



The Federation of Abbey Infant & Junior School

SEND Annual Report 2024 - 2025

Inclusion at the Federation of Abbey Infant and Junior School

'Inclusive education is a system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements' (UNICEF,2017:1)

At the Federation of Abbey Infant and Junior School, we enable our children to achieve academic success through a rich, diverse and inclusive curriculum. We provide many opportunities for our children to be motivated and enjoy learning through educational visits, residential activities and a variety of visitors who bring different experiences of life.

It is important to us that every child is valued and their talents, skills and unique qualities are recognised. We believe in developing the whole child and actively promote and encourage their well-being and a healthy lifestyle.

Our Inclusion Team

- Mrs. J. Sharp – our Executive Assistant Head for Inclusion who monitors the progress of pupils and co-ordinates the provision of support for pupils with additional needs.
- Mrs. J. Sherwood – Higher Level Teaching Assistant (HLTA) who assists with the organisation, assessments and evaluation of provision in the Junior School.
- Mrs. G. Brighton – HLTA, who assists with the organisation, assessments and evaluation of provision in the Infant School.

Our SEN Governor is Mr. Patrick Redmond.

We also have Learning Support Practitioners / Assistants who are deployed to support individual pupils (1:1 basis), small groups (in classrooms), withdrawal groups (out of classrooms), or to deliver specific programmes of support on a 1:1 basis.

Special Educational Needs and Disabilities (SEND)

Under the new Special Educational Needs and Disability (SEND) Code of Practice (January, 2015), schools have a duty to provide parents with information relating to their SEND provision in the form of a 'Send Information Report'.

Our SEND Information Report

At the Federation of Abbey Infant and Junior School, we welcome everybody into our community. The staff, governors, pupils and parents work together to make Abbey a happy, welcoming place where children and adults can achieve to their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different groups of children within our school family, providing a learning environment that enables all pupils to make the greatest possible progress and achieve to their full potential in a caring, supportive and fully inclusive environment.

Our special education needs and disabilities (SEND) provision allows pupils with barriers to their learning, the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning, enabling them to maximise their potential and to work independently.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short term intervention learning programmes, skills groups and other interventions developed to personalised learning.

We have very good attendance as pupils want to come to school to experience our high quality learning provision.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood

If your child has special educational needs and / or a disability and you would like to know more about what we offer at Abbey, please refer to our [SEND Policy](#) or contact us on 0121 429 1689 (Infant School), 0121 429 2700 (Junior School) or email Mrs. J. Sharp (SENDCo) at jill.sharp@abbey.sandwell.sch.uk.

The Kinds of Special Needs for which provision is made at the school

We refer to the term 'Special Educational Needs' if a child:

- Has significantly greater difficulty in learning than the majority of children of their age in one or more areas of learning. Academic criteria are adhered to when making decisions. The threshold for each group varies.
- Has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority (LA) concerned for children of similar age.

The difficulty or disability may relate to:

- communication or interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory or physical conditions

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have

difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges have to have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in school.

Sensory and / or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and / or equipment to access their learning and the environment.

Children and young people with MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Children may have special needs that fall into one or more of the above categories. They have a great impact upon a child's ability to function, learn and succeed.

Medical Needs and Access

Although pupils with specific medical needs are not classified as having Special Educational Needs, and are not included on SEN Registers, we do ensure that their needs are met. Some pupils require Individual Health Care Plans, which are written by health professionals, and some require School Care Plans, which are written in conjunction with the school and parents / carers – all are shared with staff. These are regularly up-dated and staff attend any training necessary to manage needs. Pupil information is kept in the school office and copies given to all class teachers for immediate access. Both schools have wheelchair access and disabled toilets.

Special Educational Needs and Disability (SEND) provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an on-going core process throughout the school. It is a check that each child is making **good progress** against the national expectations. If a child is not making good progress, then we identify a need and determine the reasons why.

Good progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider.

Assessment and Identification

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout Early Years Foundation Stage, Key Stage 1 and Key Stage 2, the children are assessed against **nationally set criteria** to check their progress across all areas of learning / subjects. It is through this process that children who are not making good progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make good progress, the next stage would be to move to the use of school intervention and / or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and staff consultation, a child's special needs are identified and the needs are recorded on the SEND Register under SEND Support.

Long term outcomes and short term targets devised in collaboration with the child, parents, Class Teacher and Executive Assistant Head for Inclusion. Should an outside agency be involved, then they would also be asked to contribute to the outcomes and targets. The outcomes and targets will be reviewed each term.

Provision

Our principle, aims and objectives

The Governing Body and staff at the Federation of Abbey Infant and Junior Schools are committed to providing an inclusive education for all and to meet and support the needs of all pupils in our care.

Universally, at Abbey, **we aim** to ensure each pupil receives a broad and balanced curriculum, including provision to meet all needs.

Our **objectives** are to:

- Ensure that all children receive high quality 'good' or better teaching.
- Track every child's progress.
- Identify pupils who have any barrier to learning.
- Produce specific, measurable, achievable, realistic outcomes and time limited (S.M.A.R.T) targets for the pupils to meet.
- Help every child achieve their potential through tailored planning of work and selected provision of targeted interventions.
- Evaluate the impact of targeted interventions.
- Consult with outside agencies for advice regarding pupils with persistent needs.
- Liaise with pupils, parents / carers about additional support.
- Provide all staff with recommendations for supporting pupils with additional needs.

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children – inclusive ‘quality first’ teaching
- adapt the curriculum to take account of different learning styles, interests and abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set outcomes and discuss these with parents and pupils

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age (See our Equalities Policy).

Support Staff

- support the teachers in enabling all children to have ‘quality first’ teaching through access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to reduce the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school

Intervention

Intervention is carried out by the school and ‘additional to or different from’ the usual adapted curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- having Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

Frequency and Timing of Support

This is arranged and timetabled by the Executive Assistant Head for Inclusion, as well as the Teachers who also provide intervention so that they can adapt provision according to need.

Organisation of Support

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately adapted. Lessons are structured to provide a range of visual, auditory and kinaesthetic (VAK) activities. The school adopts a flexible approach to support provision in order that a child’s individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or Indirect support in the Classroom.
- Focused withdrawal support from the Classroom.

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually, they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.

Bespoke well-being and learning support is enhanced by all of our LSP’s and LSA’s.

External Services

When a child is demonstrating further cause for concern or their learning need is more **complex** and **persistent** than can be met by the school intervention already put in place, **school will engage with relevant external services. This is triggered when:**

- a child continues not to make good progress
- continues working at levels substantially below that of children of a similar age, even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty developing English and Math's skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment or requires regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or more specific way as they move on through the school.

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from **external services** is likely to follow a decision taken jointly by school staff and in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine outcomes and targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Support Staff are assigned across the whole school to support SEND pupils according to need.

Links with outside agencies are well established and transition to and from our transfer schools are very good due to our close liaison. Colleagues from outside agencies and Sandwell SEND Information and Advice Support Service (SENDIASS) continue to advise and support our Staff and parents to better understand and address the needs of our pupils.

How we ensure Inclusive practice at Abbey Infant and Junior schools?

Adapted Provision for all pupils (Universal offer)

The progress of all pupils is the responsibility of the class teachers, and they plan work weekly for a range of abilities and aptitudes. Most pupils are expected to make progress through adapted activities / tasks to meet their needs. All children take part in a personal conversation with the class teachers and support staff about their levels of ability, achievements and personal targets and aspirations. The progress of all children is tracked through daily marking of work, observations and weekly assessments. Formative assessments feed into summative assessments and these are recorded half-termly and progress tracked throughout the year.

Provision for pupils who need specific support in addition to adapted work within the classroom

Pupils, who do not make expected progress despite work being adapted for them within the classroom, are able to obtain additional support through small group intervention to meet their needs and accelerate progress. We record these interventions on our 'provision maps'. These are up-dated at least termly and in-light of the data entry checkpoints across the academic year.

Intervention is designed to be time limited and accelerate progress to narrow any gaps. If successful, we would expect children to 'drop off' provision maps and return to good quality first class teaching.

However, should a child continue to not make expected progress, then they are referred to our Inclusion team for further assessment, advice and guidance. The Executive Assistant Head for Inclusion / SENDCo (Mrs Sharp) will contact parents / carers with these concerns. If parents are in agreement, the pupil will be placed on the SEND Register. Taking into account both the pupil's and the parents views, a Pupil Profile will be prepared identifying both long term outcomes and related short term targets based on the pupil's individual needs, along with the proposed targeted intervention and support to accelerate progress. A copy of the Pupil Profile will be sent to parents for their information.

Any additional intervention / support is put into place and again monitored through the provision maps.

If, a child continues to not make accelerated progress, then additional support and guidance may be sought from Sandwell's Inclusion Support team. At this stage, parents / carers are invited to discuss the individual needs and further support that can be received from outside agencies (see SENDCo liaison section below).

Personal timetables are written for each pupil, detailing provision planned each day and who is supporting them. The hours of support are also totalled to reflect expectations to meet the 'Notional SEN' budget received by school to fund additional support. **Equipment and resources will be secured to support those with SEND through the SEND notional budget, Dedicated Schools' Grant or top-up funding through an EHCP.**

Pupil outcomes and targets may be amended in line with Agency recommendations, along with support and intervention. The views of the pupil will be sought and termly meetings will be arranged by the SENDCo with class teachers and parents / carers to review their child's progress.

The effectiveness of interventions are monitored and evaluated on a termly basis; longitudinally during either the Pupil Profile or EHCP Annual Review.

Personal Pupil Profiles

Pupil Profiles are one-page profiles written with the pupils and include any personal information they wish to share about themselves, including their likes, dislikes, hobbies, home life, family, abilities, disabilities, interests, attainment and aspirations. Parents / carers are also invited to contribute towards writing these profiles. The profiles also include long-term outcomes and short-term targets and additional information about the interventions and support they will have to reach these. Pupil Profiles are written with the pupils and used for sharing information with all staff and visiting adults. This is to ensure the all adults in school are aware of individual needs and how to best support our pupils.

Timetable of how progress is tracked and how additional provision is planned

Targeted interventions are introduced termly, following pupil progress meetings with each year group. Class teachers identify pupils, and Inclusion Leaders at school discuss areas of need and place pupils on appropriate interventions to meet specific needs (whether working in a small withdrawn group or 1:1 with an identified 'key' worker). A programme of work is planned with the pupil and timetabled to run for 6 – 12 weeks (according to the intervention and individual needs).

Detailed records are kept of the progress made, and adjustments are made accordingly. Pupils' achievements are noted on their Personal Profiles and new targets set for the following term. Individual records for each pupil and interventions are completed. The Inclusion team evaluates these and summary reports are produced indicating the impact each intervention has made. Individual pupil records are filed in year group folders. Occasionally, we find a pupil may need to continue on a specific programme, or an

alternative approach is put in place. Pupils and parents / carers are kept informed of the progress made during open evenings or review meetings arranged by Mrs Sharp.

Statutory Assessment: Education and Health Care Plan (EHCP)

When a child is demonstrating a **significant** cause for concern or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place, statutory assessment will be considered. The EHCP incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child, contribute to this plan. If a statutory assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Sandwell (please see 'The Sandwell Local Authority Offer' below).

The LA will need to have:

- information about the child's progress over time
- documentation in relation to the special education need
- details of actions taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements in place

The information includes (where relevant):

- targets for the child and outcomes
- records of regular meetings, reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an Advisory Teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a 'Request for Statutory Assessment'. They will need to contact the Special Educational Needs and Disabilities Information and Support Service for Parents (SENDIASS) or the LA to be advised of the way forward. If the school makes a 'Request for Statutory Assessment', parents can still access support from SENDIASS at any point in the process. The process is defined by a specific timescale and statutory procedures. All evidence is gathered by agencies involved and a Community Assessment Meeting (CAM) takes place. This is often held in school and the agencies, including parents, make an agreed view as to whether to proceed toward an Education and Health Care Plan (EHCP) assessment. If the need meets the guidance in the Sandwell SEND framework, then a case file is built to move toward presentation at a SEND Panel. If the Panel agree the need, then a draft EHCP is drawn up for consultation. This process can take twenty weeks.

EHCP's are subject to Annual Review which will include both the parental views and the child's views about their progress. Further Reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly Reviews.

The SENDCo

Mrs. Sharp, the Executive Assistant Head for Inclusion, is SENDCo. She has many years' experience in this role both within Birmingham and now Sandwell. She is responsible for the implementation of the SEND Policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies, Medical and Psychology Services. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use.

Specialised Staff Training

- National Award for Special Educational Needs Coordination – Mrs. Sharp
- National Award for Special Educational Needs Coordination – Miss Vance; Mrs Kaur; Miss Supple; Mrs Piper
- Autism – Mrs. Sharp has completed Levels 1, 2 and 3 of the Autism Education Trust Training.
- Dyspraxia – Mrs. Sharp has completed the ‘Support for Pupils with Developmental Co-ordination Disorder’ course.
- Staff receive training (external and internal) as part of the Continuous Professional Development (CPD) and are appraised annually as part of the school’s performance management procedures.

Resources

A wide range of materials is provided by the school in order to assist in drawing up a programme for a child with SEN. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

Partnership

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils.

We endeavour to create positive links with our parents by operating an ‘Open Door’ policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

Initially, when a child’s special needs are identified, parents are invited to a meeting to discuss this further with either the class teacher or the Executive Assistant Head for Inclusion. Parents are consulted regularly at the termly parental consultations or at the individual Reviews. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School Agency Partners include:

Educational Psychologist
SEN Advisory Teacher for Learning
SEN Advisory Teacher for Social, Emotional and Mental Health (SEMH)
Complex Communication and Autism Team
Child and Adult Mental Health Service
Speech and Language Support Service
Physio and Occupational Therapy Team
Sensory Support Team for Visual and Hearing difficulties

If you would like to know more information about these services, then please contact us on 0121 429 1689 (Infant School) or 0121 429 2700 (Junior School). Or you can email Mrs. Sharp at jill.sharp1.Abbey-jun.sandwell.sch.uk.

Further information is also available from SENDIASS (for a contact number and address, please see Appendix 2).

Pupils

Pupils:

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context

- have a role to play in voicing their suggestions as to how the teachers can help them to learn better
- comment on how they feel they are progressing when their targets are evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and targets.

Complaints

We hope that complaints about SEND provision will be rare. However, if there should be a concern, the process outlined in the School's Complaints Policy should be followed which is available on the School's Web Site.

Transition

We recognise and appreciate that transition, whether to a secondary school, from the Infant School to the Junior School or between year groups, needs careful planning and preparation to ensure success for our pupils. Links with our transfer schools are very good due to our close liaison. The Staff from the secondary schools are encouraged to spend time with our school Staff; attend transition days and both Looked After Children (LAC) and Pupil Profile Reviews, familiarising themselves with the individual pupils, their needs and ambitions for the future.

Within school, after Summer Half Term, Staff Meetings are focused on transition. Receiving and delivering Staff share information about pupils from an academic as well as a social and emotional perspective, using the Pupil Profile to reflect the pupil's voice. There are also planned transition days and opportunities for children to take part in joint experiences with their next year group.

The Sandwell Local Authority Offer

All Sandwell maintained schools try to ensure that they have a similar approach to meeting the requirements of pupils with SEND to ensure that they make the best possible progress at school. Please click on the following link to access Sandwell's Website <http://www.sandwell.gov.uk/send>

Support for parents

Please see Appendix 2.

What do you think?

We very much value your opinion and would be really interested to hear what you think of our Inclusion Website.

Are you happy with the format and content? Would you like to see any changes or additional information included? If so, then please contact Mrs. Sharp (Executive Assistant Head for Inclusion), who will be happy to discuss any of your suggestions with you.

Appendix 1 – Support and Intervention

Sensory, Physical and Motor Intervention:

- **Occupational therapy / physiotherapy - 1:1**
(3 x 15 mins / week)
Exercise plans are set by the therapist. These are followed in school as a 1:1 intervention.
Targets are set individually and reviewed by the therapist termly.
- **Fun Fit - Small group**
(3x 20 mins / week)
The sessions include a warm up using soft exercise. They offer a range of exercises to improve gross and fine motor skills and hand and eye co-ordination. From using a baseline assessment, evidence has shown an improvement in handwriting skills, concentration and attention.
- **Hand writing / Fine Motor skills – 1:1 or Small Group of 3 – 4 children**
- **Speed Up!: a Kinaesthetic Programme to Develop Fluent Handwriting – 1:1 or Small Group of 2 - 3 children**
- **Teodorescu Percepto Motor skills (Write From the Start)**
Ongoing programme – working through complete programme of booklets (possibly up to 12 months).
- **Letter Formation - Small group of 4 – 5 children.**
(3 x 20 mins / week)
Direct instruction of correct letter orientation, pencil grip, posture etc.

Visual Impairments / Hearing Impairments:

- **Interventions** for specific pupils who require additional support / aids for their needs eg: sloping boards, coloured overlays, hearing aids – the need to be seated at the front of the class. Visiting agencies / therapists give recommendations / advice for support.

AM – Ring Fenced for SEND Pupils

Intervention	Age Group	Delivery	Length	Description
The Talisman Series	KS2	Small Group (6 or less)	Termly 30 mins 3/4x a week	Aimed at older pupils who need to learn the Phonic Code in order to make progress in their reading. The books introduce the vowel sounds and their alternative spellings (following Phase 5 of the 'Letters and Sounds' programme). The series includes 10 books, each with a phonic focus. A workbook based on the stories includes a variety of activities which teach and consolidate an understanding of the Phonic Code.
Direct Instruction Sparkly Folder (English – HFW)	Any	1:1	Termly 5 mins daily	A Sparkly Folder designed to develop sight vocabulary of HFW.
Toe by Toe (English – Reading / phonics)	KS2	1:1	Termly 10-15 mins 3x a week	Coaching notes are provided for each session.

				<p>All students start with learning initial letter sounds and then are taught decoding skills.</p> <p>Some non-words are used in order to focus the learner's attention solely on decoding rather than guessing using any other "cue".</p>
Five Minute Box (English & Maths – sight recognition)	KS1	1:1	Termly 10 mins 5x a week	<p>There is both a Maths and an English Five Minute Box.</p> <p>Maths:</p> <ul style="list-style-type: none"> - Teaches basic skills such as number recognition, counting, shapes, concepts of time, money and measurement etc. - Can be linked with the area of work being taught in daily maths lessons. - Multi-sensory. <p>Reading:</p> <ul style="list-style-type: none"> - Teaches basic skills for reading acquisition such as phonics and irregular HFW. - Also teaches basic facts such as pupil's address, birthday etc. - In both areas, daily progress is recorded and shared with the pupil.
Precision Teaching (English & Maths – sight recognition)	Any	1:1	Termly 5-10 mins daily	<p>A timed delivery designed to develop sight vocabulary in both Reading and Maths. Can be used to develop sight vocabulary for:</p> <ul style="list-style-type: none"> - Number bonds to 10 / 20 - Maths symbols - Phonemes - CVC / CVCC words - HFW <p>Teacher to agree focus.</p>
Sandwell Early Numeracy Intervention (Math)	KS1 and KS2	Small Group (6 or less)	Termly 30 mins daily	<p>Designed to improve accuracy and fluency over a period of time. The goal is to get pupils to use their maths skills in the widest possible range of settings and situations, to accurately discriminate between the target skill and 'similar' skills, and the ability to identify elements of previously learned skills and adapt them to new demands or situations. Teaches maths skills to mastery level and helps to develop pupil's self-esteem.</p>
Pre-Tutoring (All Subjects)	Any	1:1 or Small Group (6 or less)	Termly 10 mins (as directed on Profile)	<p>To be used for children who are BA or SEND to build confidence and explain new vocabulary or concepts in any area of the curriculum.</p>

PM – Longer Interventions for all Pupils

Intervention	Age Group	Delivered	Length	Description
Comprehension Group (English - Comprehension)	Any	Small Group (6 or less)	Termly 30 mins 1x a week	Project X Comprehension Materials (based on reading scores as opposed to age), are used to increase understanding and ability in answering comprehension questions independently. Pupils are supported to read text and answer questions verbally, progressing onto providing written answers.
Sentence Group (English – Writing)	Any	1:1 or Small Group (6 or less)	Termly 30 mins 1 x a week	Linked to the Comprehension Group, pupils are supported to answer comprehension questions with written answers, developing their ability to write sentences that make sense and to use capital letters and full stops appropriately.
Write Away Together (English – Writing)	Years 1 to 6	1:1 or small group (4 or less)	10 weeks 30 mins 2x a week	Based on a partnership approach, the LSP/LSA work closely together to identify strengths and areas of weakness that need focussed work. Teaching sessions focus on using ‘Praise’, ‘Improve’ and ‘Plan’ model. Spelling, grammatical skills, word modification and sentence construction are included within the context of the pupil’s work.
Better Reading Partners (BRP) (English - Reading)	KS1 & 2 Average Ability Pupils	1:1	10 Weeks 15 mins 3x a week	Focus is on the development of independent reading strategies. Each session has a common structure of re-reading a known and familiar text, re-reading a book recently taken home and introducing a new text. Reading partners are trained to prompt the pupil to problem solve difficulties and to develop reading behaviours. Specific targeting of pupils who need extra opportunities to develop their understanding at an inferential level.
Stairway to Spelling (English – Spelling)		1:1	Termly 30 mins 3x a week	A structured approach to the teaching of spellings – teacher strategies (look, cover, write and mnemonics)
Enable (English – HFW, Reading, Writing) Enable Plus (English – HFW, Reading, Writing)	Year 2 Years 3 to 5	1:1 Small Group (3 or less) 1:1	8 Weeks 30 mins daily 22 weeks 30 mins 2x a week, plus 1x 10 mins	Programme consists of the following elements: <ul style="list-style-type: none"> - Direct instruction of phonics / irregular HFW. - All skills are taught to a mastery level. - Prepared reading of new text. - Re-reading of a familiar text. - Sentence construction.

				An important element of Enable is to build self-esteem in pupils. The pace of instruction is influenced by pupil progress.
The Vocabulary and Inference Programme	Upper KS2 (More Able Lower KS2)	Small Group (6 or less)	3 x 30 min sessions weekly	A structured programme designed to boost comprehension in pupils aged 9-14 years, plus more able pupils in Yr.3/4. <ul style="list-style-type: none"> • A selection of well-suited texts. • Fosters on pupil motivation, self-esteem and confidence. • Ongoing assessment • Developing vocabulary through a variety of activities. • Focuses on prediction, summarisation, thinking aloud, text structure, questions and questioning • Teaching of strategies to aid comprehension and inference. • Opportunities are planned to ensure generalisation of skills learnt.
Enable (Maths)	Year 2 and above	1:1	8 weeks minimum (termly) 30 mins daily	Covers the following early skills: <ul style="list-style-type: none"> - Rote Counting - Reading and ordering numbers - Missing numbers - Conservation of number - Number language - Number facts / bonds -
Talking Maths (Developing Speaking and Listening in the Language of Mathematics)	KS1 & 2	Small Group (4 or less)	10 weeks (termly) 30 mins 3x a week	Designed to develop pupils understanding and use of mathematical language through structured, episodic lessons which provide opportunities for learners to engage in mathematical dialogue and develop confidence in a positive setting The typical pupil profile is that of a child who is showing mathematical competence but who would benefit from developing their understanding and use of language in the context of mathematics

SEMH Interventions

Intervention	Age Group	Delivered	Length	Description
Nurture Group	KS1	Small Group (4 or less)	Termly 30 mins 1/2x a week	Where specific SEMH areas of need have been identified through a Beyond the Boxall profile, activities are developed and implemented within a 'safe' setting where children are encouraged to understand their feelings and express them without feeling rejected or criticised. They learn

				to value themselves, accept the need to change, to wait, to listen, to care for others. As this happens, the children grow in self-esteem, self-confidence and in the ability to relate well to other pupils and to adults.
Social Skills Group	KS1	Small Group (4 or less)	Termly 30 mins 1x a week	Designed to support children with SEMH, ASD, communication and speech and language difficulties, the programme reinforces the whole school approach to teaching 'good sitting (carpet and chair)', 'good listening' and 'good looking' skills, giving them an opportunity to practice the skills in a small group environment.
Exploring Feelings and Emotions Group	KS2	Small Group (4 or less)	Termly 30 mins 1x a week	This programme is for those children who struggle with showing empathy towards others. It gives them the opportunity to recognise different feelings (happy, sad, scared, worried and excited) both in themselves and in others. They learn to: <ul style="list-style-type: none"> - Understand what each feeling means - Describe what the feeling looks and feels like - Identify the feeling another person and give some reasons why they might be feeling that way
Good to be Me Group (Building self-esteem)	KS2	Small Group (4 or less)	Termly 30 mins 1x a week	This programme supports children to build self-esteem through recognising the positives about themselves. This is done through 5 separate areas: <ul style="list-style-type: none"> - Feeling good about myself - Looking at things positively - Recognising the good things about school - Recognising my achievements - Setting achievable goals for the future.
Exploring Friendships Group	KS2	Small Group (4 or less)	Termly 30 mins 1x a week	Although initially written for children on the Autistic Spectrum, this programme supports any child struggling with friendships. Children are encouraged to take someone with them, identified through conversations with an adult. Skills addressed throughout the programme are: <ul style="list-style-type: none"> - Self-awareness - Awareness of others - Emotional literacy and empathy - Functional communication - Daily play skills.
Keeping Cool Group (Anger Management)	KS2	Small Group (4 or less)	Termly 30 mins 1x a week	This programme has been designed to help children understand their anger and, in doing so, help them to understand how to control it. The session objectives are: <ul style="list-style-type: none"> - To understand what anger is, where it comes from and how it is experienced and expressed.

				<ul style="list-style-type: none"> - To identify safe and unsafe ways to express anger and to learn strategies to express their anger safely. - To raise self-esteem and self-confidence, recognising their responsibility and to think positively about managing their anger. - To know and use relaxation methods to help manage their anger. - To manage conflict better – separating the anger from the person and moving away from conflict.
My Hidden Chimp	KS1 & 2	1:1	Termly 30 min 1x a week	A work book which helps children to understand and manage their emotions, thinking and behavior with ten helpful habits.
Mindfulness	KS1 & 2	Small Group (4 or less) or 1:1	6 individually timed sessions implemented 3x a week	<p>For children who are 'switched on' all the time, Mindfulness gives them a 'pause button'. It helps them to manage the stress they encounter both at home and in school and which can have a harmful effect on the developing brain. Mindfulness supports and enhances children's learning:</p> <ul style="list-style-type: none"> - How to pay attention - How to focus - How to concentrate - How to listen - How to learn <p>Increases emotional intelligence</p> <ul style="list-style-type: none"> - To have a wise relationship with themselves and others, including thoughts and feelings. <p>Improves well-being</p> <ul style="list-style-type: none"> - Reduces stress - Teaches how to relax
Lego Therapy	KS1 & 2	Small Group (4 or less)	Termly 30 min 1x a week	Lego Therapy is a programme designed to aid, teach and promote social communication. It uses Lego in a structured environment in which the children have clearly defined roles. Rules are formulated to decide appropriate behavioural conduct. It draws on a shared interest in Lego to aid the acquisition of social skills, perspective taking and sharing. It increases a child's interest in engaging with peers, building friendships and working with a trusted adult. The focus of the group is on the Lego. The focus of the group leader is on social communication and the collaboration of the children.
Building Blox	KS2	Small Group (6 or less)	12 weeks	Building Blox is a 12 week programme, developed in response to a number of children who are vulnerable owing to a variety of factors; typically children who have had an adverse childhood experience.

				<p>Throughout the 12 weeks, there are 3 main principles introduced and reinforced through fun and creative activities:</p> <ul style="list-style-type: none"> - Trust – the ability to trust others. - Worth – how we feel about ourselves is really important. - Regulation – the ability to regulate emotions, reactions and responses.
Drawing & Talking	KS1 & 2	1:1 or small groups	12 weeks 1:1 6 weeks group	Drawing & Talking allows individuals to discover and communicate emotions through a non-directed technique. It is used to compliment rather than replace specialist mental health services.
WELLCOM (A Sp&L Toolkit for Early Years) Including The Big Book of Ideas	EYFS / Reception	1:1	A one-off assessment followed by intervention for 5/10 minutes, 2/3 times a week	A screening tool for identifying a child's individual Sp&L needs, based around their age. Should a need be identified, then related activities can be found in the Big Book of Ideas.
Helping Young Children to Concentrate (Ros Bayley and Lynn Broadbent)	EYFS and KS1	Small Group (4 or less)	Individually timed sessions (around 10 / 15 minutes), 2 / 3 times a week	Supports the development of listening, attentional and concentration skills. Helps children to understand why concentration is important and how they can do it effectively. The children play games and talk through the processes involved which help them increase their attention span and ability to concentrate.

Additionally, we have the following:

Social Stories - A structured approach to develop reasoning and understanding of social situations and consequences of actions (Jd'S, MC, JS).

Safe physical restraining / moving and handling – Staff trained to develop the correct procedure when physically restraining a pupil at risk of harming themselves or others.

SEMH sessions:

- **The Rainbow Room (Infants) and The Retreat (Juniors)** - available for pupils with SEMH and sensory difficulties.

Sensory, Physical and Motor Intervention:

- **Occupational therapy / physiotherapy - 1:1**
 - o (3 x 15 mins / week)
 - o Exercise plans are set by the therapist. These are followed in school as a 1:1 intervention.
 - o Targets are set individually and reviewed by the therapist termly.
- **Fun Fit - Small group**
(3x 20 mins / week)

The sessions include a warm up using soft exercise. They offer a range of exercises to improve gross and fine motor skills and hand and eye co-ordination. From using a baseline assessment, evidence has shown an improvement in handwriting skills, concentration and attention.

- **Hand writing / Fine Motor skills** – 1:1 or Small Group of 3 – 4 children
- **Speed Up!: a Kinaesthetic Programme to Develop Fluent Handwriting** – 1:1 or Small Group of 2 - 3 children
- **Teodorescu Percepto Motor skills (Write From the Start)**
Ongoing programme – working through complete programme of booklets (possibly up to 12 months).
- **Letter Formation** - Small group of 4 – 5 children.
(3 x 20 mins / week)
Direct instruction of correct letter orientation, pencil grip, posture etc.

Visual Impairments / Hearing Impairments:

- **Interventions** for specific pupils who require additional support / aids for their needs eg: sloping boards, coloured overlays, hearing aids – the need to be seated at the front of the class. Visiting agencies / therapists give recommendations / advice for support.

Computerised Programmes:

Spelling Frame – a free-to-use website that links directly to the spelling rules and words taken from the national curriculum; it is a brilliant tool to help support children’s spelling. It can be accessed either on a computer, tablet or phone and is very user-friendly.

Maths Flex - a maths practice service for KS2 children, that combines mastery approaches to intelligent practice, whole-class teaching, and same day intervention with powerful AI, creating a personalised learning pathway for all pupils.

Appendix 2 – Support and Guidance

Support from external organisations taken from the SEND 2015 Code of practice.

A range of organisations offer support and training to schools on overall identification and teaching approaches for pupils with SEN as well as on specific conditions.

Many aspects of the approach set out draw on learning from the piloting and subsequent work of Achievement for All (www.afa3as.org.uk). This demonstrates that when a whole-school approach to supporting pupils with SEN is taken, along with effective engagement with parents, there can be a clear impact on attainment.

Schools, colleges and early years providers who need to improve the knowledge and skills of staff in relation to specific conditions can access information, advice and training materials that have been developed through the Department for Education’s voluntary and community sector grants programme.

- NASEN provides a SEN Gateway that enables access to a broad range of materials and support services across the range of SEN (www.sendgateway.org.uk).
- The Excellence gateway provides access to resources to support professional development in the FE and Skills sector (www.excellencegateway.org.uk).
- Early Support provides a range of information materials to families and professionals www.ncb.org.uk/earllysupport.

The following organisations provide advice, information and training on specific impairments:

- The Autism Education Trust for children and young people on the Autism Spectrum (www.autismeducationtrust.org.uk).
- The Communications Trust for speech, language and communication difficulties (www.thecommunicationtrust.org.uk).
- The Dyslexia SpLD Trust on dyslexia and literacy difficulties(www.thedyslexia-spldtrust.org.uk).
- The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment (www.natsip.org.uk)

Each of these organisations is working with funding from the Department for Education to support the reforms to the SEN system.

- MindEd (www.minded.org.uk) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.

Sandwell Local Authority's local offer can be found at <https://www.sandwell.gov.uk/send>

Contact details for Sandwell Local Authority SEND service

Sandwell SEND Information and Advice Support Service

The Sandwell SEND Information and Advice Support Service (SEND IASS) provides neutral advice and support to help parents and carers involved in discussions about their child's SEN.

Sandwell SEND Information and Advice Support Service
Cape Hill Children's Centre
Corbett Street
Smethwick
B66 3PX
Telephone - 0121 555 1821.

Sandwell SEN Service

Telephone: 0121 569 8240

Email: sen_team@sandwell.gov.uk

Address:

Children's Services
SEN Service
Sandwell Council House
Freeth Street
Oldbury
B69 9EX
B69 3DB