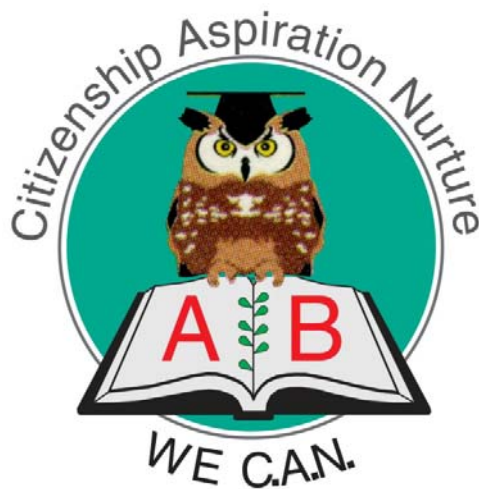


# ALBERT BRADBEER PRIMARY ACADEMY

## Special Educational Needs Information Report



<b>Academy name and address:</b>	Albert Bradbeer Primary Academy Turves Green Longbridge Birmingham B31 4RD 0121 464 2356 <a href="mailto:enquiry@abprimary.bham.sch.uk">enquiry@abprimary.bham.sch.uk</a> website: <a href="http://www.abprimary.bham.sch.uk">www.abprimary.bham.sch.uk</a>
<b>SENCO:</b>	Nicola Pinnegar
<b>SEND LAB member:</b>	Grahame Robertson
<b>Type of academy:</b>	Albert Bradbeer Primary Academy, in the Longbridge area of Birmingham, provides education for children between the ages of three and eleven. Footsteps Day Care supports children from birth. Our Nursery offers one year provision for children aged 3 to 4 years. In the school we have places for 420 children aged 4 to 11 with 60 children in each year group.
<b>Special Needs Information</b>	The provision for SEND pupils provided at Albert Bradbeer Primary Academy is in line with the new reforms (Children and Families Act, 2014 and Special Educational Needs and Disabilities 0-25 Code of Practise, 2014) which were implemented from September 2014. At Albert Bradbeer one of our Assistant Head Teachers is responsible for pupils with Special Educational Needs and Disabilities. She communicates regularly with the SEN Governor to keep the Local Advisory Board (LAB) fully informed. The LAB and all of the staff, both teaching and non-teaching, are involved in the regular review, development and evaluation of policy and guidelines.
<b>Which policies are available on the school website?</b>	SEND Policy
	Medical Needs Policy
	Safeguarding Policy
	Behaviour Policy
	Accessibility Plan
<b>Who do I contact if I have an</b>	In the first instance parents should speak to their child's class teacher if they have any questions or concerns.

<p><b>enquiry/ complaint?</b></p>	<p>However, in the event of an enquiry or complaint being made, please contact the SENCo. Should the matter remain unresolved, the case will be passed to the Head Teacher for further investigation.</p> <p>A formal complaint can be made in writing to the Local Authority and/or Education Central Multi Academy Trust.</p>
<p><b>Independent Support Service for Parents (SENDIASS)</b></p>	<p>Parents/carers of children with SEND can contact the free and impartial Information Support Service.</p> <p>SEND Information, Advice and Support Service (SENDIASS): Email: <a href="mailto:SENDIASS@birmingham.gov.uk">SENDIASS@birmingham.gov.uk</a> Telephone number: 0121 303 5004</p>
<p><b>What does Birmingham Local Authority have to offer?</b></p>	<p>To see Birmingham's Local Offer please use the link below: <a href="https://childrens.mycareinbirmingham.org.uk/local-offer-main-page/schools,-colleges-and-education/schools/primary-schools.aspx">https://childrens.mycareinbirmingham.org.uk/local-offer-main-page/schools,-colleges-and-education/schools/primary-schools.aspx</a></p>
<p><b>What does Albert Bradbeer Primary Academy provide for children?</b></p>	<p>To achieve these aims we will:</p> <ul style="list-style-type: none"> <li>❖ Recognise the needs of individual children.</li> <li>❖ Adapt teaching methods to meet individual needs.</li> <li>❖ Differentiate the curriculum content so that it is attainable by all.</li> <li>❖ Provide a positive and stimulating environment.</li> <li>❖ Provide suitable and adequate resources.</li> <li>❖ Develop partnerships with parents and carers.</li> <li>❖ Take into account pupil's varied life experiences and needs.</li> <li>❖ Instil a sense of community and belonging.</li> </ul>
<p><b>How accessible is the school?</b></p>	<p>Over the past few years we have made many adaptations to our school building to ensure that it is fully wheelchair accessible. This includes our disabled toilets and the ramps and lifts that have been installed. In addition to this we have also had auditory loops fitted in several classrooms. We now have one fitted in one classroom in every year group</p> <p>As an academy we are happy to discuss individual access requirements. Please contact the SENCo for further information.</p>
<p><b>What does our academy provide for children not making expected</b></p>	<p>At Albert Bradbeer Primary Academy we strive to support all of our children to enable them to make good progress. In order to do this, Quality First Teaching is essential. In addition to this, Pupil Progress Meetings are held each half</p>

<p><b>progress?</b></p>	<p>term. This is a meeting where the class teacher and Phase Leader meet to discuss the progress of all of the pupils in their class. This shared discussion helps to identify pupils who may need additional or targeted support during the next half term in order to help them to make progress. Records of all pupils will be formally recorded on SIMS (our school database) and will be regularly updated. Each child's curriculum will be planned by their class teacher and it will be differentiated accordingly to suit the child's individual needs.</p>
<p><b>How does our academy support SEN pupils?</b></p>	<p>Our academy will support children through a Graduated Response System to SEN by using an Assess, Plan, Do and Review cycle.</p> <p><u>Assess:</u> The Literacy and Numeracy continuums are used to assess children who may be SEN. The continuum clearly shows where children are currently in their learning journey and what they need to do next.</p> <p><u>Plan:</u> The continuum is then used to generate targets for Literacy and/or Numeracy and recorded on an ITP (Individual Target Plan).</p> <p><u>Do:</u> The targets are shared with the parents and child and the teacher uses them to inform curriculum planning, to make learning in lessons more personalised and to inform interventions.</p> <p><u>Review:</u> These targets are reviewed and updated each half term.</p> <p>In the first instance, Additional Support may be needed to help the child to achieve their targets. This will be provided by the teacher and teaching assistant within the classroom. Some children with SEN may need a more focused level of support called Targeted Support. An intervention will be planned for the child which will be recorded on the class provision map. This may be a more specific area such as spelling, handwriting or literacy and numeracy skills. They will be run by the class teacher or teaching assistant and the length of time that each intervention will run will vary according to the need. Records are kept to monitor which children are given interventions, what support they receive, for how long and the progress that they have made during an intervention. The interventions are regularly reviewed and updated to ascertain the effectiveness of the provision and to inform future planning.</p> <p>A few children will require even more support to ensure that they</p>

	<p>make progress and this is referred to as Specialist Support. These children will need more than one intervention and will have very specific targets. Often advice from outside agencies will be sought to ensure we are meeting the needs of these pupils.</p> <p>At Albert Bradbeer we also have children who require support in other areas such as communication or social and emotional needs. These children will be given a personal profile which contains information about them, their specific needs, how best to support them and their current targets. These will be evaluated and updated termly in conjunction with the class teacher, pupil and parents.</p>
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<p><b>How are support staff deployed in the school?</b></p>	<p>At Albert Bradbeer we understand that adult support is essential in the learning process which is why we have a teaching assistant in each class. The four adults in each year group work as a team to ensure that the needs of all of the children in their care are met.</p> <p>In addition to this, we also employ several other members of staff who are based in different key stages to ensure that we provide for our children with additional needs. There are additional teaching assistants spread out throughout the school who support our children with their emotional needs, our children with statements/EHCs and provide additional interventions to individuals or groups of children. In addition to this we also have a Family Support Worker and a Learning Mentor.</p>
<p><b>Where do our interventions take place?</b></p>	<p>Lots of interventions will take place in the classroom or on tables outside them. We also have two additional classrooms which are used for Year 5 and 6 extension groups, for Year 4 booster groups and for other intervention groups. There are several other learning spaces throughout the school where groups can go to work including the Phonics room and library. Also, we have a separate room for the Learning Mentor and a classroom dedicated to Nurture and social groups.</p>
<p><b>What training have staff been given?</b></p>	<p>Support staff have been trained in a wealth of different interventions to support children's learning. Staff regularly take part in Professional Development meetings after school and INSET training days to develop their knowledge and skills.</p> <p>Annually training is given to all staff on Child Protection and medical issues such as asthma and allergies/epi-pen. Recently, we have focused on extra medical training for our children with Sickle Cell Anaemia and Epilepsy. We have also had training on strategies to support children with Dyslexia. A teaching assistant in each building has received higher level training on Autistic Spectrum Condition to ensure that we have a leader for ASC in both the infant and junior parts of the school.</p>
<p><b>Which outside agencies does the school work with?</b></p>	<p>Agencies that support children with additional needs come into school to observe, work with and suggest strategies and interventions for these children. Referrals to these services</p>

		are only made after receiving parental consent. The agencies working closely with Albert Bradbeer are:		
<b>Mult-Agency:</b> <ul style="list-style-type: none"> <li>• Communication and Autism Team (CAT)</li> <li>• Pupil and School Support (PSS)</li> <li>• Educational Psychologist</li> <li>• City of Birmingham Schools (behaviour support)</li> <li>• Malachi</li> </ul> <p>For further information please go to:  <a href="http://accessstoeducation.birmingham.gov.uk/">http://accessstoeducation.birmingham.gov.uk/</a></p>		<b>Health:</b> <ul style="list-style-type: none"> <li>• Community Paediatrician</li> <li>• Speech and Language Therapy Service</li> <li>• Physiotherapy Service</li> <li>• Occupational Therapy Service</li> <li>• Community Children's Nursing and Palliative Care Service</li> <li>• ADHD Nursing Service</li> <li>• Children's Nutrition and Dietetic Service</li> <li>• Forward Thinking Birmingham (previously CAMHS)</li> <li>• Hearing Impairment and/or Visual Impairment Service (Sensory Support Service SSS)</li> </ul>		
<b>Which interventions does our academy provide?</b>		We view interventions as a chance to improve a child's confidence and skills in a particular area in order to help them to make progress. The intervention will be tailored to meet the needs of the child so will take into account length, content and the speed at which the child makes progress. We use several interventions at Albert Bradbeer:		
<b>Area of need</b>	<b>Identification strategies</b>	<b>Interventions</b>		
<b>Cognition and Learning</b>	Literacy continuum Numeracy toolkit Half termly assessments	<b>Reading Interventions:</b> <ul style="list-style-type: none"> <li>❖ Catch up reading</li> <li>❖ Accelerate</li> <li>❖ Precision teaching</li> <li>❖ Metra phonics</li> <li>❖ Reciprocal reading</li> </ul>	<b>Writing Interventions:</b> <ul style="list-style-type: none"> <li>❖ Accelewrite</li> <li>❖ Phonics</li> <li>❖ Handwriting</li> <li>❖ Speed up</li> <li>❖ Booster/extension groups in Years 2, 4, 5 and 6</li> </ul>	<b>Maths Interventions:</b> <ul style="list-style-type: none"> <li>❖ Precision teaching</li> <li>❖ Catch up Numeracy</li> <li>❖ 1st class @ number</li> <li>❖ Times table boosters</li> <li>❖ Booster/extension groups in Years 2, 4, 5 and 6</li> </ul>
<b>Communication and Interaction</b>	Wellcomm	<b>Speech and Language interventions:</b> <ul style="list-style-type: none"> <li>❖ ELKAN</li> <li>❖ SULP</li> <li>❖ EAL group</li> </ul>		

<b>on</b>		❖ Speech and Language therapist in school 2 days a week	
<b>Social, Emotional and Mental</b>	Boxall Profile; School behaviour log; Conversations with staff and parents	<b>Emotional and Social Interventions:</b> <ul style="list-style-type: none"> <li>❖ Nurture and friendship groups offered at lunchtimes.</li> <li>❖ Mentoring sessions with our Learning Mentor</li> <li>❖ Pyramid Club</li> <li>❖ Social skills</li> <li>❖ Fun Friends</li> <li>❖ Emotional Literacy</li> </ul>	
<b>Sensory and/or Physical</b>	Medical diagnosis given	<b>Sensory and Physical interventions:</b> <ul style="list-style-type: none"> <li>❖ Fine and gross motor skills groups</li> <li>❖ Physiotherapy</li> </ul>	<b>Agency support:</b> <ul style="list-style-type: none"> <li>❖ Victoria outreach</li> <li>❖ Physiotherapy</li> <li>❖ Occupational therapy</li> <li>❖ Sensory Support Service</li> <li>❖ CAT</li> </ul>
<b>Which special educational needs/medical needs are currently or have been supported in school?</b>	ADHD Autistic Spectrum Condition Cerebral Palsy Channelopathy Dyslexia Dyspraxia Epilepsy Hearing impairment Sickle Cell Anaemia		



<p><b>What does the school provide for pupils with Statements/Education, Health and Care plans (EHC)?</b></p>	<p>Formal Annual Reviews for pupils with Statements or Education, Health and Care Plans are held within a twelve month period from any previous review. Pupils share their thoughts and feelings prior to the meeting and parents and outside agencies are invited into school to take part in the review.</p> <p>We are currently following the timetable outlined by SENAR to transfer all of our Statemented children to an EHC plan.</p>
<p><b>Team Around the Child Meeting (TAC)</b></p>	<p>If there are persistent concerns about a child, a Team Around the Child (TAC) meeting may be organised to discuss additional provision for your child. This is an opportunity for all of the adults involved with a child to meet and discuss a way forward and the desired outcomes. It may be that an application for an Education, Health and Care plan is completed and sent to SENAR.</p>
<p><b>How are parents included and involved?</b></p>	<p>In keeping with the new Code of Practice (2014), we engage and create partnerships with parents. The first point of contact for parents should always be the class teacher. Class teachers have daily conversations with parents, both before and after school, as issues arise and these are addressed as quickly as possible. Class teachers assess each child's progress half termly and progress will be discussed at parent's evening each term. If school thinks that your child needs extra support, we will always talk to you about this.</p> <p>Our Family Support Worker regularly meets parents and Signposts them to support networks and organisations who can help them.</p>

<p><b>How does Albert Bradbeer promote inclusion?</b></p>	<p>The school has built an inclusive ethos which includes all members of the school community, children, parents, staff and visitors. We welcome children from all backgrounds and with different types of needs and work hard to ensure that they feel part of our school family. We work very hard to ensure that all children with SEND have access to school trips, performances, social events and residential visits. Recognition of the inclusivity of the school has been sought through the Inclusion Quality Mark - <i>successfully obtained in June 2014.</i></p>
<p><b>How are children supported in transitional periods?</b></p>	<p><b>Within school i.e. FS-KS1 and KS1-KS2:</b></p> <ul style="list-style-type: none"> <li>❖ Expectations in both work and behaviour are raised throughout the year to prepare children for their new year group.</li> <li>❖ Visits to the children's new classrooms and buildings are organised.</li> <li>❖ In the summer term introductions are made to the new adults that they will be working with the following year.</li> <li>❖ Clear rules and expectations are shared with the children.</li> <li>❖ Adults in school meet to pass on important information and records.</li> <li>❖ We recognise that some children may need extra support for transition i.e. by having more visits to their new setting or creating a photo book of new people and places.</li> </ul> <p><b>From school to school i.e. primary-secondary:</b></p> <ul style="list-style-type: none"> <li>❖ Opportunities are given for children to visit their new school.</li> <li>❖ Transition workshops are run for Year 6 pupils.</li> <li>❖ Important information is passed onto secondary schools.</li> <li>❖ Transition packages are put in place for children with EHCs, ASC or specific needs.</li> </ul>
<p><b>How many children are on the SEND register?</b></p>	<p>A child is defined as having special educational needs if he or she has a learning difficulty, which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age. Or, it may mean that a child has a disability, which needs different educational facilities from those generally provided by schools for children of the same age in the same area. (SEND) Some pupils will need something <i>additional to</i> and <i>different from</i> what is provided for the majority of pupils. This is special educational provision and we will use our best endeavours to ensure that</p>

	<p>provision is made for those who need it.</p> <p>In January 2015, 89 pupils were currently on the SEND register out of 455 on roll from Nursery to Year 6.</p> <p>This means that 20% of children at Albert Bradbeer have Special Educational Needs or a Disability.</p>
<b>Completed by:</b>	Nicola Pinnegar
<b>Date:</b>	February 2016
<b>Date taken to Parent Forum:</b>	23/03/2016
<b>Date taken to LAB:</b>	20/04/2016
<b>Date to be reviewed:</b>	This report will be reviewed annually. The next date for review is: March 2017