



# Special Education Needs Information Report

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## Summary of changes

Version	Date	Changes & Amendments
01.25	December 24	<ul style="list-style-type: none"><li>• MAA process outlined.</li><li>• Intervention Table Updated</li><li>• External profession details updated</li></ul>
01.26	January 2026	<ul style="list-style-type: none"><li>• Changes highlighted</li></ul>

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## **Introduction**

Although the extent of need may vary between schools, a proportion of pupils will require special educational support at some point during their schooling. Consequently, it is essential that all schools establish an effective policy for the identification and assessment of needs resulting in a structured programme of intervention and ensuring collaboration between parents, pupils and teachers at all times and with support services where necessary.

## **Statement of Entitlement**

All children are entitled to have access to a broad and balanced curriculum and to take part in a range of school-based activities. The school will endeavour to meet the needs of the individual and ensure every child is fully included.

Children with Special Educational Needs will be identified and supported by the Class Teacher and Special Educational Needs Co-ordinator. The curriculum and provisions will be differentiated to meet their needs. The school will strive to support children and the families of those with needs in the following areas: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Physical and Sensory. The school will seek support from external professionals when required (e.g. speech and language therapists; inclusion support).

All pupils are entitled to equality of opportunity irrespective of race, gender, disability, class, religion or age.

At Old Park Primary School, we recognise and respect the uniqueness of all children and their individual learning needs. We also recognise that education is a partnership between pupil, parent and school and it is essential that the role of the learner in the development of this partnership be respected.

### **Pupils are entitled to :-**

- Access to an education that is broad, balanced, relevant and adapted to meet the needs of the individual and which seeks to maximise participation in the national curriculum.
- High quality teaching and support within a sympathetic, positive and enabling environment where all teachers recognise and fulfil their responsibility to meet the needs of the children whom they teach.
- Early and prompt assessment of their needs.
- This assessment should be continuous and cumulative (graduated response).

Parents are entitled to a genuine partnership with professionals in the Educational Services. They should also be kept fully informed about assessment procedures, resources and the options available for the education of their children. They must be encouraged to take an active part in the decision making process and be allowed to express a preference about which school their child should be placed in.

## What type of SEN provision does Old Park Primary School offer?

We offer provision for anyone who has additional needs when accessing the school routine, resources and/or curriculum.

These include:

Communication and Interaction

Cognition and Learning (This includes anyone who has greater difficulty in learning than most children of his/her age. This may be a specific difficulty in one area or may encompass all areas of development)

Complex communication needs

Social, emotional and mental health needs

Physical or Sensory needs

In addition, we ensure provision for anyone who is gifted in one or all areas of the curriculum and thus requires special help to allow these talents to become fully developed (and so avoid frustration). We also ensure Looked after Children with SEND are fully supported and included, as stated in this information report.

## The identification and assessment of pupils with SEN.

### **Identification:**

Staff should be constantly alert to the possibility of Special Educational Needs.

Procedures include:-

1. The class teacher or another member of staff identifies that there is a disparity between the performance or apparent ability of a particular child and that of the majority of their peers. This may include academic/social development, speech and language delays, progress against published targets or sensory impairment.
2. Parental concern.
3. Sensory or physical needs or speech and language delays in very young children may be identified by Health Workers and the school informed. Staff may also identify such needs through EYFS Baseline assessments and WellComm Screenings.
4. Appraisal of newly admitted pupils.
5. Social, emotional or mental health needs are assessed through in-school assessment measures.

### **Assessment:**

#### Stage 1: Initial Concern (by the class teacher and/or parent)

Progress and support will be monitored by the class teacher and the Inclusion Team. Parents are to discuss their child's progress with the class teacher. The child's views should be ascertained when appropriate. Additional provision support will be provided as deemed appropriate for each individual child (e.g. in-class adaptations and support, intervention support)

#### Stage 2: External Consultation and Support

Children whose progress is still of concern (through assessment, monitoring and review meetings), external

agency support can be requested to assess and inform our practice through a consultation request. Support can be requested for children demonstrating significant needs in the areas outlined below:

Communication and Interaction

Cognition and Learning (This includes anyone who has greater difficulty in learning than most children of his/her age. This may be a specific difficulty in one area or may encompass all areas of development)

Complex communication needs

Social, emotional and mental health needs

Physical or Sensory needs

Support strategies and actions are agreed and reviewed. If progress is still of concern, a request for further assessments and 1:1 work will be requested by external agency support.

If it is agreed that a child needs extra support and/or resources to be made available above the notional budget given to schools for children with special education needs, statutory assessment is considered. This assessment will be child-centred and involve family and professionals working with the child, including the child themselves.

Staff involved with the child in school, reviews the child's progress against set targets and evaluates the extent to which the school has carried out recommendations. These are shared with parents. The child's views should be ascertained, when appropriate. External professionals will review progress and may request to meet with parents in school (or virtually).

#### EHCNA and ECHP (Education Health Care Needs Assessment and Plan)

##### Request for an EHC needs assessment

Although this stage is intrinsically an assessment stage, set paperwork is completed by the Inclusion Team and includes: pupil and parent views; evidence of progress and interventions; training offered to staff; involvement by Inclusion Support; pupil profiles and overview of parental liaison.

##### EHC plan

Children who are subject to an EHC plan undergo an annual review, which includes school and external assessments and contributions from parents, pupils and any relevant external agencies. The outcome of the review will determine whether the statement/support should continue or be modified. This is then sent to the LA. Reviews may still be held virtually.

##### Early Years Intervention Grant

Children under 5 years of age who require additional support (as advised by the Early Years Inclusion Support Team) can be assessed for an Early Years Intervention Grant. A maximum of 15 hours funding can be issued to support early interventions. This increases to up to 27 hours for the first 2 terms of reception if school are intending or in the process of applying for an EHC Plan. Any funding allocated is reviewed on a termly basis by the SENCO. An EHCNA will be completed if it is felt necessary (i.e. if the need for additional support above the notational budget is required after the child reaches 5 years of age).

##### Multi-Agency Assessments:

For complex communication difficulties, a multi-agency assessment (MAA) may be requested to consider a formal diagnosis (for example, Autism). However, a diagnosis from an MAA does not automatically lead to an EHCNA or EHCP. The stage above would still need to be carried out. MAAs may be initiated through speech and language therapy team, the complex communication and autism team, a child's paediatrician or CAMHS.

## Provision at Old Park: An overview.

Old Park Primary School thrives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school.

### **Wave 1: Quality first teaching ensures activities are adapted to meet the needs of all children.**

The school curriculum is carefully planned to meet the specific needs of individuals and groups of children. We meet these needs through:

- setting appropriate learning challenges through adapted and resourced lessons across the whole curriculum;
- ensuring all learning styles are planned for;
- responding to the diverse needs of the children;
- the use of a total communication environment;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils (e.g. coloured overlays, symbol support, ICT equipment to record ideas);
- providing other curricular opportunities to meet the needs of individuals or groups of children;
- advice and support will be requested for children with special needs to ensure the needs of all children are met.
- collaboration between schools, children, parents and outside agencies will sought to ensure the needs of the child are met.
- Access to a weekly 'Well-Being Curriculum' and therapeutic strategies such as emotion coaching and Zones of Regulation.

### **Wave 2: Group intervention and support.**

Children requiring intervention support are identified on the school's provision map and allocated set time to complete these groups. These are reviewed termly. Please refer to the Appendix 1 for the school's current intervention support.

### **Wave 3 Intervention: Specialised, bespoke 1:1 support**

Children requiring specialised support, will be allocated as required, and this will be included in the child's provision timetable.. EHCP children will also access bespoke provision timetables and support to support their EHCP outcomes.

Face-to-face access to the school's Speech and Language, Play Therapist and Mental Health Support Team is also made available, when required. Please refer to the Appendix 1 for the school's current intervention support for each year group.

### **Children with physical disabilities:**

We are committed to meeting the needs of children with physical disabilities as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to children with no physical disabilities. Care plans for children with medical needs are also drawn up and are accessible to all relevant staff. Training requirements are also met and reviewed so that all staff are fully equipped to work with children with medical or physical needs. Training will be sought if required. School will seek advice from Occupational Health, Physiotherapy and School Nurse to ensure needs are met.

Teachers modify their learning and teaching expectations as appropriate for children with disabilities. For example, they may be given additional time to complete certain activities or modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. We have access to a Teacher of the Deaf, who regularly contacts children with hearing needs.

### **Monitoring Provision:**

Inclusive practice is a main element evaluated during any subject monitoring cycle to ensure quality first teaching is accessible to all children. Planning, resources and support will be monitored by the Inclusion Team and Senior Leadership Team.

## **Training and External Agency Support at Old Park.**

### **Training:**

The Inclusion Team will attend courses relating to current developments and legislation, the code of practice, discipline issues and any courses relevant to particular special educational needs. Information is then disseminated amongst staff during virtual staff meetings.

Any special needs support assistants or teachers in school are encouraged to attend relevant training/raising awareness sessions, appropriate to the pupils they support. Whole staff (including non-teaching staff and lunchtime supervisors) receive training in a variety of aspects of special needs.

### **External Agency Support:**

The school works closely with a wide range of External Agencies in order to provide pupils the maximum opportunity to achieve their full potential.

The governing body and senior leadership team liaise with all Health and Social services; Inclusion Support Services; Sensory Support Team; Speech and Language Team and other external agencies to ensure the provision given to children with additional needs is specific, measurable and suitable for each individual. Old Park have regular contact with all external agencies and will contact these agencies if any advice or support is needed to ensure the best provision is being given to all.

### **Health Services**

The school:

- Have extensive experience of working with speech and language therapists. Individual and group programmes of work are regularly carried out and support is accessible from this service.
- Work with visiting physiotherapists and occupational therapists who advise staff on appropriate action.
- Call upon the services of the School Nurse to advise the school and parents. Support and advice can be accessed virtually.
- A number of pupils who are subject to Social Services involvement. Difficulties or disruption in the home environment frequently result in developmental delay or learning difficulties. It is essential that the school and Social Services department works closely together and ensures passage of information. The school has an onsite safeguarding officer to support this procedure.

### **Inclusion Support Services:**

School can make referrals to Inclusion Support Services when support is deemed required in any category of need. We also have access to a Teacher of the Deaf and the Sensory Support Team.

### **Arts of Change:**

We have a Service Level Agreement to access weekly support from a fully-qualified and experienced Family and Play Therapist. This is to support children with social, emotional or mental health needs. Support and advice can be accessed face-to-face (following Government guidance and school risk assessment). This service provides support and training in addition to individual, sibling and family support.

### **Speech and Language**

We have a Service Level Agreement to access fortnightly support from a fully-qualified therapist to provide support and training, to staff and parents, above our NHS allocation.

### **Transition Plans:**

When a child with SEN moves classes, a transition plan is designed and will vary in length and content depending on the individual needs of each. Tours and/or transition books will be created following discussions with parents (and external professionals if required). Teachers will pass on important details of SEN children (including needs, targets, strategies) through virtual meetings. If the transition is a particular concern, parents are also invited to help aid the process (for example, a home book to share over holidays etc.). External Agencies also offer advice and attend transition meetings for children who need such input. Transition Plus Pathway is used to ensure the correct timescale is followed for children transitioning to secondary school. This process is closely shared by the Inclusion Team to the child and parents to ensure a child-centred approach.

### **Parental Involvement:**

The collaborative practice between school and the wider community is a high priority for our school. We strive to enhance this relationship through:

- Parent meetings and reviews with staff in-school and external professionals.
- The Inclusion Team are non-classed based and can be accessed at all times by parents.
- Tailored transition plans.
- Annual parent questionnaires distributed during the school year.
- Text alerts; school website, Facebook pages are made available to all parents to ensure up-to-date information readily accessible.
- Our pastoral team and safeguarding team enable parents to contact us for support and advice.
- Face-to-face access to our school's Play Therapist and Speech and Language Therapist
- Makaton videos and challenge posts uploaded to social media and newsletter.
- Parent workshops

### **Local Offer:**

Sandwell's Local Offer can be accessed using the following link:

[http://www.sandwell.gov.uk/info/200295/schools\\_and\\_learning/3697/what\\_is\\_the\\_local\\_offer](http://www.sandwell.gov.uk/info/200295/schools_and_learning/3697/what_is_the_local_offer)

## Complaints Procedure:

The governing body will appoint a designated member to oversee Special Educational Needs provision. They will produce an annual report, which will include a section on the provision and progress of Special Educational Needs. They should, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for children with SEN's, establish the appropriate staffing and funding arrangements and maintain a general overview of the school's work.

If there any complaints issued concerning the provision of any child receiving additional support and/or has special education needs, the Inclusion Team and Senior Leadership Team will investigate and take action as needed. The governing body will be made aware of any formal complaint and will lead investigations into the matter. Any persons involved in the complaint will be informed of next steps by the governing body and senior leadership team.

Parents will also be signposted to SENDIASS support. They provide free, impartial and confidential service. Contact information is detailed in the table below.

### **Related Policies:**

Local Offer  
Inclusion Policy  
Disability, Equality and Accessibility Plan  
Disability and Equality Policy

### **Contact Details:**

School Inclusion Team	Samantha Pearce (Deputy Head) Natalie Hunt (SENCo) Heidi Beaumont (SEN Governor) Corrina Burge (SEN Governor) Old Park Primary School 0121 526 2669
Inclusion Support	Diane Lloyd (SENAT-L) Jas Kandola (EP) Emma Cox (CCT) Richard Barker (SENAT-SEMH)
North Star Inclusion Advisory Team	Allocated worker based on referral needs
Speech and Language	Elisabeth Horne
Visual / Hearing Support	Visiting teacher assigned to individual cases.
SENDIASS	0121 500 4010
The Local Authorities local offer can be found on the Sandwell education website.	
Our Local Offer can be viewed on our school website.	

## **Appendix A: Current Intervention Support**

Small Group Intervention	1:1 Intervention
<p>Wellcomm  Talk Boost Early Years  Communication Groups Group  Fine Motor Skills (e.g. disco dough)  White Rose Maths booster  Pre-teaching  Forest School  Lego Therapy  Sandwell Numeracy Intervention  Reading Fluency Group  Sandwell Writing Intervention  Zones of Regulation  TTRS booster  Circle of Friends  Fresh Start  TITAN  STAR Online safety</p>	<p>Speech and Language  RWI Fast Track Tutoring  Lexia  Play Therapy  Direct Instruction / Precision Teaching</p>