

Links to Rights Respecting

Article 2: 'The convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.'

Article 23: 'A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.'

Article 29: 'Education must develop every child's personality, talent and abilities to the full.'

Hello. My name is Laura Allden, and I am the Inclusion Lead at Turves Green Primary School, part of Excelsior Multi Academy Trust. My role encompasses being the named Special Educational Needs and Disabilities Coordinator (SENDCo).

My roles involve working with children with a special educational need and/ or disability (SEND), their families, staff in school and outside agencies to ensure all children's needs are met and they fulfil their potential. We aim to ensure that all children with a SEND feel safe to achieve all that they can socially, emotionally, and academically.



From September 2014, schools were required to outline and publish the provision they make for children with special educational needs and disabilities. Click the link to read our full SEND Policy and Information Report.

[SEN POLICY and SEND INFORMATION REPORT](#)

Alternatively, please click on the contents page below for a summary of each area and to see some photographs and links demonstrating what our provision looks like in action.

Continue scrolling down the page or follow the hyperlinks to the [accessibility action plan](#) , [glossary](#) and [Community Involvement in and Creating and Reviewing our Information Report](#) sections.

If you have any further questions, concerns, or comments you can contact me via the school office number: 0121 464 3686 or email me at pastoral@turvesgreen.excelsiormat.org.

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1. The kinds of SEND that are provided for



unique

We recognise that each child is **unique** so, we provide an education which enables every child to fulfil their potential; personally, socially, emotionally, and academically.

we respect and accept the differing needs and strengths of all individuals.

Our school provides additional and/or different **provision** for a range of needs.

Communication & interaction
i.e. autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition & learning
i.e. dyslexia, dyspraxia, dyscalculia, Downs Syndrome

Social, emotional & mental health difficulties
i.e. attention deficit hyperactivity disorder (ADHD)

Sensory & /or physical needs
i.e. visual or hearing impairments, cerebral palsy, epilepsy

Turves Green Primary School is a Fully Accessible [Mainstream](#) (FAM) school. The building has been adapted and additional facilities have been developed.



2. Identifying children with SEND and assessing their needs

We assess each child's current skills and levels of [attainment](#) on entry to our school, where appropriate.

Class teachers will make regular assessments of progress for all children using:

- ❖ [Early years foundation stage profile](#)
- ❖ [Cherry Garden School Branch maps](#)
- ❖ [Arbor](#)
- ❖ [Autism Progression Framework - Autism Education Trust](#)
- ❖ and/ or the [Birmingham Language and Literacy or Maths Toolkits](#).

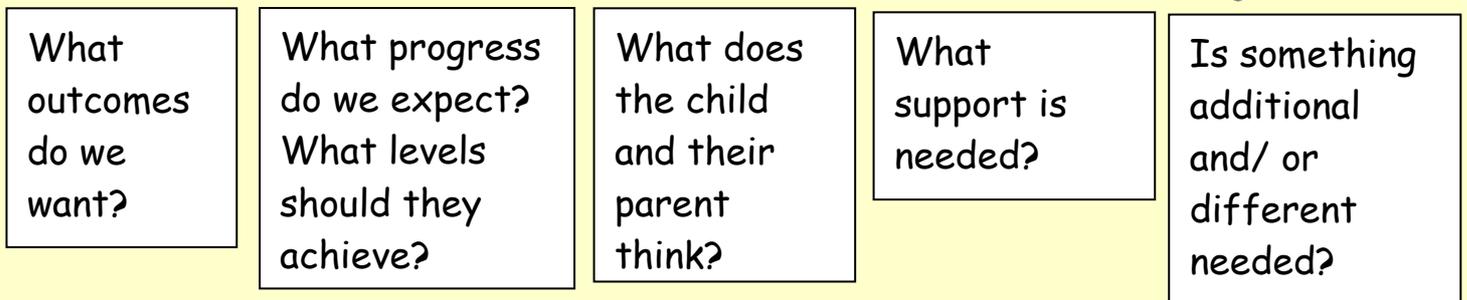
They will identify those whose progress:

- 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
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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

Slow progress and low attainment will not automatically mean a child is recorded as having a SEND.

Is SEND provision required?



3. Consulting and involving children and parents



We will have an early discussion with the child and their parents when identifying whether they need special educational provision, considering:

- What are the child's strengths and areas of need?
- Do parents/carers have concerns?
- Do we all understand the outcomes we want?
- Do we all agree on the next steps?



Notes of these early discussions will be added to the child's record and given to their parents/carers upon request.



We will formally notify parents/carers when it is jointly decided that a child will receive SEN support.

4. Assessing and reviewing a child's progress towards outcomes

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

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

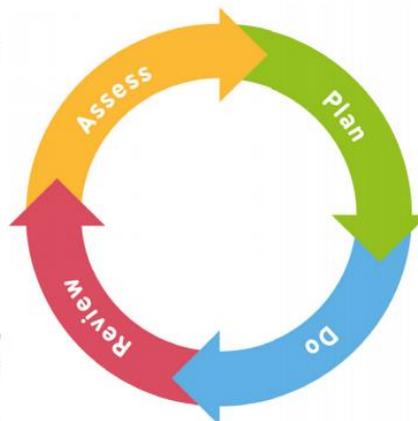
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

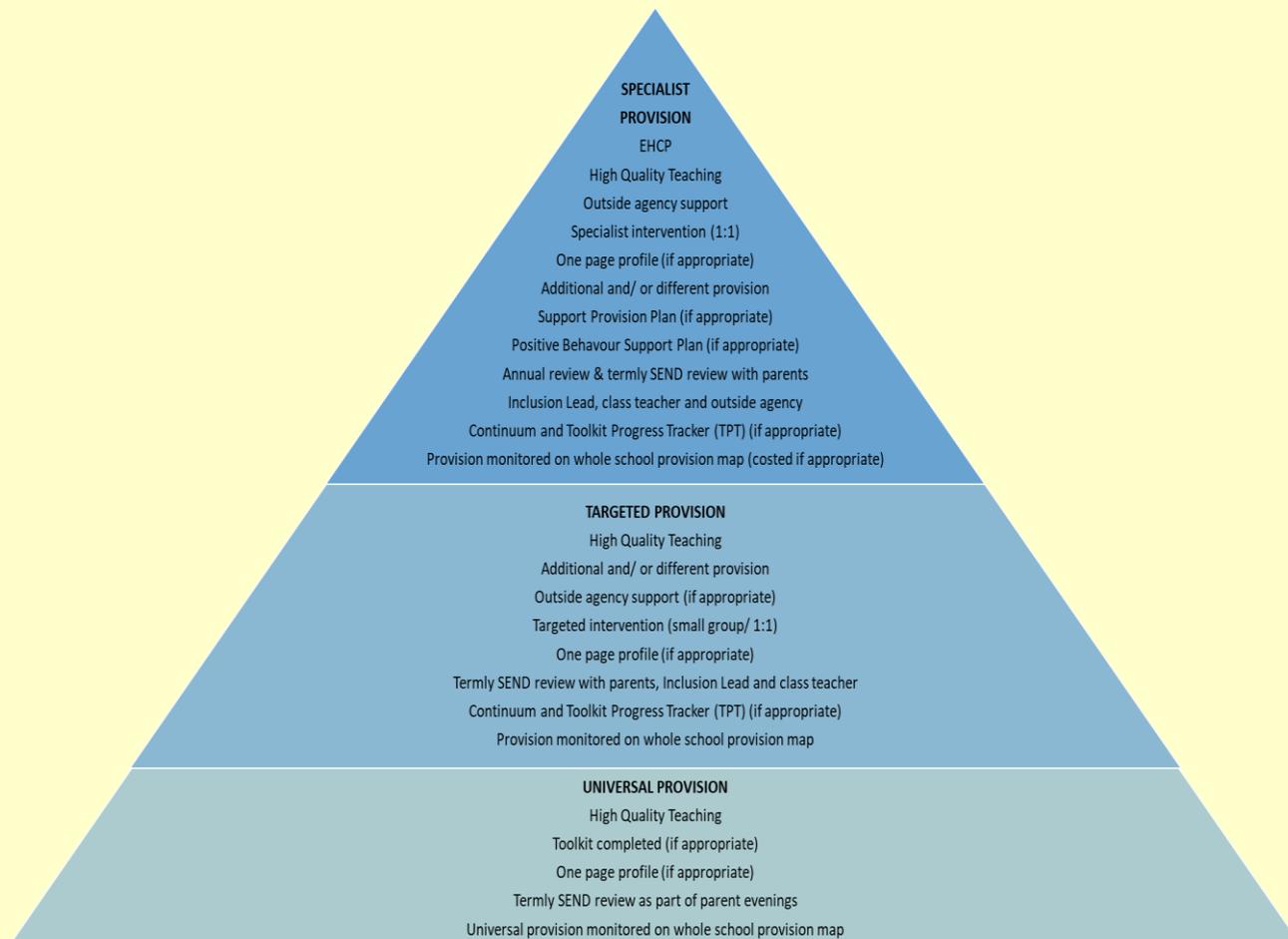
Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

At a specialist level, a School Support Provision Plan or Positive Behaviour Support Plan may be used for focused target setting in possible preparation for an EHC assessment.



5. Education, Health and Care Plan (EHCP)



If a child has lifelong or significant difficulties, they may undergo a [Statutory Assessment](#), which is usually requested by the school but can also be requested by a parent. This will occur when the complexity of need, or lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a 'Team around the child' (TAC) meeting and will combine information from a variety of sources.

Information will be gathered relating to the previous and current provision provided, actions that have been taken, and the preliminary outcomes of set targets. The collated information will be sent to Birmingham's Special Educational Needs, Assessment and Review Service (SENAR) who will make a decision about whether or not the child is eligible for an EHCP, which, if successful, will be focused on outcomes and will be reviewed at least annually.

6. Supporting children moving between phases and preparing for adulthood



At Turves Green Primary School, we make contact with the educational settings used by the children before they transfer to us, in order to seek the information that will make sure that the transfer is as seamless as possible.



Before moving on to a new primary school or entry to a secondary school, information will be shared with the SENDCo of the new school, in order to aid transition.



Transition arrangements often include transition booklets ([Click here for example](#)) and additional induction visits for children to build confidence and give them opportunities to meet the staff at their new settings.

7. Our approach to teaching children with SEND

As a school, we are committed to a graduated approach to our SEND provision.

All teachers are teachers of SEND.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives

6.1, SEND Code of practice, 2015

unique

We recognise that each child is

therefore we

provide:

- ✓ High quality teaching, that is scaffolded and personalised. This will meet the needs of the majority of children and is our first step in responding to children who have or may have a SEND.
- ✓ In addition, we also provide graduated interventions, including:

Targeted (small group)	Specialist (1:1)
Mathletics Peer Precision Teaching (<i>for sounds, words, spellings, numbers etc.</i>) Barrier Games Black Sheep (speech and language) Cued Spelling Overlearning (<i>for sounds, words, spellings, numbers etc.</i>) STILE (<i>for reading skills</i>) Friends for Life/ Circle of Friends (<i>for social skills</i>) Time for Talk/ Socially Speaking (<i>for speaking, listening & social skills</i>) Cosmic Kids Yoga and Mindfulness Lego Therapy (<i>for social communication and/or emotional skills</i>) Lunch Club Word Aware 3 First Class in Number	Read Write Inc. Precision Teaching Direct Phonics Word Wasp/ Hornet (<i>for English skills</i>) Cued Spelling Toe by Toe (<i>for English skills</i>) Power of 2 (<i>for maths skills</i>) All by Myself (<i>for English skills</i>) Better Reading Partnership (<i>for reading skills</i>) Dyslexia Gold Emotion Coaching Volcano in my Tummy (<i>for social and emotional skills</i>) Anxiety Gremlin Pre-Tutoring Vocabulary Thrive (<i>for social and emotional skills</i>)

8. Adaptations to the curriculum and learning environment

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

- We use a Mastery approach to teaching, so that children's learning is scaffolded up to ensure all children can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, pace etc.



- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- A fully equipped physiotherapy room is available to support children with Physical Difficulties and those who require gross motor support or relaxation.



- A SEAL (Nurture) room is available to support social, emotional and mental health needs and provide a calm, quiet environment as required.



9. Additional support for learning

Teaching Assistants

Our teaching assistants are trained to deliver interventions and support in class with groups and individuals.



This support will vary depending upon evidence gained from the graduated approach and if the child is identified as requiring targeted or specialist provision.

Outside Agencies

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

- Educational Psychological Service (EPS) ➡ support for children with a range of Special Educational Needs
- Pupil and School Support (PSS) ➡ support for children with learning difficulties
- Communication and Autism Team (CAT) ➡ support children with social and communication needs or a diagnosis of Autism Spectrum Condition (ASC) and their families
- Speech and Language Therapy ➡ support for children with speech and/ or language difficulties
- Sensory Support (SS) ➡ support children with a visual and/or a hearing impairment
- Health Service ➡ support children with a range of physical and medical needs
- Forward Thinking Birmingham ➡ support children with mental health needs
- Children's Services ➡ provide family support
- Physical Difficulties Support Service (PDSS) ➡ support and promote inclusive education
- Paediatric Physiotherapy service ➡ provide specialist assessment and a range of interventions for children with physical difficulties
- City of Birmingham School (CoBS) ➡ support for emotional regulation

10. Expertise and training of staff



Laura Allden - Inclusion Lead (encompassing SENDCo role)

Our Inclusion Lead, Ms. Allden, is a qualified teacher, Assistant Headteacher (AHT) and is a member of the Senior Leadership Team (SLT). Previously Ms. Allden has been an Advanced Skills Teacher (AST) and Literacy Consultant. She gained a distinction in the National Award for Special Educational Needs Coordination at Birmingham University in 2018.

In 2021-2022 we had a team of 12 teaching assistants, including two higher level teaching assistants (HLTAs) who are trained to deliver SEND provision. In addition, we had two agency teaching assistants employed to support children awaiting placements at Specialist Provision.



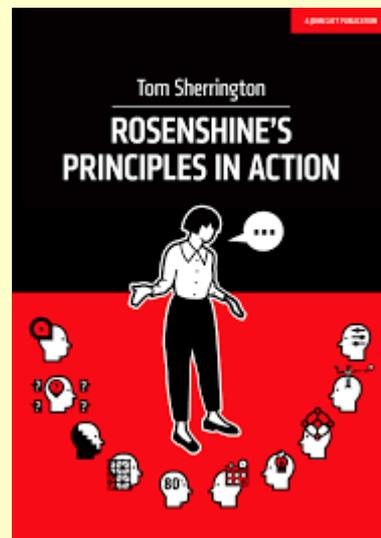
Lani Haywood - HLTA



Laura Belcher - HLTA

2021-2022 Staff Learning

- ✓ [Rosenshine's Principles](#)
- ✓ Emotion Coaching
- ✓ Autism Education Trust: Good Practice Award
- ✓ Toolkit Progress Tracker
- ✓ Scaffolding and journalling in Maths
- ✓ Catheterisation (*Certain staff members*)
- ✓ Direct Phonics (*Certain staff members*)
- ✓ Word Aware 3 (*Certain staff members*)
- ✓ Dyslexia Gold (*Certain staff members*)
- ✓ Read Write Inc. (*Certain staff members*)
- ✓ Physiotherapy (*Certain staff members*)
- ✓ Accessible Equipment (*Certain staff members*)
- ✓ Manual Handling (*Certain staff members*)
- ✓ Occupational Therapy Programmes of Care (*Certain staff members*)
- ✓ Speech and Language Therapy Programmes of Care (*Certain staff members*)
- ✓ Thrive (*Certain staff members*)



11. Securing equipment and facilities



Every year we:

- Review resources, staffing levels and skills for delivering SEND provision

On an ongoing basis we:

- Review class-based resources for children with a SEND
- Source appropriate resources if specific needs are identified

Our Inclusion Lead:

- Supports and monitor's provision



12. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's progress on their [Birmingham Toolkits](#) (at least termly)
- Reviewing the impact of [interventions](#) after each cycle
- Regular monitoring by the Inclusion Lead and other members of the SLT
- Using class and whole school [provision maps](#)
- Holding annual reviews for children with an EHC plan or SEN Support Provision Plan (SSPP)
- Using [pupil voice](#) sheets

2021-22 Pupil Voice comments have you included:

- (What do you enjoy in school?) “Maths. I like learning about big numbers.” Year 1 child
- (What are you learning in school?) “Times Tables: I didn’t know any answers when I came...now I know 5x5 just like that!” New starter in Year 2
- (What are you pleased about?) “I have loads of friends.” Year 2 child
- (What are your dreams for the future?) “To fly to the moon.” Year 2 pupil
- (What are you pleased about?) “My Hot Chocolate nomination.” Year 3 child
- (Who do you learn with?) “Our partners – we do pair and share.” Year 3 child

The 'My Learning' worksheet is a grid of questions for reflection. The questions are: 'What do you enjoy in school?', 'What are you pleased about?', 'Who do you learn with? Where?', 'What do you have to help you?', 'What are your dreams for the future?', 'Who are your friends? What good things do they say about you?', 'What are you learning in school?', 'What challenges you? What could help?', and 'Anything else you want to tell me?'. The title 'My Learning' is written in large blue letters in the center.

The 'My Sensory Needs' worksheet is a grid of questions for reflection. The questions are: 'What would your perfect classroom be like?', 'What areas in school do you like? Why?', 'What times of day don't you like? Why?', 'How do you get comfortable during learning time?', 'Do you enjoy lunch? What foods do you like?', and 'Anything else you want to tell me?'. The title 'My Sensory Needs' is written in large blue letters in the center.

- (What do you want to get better at?) “Writing...I spell a word wrong and then realise it.” Year 4 pupil
- (What are you learning in school?) “Languages - Spanish alphabet, numbers, colours...” Year 5 child
- (What are you pleased about?) “We have great teachers...it helps our brains, so we learn a lot.” Year 5 child
- (What are you learning in school?) “WWII” (child then told me 7 minutes worth of facts!) Year 6 child

13. Enabling children with SEND to engage in activities available to those in the school who do not have SEND

- ✓ All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.
- ✓ All children are encouraged to go on our residential trip to the Pioneer Centre.



- ✓ All children are encouraged to take part in sports day,



- ✓ School plays, exhibitions and workshops.
- ✓ Sporting activities including a Panathlon
- ✓ School Council, Eco-Warriors, and Play-Leaders
- ✓ Community Projects. For example, bidding for money for play equipment.



- × No child is excluded from taking part in these activities because of their SEND or disability.

N.B. Due to COVID-19, some activities have not been available during the academic year 2021-2022.

14. Support for improving emotional and social development

To support children's emotional regulation, all staff are trained upon the use of Emotion Coaching. We have an Assistant Head Teacher (AHT) with responsibility for pastoral and behavioural support (Miss. Foster-Clee),

alongside two learning mentors. They work alongside all staff in supporting children with a SEND.



Tracey Johnson (Learning Mentor)



Aliyah Amjad (Learning Mentor)

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

- Children with SEND are encouraged to be part of all school groups, including the UNICEF group
- We are a silver level UNICEF Right Respecting school
- We are a 'No Outsiders: Everyone is welcome here' school
- A SEAL (nurture) room is used for small group and 1:1 learning and as a calming environment
- A PHSE curriculum including regular Emotional Literacy, Rights Respecting and No outsiders learning occurs for all
- We are a TIASS school. This means that we are proud to be trauma and attachment informed and have training to support us.
- Ms. Johnson is trained in the [Thrive](#) approach.
- Emotion Coaching learning for children and their families coming in 22/23!
- [OPAL](#) play coming in 22/23!



We have a zero-tolerance approach to bullying.

15. Complaints about SEND provision

Queries or complaints about provision for children with a SEND should initially be made with the class teacher. If families continue to have concerns they should meet with the Inclusion Lead or the Head of School - see [Complaints Procedure](#).

The parents of children with disabilities have the right to make [disability discrimination](#) claims to the first tier SEND tribunal if they believe that the 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

16. Contact details of support services for parents of children with SEND

- Children's information and Advice Service (CIAS) 0121 303 1888.
Emergency out-of-hours Telephone: 0121 675 4806
- The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) 0121 303 5004
- SENAR (Special Educational Needs and Review) Parent Link Service 0121 303 8461
- IPSEA Independent Parent Support and Advice 01799 582030
- Educational Psychologists 0121 303 1793
- Pupil and School Support Service 0121 303 1792
- Sensory Support Service 0121 303 1790
- Communication & Autism Team 0121 303 1792
- Autism West Midlands 0303 03 00 111
- School Nurses 0121 245 5750
- Forward Thinking Birmingham (Mental Health Services for 0-25 year olds) 0300 300 0099
- Speech & Language Services 0121 683 2325
- Occupational Therapy Services 0121 466 6231

In addition, we regularly share details of events aimed at parents of children with SEND. In the past year, families have been invited to online events hosted by Access to Education, The Communication and Autism Team, Pupil and School Support, Speech and Language Therapists and Occupational Therapists, alongside workshops hosted by school.



17. Contact details for raising concerns

If a parent, carer or child has a concern they should initially speak to the classteacher. The classteacher will then work with the the Inclusion Lead, Ms. Allden, to support the child and family.

18. The local authority local offer

Our contribution to the local offer is published here:

<https://turvesgreen.excelsiormat.org/key-information/send/>

Birmingham's local offer (SEND) is published here:

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

Glossary of terms

Attainment

A thing achieved, especially a skill or educational achievement.

Auxiliary Aids

Devices or services that enable effective communication.

Birmingham Language and Literacy/Maths Toolkits

Tools for supporting schools in identifying and tracking children working below the expected levels in English and Maths.

Cognition

The mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.

Scaffolding

In education, **scaffolding** refers to a variety of techniques used to move children progressively towards a stronger understanding and, ultimately, greater independence in the **learning** process. To meet children's needs, teachers **scaffold** by modifying the content (what is being taught), the process (how it is taught) and the product (how children demonstrate their **learning**).

Emotional Regulation

The ability to control the experience and expression of emotions.

Emotion Coaching

Emotion Coaching uses moments of heightened emotion and resulting behaviours to guide and teach the child and young person about more effective responses.

Fully Accessible Mainstream

A mainstream school that is fully accessible for those with physical disabilities.

Graduated Approach

SEN support should arise from a four- part cycle, known as the **graduated approach**, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Interventions

A specific program or set of steps to help a child improve in an area of need.

Arbor

An assessment and tracking tool used to track progress and attainment.

Provision

The action of providing or supplying something for use.

Provision Map

A document showing what has been provided or supplied to support children with a SEND or those that may have a SEND.

Pupil Voice

Children's views regarding their own education.

Reasonable adjustments

The Equality Act (2010) states schools are required to make 'reasonable adjustments' so that all children can access their facilities and services

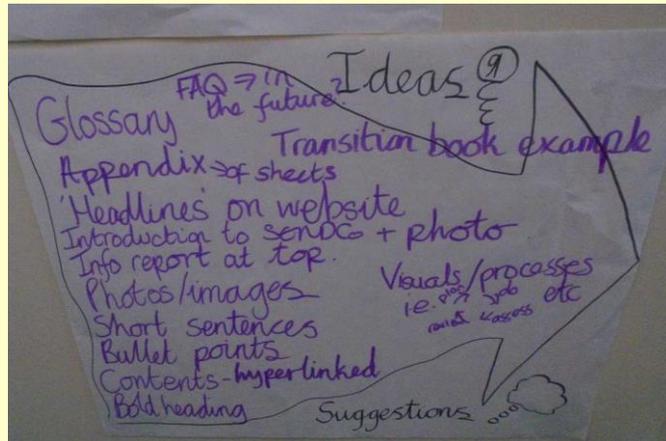
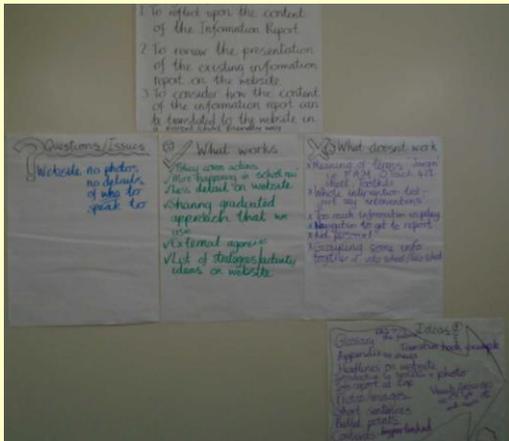
Statutory Assessment

An investigation made by the local authorities into what the special educational needs of a child are and what provisions are needed to meet those needs.

Community Involvement in and Creating and Reviewing our Information Report

With thanks to the parents and children who have continued to help shape this section of the website.

July 2018 and July 2019



Sadly, COVID-19 prevented input in July 2020.

July 2021

In July 2021 an online survey was sent to families and the local governing body to gain their views upon the current Information Report and their suggestions for improvement. The results are as follows:

1. Please go to the SEND section of the Turves Green Primary School website. Click on the Information Report. How easy was it to find this section and report?



Extremely Easy 83%; Easy 17%

2. Once you have opened the Information Report, how easy was it to find the SEND Policy?



3.

Extremely Easy 83%; Easy 17%

4. Once you have opened the Information Report, how easy was it to find the Accessibility Action Plan?



Extremely Easy 100%

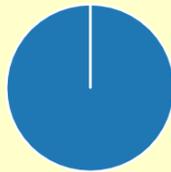
5. How useful were the 'Useful Links'?



6. How useful was the Glossary?



7. Was the layout of the Information Report engaging?



Yes 100%

8. How could the layout be improved?

"N/A", "It's fine", "I viewed on phone and the format seemed aligned for website viewing but wasn't a real issue "

9. How easy was it to find out about transitions? 4.6/ 5 stars

10. How easy was it to find out about support services available?
4.6/ 5 stars

11. How easy was it to find out about the Local Authority Local Offer?
4.7/ 5 stars

12. Overall, how easy was it to find information in the Information Report? 4.7/ 5 stars

13. Overall, how useful is the Information Report? 4.5/ 5 stars

14. What else would be useful to have in the Information Report or how could it be improved?

- "Nothing as I can think of"
- "Seems fine as it is"
- "N/A"
- "Pupil Voice"

N.B. Text in green shows that the comment has been actioned.

July 2022

Families were invited to review and discuss the 21/22 Information Report and the current SEND provision in school. Their discussions are detailed below.

- Text in **green** shows that their comment has been actioned.
- Text in **orange** shows the idea will be actioned in the academic year 22-23.
- *Italic* text shows school response to comment.

What are we doing well and should continue?

- “All ideas and suggestions from other professionals and meetings are implemented quickly with the child’s needs paramount.”
- “Communication is fabulous and organised.”
- “Listening to needs of (the) child.”
- “Staff are friendly and approachable and personally I’ve always felt heard. Problems raised are listened to and action taken.”
- “Responding to emails as not all parents see teachers regularly.”
- “Coffee Mornings.”
- “Child’s individual needs are taken into account and support is put in place at a personal level.”
- “Quick to support and find ways to ensure child is happy to be in school.”
- “Panathlon was great; (we need to continue) celebrating our SEND children.”

How can we share information more effectively?

- “Coffee mornings are great but not all can attend or feel comfortable attending so maybe a SEND Newsletter or SEND Section on the website where questions could be asked answered?”
- “WhatsApp messaging” *Arbor used*
- “Dojo” *Not GDPR secure*
- “**SEND Info on newsletter**”
- “Some form of Social Media to send information.” *Twitter: @Turves_GreenPS*

What could we improve on?

- “Extra-curricular activities that are fun and relaxed.” *Cosmic Kids and Lego Therapy starting in 22/23.*
- “**Information sharing between teachers and SENDCo and SENDCo and teachers.**”
- “**Child passport briefly outlining child’s needs.**” *One Page Profiles created with children and their families.*
- “**Communication diaries separate to reading books.**” *Home/school diaries available.*

- “More advance information regarding communications to next year group.”
- “More information about interventions that happen.”

Have you seen/ heard/ read about an idea that could have a big impact?

- “Class Dojo” *Not GDPR secure*
- “Relax Kids” *Cosmic Kids and Lego Therapy starting in 22/23.*
- “School water bottles with lids” *This would increase the cost of water bottles to families. If a child has a specific need, exceptions can be made.*

What do you like about the current online Information Report?

- ✓ Bullet points
- ✓ Examples
- ✓ Photographs
- ✓ Glossary

What could be improved about the online Information Report?

- ✗ SEND Prominent on list of tabs. *New website makes SEND more prominent.*
- ✗ Plans for next year i.e., emotion coaching for families and OPAL
- ✗ TIASS school promoted
- ✗ Is it accessible i.e., background, font, languages, can be read aloud?



Turves Green Primary School

Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated and scaffolded curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum e.g. visual timetables, pencil grips, coloured overlays.</p> <p>Curriculum resources include examples of people with disabilities e.g. in books.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>To reduce or eliminate barriers which may prevent pupils with a disability from accessing the full curriculum.</p>	<p>Targets for children with SEMH and SLCN to be developed.</p> <p>Continue to identify and address training needs of staff to understand and meet the needs of disabled pupils and those with medical needs.</p> <p>Leaders are developed to analyse SEND data and develop their awareness of how to increase access within their subjects.</p> <p>Daily checks are completed to identify any health and safety hazards</p>	<p>SENDCo</p> <p>SENDCo SLT Pastoral Manager</p> <p>SENDCo Subject leads SLT</p> <p>Site Manager</p>	<p>July 2020</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SEND and medical needs registers are up to date.</p> <p>Staff are aware of pupils with disabilities and medical needs in the school and able to respond to their additional needs</p> <p>Support staff and teachers receive appropriate training, including annual epi-pen and asthma training.</p> <p>Pupils with disabilities and</p>

	<p>Targets set are appropriate for pupils with additional needs (Cognition & Learning/ Physical Difficulties).</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Specialist agencies visit regularly or are in contact with support staff & pupils e.g. Educational Psychologist, Pupil & School Support, Physical Disabilities Support Service and Diabetes Nurse</p> <p>Designated, trained staff assist and supervise pupils with physical difficulties.</p> <p>Training days for children who are wheelchair users, enable them to develop life skills.</p> <p>Extra-curriculum activities are open to all children and the take up of this is monitored to be in line with the percentage of children with SEND in the school.</p> <p>One Page Profiles are in place for children as required. Visiting teachers are directed to look at these before meeting a class/ group/ child.</p> <p>Personal Care Plans, Personal Support Plans, Physical Management Plans and Personal Emergency Evacuation Plans are in place</p>		<p>around school and on the playground.</p> <p>Review of Risk Assessment Policy.</p> <p>Regular monitoring to ensure agreed provision is consistently in place, so that children are provided with the appropriate support to fully participate.</p> <p>Manual Handling Plans in place for children with physical difficulties.</p>	<p>Site Manager</p> <p>SENDCo</p> <p>SENDCo</p>	<p>July 2020</p> <p>Ongoing</p> <p>July 2020 and then ongoing revision as required</p>	<p>medical needs will access the full curriculum and be involved in the life of the school</p> <p>Disabled pupils have access to equipment appropriate to their needs.</p> <p>Pupils with disabilities and medical needs will be able to access and play in a secure environment free from harm.</p>
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for all children who require them. They are created with parents and outside agencies, as appropriate.

The SEND register is reviewed at least termly and shared with staff. In addition, a register of those children with a Birmingham Toolkit is also kept.

Following research and recommendations from outside agencies, children are provided with specialist aids, equipment, and ICT to promote their access to the curriculum.

Venues chosen for school trips are fully accessible or adaptable to meet the needs of the class.

Appropriate risk assessments for school trips are completed, including individual risk assessments, as necessary.

SENDCo is involved in most Pupil Progress meetings and provides challenge using Birmingham Toolkit data and ensures children receive the extra support they require.

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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of individuals as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bays • Fully accessible toilets around the school and personal care facilities • Library shelves at wheelchair-accessible height • Automated push button doors 	<p>Reduce the barriers to the physical environment which may prevent individuals with a disability from entering/exiting and moving around the building with ease of access.</p>	<p>Daily checks are completed to identify any health and safety hazards around school and on the playground.</p> <p>Review of Risk Assessment Policy.</p> <p>The school will take account of the needs of all pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements or refurbishments of the site and premises such as improved access; lighting and colour schemes; accessible fixtures and fittings</p>	<p>Site manager</p> <p>Site manager</p> <p>SLT</p> <p>Governing Body</p>	<p>Ongoing</p> <p>July 2020</p> <p>Ongoing</p>	<p>Clear and safe access around the school.</p> <p>Needs will be met wherever feasibly possible.</p>
<p>Improve the delivery of information for pupils, parents, staff and visitors with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>Termly parent training raises awareness of how to support a range of needs.</p> <p>Half termly coffee-mornings allow for information sharing.</p>	<p>Reduce the barriers to accessing information from school, around school and on the school website</p>	<p>Information on the website available in other languages.</p> <p>Provide information in other languages/media when required.</p> <p>Continue to focus upon the consistency of presentation of information to ensure it is fully accessible e.g. visual timetables, font size and type, colour of backgrounds and paper.</p>	<p>Strategic IT Manager</p> <p>SENDCo</p> <p>Office team</p> <p>SENDCo</p> <p>SLT</p>	<p>Ongoing</p>	<p>School aware of any special provision required to meet the needs of individual children and others, and who to contact to access help, support and guidance; and relevant training and development</p> <p>All pupils and adults will have access to information</p>

	<p>SEND Information Report reviewed with parents.</p> <p>Children on roll (and their families) receive support from specialist services e.g. Physical Disabilities Support Service, Educational Psychology Service, Sensory Support Service and Pupil School Support.</p> <p>Care plans created alongside families and outside agencies.</p> <p>Reports from outside agencies highlighted for families and teachers.</p> <p>Meetings with families offered to explain report and actions to be taken.</p> <p>Support is offered by the school office, Pastoral Manager, SLT and SENDCo to help parents to access information and complete school forms.</p> <p>Training is accessed to meet the needs of individual pupils when and where appropriate.</p>					<p>regardless of ability or ethnicity and to receive it in a form that they can access.</p>
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Transition Book



Turves Green
Primary School

My Transition Book 2018



Moving to the next year's class in September.



This is me.

My name is Luke Skywalker.



The class I am in now is 2G.



My school year is Year 2.



My new teacher and class

My next class will be 3A.



The teacher will be Ms. Allden.

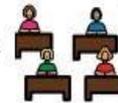


My School year will be Year 3



Things that will be the same...

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I will use the same toilets.

I will have lunch in the same place.

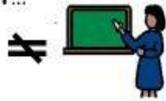
My friends will still be in my class.

We will do Maths and English.



Things that will be different...

I will have a new classroom.



I will have a new teacher and teaching assistant - Ms. Allden and Mr Vader.

I come to school through the side gate. Mr. Vader will meet me.

Playtime is 10.15am - 10.30am. We don't have an afternoon play.

Play is in the front playground.



I can go to refectory at morning playtime.

Lunchtime is 12.10pm - 1pm.



Everyone feels nervous and maybe excited when they are starting something new.



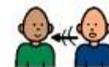
It is ok to ask questions



It is ok to not know what to do all the time.



Your teacher and teaching assistant will help you. You can ask them for help or ask them a question if you are unsure about something.



You will soon settle in and enjoy the new things that you do.



Soon it will seem like an 'old' classroom not a new one!!



Well done Luke!

You are on the way to being ready for the next school year! Fantastic!

