

HEAD TEACHER  
MR R MEADOWS  
CHAIR OF GOVERNORS  
MR A TRACY



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## SLADEFIELD INFANT SCHOOL

BAMVILLE ROAD, WARD END, BIRMINGHAM, B8 2TJ.

### Our School

We are a four form entry Infant school. We have the capacity to offer 360 places for pupils aged 4-7 years old; however, due to a falling birth rate in the local area, we have capped our place numbers to 90. Therefore, there are 120 pupils in Year 2 and 90 pupils in Reception & Year 1.

Year 2 classrooms are on the second floor and accessed by stairs. However, in circumstances when a child is unable to access an upstairs classroom, a downstairs classroom is used irrespective of which year group the child is in, leading to one Year 1 class being taught in an upstairs classroom.

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	Equality	Enjoyment
Friendship	Resilience	Respect

### Key contacts for Special Educational Needs

Mrs L.Donohue - Inclusion Manager

Mr R.Meadows - Head Teacher

Mrs C. Layton – Teaching Assistant supporting children with SEND and EAL

Ms S.Spears - Learning Mentor

Mrs Y. Ali – Family Support Worker

Mrs N. Connolly - Inclusion School Governor



## **Local Authority Support**

### **SEND Parent Link Contact Line**

The Local Authority SEND Parent Link Contact Line - 0121 303 8461 – is available for you to call from 9am to 5pm, Monday to Friday. A member of the team will listen to your query or concern and signpost you to the relevant professional to help with your child's needs. They can be emailed on [parentlinkservice@birmingham.gov.uk](mailto:parentlinkservice@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/carers and any professionals working with the child to ensure a smooth transition and the best outcomes for the pupil.

#### **Identification**

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

Sometimes, we notice that our pupils need additional or different support to make the same progress as their peers. We 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 class teacher 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

At Sladefield Infant School, we support pupils with a wide variety of Special Educational Needs, where those needs can be appropriately met in a Mainstream Setting.

All of our pupils with SEN receive Quality First Teaching from class teachers supported by teaching assistants within the classroom, intervention assistants and a specialist language TA. Work is appropriately differentiated for individual children. Some children may also receive small group interventions or 1:1 support, 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.

## **Children in Care (CIC)**

We follow the same procedures for the identification of SEN in Children in Care as we would for any other pupil. We recognise how important it is that the needs of CIC 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:

Target-Based Literacy Intervention  
Wellcomm interventions  
Speech and Language Groups  
Social Interaction and Communication Groups  
Gross and Fine Motor Activities  
Life skills group  
Social Stories  
Makaton Signs and Symbols  
Visual Timetables  
Pre-Tutoring  
Learning Mentor Support  
Friendship Groups  
Parent Workshops  
Helping my Child at Home Course  
Parent/Carer Coffee Mornings

Our SEN pupils are included in all aspects of school life and are expected to take on the same roles and responsibilities as their peers. SEN pupils attend before and after school clubs and reasonable adjustments are made for all Educational Visits. With reasonable adjustments, our SEN pupils access all areas of our curriculum.

## **Assessment**

We use the Language and Literacy Toolkit to set and review termly targets, combined with Wellcomm assessments, observations and in house assessment activities personalised to the needs of the child. Pupils with Outside Agency involvement may have additional, more detailed assessment information. At review meetings, parents/carers are offered strategies to support their child at home.

## **Review Meetings**

Review meetings are held every term (approximately November, March and June). These are offered in addition to Parents' Evenings. The class teacher and Inclusion Manager attend and it is very important that parents/carers attend too. We are able to provide interpreters if required and can be flexible with timings if your original appointment is inconvenient. These

are offered remotely as we feel this allows us to spend longer talking with the parent as we are not using meeting time getting to and from the venue.

At the review meeting, which lasts approximately 20-30 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, and we will take action according to what they have said.

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 admissions. 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/carers, the pupil and any other professional working with the child.

### **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 Development Centre at Heartlands Hospital

Family Support Workers  
STICK team  
Early Help Team  
Birmingham Children's Trust

In the past we have also worked with CAMHs and COBS (City of Birmingham School) to support children with Social, Emotional and Mental Health difficulties.

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.

### **Facilities for Disabled Pupils and Adults**

The school is used the pdnet Audit toolkit, as recommended by The Physical Difficulties Support Service, to audit our present position and inform future planning and provision for inclusion. This is reflected in our Accessibility Plan.

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/carers and gain more knowledge of the child's SEN. If SEN pupils leave at any other point in their time at Sladefield then we will ensure that their new school is given all relevant information.

### **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 class teacher or call Mrs Donohue or Mr Meadows on 0121 327 0662.

### **Further Information**

Please also visit the following website for further information about how Birmingham City Council are ensuring they support parents/carers with their child's SEN:

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

