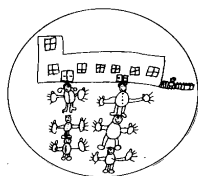


SLADEFIELD INFANT SCHOOL



HEADTEACHER
MR R MEADOWS
CHAIR OF GOVERNORS
MR A TANNER

BAMVILLE ROAD
WARD END
BIRMINGHAM
B8 2TJ

TELEPHONE: 0121-327 0662
Email: enquiry@slfield.bham.sch.uk

Special Educational Needs Information Report

Our School

We are a four form entry Infant school. We have 360 places for pupils aged 4-7 years old. There are 120 pupils in each year group; Reception, Year 1 and Year 2.

Year 2 classrooms are on the second floor and accessed by stairs.

Toileting, dining and playground facilities are on the ground floor.

We are linked with Thornton Primary School which means that at the end of Year 2, all of our pupils are offered a school place there.

At Sladefield Infant School, we apply our shared values to all pupils.

These are:

Achievement	Caring	Commitment	Community	Equality
Excellence	Friendship	Respect	Trust	Enjoyment

Key contacts for Special Educational Needs

Mrs L. Donohue-Inclusion Manager

Mr R. Meadows-Head Teacher

Ms S. Spears-Learning Mentor

Mrs W. Patterson- School Nurse

Mrs Sanaa Arfan- SEN School Governor

The Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) has been established to provide information, advice and support to children and young people with special educational needs or disabilities, and to their parents and carers. SENDIASS staff work for the Local Authority, but are expected to offer impartial and confidential advice at 'arms-length' from other LA services.

The information, advice and support offered by SENDIASS will be impartial, confidential, accessible and free.

SENDIASS staff are all independently trained in SEND law and practice.

SENDIASS has a telephone helpline (0121 303 5004) available between 8.45 -5.00 each day to offer initial advice and information, or to take referrals if more in-depth casework is required. SENDIASS can also be contacted by e-mail (sendiass@birmingham.gov.uk)

Special Educational Needs at Sladefield Infant School

Your child may have been identified with Special Educational Needs (SEN) before they join our school. As soon as we are informed of this, we will liaise with parents and any professionals working with the child to ensure a smooth transition and the best outcomes for the pupil.

Identification

Sometimes, we notice that our pupils need additional or different support to make the same progress as the rest of the class. We will use The Language and Literacy Toolkit which is a document designed by the Local Authority. This enables us to see what your child is able to do and where extra support is needed. The toolkit will clearly show us if your child has difficulties in reading, writing and speaking and listening. If this is the case, we will invite you to a meeting with the classteacher and Inclusion Manager to discuss the support we will provide and identify the child as having Special Educational Needs. The type of need will be categorised in line with guidance from the Special educational needs and disability code of practice: 0 to 25 years which states that there are 4 broad areas of need.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We strongly believe that early intervention is the key to future success. We feel that identifying a need quickly and acting on it, gives your child the best possible opportunities to achieve.

All of our pupils with SEN receive Quality First Teaching from classteachers supported by teaching assistants within the classroom. Work will be appropriately differentiated for individual children. Some children may also receive small group interventions or 1:1 either within the classroom or in a quiet working area away from the classroom. Depending on the level of need, we may request intervention from Outside Agencies and/or medical professionals.

Looked After Children (LAC)

We follow the same procedures for the identification of SEN in Looked After Children as we would for any other pupil. We recognise how important it is that the needs of LAC are quickly and efficiently assessed and provided for so that the impact of any instability on their education is reduced to a minimum. We will contribute to any Personal Education Plans (PEP) and liaise with all other professionals working with the child.

Supporting our SEN pupils

The following are examples of some of the strategies used to support pupils with Special Educational Needs. These are regularly monitored to ensure that we are using the most effective teaching methods for our pupils.

Speech and Language groups
Social Interaction and Communication groups
Gross and fine motor activities
Social Stories
Makaton signs and symbols
Visual timetables
Pre tutoring
Learning mentor support
Emotional Literacy programme
Friendship groups
Parent Workshops
Helping My Child At Home course
Parent Coffee mornings

Outside Agencies

We are currently supported by a number of outside agencies as listed below and are able to access many other services as needed.

We are currently supported by:

The Educational Psychology Service
Pupil and School Support Service
Community Speech and Language Therapists.
NHS Traded Services Speech and Language Therapists.
School Nurses
The Physical Difficulties Support Service
Occupational Therapist
Physiotherapist
Communication and Autism Team
Child and Adolescent Mental Health Service
Child Development Centre at Heartlands Hospital.
Family Support Workers.
Norton Hall Children's Centre

We work with all of the agencies above to ensure that our staff have regular opportunities for professional development linked to the SEN of the pupils in the school.

Review meetings

Review meetings are held every term (Approximately November, March and July)..The classteacher and Inclusion Manager attend and it is very important that parents attend too. We endeavour to provide interpreters if required and will be flexible with timings if your original appointment is inconvenient.

At the review meeting, which lasts up to 30 minutes, we talk about the progress your child is making towards their targets, evaluate the effectiveness of any provision made, update the Language and Literacy Toolkit Continuum and make plans for the next term. We also share the child's views about school which we will have talked to the child about, prior to the meeting.

If you want to talk to somebody at any other time about your child's SEN, then please contact school and a member of staff will meet with you at the first available opportunity.

Admission Arrangements

The School follows the LA policy for admission. If additional resources, human or physical are required to support individual needs these will be requested as appropriate and provided within budget limits. Pupils re-entering mainstream provision may be admitted using a planned integration programme. This would be agreed between school, parents, the pupil and any other professional working with the child.

Facilities for Disabled Pupils and Adults

The school is using the Standards for Inclusion Document to audit its present position and inform future planning and provision for inclusion.

There are ramps at the main entrances, which assist children with physical difficulties gaining access to the building. The stairs inside the building are highlighted in order to help children with visual impairment and grab rails are fitted for increased safety.

As a school, we make reasonable adjustments if the physical environment is inaccessible for any reason.

We seek and act on advice from outside agencies about individual pupils with physical or sensory difficulties.

Transition

At the end of Year 2, most of our SEN pupils transfer to Thornton Primary School. Staff from Thornton Primary School come in to meet the pupils in the Summer Term. They also attend the final SEN review so that they can meet parents and gain more knowledge of the child's SEN. If SEN pupils leave at any other point in their time at Sladefield then we would endeavour to provide the same level of support for transition but this may not always be possible if the pupil leaves at short notice.

Complaints

If you have concerns about any aspect of your child's Special Educational Needs provision, please contact school as soon as possible. Speak to your child's classteacher or call Mrs Donohue or Mr Meadows on 0121 327 0662.

Further Information

Please also visit

www.mycareinbirmingham.org.uk

[Click here for the Local Authority Local Offer.](#)