulties in managing or reporting these challenges**
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so. (Keeping Children Safe in Education, para 202, DfE, Sept 24).**

Admission Arrangements for pupils with SEN or disabilities

As a mainstream school we welcome children of all abilities. We invite parents to visit the school and discuss provision for their child and any specific support that they may need.

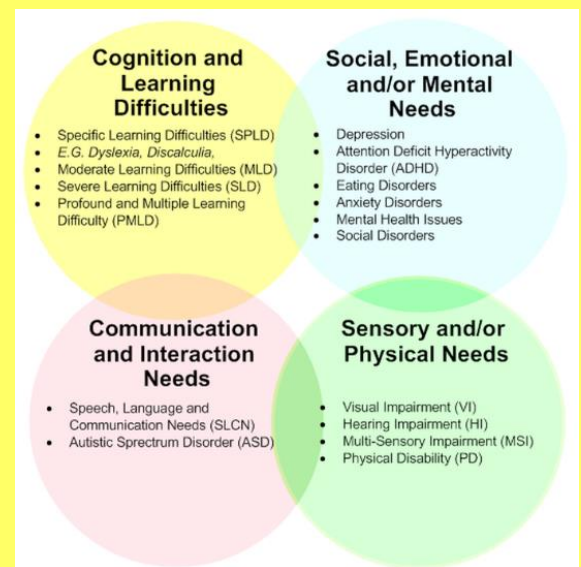
Identification of SEND

At Austrey Primary School children are identified as having SEND through a variety of ways:

- Liaison with previous school/nursery
- Children performing below age expected levels
- Concerns raised by parents
- Concerns raised by class teacher
- Liaison with external agencies
- Health diagnosis via a paediatrician
- Lack of progress
- Test scores
- Change in the learners' behaviour/attitude

What areas of SEND are provided for?

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical



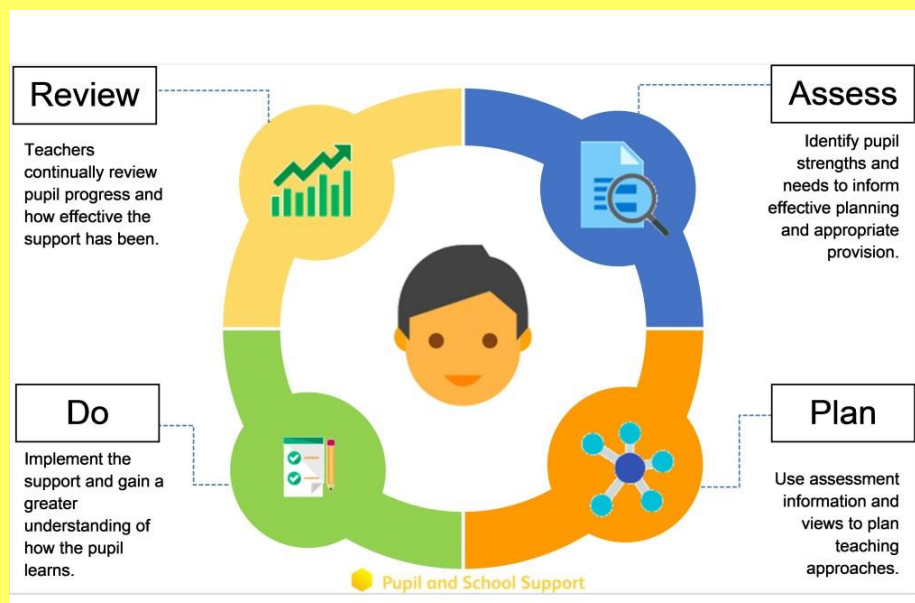
Raising Concerns

How will I, as a parent, raise concerns if I need to?

- Contact your child's teacher
- Contact the school's Special Educational Needs Co-ordinator (SENCo): Lisa Stephenson – l.stephenson@bdmat.org.uk, 01827 830220.

How will Austrey support my child?

- Teachers deliver quality first teaching, scaffolding learning to support pupils' needs
- Our SENCo oversees all support and monitoring of the progress of any child requiring additional support across the school.
- If a child needs more focused support such as reading, spelling etc, then the pupil will be placed in a small, focused group for additional support.
- The class teacher will oversee, plan and work with each child with SEND needs, in their class, and is accountable for the support and progress of the child in all areas of the curriculum
- Indicators of needs which may require additional support through the *assess, plan, do, review* cycle



- A pupil may be set targets via a 'Learning Passport' which will include SMART targets to help pupils make progress at their level; this forms part of the *assess, plan, do, review* process. These are reviewed three times a year
- As part of the *assess, plan, do, review* process, external professionals, like a specialist support teacher or educational psychologist, may be commissioned by school to observe and assess a pupil to identify specific difficulties in more detail and provide further strategies for teachers to implement.

- Where a pupil is still not making adequate progress despite all available support being in place, it may be necessary to request an Educational Health Care Plan Needs assessment; sufficient evidence will need to be collated following the *assess, plan, do, review* process before this can be requested

Who will explain progress to me and what opportunities will there be for me to discuss my child?

- We strongly believe that education should be a partnership between parents and teachers.
- We offer an 'open door' policy to enable you to make appointments with your child's class teacher and/or the SENCo.
- Formal parents evenings take place twice a year, in the autumn and the spring terms with an open evening in the summer term.
- For further information, the SENCo is available to discuss support in more detail.

How are the governors involved and what is their responsibility?

- The SENCo reports to the governors to inform them about the progress of children with SEND.
- A link SEND governor holds meetings with the SENCo to evaluate provision.
- This report does not refer to individual children and confidentiality is maintained at all times.

How will the curriculum be matched to my child's needs?

All work in class is pitched at an appropriate level so that all children are able to access learning according to their specific needs. Where appropriate, specialist equipment may be provided for a child (e.g. pencil grips, easy to use scissors etc). Adaptive teaching will be put in place as required, for example looking at seat placement, access to sensory resources or accessing technology as a method of recording work.

What support will there be for my child's well-being?

The school offers a variety of pastoral support for pupils who are encountering emotional difficulties. Staff have received Emotion Coaching training. Lisa Stephenson is the Senior Mental Health Lead. Forest School sessions are also timetabled to support children that need it. Staff often offer emotional check-ins throughout the day. We appreciate parents informing us about their child's well-being so we can support in school as necessary.

What steps has school taken to prevent SEN pupils from being treated less favourably than other pupils?

- SEN children and their needs are discussed regularly at staff meetings.
- Staff training/inset days provide an opportunity for staff to learn more about some of the difficulties that pupils with SEN may be experiencing and suggested strategies to support.
- Teaching assistants receive training on how to support children with additional needs.

Does my child have a voice?

- Children who have a Learning Passport/IEP (Individual Education Plan) discuss their targets with their teacher and/or teaching assistant.
- One Page Profiles are completed alongside pupils so that staff understand their learning needs and support as required
- If a child has an Educational Health Care Plan, their views and opinions are sought prior to annual reviews to which they are invited
- Children are encouraged to share their opinions and form 'a network of trust' to talk to adults about concerns.

How does the school know how well my child is doing?

- As a school we measure children's progress in learning against national expectations and age related expectations.
- During the foundation stage children's progress is measured against skills based trackers throughout the year and at the end of the Reception year against the Early Learning Goals.
- For pupils working below national curriculum levels progress is measured against Pre Key-stage standards.
- The SENCO completes termly diagnostic tests to follow progress, specifically in reading and spelling skills

Administration of Medication

- Parents need to contact schools if medication is recommended by health professionals. Administration of medication will be discussed on an individual needs basis.
- On a day-to-day basis, medication will generally be monitored and administered by administration staff.

How accessible is the school environment?

Our school is warm and welcoming and we do our utmost to ensure that all pupils, staff and visitors are afforded good access.

- Flat access from the car park
- An area adjacent to the main car park and close to the main entrance for disabled car park use
- Wheel chair access via a range of entrances
- Ramp to front entrance
- Textured concrete at the end of the pathway/ start of the drive for the visually impaired
- Car park lighting
- All classrooms, the hall and offices have blinds fitted to reduce glare
- IWB/Smart boards in all classrooms
- Ability to increase print size through photo copying
- iPads and Chrome books can be used to record writing and support reading, eg. through the use of Immersive Reader

The school's accessibility plan can be viewed on the school website.

How are the school's resources allocated and matched to the children's SEND needs?

- We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, which may involve support from a teaching assistant.

How effective is the support for my child and the effectiveness of the provision?

- Pupil progress meetings are held termly between the class teacher, SENCo and Head Teacher.
- The Head Teacher and SENCo will discuss each child's needs and discuss what support is most appropriate.
- These discussions take place at least termly based on progress and the individual child's needs. Based on these discussions and evaluations provision will be amended as necessary.

What is the provision for transition?

Within our own setting there are planned transition arrangements for all children as they move from one year to the next. SEN children are supported further through discussions to prepare them for a move and familiar adult support to help with that transition. Information and positive support strategies for each child are shared with new class teachers.

When moving to a new setting the SENCo will liaise with the new setting and support parents and the child with the changes ahead. Often, extra visits may be arranged prior to the move along with discussions to allow the child the opportunity to talk about the move and address any concerns they may have. These transition plans are tailored to the individual's needs.

What specialist services and expertise are available to Austrey or accessed by the school?

- Our SENCo is Lisa Stephenson
- Our SENCo is a fully qualified teacher and has the SENCo qualification.
- As a school we work closely with a variety of external agencies relevant to the children's needs, including:
 - School nurse
 - CAMHS (Child and Adult Mental Health Service)
 - Speech and language
 - Children's Services
 - IDS (Integrated Disability Service)
 - CAF (Common Assessment Framework)
 - Early Help
 - Educational Psychology

Specialist Services

- An Educational Psychologist (EP) works with the school. The EP normally only works directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions that have previously been implemented. The EP will offer support/advice to the school and parent.
- The school subscribes to Warwickshire's Specialist Teacher Support service. Where teachers may need further strategies to support a pupil with additional needs a specialist teacher comes into school to undertake assessments, observations and meetings with teachers and a report is produced. This report is shared with parents.

How these services are secured?

- Services are approached and accessed by school on an individual needs basis.
- School will act as a liaison between all parties involved as necessary.

Complaints

Please refer to the Complaints Policy: <https://bdmatschools.com/documents/complaints-policy/>

Who can I contact for, or where can I find, further information?

Please arrange to meet our SENCo in school: 01827 830220 or email l.stephenson@bdmat.org.uk.

Look at our SEND Policy on the school's website.

To access the school's accessibility plan, behaviour policy and safeguarding policy visit the school website.

Please refer to the services of the county in which you live.

Warwickshire: <https://www.kids.org.uk/sendias>

Call 024 7636 6054, alternatively you can e-mail warwickshire@kids.org.uk or contact via post to KIDS, Exhall Grange Specialist School, Easter Way, Off Pro Logis Park, Coventry CV7 9JG.

Leicestershire: <https://sendiassleicestershire.org.uk/>

Call 0116 305 5614 or email info@sendiassleicestershire.org.uk

Image

Phone icon

- **Staffordshire:** <https://www.staffs-iass.org/home.aspx>

Call 01785 356921 or email sfps@staffordshire.gov.uk