

Links to Rights Respecting

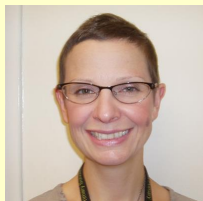
Article 2: 'The convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.'

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 Alden, 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 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.

SEND Information Report Contents

1. [Kinds of SEND provided for](#)
2. [Identification and assessment](#)
3. [Involving children and their families](#)
4. [Assessing and reviewing progress](#)
5. [Education Health and Care Plans \(EHCPs\)](#)
6. [Transitions](#)
7. [Teaching](#)
8. [Curriculum and learning environment adaptations](#)
9. [Additional support for learning](#)
10. [Staff expertise and training](#)
11. [Equipment and facilities](#)
12. [Evaluating effectiveness](#)
13. [Engagement for all](#)
14. [Emotional and social development](#)
15. [Complaints about SEND provision](#)
16. [Support Services](#)
17. [Contact details](#)
18. [Local authority local offer](#)

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](#)
- ❖ [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?



What outcomes do we want?

What progress do we expect?
What levels should they achieve?

What does the child and their parent think?

What support is needed?

Is something additional and/ or different needed?

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.

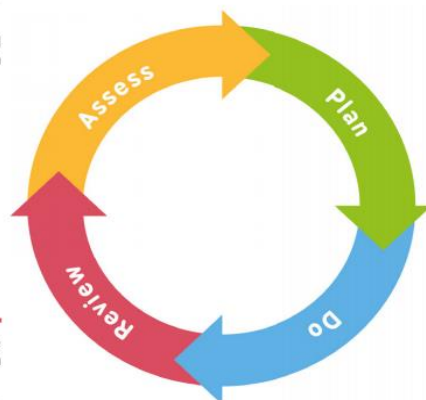
Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

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

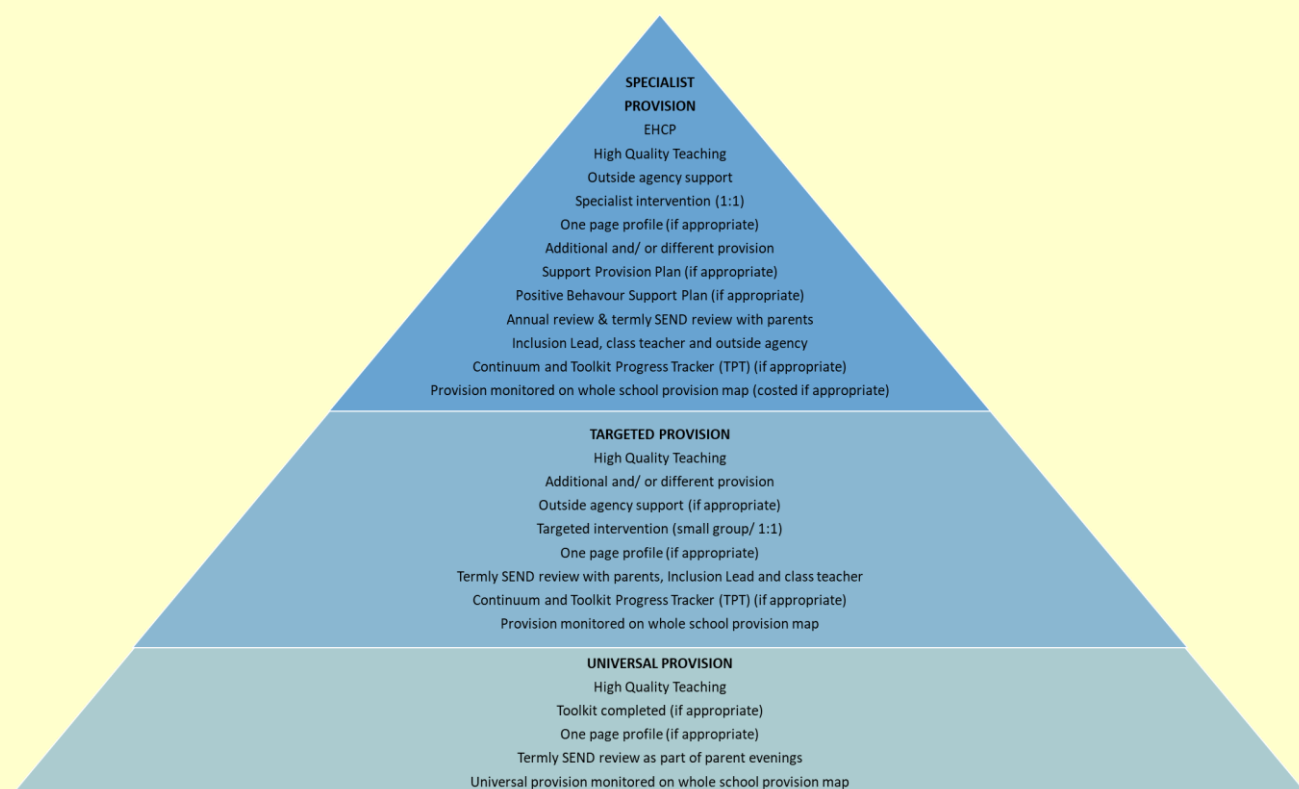
Do

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 SEND Support Provision Plan or Emotional Regulation 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.

- Usually requested by the school but can also be requested by a parent.
- Occurs when the complexity of need, or lack of clarity around the needs of the child, are such that a multi-agency approach is required:

- to assess that need,
- to plan provision,
- to identify the resources 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.
- The referral 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.



Starting Secondary School

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
provide:

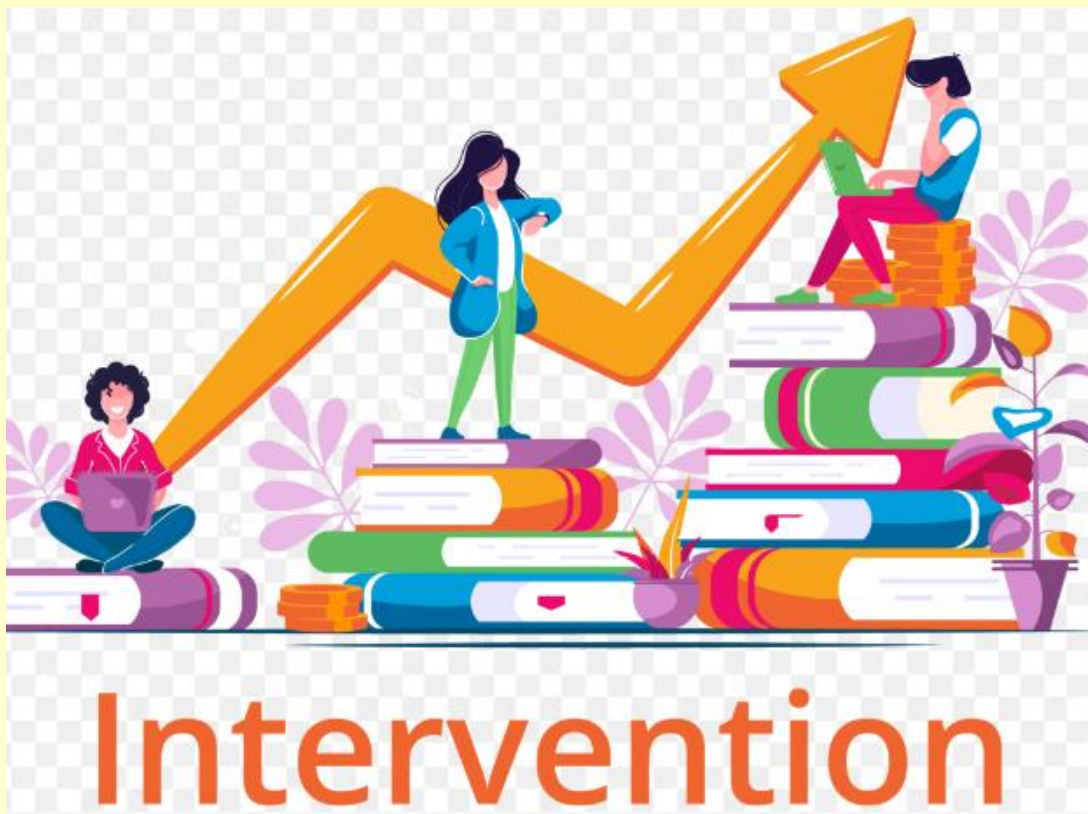
therefore we

- ✓ High quality teaching, that is scaffolded and adapted. 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)
Peer Precision Teaching/ Sparkly Folders (<i>for sounds, words, spellings, numbers etc.</i>) Black Sheep Press 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>) Lego Therapy (<i>for social communication and/ or emotional skills</i>) Lunch Club Word Aware 3 First Class in Number PSS EAL Intervention PSS Maths Interventions Write from the Start Colourful Semantics WellComm	Read Write Inc. Precision Teaching/ Sparkly Folders Direct Phonics Word Wasp/ Hornet (<i>for English skills</i>) Cued Spelling/ Overlearning Power of 2/ Plus 1 (<i>for Maths skills</i>) WellComm All by Myself (<i>for English skills</i>) Better Reading Partnership Emotional Awareness Volcano in my Tummy (<i>for social and emotional skills</i>) Proud Book (<i>for social and emotional skills</i>) Thrive (<i>for social and emotional skills</i>) Colourful Semantics (<i>for speech and language skills</i>) Intensive Interaction (<i>for social communication skills</i>) Think Good-Feel Good (<i>for social and emotional skills</i>) Counselling - CBT and Person Centred Write from the Start (<i>for fine motor skills 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, Now and Next boards, coloured overlays, visual timetables, larger font, etc.



- Adapting 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 was 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 2022-2023 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 agency teaching assistants employed to support children awaiting placements at Specialist Provision or who had additional funding through SSPPs.



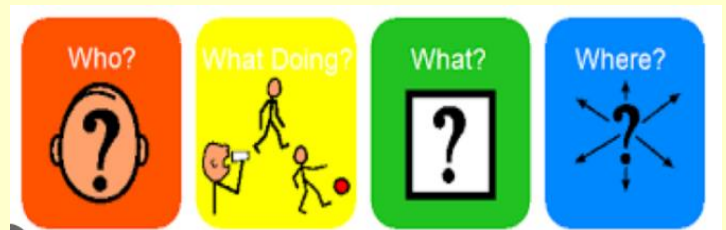
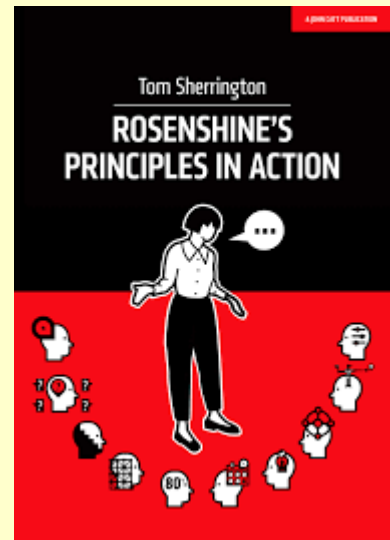
Lani Haywood - HLTA



Laura Belcher - HLTA

2022-2023 Staff Learning

- ✓ Walkthru's (based upon [Rosenshine's Principles](#))
- ✓ [Let's Think English](#)
- ✓ Metacognition
- ✓ Autism Education Trust: Making Sense of Autism
- ✓ EEF Special Educational Needs in Mainstream Schools Guidance
- ✓ No Outsiders
- ✓ Disadvantaged Strategy
- ✓ Adaptive teaching across the curriculum
- ✓ Sickle Cell Anemia
- ✓ Colourful Semantics
- ✓ Toolkit Progress Tracker
- ✓ Catheterisation (*Certain staff members*)
- ✓ Read Write Inc. (*Certain staff members*)
- ✓ Physiotherapy (*Certain staff members*)
- ✓ Accessible Equipment (*Certain staff members*)
- ✓ Safer Handling (*Certain staff members*)
- ✓ Occupational Therapy Programmes of Care (*Certain staff members*)
- ✓ Speech and Language Therapy Programmes of Care (*Certain staff members*)
- ✓ Sensory Stories (*Certain staff members*)
- ✓ Picture Exchange Communication (*Certain staff members*)
- ✓ Intensive Interaction (*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 continuously
- Bids for additional provision i.e., a successful bid for 40 iPads for

children with a SEND in 2022



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

2022-23 Pupil Voice comments have you included:

- (What experiences have you enjoyed in school?) “Flexi Fridays: We made purses!” Year 3 child
- (What are you learning in school?) “The Great Fire of London; it happened in 1666 and started on Pudding Lane in Thomas Farriner’s bakery. In Maths we are learning about finding the easy maths. So, for $7+4$ you would make 10 first and add the rest.” Year 2 child
- (What challenges you?) “PE is difficult, but I do try. My friends and teachers help me.” Year 4 child
- (Have you done any clubs in school?) “Choir, cricket, yoga and mindfulness.” Year 3 pupil
- (What do you have to help you?) “Sound mats, tens frames, cubes, number lines, whiteboards.” Year 1 child
- (How would you describe you?) “I am different to everyone else. I have black hair and I think I am important.” Year 4 child
- (What do you enjoy at school?) “Football at lunch, editing in English, Maths and P.E.” Year 5 child

- (Do you have a leadership role in school?) “Yes, I am the school councilor...we’re going the Houses of Parliament in London!” Year 6 child

- (What have you been successful at?) “Writing – the handwriting and putting the words in order.” Year 3 child

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

- ✓ All 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 Boundless Outdoor Activity Centre.



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



- ✓ School plays, exhibitions, and workshops
- ✓ Sporting activities
- ✓ School Council and Eco-Warriors
- ✓ Extra-curricular clubs specifically for children with SEND i.e., Lego Therapy and Yoga.



	I do yoga at home		I enjoy yoga		I feel relaxed after yoga	
	Baseline data:	Exit data	Baseline data:	Exit data	Baseline data:	Exit data
☹️	57%	43%	43%		57%	
😞	29%	14%	14%			
😐	14%	29%	29%	14%		
😊			14%	14%	29%	14%
😄		14%		72%	14%	86%

- ✓ Accessible play equipment, which was selected by and bid for by children in school.
- ✗ No child is excluded from taking part in activities because of their SEN or disability.

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)

INSERT PHOTO OF SINEAD FROM PHOTO CARD

Sinead Combes (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 School Council
- 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.
- Ms. Coombes is a trained counsellor.



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 to the class teacher. If families continue to have concerns they should meet with the Inclusion Lead or the Headteacher - 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



Need someone to talk to?
Struggling to cope with feelings?
We're here for you.

If you're under 25 and have a registered Birmingham GP, email: askbeam@childrenssociety.org.uk or call: 0207 841 4470, 10am-6pm - 7 days a week for support.



Developing Handwriting Skills

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 and coffee mornings hosted by school.

17. Contact details for raising concerns

If a parent, carer or child has a concern they should initially speak to the class teacher. The class teacher will then work with the Inclusion Lead, Ms. Alden, 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/>

SEND
BIRMINGHAM

RESOURCES,
INFORMATION
AND SUPPORT
ALL IN ONE PLACE

The **SEND** Local Offer website - www.localofferbirmingham.co.uk

NHS



BIRMINGHAM
CHILDREN'S TRUST



Birmingham
City Council

Glossary of terms

Adaptive teaching

The [Education Endowment Foundation](#) describes it as '...being responsive to information about learning, then adjusting teaching to better match pupil need'.

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.

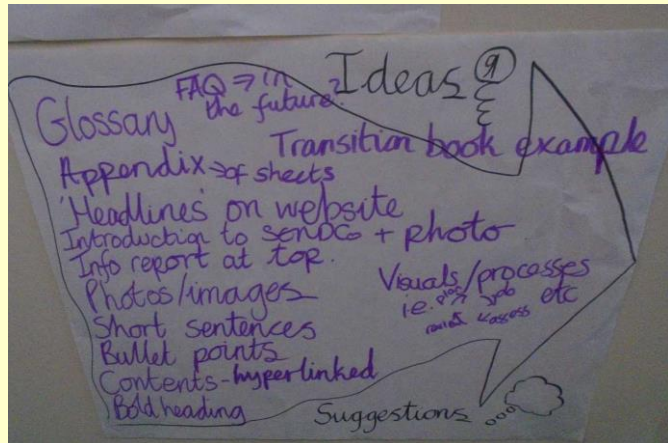
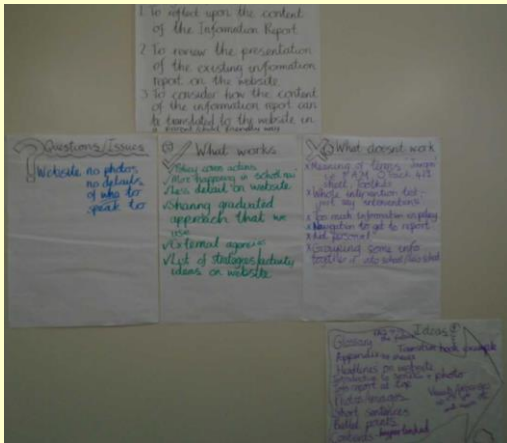
Statutory Assessment

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 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?



Extremely Easy 83%; Easy 17%

- 3.

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



Extremely Easy 100%



4.50 Average Rating

5. How useful were the 'Useful Links'?



4.50 Average Rating

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?

July 2023

Families were invited to review and discuss the 22/23 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 23-24.
- *Italic text* shows school response to comment.

What are we doing well and should continue?

- "Coffee mornings."
- "Opportunities to ask questions."
- "SENCo in school."
- "Support when child needs it straight away."
- "Passing messages onto the class teacher in the mornings."

How can we share information more effectively?

- "More meetings/ groups for help and support."
- "Communication book/ diary."
- "Increased time for parent/ teacher communication for children with SEND." *Parents Evening Consultation time cannot be increased due to teacher directed working hours. SLT to discuss how this can be addressed.*
- "Include information on annual School Reports regarding provision in place." *To be raised with SLT.*

What could we improve on?

- "More direct communication with the teacher." *EYFS/ KS1 have opportunities to speak daily on the door. KS2 children have messages passed on. Return calls and meetings consistently available when requested. Three formal consultations per year, with more available if required.*
- "Communication between teachers when they transfer classes."

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

- "Children with additional needs come in earlier/ later to unwind/ calm down before going into class" *In place already for children who require this.*
- "Groups with other children like them to do an activity."

What could be improved about the online Information Report?

- × Break information down into smaller sections so it is not so overwhelming.



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
Increase access to the curriculum for pupils with a disability	<p>Our school offers an adaptive 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 visible and invisible disabilities, e.g., in books, within teaching and learning resources.</p> <p>Curriculum progress is tracked for all pupils,</p>	To reduce or eliminate barriers which may prevent pupils with a disability from accessing the full curriculum.	<p>Wellbeing and mental health learning developed as a progressive plan for the whole school alongside evidence-based monitored interventions.</p> <p>Emotionally Based School Avoidance guidance part of Attendance policy and rigorously followed to provide understanding and appropriate support.</p> <p>Continue to identify and address training needs of staff to understand and</p>	<p>AHT for PD Inclusion Lead</p> <p>SLT Pastoral Manager Inclusion Lead</p> <p>Inclusion Lead</p>	<p>September 24</p> <p>As policy is reviewed and as ongoing good practice.</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 respond to their needs appropriately and consistently.</p> <p>Support staff and teachers receive appropriate training, including annual epi-pen and asthma training.</p>

	<p>including those with a disability.</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 and/or medical needs.</p> <p>Training days for children who are wheelchair users, enable them to develop life skills.</p> <p>Inclusive sporting events enable inclusion and development.</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 (developed by all stakeholders) are in place for</p>		<p>meet the needs of differently abled pupils and those with medical needs.</p> <p>All leaders are leaders of SEND: MAT wide development to analyse SEND data and develop leader's awareness of how to increase access within their subjects.</p> <p>Daily checks are completed to identify any health and safety hazards around school and on the playground.</p> <p>Review of Medical Needs Policy and register.</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>Safer Handling Plans (including hoist usage) in place for children with physical difficulties.</p> <p>Cycle of safer handling training planned and adhered to.</p> <p>Continue to ensure sufficient staff are trained to support physical and</p>	<p>Inclusion Lead Subject leads SLT MAT</p> <p>Site Manager</p> <p>Inclusion Lead</p> <p>Inclusion Lead</p> <p>Inclusion Lead</p> <p>Inclusion Lead</p> <p>Inclusion Lead</p> <p>Inclusion Lead AHT for PD</p>	<p>Ongoing</p> <p>Ongoing</p> <p>September 23 and then ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Pupils with disabilities and medical needs will access the full curriculum and be involved in the life of the school</p> <p>Differently abled 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> <p>Assessments match the needs of the children and enable staff to provide accurate provision to ensure access.</p>
--	--	--	---	--	--	--

	<p>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 for all children who require them. They are created with parents and outside agencies, as appropriate.</p> <p>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.</p> <p>Following research and recommendations from outside agencies, children are provided with specialist aids, equipment, and ICT to promote their access to the curriculum.</p> <p>Venues chosen for school trips are fully accessible or adaptable to meet the needs of the class.</p> <p>Appropriate risk assessments for school trips are completed, including individual risk assessments, as necessary.</p> <p>Inclusion Lead is involved in most Pupil Progress meetings and provides</p>		<p>medical needs to ensure safety and access.</p> <p>Continue to ensure representation upon 'voted' groups are representative of the school make-up i.e., differently abled represented.</p> <p>Assessments are effectively used to identify needs and support staff to provide the correct provision.</p> <p>Autism Environmental Check.</p> <p>iPads for children at SEN Support or with an EHCP, have APPs that increase access and progress.</p> <p>Accessible IT tools embedded into teacher practice and children trained to use</p>	<p>Inclusion Lead AHT for PD</p> <p>Inclusion Lead CAT Specialist Teacher</p> <p>MAT IT Lead Inclusion Lead</p> <p>MAT IT Lead Inclusion Lead</p>	<p>Annually each September</p> <p>Ongoing</p> <p>SP24</p> <p>End of SU23</p> <p>Ongoing</p>	
--	---	--	--	---	---	--

	<ul style="list-style-type: none"> • Height adjustable equipment • Standing tables <p>Three EVAC Chairs are available and TAs trained.</p> <p>EVAC procedures include safer handling advice.</p>		Outside of school office and between gates and front playground - paving flattened/ ramps added for ease for users with mobility aids	Site manager	September 26	
Improve the delivery of information for pupils, parents, staff and visitors with a disability	<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>Regular parent training raises awareness of how to support a range of needs.</p> <p>Regular coffee mornings allow for information sharing.</p> <p>'Inclusion Corner' section on weekly newsletters.</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, Communication and Autism</p>	Reduce the barriers to accessing information from school, around school and on the school website	<p>Information on the website available in other languages and has accessibility tools available clearly signposted.</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>Inclusion Lead</p> <p>Office team</p> <p>Inclusion Lead</p> <p>SLT</p>	Ongoing	<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 regardless of ability or ethnicity and to receive it in a form that they can access.</p>

	<p>Team, Pathfinders 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 Inclusion Lead 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>Awareness days/ weeks celebrated i.e., Autism Awareness.</p> <p>Information available in other formats when required i.e., translated, large print etc.</p>					
--	--	--	--	--	--	--

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**.

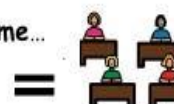


My School year will be **Year 3**



Things that will be the same...

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!

