

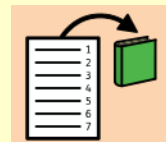


LOZELLS PRIMARY SCHOOL
SEND INFORMATION
REPORT

SEND Information report January 2025 / Next review: January 2026



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Introduction

This report outlines the provision for pupils with Special Educational Needs (SEN) at Lozells Junior, Infant and Nursery School. We are committed to providing an inclusive education that meets the needs of all pupils, ensuring they reach their fullest potential.

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report



Special Needs Coordinator (SENCO)

The person with the day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEND is the Special Needs Coordinator (SENCO).

The SENCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with staff, parents, carers and other external agencies.

The SENCO plays an important role with the headteacher and governing body in determining the strategic development of SEND policy and provision in the school in order to raise the achievement of children and young people with SEND.

The Assistant Headteacher of SEND and SENCO is Avril Bramble -

a.bramble@lozells.bham.sch.uk

This information report will be reviewed by Avril Bramble (SENCO) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.



Contact Details for raising concerns

If parents and care givers have concerns relating to their child's learning or inclusion then please discuss these with their class teacher initially. This then may result in a referral to the school SENCO.

Parents and care givers may also contact the SENCO or Headteacher directly if they feel this is more appropriate.



SEND Information Report

Our whole school approach to SEND: high quality first teaching alongside additional interventions contribute to a coherent approach to SEND provision for our children. We regularly review what we offer our children to help support them in their educational and personal journey through school. There are high expectations for all children embedded in our approach to the curriculum.

There are four types of Special Educational Needs and Disabilities (SEND), as defined by the Department for Education:

1. Communication and interaction needs
2. Cognition and learning difficulties
3. Social, emotional and mental health difficulties
4. Sensory and physical needs

| Communication and Interaction | Cognition and Learning | Social, Emotional and Mental Health Difficulties | Sensory and/or Physical Needs |
|--|---|---|---|
| <ul style="list-style-type: none">• Speech, language and communication needs• Difficulty saying what they want or need because of poor articulation or use of functional language• Difficulty in understanding what is being said to them• Difficulty in understanding or using social rules of communication• Children with Autistic Spectrum Disorders which impact on social communication. | <ul style="list-style-type: none">• Learning at a slower pace than their peers, even though the work is adapted for their needs• Levels of difficulty may vary and include moderate learning difficulties (MLD), severe learning difficulties (SLD), or profound and multiple learning difficulties (PMLD)• Specific learning difficulty (SpLD) which affects one or more specific aspect of learning such as dyslexia, dyscalculia and/or dyspraxia. | <ul style="list-style-type: none">• Children who are withdrawn• Children displaying challenging, disruptive and disturbing behaviours• Children who have mental health difficulties, such as anxiety, depression or self-harming• Children with attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorders. | <ul style="list-style-type: none">• Children with vision impairments• Children with hearing impairments• Multi-sensory impairment• Physical disability |



At Lozells Junior, Infant and Nursery School we provide support for all pupils from all of the above categories.

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

- Children with a diagnosis of Autism, Hearing Impairment/loss, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Mental Health difficulties, Learning difficulties, Developmental Coordination Disorder, Emotional & Behavioural difficulties and Speech, Language & Communication difficulties. We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis.
- We also provide a bespoke provision for some pupils with Autistic Spectrum Condition and Cognition and Learning Needs who have an Educational Health Care Plan. This provision provides a bespoke package of education for each individual pupil.
- Provision also includes a tailored approach for children with complex SEND needs including speech and language and development delays.



The role of the SENCO

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of children with SEND.
- Liaising with parents/carers of children with SEND.
- Contributing to the in-service training of staff.
- Liaising, on transition, so that support is provided for all pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the learning progress of children identified as having SEND.



Identifying pupils with SEND and assessing their needs.

High quality first teaching and additional interventions are defined through our continuous dialogue across school contributing to our provision management approach. Consistent

parent consultation and regular pupil progress meetings allows for close monitoring of all pupil's progress. Through this we are able to identify additional needs that a child may have and can seek out specialist assessments using both internal systems that are in place and the outside agencies that support our school e.g., Speech and Language Therapy Service, Educational Psychology Service, Communication and Autism Team etc as appropriate to the child. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of an adapted and personalised approach to all teaching and learning. We make it a point to discuss aspirations with all our learners.

All teachers are responsible for every child in their care, including those with special educational needs.

Concerns from parents are discussed and recorded and the child monitored further by the class teacher and SENCO following the graduated response approach. All parental concerns are acted upon.

The named SENCO at Lozells Junior, Infant and Nursery School is Mrs Avril Bramble. She can be contacted on 0121 566 4450.



Evaluating the effectiveness of our SEND Provision

The effectiveness of the SEND provision is measured through regular pupil progress meetings and frequent consultation with parents. Reviews are held on a termly basis which feeds directly into provision mapping for future interventions and specific assessments for individual pupils. Annual reviews are also held for pupils with an EHC plan in place.



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 work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on questionnaires, observations, assessments, advice and assessments where needed from external agencies and views from the pupils and parents/carers.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.



Consulting and involving parents/carers and involving them in their child's education

Parents/carers are invited to meet with the class teacher three times a year at Parent Evenings. Parents are involved in reviewing progress and setting outcomes through additional SEND review meetings as part of the plan, do, review process.

We communicate with parents about their child in a range of ways including: email, School Comms app, reports, SEND reviews, phone calls, zoom meetings, placing general information on our website, teacher meetings and discussions. Our school has an 'open door' policy.



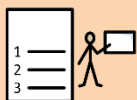
Our approach to teaching pupils with SEND

The SENCO oversees, supports and facilitates the plans for education programmes which learners with SEND require, following a graduated response.

Children with specific requirements have their needs formalised in a variety of plans which are met by the teacher, parents, support staff, SENCO and outside agencies. 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 SEND. This will be adapted and personalised where appropriate for individual pupils.

We are flexible and aim to meet the needs of all learners making reasonable adjustments where required. This is completed in co-production with the child, parents / carers and supporting agencies.

We have several activities available to learners with SEND, in addition to those available through the curriculum, such as: social skills groups, Speech and Language therapy, Butterflies and Caterpillars specialised SEND provision.



Adaptations to the curriculum and learning environment

There is wheelchair access to all parts of the building. Adaptations of space have been made to meet the needs of specific children whilst in our setting. We use visual aids such as visual timetables, coloured overlays, timetable strips and Zones of Regulation. We provide Dyslexia Friendly classrooms for all learners to ensure that we are providing an inclusive learning environment. We use Assistive Technology to support pupils within the learning environment if required. We work to meet the recommendations from outside providers following assessment including purchasing equipment where we can. There is a designated quiet space in all classrooms. We provide sensory spaces where necessary and have a specific designated quiet, safe space for children with social and emotional needs. We also have a designated sensory space which can be accessed when required.



Staff Training to support Additional learning for pupils with SEND

Staff have received training on: Behaviour management, Autism/ADHD in the classroom, Speech, Language and Communication skills, Dyslexia, collaborative learning, First Aid, The Birmingham Toolkit, Attachment and Trauma through Aces, Phonics, Precision Teaching for reading, math and spelling, Sensory Circuits, Lexia, IDL, Word Wasps/Hornet, communication in print, language for thinking, SCERTs, Art Therapy, Forest School and Deaf Awareness.

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

Communication and Autism Team – Catherine Mohan

Pupil School Support – Emma Foster

Educational Psychologist – Andrea Rowledge

Local Authority Speech and Language – Kirsty Griffiths

SENAR

Occupational Therapist Team

ADHD Nurses

School Nurse

Community Paediatrician Team



Enabling pupils with SEND to engage in all activities in school

Activities that are fully accessible to learners with SEND are arranged in school so that every learner with SEND can be included. Close consultation with parents when planning trips and activities is sought and school assist learners with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary, being accompanied by parents/carers. Where necessary school will make physical adaptations to allow learners with SEND to be included. We encourage all our pupils to take part in extra-curricular activities such as:

Phonics club, choir, gardening club, football, cricket, gymnastics, multi sports and games club. We do this by working closely with individual pupils, their teachers and parent/carers to ensure all the pupils' needs are met.

We encourage an environment of inclusion across the school by ensuring that all appropriate steps have been taken to prevent disadvantaged pupils from being treated less favourably than other pupils.

We also provide a breakfast for every child.



Expertise and training of staff

Mrs Bramble has gained the National Award for SEN Co-ordination. She also has a Master's degree specialising Special Educational Needs. The SENCO supports class teachers in planning for pupils with SEND.

We have a team of teaching assistants (TAs), who are trained to deliver SEND provision.

In the last academic year, staff have been trained in The Birmingham Toolkit, Speech and Language Therapy Interventions, Flash Academy, Precision Teaching for Reading, Math and Spelling and Word Wasp/Hornet.



Working with other agencies

Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate. School has excellent links with a wide range of professionals who offer a wide range of support to children with SEND and their families. We involve other agencies in agreement with parents and in line with the graduated response.



Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, specialist setting or Local Authority the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Pupils that have been offered a place at our setting will be invited to attend before joining the school.

For pupils with SEND the SENCO will endeavour to attend transitional reviews to gather as much information about the pupil as possible and will pass this information to all relevant school staff to help prepare for the pupil's needs.

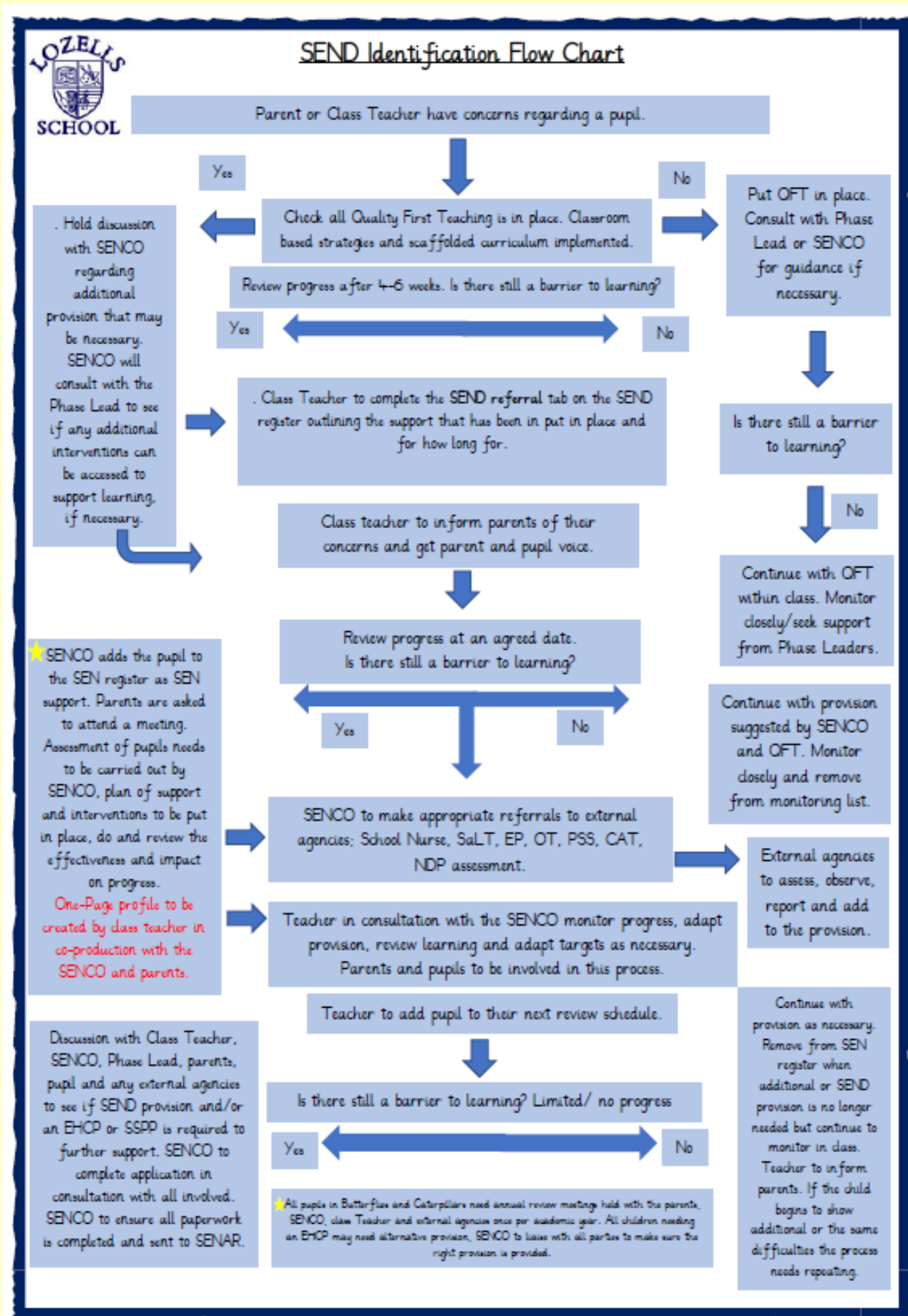
If appropriate, school staff will meet with outside agencies that are involved with the pupil. Pupils are prepared to move onto Secondary School through meetings with the relevant secondary school SENCO and pupils are discussed in detail. Pupils will also have the opportunity to attend additional transition sessions at their allocated school.



Identifying pupils with special educational needs or disabilities (SEND)

Our school is committed to early identification of special educational needs and adopts an individual response to meeting children's needs in line with the SEN Code of Practice (DFE 2015). Information about your child's needs is collected through our school's usual assessment and monitoring systems. If this suggests that your child is not making expected

progress, then our SENCO, in consultation with parents, carers, class teachers and other staff, will decide whether additional support is needed.





The support available in school

Supporting pupils can be done in a variety of ways, including implementing specialised tools and resources, teaching in small groups or one-on-one sessions both within and outside of the classroom, setting individual learning goals, and removing barriers to learning through skilful differentiation.

The school runs two SEND specialised classrooms known as Butterflies and Caterpillars for specific children across the school. This is overseen by the SENCO.

The Butterflies consists of a fulltime class teacher and TA plus a part-time intervention TA. The Caterpillars is currently split into two groups, with each group having three full-time TAs to support.

We regularly monitor and track progress and consider how effective extra support has been. We may also look for further advice from other professionals outside school including; Pupil and School Support, Educational Psychology, Communication and Autism Team, Sensory support service, Physical Disability Support Service and Speech and Language Therapy service.



Support for my child with social and/or communication difficulties

Supporting pupils who have been identified as having social and/or communication needs can look different depending on the need of the individual pupil. The school has a range of approaches and support available such as: Social interaction groups, language groups and mentoring of which many staff are trained in. In addition, the school may seek advice from specialist advisory teaching services for children with social and/or communication needs. A speech and language therapist may contribute to assessments and reviews of pupils with speech and language difficulties. Pupil, parents and carers will be fully involved and kept informed about the involvement of external agencies and any interventions suggested.



Support for my child with behaviour challenges

Following the school's behaviour policy which includes rewards and consequences will be the first option for all pupils and staff; this works well for most pupils; however, some pupils may need extra support and guidance in managing their own behaviour and this could include adaptations to the behaviour policy if necessary. The following are some of the strategies we offer as support; learning mentors, peer mediation, structured play, nurture group, social interaction groups, Health & well- being interventions. We may also look for further advice from other professionals outside school, such as the Educational

Psychology service and Child and Mental Health Services such as Forward-Thinking Birmingham or CAMHS. We will make sure parents are included in all decision making and referrals.



Who do I talk to if I think my child has special educational needs?

Our Special Educational Needs Co-ordinator (SENCO) and Assistant Headteacher of SEND is Mrs Avril Bramble. The SENCO is a teacher who is responsible for supporting members of staff, parents and pupils in meeting the additional needs of all pupils. The SENCO has received specialised training in co-ordinating SEN across the school and has a Master's Degree in Special Educational Needs and Inclusion.

The SENCO is available to share the progress of your child at parents' evenings and SEND review meetings. If you have a concern about your child's learning, then the SENCO will be happy to talk to you. However, please speak to your child's class teacher first as they may be able to support your child's learning.

Our governor responsible for SEND is Karen Grant.



How will information about my child's progress be shared?

Your child's development will be reviewed at regular meetings, which you will be invited to attend. During these meetings, we will work together to create goals and provide clear information about your child's progress and achievements. We value your opinions and urge you to participate in these meetings by sharing pertinent information because you are the one who knows your child the best. The SENCO can be contacted to set up a meeting if you have concerns about your child at other times.



What should I do if I have a concern or a complaint about the provision my child is receiving?

Please also refer to the school's Complaint's policy. You can access policies relating to the above matters on the school's website or ask for a copy from the school office.

The school website address is: www.lozells.bham.sch.uk



Resolving Concerns Informally

It is in everyone's interest that concerns are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to invoke formal procedures.

Lozells Primary School encourages anyone with a concern to address it informally by raising it with their child's class teacher in the first instance. It is best to resolve concerns at this

point. If a parent/carer believes that the complaint or concern is serious or sensitive s/he should talk to the Head teacher or appropriate senior leader, who will investigate, and where appropriate will access support from outside agencies involved in your child's care. The Head Teacher or senior leader will then report back either in writing or, more usually at this informal stage, through a discussion with yourself.

The Head Teacher and Chair of the Governing Board will not routinely be involved in resolving informal concerns but, in exceptional circumstances, appointments can be made with them by contacting the school. It will be for the Head Teacher and/or Chair of the Governing Body, to determine if the circumstances are exceptional and if it is therefore appropriate for them to become involved at the informal stage.

Any member of the public wishing to make a complaint regarding school related issues should direct their concern to the Head teacher.



Our Partnership Approach

How will I and my child be involved with decisions about my child's learning?

At Lozells Primary school, we believe in collaborative approach where you are fully involved in decision making. We will listen to and value your views about the education of your child. You can expect to be consulted regularly about your child's targets and progress. School will also try to involve your child in decisions about their learning through: pupil views, circle time sessions and child friendly targets on individual target plans.

We will work collaboratively with yourselves to identify your child's needs through regular discussions, Team around the Child (TAC) meetings and phone calls to put in place the right support that suits your child.

You can expect to be involved in the educational development of your child through; Parent and child workshops, class and school assemblies, meetings, SEND parent forum meetings, coffee mornings and special events. Our Parent Ambassadors support parents in a range of ways; from education to housing and can be contacted via the school office. Our school has an open-door policy and this means that you are always welcome to make an appointment to speak to your child's teacher or the SENCO.

To give your child the best possible education, we currently employ the services of a range of specialist professionals, such as:

- Pupil and School Support - <https://accesstoeducation.birmingham.gov.uk/pupil-and-school-support/> ; <https://www.localofferbirmingham.co.uk/pupil-and-school-support/>
- Educational Psychology - <https://www.localofferbirmingham.co.uk/birmingham-educational-psychology-service/>
- Communication and Autism Team - <https://www.localofferbirmingham.co.uk/communication-and-autism-team/>
- Sensory Support Service - <https://accesstoeducation.birmingham.gov.uk/sensory-support/>
- Physical Difficulties Support Service - <https://www.localofferbirmingham.co.uk/physical-difficulties-support-service/>
- Speech and Language Therapy Service - <https://www.bhamcommunity.nhs.uk/childrens-slt>
- SENDIASS - <https://www.birminghamsendiass.co.uk/>

We will always inform you and seek your permission for the involvement of these professionals. We will always explain the purpose of involving other people and share feedback with you. Please contact the SENCO for further information and contact details.

This SEN information report supports the 'Local offer' set out by Local Authority Birmingham City Council. The 'Local offer' provides information and advice on a wide range of services across Birmingham that support parents and their families. You can contact them via their website; <https://www.localofferbirmingham.co.uk/>