

New Invention



We can...we will...together!

Special Educational Needs Information Report December 2025

This policy will be reviewed in full by the *Governing Body* on an annual basis before it is published on the school website.

The policy was last reviewed and agreed by the *Governing Body* in December 2025.

It is due for review December 2026.



What are the aims of the provision at New Invention Infant school in regards to children with special educational needs and/or disability?

We place great importance on ensuring that all children are given the experience of a caring supportive community where learning is enjoyable and where children are able to develop their abilities, interests and talents as fully as possible. We recognise that some children will require additional help and we aim to:

- Reduce barriers to learning and cater for the needs of every child to enable them to reach their full potential by making reasonable adjustments to increase access to the curriculum and the school, environment.
- Accurately identify children with Special Educational Needs and Disabilities (SEND) as soon as possible in order to support progress and continued good physical and mental health and wellbeing.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- Work cooperatively with a range of outside agencies such as speech and language therapy, occupational therapy, physiotherapy, community paediatricians etc. to ensure there is a multi-professional approach to meeting the needs of the children in our school.
- Ensure staff have a high level of expertise to meet the needs of children with SEND through well-targeted continuing professional development and up-to-date training.

What are special educational needs (SEN) or disability?

At New Invention Infant school, we use the definition for SEN and for disability from the SEND Code of Practice (2015):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers

What are the kinds of special educational needs (SEND) provided for at New Invention Infant School?

- Our school currently caters for a wide range of needs that may overlap or change over time.

These include:

- **Communication and interaction** - including understanding spoken language, use of spoken language, speech sound production, fluency, attention and listening, social interaction
- **Cognition and learning** - including learning at a slower pace than their peers even with appropriate adaptation, moderate learning difficulties, severe learning difficulties, support needed due to associated difficulties with mobility, physical difficulties, communication and sensory impairment
- **Social, mental and emotional health** - including children who are withdrawn, isolated, dysregulated, overwhelmed or anxious, have attachment difficulties, ADHD
- **Sensory or Physical** - including difficulties with fine and gross motor skills, visual difficulties, hearing difficulties, sensory issues, mobility difficulties, toileting and self-care needs.

Our school also provides an 8 place Specialist Resourced Provision (SRP) of commissioned spaces for Walsall children with an Education Health and Care Plan (EHCP) and a diagnosis of Autism who also have Speech, Language and Communication as their main area of need.

- Our SRP is led by the Early Years lead who is also an Assistant Head teacher and the DSL, supported by 3-4 Learning Support Assistants one of which is a HLTA. This ensures our most highly trained and skilled staff are supporting the most vulnerable children in our school.
- In the SRP, all learning is totally bespoke and personalised to the needs and targets of the children within it. As speech, language and communication difficulties are the main area of need, we use part of the school's allocation and additionally paid for Speech and Language Therapy service to ensure that the children and the staff are supported by the highest trained therapists in Walsall who assess and review the children and provide advice for staff.

Who should a parent contact if they think their child has special educational needs?

Parents should talk to their child's class teacher in the first instance. Their role is to:

- Adapt and refine the curriculum to meet the needs of all children in their class and enable them to participate in all learning including physical and practical activities.
- Check the progress of each child and plan and deliver additional support when needed to enable children to achieve their next steps.
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions
- Work with the SENDCo to review each child's progress and development and decide on any changes to provision
- Ensure they follow the SEND policy

They can also contact the school SENDCO who:

- Co-ordinates, plans, monitors and evaluates the provision to support individual children with SEND, including quality first teaching, together with the head teacher and the governor for SEND.
- Acts as a link with parents to ensure that they are involved in planning provision to support their child to learn and access the curriculum, ensures parents are kept fully informed about the range and level of support available to their child in school, and includes parents in termly review meetings to discuss the progress of their child.
- Acts as a link with a range of external agencies and professionals to arrange observations, provide written reports and ensure their advice and recommendations are included in a child's provision in school.
- Acts as a link with staff at previous and potential next school settings to ensure children and their parents are informed about all options available and a smooth transition is planned.
- Contributes to the professional development of all staff, supporting and advising colleagues and arranging training so that school staff are skilled and confident about meeting the needs of all children in school.
- Ensures the school keeps the records of all children with SEND up to date.

In addition the Head Teacher is:

- Responsible for the provision and progress of learners with SEND and works with the SENDCo and SEND governor to plan the development of the SEND policy and provision in school.

The SEND Governor:

- Supports the school to monitor, review and adapt SEND provision to meet the specific needs of the children in school.
- Ensures that school staff are adhering to the appropriate legislation and guidance.

We actively listen to all parents and carers and gather information about a child's understanding and behaviour both at home and in school. We then take this into account and work with parents and carers so that we are all helping children in the same way and helping them make progress. Parents and carers views and aspirations for their child will be central to the assessment and provision provided by school.

How does the school know if children need extra help?

- Teachers and other adults in school are aware of the abilities, prior learning and understanding of the children in their care through discussions with staff from the child's previous setting, with parents and by using observations, questioning, marking and assessments using the schools assessment for learning records.
- Where progress is less than expected despite High Quality Teaching or concerns are raised by parents, we will use a range assessment tools such as Derbyshire Language Scheme screening, Talkboost, Wellcomm, and Phonics screening to understand if extra resources and different approaches are needed to help children to make faster progress. A concerns form is written which includes the setting of specific targets to work towards which are reviewed in 6 to 8 weeks to measure the impact of the additional support.
- The class teacher and SENCO will discuss the results with the parents and carers and if the child has not made the expected progress then they may be added to the school's SEND register.
- A graduated approach to support is implemented whereby specific next steps using individualised resources and support are discussed and written up as an Individual Education Plan (IEP), giving details of the special educational provision needed that is additional and different to what is normally available.

How will the school support children with SEND?

- All children will be provided with high quality teaching that is adapted to meet their needs. The quality of classroom teaching provided to children with SEND is monitored in a number of different ways such as:
 - classroom observations by the Senior Leadership Team, the SENDCO and other outside professionals
 - work sampling and monitoring of planning to ensure effective matching of work to children's need,
 - teacher meetings with the SENCO to provide advice and guidance on meeting the needs of children with SEND,
 - discussions with parents and carers on the quality and effectiveness of any interventions provided,
 - attendance and behaviour records.
- Children with a disability will be provided with reasonable adjustments and equipment (such as auxiliary aids and services) to overcome any difficulties experienced in school and ensure access to the curriculum.
- Children's attainments are tracked using the whole school tracking system and those struggling to make expected levels of progress are identified very quickly. These children are then discussed in termly pupil progress meetings that are undertaken between the class teacher, the SENCO and the Curriculum and Assessment lead.
- Additional action to increase the rate of progress will be then identified, recorded, and shared with parents and carers.
- If the rate of progress is still a concern and it is decided that a more individualised special educational provision is required to support a child, a meeting will be arranged with parents and carers to discuss the need for SEND support and a cycle of 'assess, plan, do and review' will be started:

Assess: Information gathered during observations and assessments will be discussed by the class teacher and SENCO in order to make an accurate assessment of their needs.

Plan: If the review of the action taken indicates that support that is "additional to and different from" our usual provision will be required, then the views of all involved including parents and carers will be obtained. Appropriate evidence-based interventions will be identified, recorded and used by the class teacher with advice from the SENCO and other professionals involved with the child.

Do: SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include reasonably challenging academic and developmental targets. Parents and carers will also be consulted on the action they can take to support their child to meet these targets. This will be recorded and a date made for reviewing progress. A copy of the targets will always be given to parents and carers and these are also shared with the child if appropriate.

Review: Progress towards these outcomes will be tracked and reviewed termly with the class teacher, SENCO, parents and carers and reviewed on a termly basis as a minimum or more often if needed.

- If a child continues to have difficulties, advice will be sought from external agencies. This will only be undertaken with permission from the parent or carer and may include a referral to a range of professionals such as Walsall Advisory Support teams including vision and hearing impaired, Walsall Team Around the Child, the Educational Psychology service, Outreach @Lindens, the speech and language service, occupational therapy, physiotherapy, community paediatricians, school nursing, Child and Adolescent Mental Health Service (CAMHS), School Nursing Service, Play Therapist, Family Help etc.
- For a very small percentage of children whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of their education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

How will the curriculum be matched to each child's needs?

- We are a very inclusive school. Teachers carefully plan tasks to ensure progress for every child in the classroom. They adapt their teaching constantly in order to cater for their needs such as giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud, using visual clues and multi-sensory approaches.
- If a child has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- Our staff are trained in a variety of approaches that means that we are able to adapt to a range of SEND such as Autistic Spectrum Disorder, speech, language and communication needs, ADHD, and behavioural, social and emotional difficulties.
- Most of our staff are able to use basic Makaton and some are trained to use British Sign Language and alternative methods of communication such as picture exchange cards, objects of reference and Aided Language Display (ALD) boards.
- All our staff are trained to use and adapt resources to either offer a greater level of support or to make learning more challenging so that every child is able to achieve their very best.
- We adapt reading material by adding Makaton signs to reading books for children with communication difficulties or create books around our own school themes that match personal abilities and needs.
- We use a number of teaching methods that are adapted to the needs of both groups and individual children, including intensive interaction and individual TEACHH style workstation tasks.

- We use individualised visual timelines or object timelines to help children understand what activity or part of the day is coming next.
- We offer a wide range of in-house communication groups; these focus on Attention and Listening, Intensive Language Development, Speech and Language, Social Communication and Emotional Literacy support.
- Children may also be provided with specialised equipment and additional adult support based on advice from a range of professionals such as speech and language therapists, occupational therapists, community paediatricians etc. All actions taken to support individual children will be recorded by the class teacher and shared with parents and carers.

How will parents and carers be helped to support their child's learning?

- We have a wide range of learning activities available on our website that parents and carers can access with their children at home. All children are provided with a log-in for our site, and training is offered for parents and carers so that they are familiar with the wealth of opportunities available and how to access them. This can be accessed using the following link: <https://www.invention-i.walsall.sch.uk/>
- Our open door policy means that parents and carers can approach their child's class teacher or SENCO at any time to ask for additional ways of supporting their child's learning.
- Our termly SEND review meetings give parents and carers, teachers and the SENCO opportunity to discuss next steps and suitable strategies to use both at home and at school in order to meet the child's needs.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and aim to provide useful opportunities for parents and carers to learn more about how to support their child's learning.
- The SENCO and DSL are also trained to deliver the Cygnet parenting programme and this is offered on an annual basis in school so that parents do not have difficulties with travelling or anxieties about working with unfamiliar people.

How will parents and carers know how their child is doing?

- Children with communication difficulties are provided with a home-link book. This tells adults at home about the food their child has eaten during the day and the activities they have been doing at school so that they can discuss this with them at home.
- Each child has a Seesaw log-in giving them access to a secure online journal where they can document and reflect on what they are learning in school. They can add photos, videos, worksheets, drawings and voice recordings to their Seesaw journal, which can then be shared privately with parents to view and comment on throughout the school year.

How will parents be involved in discussions about and planning for their child's education?

- We are child and family centred so parents and carers can expect "no decision about me without me". When we assess a child's needs we will discuss with parents and carers if their child's understanding and behaviour are the same at school and home; we work with parents and carers so that we are all helping the child in the same way and helping them to make progress.
- We hold a review meeting every term that allows all school staff and family or carers to share information, celebrate progress and achievement and plan next steps. In addition to this parents and carers of children with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other professionals involved with the child.
- We gather views of parents and carers at our termly parent consultation meetings and make notes of important points so that they can be revisited at each successive meeting to review progress.
- We produce written reports every term throughout the year.
- Class teachers are also available at the end of every school session to discuss any concerns parents and carers may have about their child or to share information.

- Our SENCO Mrs Spencer and other members of our Senior Leadership Team are available in school every day and will be happy to support parents and carers with any concerns they may have. They can be contacted by telephone on 01922 710871, by email postbox@invention-i.walsall.sch.uk or a suitable time to meet can be arranged by calling into school.

How will children be involved in decisions about provision that can better meet their needs?

- Teachers use the school assessment for learning records to plan next steps and share targets with the children in their class.
- The children are given regular feedback during each lesson and directed open-ended questions help them to express their views and thoughts about their work and the resources they can access.
- Children are encouraged to complete self-assessment activities, which prompt discussions with the class teacher and supporting adults about how the provision could be improved to meet their needs if appropriate.
- Reviews are shared with children on the SEN register if appropriate and their new targets and support arrangements are discussed with them.
- The school completes regular children surveys to develop our understanding of what is currently working well and what needs to change.
- Children are also encouraged to become a School Buddy or a member of the School Council which provide opportunities for them to express their thoughts and ideas about school

What support will there be for the overall well-being of children?

- Our children are made aware of the support that surrounds them in school. They know who to talk to if they are worried or have any concerns they want to share. Our open door policy means that they have access to the head teacher and other members of the senior leadership team at all times.
- We have a high level of staffing at unstructured times such as lunchtime to ensure children are well supervised and well supported.
- We have a bespoke Personal, Social, Health and Economic curriculum called 'The Pieces of Me' that aims to provide children with the knowledge, understanding and skills they need to enhance their emotional and social well-being.
- We have a buddy system that promotes peer-to-peer support. These children are trained by school staff and supported in their work.
- We understand that an important feature of the school is to enable all children to develop emotional resilience and social skills, both through direct teaching and intervention groups.
- Our Social Communication Group helps children to develop a greater understanding of their emotions and helps them to express their needs and requests for help in appropriate ways.
- We have a trained Emotional Literacy Support Assistant in school with dedicated and protected time to work with children every week. These children are identified by the class teachers as having some difficulties with their mental health and well-being and are then highlighted to the ELSA. Pre-intervention assessments are completed and meetings with parents arranged before an agreed programme of support is implemented.
- Children who find outside class times difficult are provided with alternative small group opportunities within the school to develop their social interaction skills.
- We recognise that all children have the right to come to school unafraid and therefore bullying will NOT be tolerated in any form. We have comprehensive strategies for preventing bullying and these can be found in the school's Behaviour and Anti-Bullying policy which is on the school website. A copy can also be obtained from the school office.
- All staff have been trained in Attachment and Trauma Awareness and we now have received the Platinum Award in this area
- We liaise closely with the school nursing service and frequently sign post parents to their services that include support for emotional health and well-being.

- We fund a Play therapist for one day a week to support the mental health needs of some of our more vulnerable children. She meets with parents and works with children on a 1-1 basis every week.
- Our Educational Psychologist visits school regularly to observe and assess children, and offer advice and support to both home and school.
- Our assemblies led by members of the Senior Leadership Team reinforce positive citizenship, British Values and morals.

How does the school support children with medical needs?

- At New Invention Infant School, we recognise that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- If needed, an individual Health and Care plan will be written by the child's school nurse or medical specialist involved and the child's parents and carers. Risk assessments are also completed when needed following advice from medical professionals. These will be shared with all key adults in school and a copy kept in the school office for reference.
- Staff who volunteer to administer and supervise medications will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the Local Authority policy and Department of Education (DfE) guidelines included within Supporting Children at School with Medical Conditions (DfE) 2024 and are identified in our policy for supporting children with medical needs, which is on the school website. A copy can be obtained from the school office if needed.

How do we support children who are looked after by the authority and have SEND?

- We hold regular Personal Education Plan meetings with Local Authority representatives, carers, the child's class teacher and the school's designated teacher for looked after children to discuss progress and celebrate success. These are in addition to the usual termly SEND review meetings.
- The child's needs are discussed in great detail and we provide a programme of bespoke individual support to ensure funding is used appropriately.

What specialist services are available at the school?

We fund and work very closely with a wide range of external agencies, using their expertise and advice to ensure that we meet the needs of all of our children. These include:

- Our local authority Early Years Advisory Teacher to help support children with SEND when making the transition from other Nursery and pre-school settings,
- NHS Speech and Language therapists who work in school throughout the year to assess and plan support for targeted children and discuss concerns and appropriate strategies with school staff,
- A dedicated LA Educational Psychologist who observes and assesses children and offers advice and support to both parents and school staff,
- The School Nursing Service who provide support with a range of difficulties and needs including toileting issues, poor sleep patterns, and social emotional and mental health difficulties,
- We have support from occupational therapy and physiotherapists for children who need assessment for issues such as special seating or advice about exercise programmes. They guide school staff in meeting the needs of children with disabilities.
- We have also sought advice and training from professionals at Lindens Teaching School and Elmwood School to enable us to improve our provision for children with complex needs.
- We have an Attendance Officer who works closely with staff, children and families in raising attendance and punctuality.
- We can also access support from specialist teachers about other SEND related needs such as hearing impairment, visual impairment and more complex physical needs.

What training do the staff supporting children and young people with SEND have?

- In the last few years school staff have been involved in extensive training in relation to SEND and medical needs including:

Comprehensive Autism Education Trust training, Advanced Team Teach, Emotional Coaching, Epilepsy, Diabetes, Asthma, Teaching children with English as an Additional Language, Wellcomm, Derbyshire Language Scheme, TEACHH style workstations, Attention Autism, Curiosity Programme, Intensive Interaction, NELI, ELSA, Leading a Mentally Healthy school, Drawing and Talking, Write Dance, , Attachment and Trauma Awareness, Social and Emotional Mental Health, ADHD and the principles of the Five-a-day approach.

- The SENCO has achieved the National Award for SEN and regularly attends the SENCO forums run by the Local Authority and those held at the North Star Federation in order to keep up to date with current legislation and practices.

How are children with SEND included in activities outside the classroom including school trips?

- All children are included in our lunchtime extra-curricular clubs and we provide additional adult support to ensure children with SEND can participate.
- In addition, we run two additional clubs for children with SEND - Boccia and Gross Motor Skills - that are designed to support the children to develop specific skills using a play based approach.
- Children with special educational needs and disabilities are always included in carefully risk assessed educational visits and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.

How accessible is the school environment?

- There are 2 disabled parking spots marked and located in front of the school reception.
- Our school is accessible to wheelchair users and ramps have been installed at all entrances.
- Any steps are edged with yellow to ensure they are easier for those with visual impairments to negotiate.
- We have installed 2 hydraulic changing beds to allow for children who still need this support as they progress through school.
- Our school has an adult toilet adapted to ensure accessibility for visitors with a disability and one of the children's toilets has been adapted for wheelchair users.
- Our nurture room has a wide range of specialist sensory equipment and is often used to improve inclusion for vulnerable children.
- Makaton is used throughout school to help adults and children communicate and some staff have been trained to use British Sign Language.
- We are constantly differentiating and adapting our curriculum, staffing structure and range of resources to ensure access for all children e.g. by grouping, 1:1 work, teaching style, content of the lesson, practical resources, additional visual support etc.
- We employ a range of additional aids recommended by outside agencies such as such as TEACHH style workstations, laptops, I pads, coloured overlays, visual timetables, ALD boards, noise reducing headphones, wobble cushions, writing slopes, countdown timers etc.

How does the school prepare and support children joining or transferring to a new school?

- Before their child starts Nursery parents and carers are invited to a meeting at school in the summer term and are provided with a range of information to welcome them into our school community. A series of parent and child 'taster' sessions follows in the second half of the summer term in preparation for their September start followed by a personal home visit by their key worker.
- During the summer holidays before they start nursery, children collect a scrapbook of memories and items of interest with their parents and carers and carers to share with staff when they start school.

- Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class. Parents and carers and children who are joining our school mid-term are encouraged to visit the school before they start.
- When we are aware that children joining us from other settings have identified special educational needs, we arrange a visit to observe them in their familiar environment. We work very closely with the people who already know them and use the information to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.
- Our local authority provides an Early Years Advisory Teacher who supports children with SEND when they make the transition to our nursery from pre-school settings.
- We write individual transition plans with staff from the previous setting and the key professionals involved and provide a number of opportunities for children, parents, and carers to meet staff in our school.

We provide children with a transition book containing photos of the staff and key areas around their new classroom and school to share with parents during the summer holidays.

- We liaise very closely with our partner junior school to ensure that the transition from the infant school to the junior school is as smooth as possible. We also support parents and carers of children with needs that require a specialist setting for their Key Stage 2 provision by liaising closely with the SEND team and formulating and delivering bespoke transition plans.

How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of children with SEN from a number of sources that includes:
 - A proportion of the funds allocated per child to the school to provide for their education called the Age Weighted Child Unit.
 - The Notional SEN budget. This is a fund given to schools to support them to meet the needs of children with SEN.
 - For those children with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support children with special educational needs and disabilities including:
 - Targeted differentiation to increase access to text (desk copies of information, work buddies, appropriate font in texts, IT such as iPads and laptops to enable different recording strategies, coloured paper and overlays, additional time, additional adult support, pre-teaching of key vocabulary and skills, etc.)
 - In class, adult or peer support aimed at increasing skills in specific area of weakness (high frequency word recognition, number recognition, organisation, etc.)
 - Out of class support (social, emotional skill development, learning behaviours, attention and listening skills, speech and language development, fine motor control, gross motor skills such as Sticky Kids and Boccia, etc.)
 - Small group tuition to enable catch up or specific differentiation matched to the abilities of the children in the group (particular subjects such as Maths or English, pre-teaching of specific vocabulary needed in lessons, phonics etc.)
 - Specific support, advice and guidance is provided to parents and carers and families to improve child's readiness for learning (relating to child's difficulties in attendance, behaviour, physiological and emotional needs etc.)
 - Provision of specialist resources or equipment (use of ICT, sloping board, pencil grips, electronic versions of text, a range of sensory equipment such as fiddle cubes, wobble cushions, weighted blankets, adapted toilets and school entrances, etc.).

- Partnership working with other settings (shared expertise and support from local special schools to improve our practise and school environment, joint working to create robust transition plans etc.)
- Access to lunchtime clubs (hockey, recorder club, archery, yoga, etc.)
- Access to the school nursing service and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Access to support from in-school sources e.g. 1-1 sessions with members of the senior leadership team and the SEND Higher Level Teaching Assistant to address social, emotional and mental health issues or from charities (e.g. NSPCC, Relate, Black Country women's Aid, The Swing bereavement service) and community sources (e.g. Youth and Church groups, local businesses)
- Implementation of strategies from support agencies e.g. Educational Welfare Support, Family Help professionals etc.

In addition:

- The Child Premium funding provides additional funding for children who are claiming Free School Meals, who are in the care of the local authority or whose parents and carers are in the Armed Services. The funding plan for this is published on the school website.

How will the school evaluate the effectiveness of the SEND provision made for children?

- Our assessment co-ordinator analyses child performance data termly to ensure every child is making the best possible progress and these results are discussed with class teachers and the SENCO during pupil progress meetings. Each teacher plans targeted interventions for children whose progress is causing concern and writes an individual plan detailing specific targets and strategies to be used.
- Our SENCO tracks the progress of every child who attends an intervention in school and liaises with the appropriate members of staff. This ensures that interventions are closely matched to the needs of the children and sessions are flexibly planned to match progress. The criteria used to include children are monitored against half-termly expectations and the strategies used are altered to either maintain or speed-up progress. Those children who achieve expectations will no longer attend the group.
- We regularly use staff meetings to let all teachers assess anonymous pieces of work from every year group to check our judgements are correct (moderating).
- Our Governors and Senior Leaders track and monitor the progress of all children to ensure they reach significant milestones and expected outcomes. A report is presented to Governors on a termly basis that includes information about the needs of our children on the SEND register, the interventions and the support they access, a review of the progress they have made and planned next steps based on these findings.
- The school uses external consultants every year to undertake an external review in order to ensure our provision is meeting the needs of the children in our school.

Who can parents contact for further information or if they have any concerns?

- Our school operates an open door policy. The first point of contact is the child's class teacher, who can be contacted by email or telephone. In addition, our SENCO Mrs Spencer is here to listen to any parental concerns.
- If they are not satisfied that their concern has been addressed, then parents and carers may speak to the Head Teacher Mrs Naffati. If she cannot solve these issues, then parents and carers may speak to any of our school governors. Mrs Carol Hunt is our chair of governors and she can be contacted through the school office on 01922 710871.

Where can parents find support services for parents and carers of children with SEND?

- Links to a range of supporting agencies can be found in the authority's local offer on

<https://send.walsall.gov.uk/>

- Walsall SENDIASS provide advice and support to children and young people aged under 25 in a variety of ways including telephone support, email, website, social media and face-to-face contact, both at their office and at community outreach hubs. They can be contacted in the following ways:

Website address: <https://family-action.org.uk/services/walsall-sendiass/>

Telephone number: 01922 612008

Email Address: walsallsendiass@family-action.org.uk