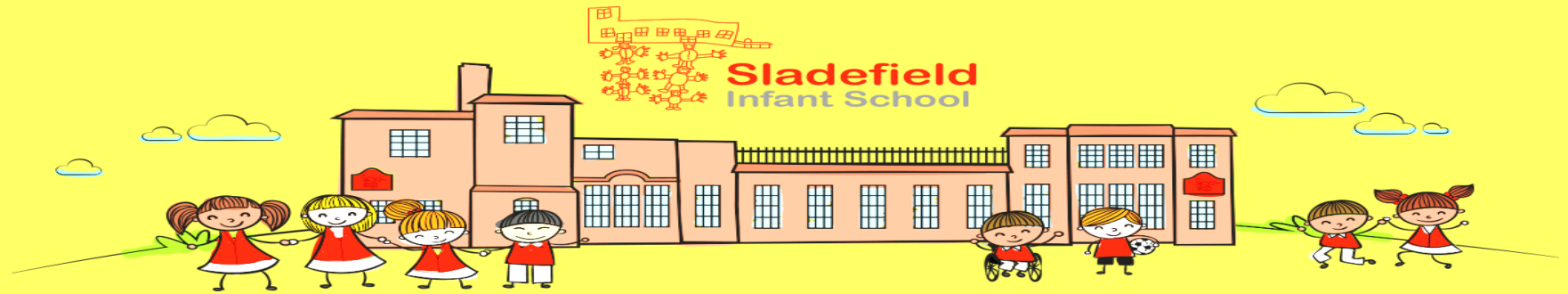
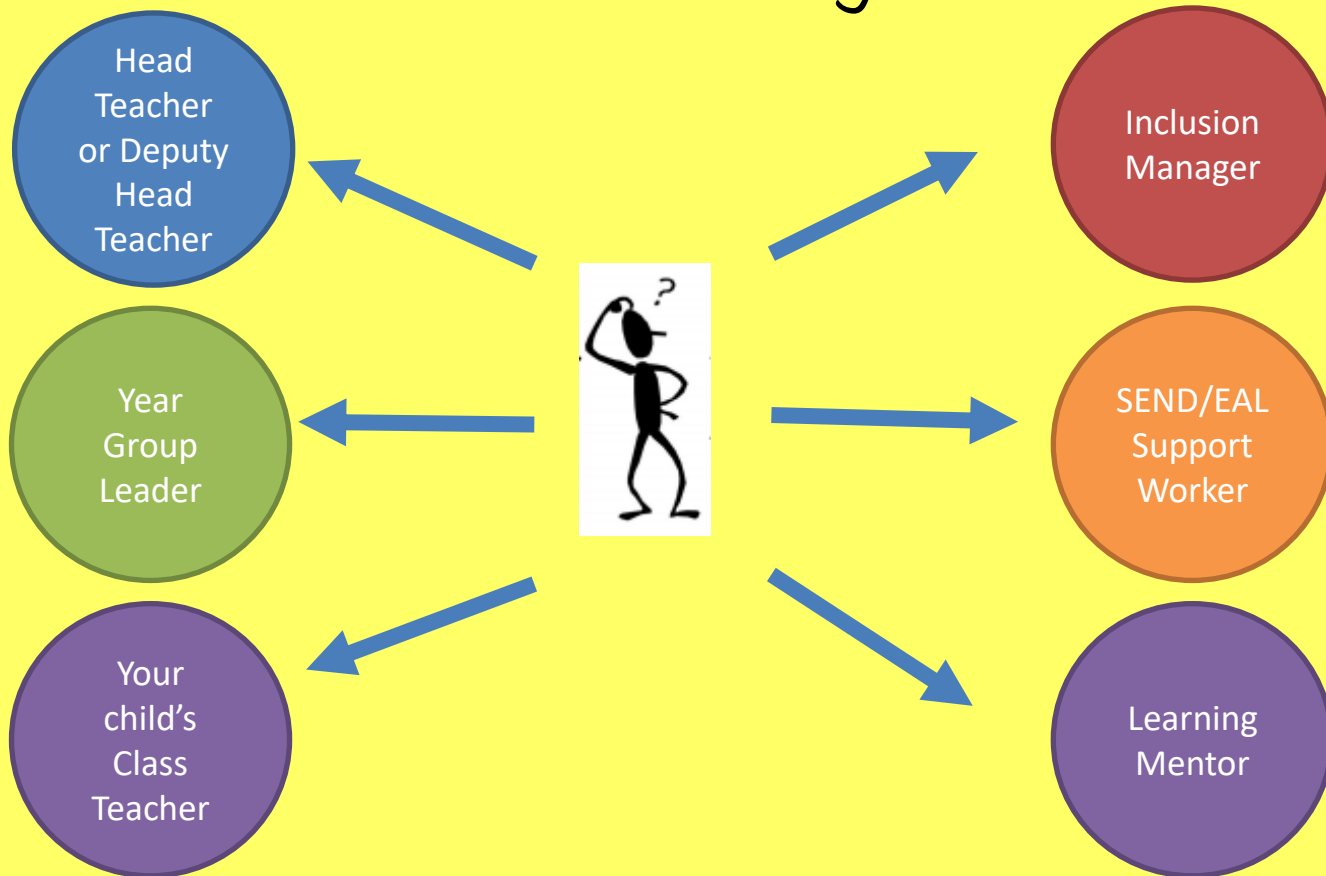


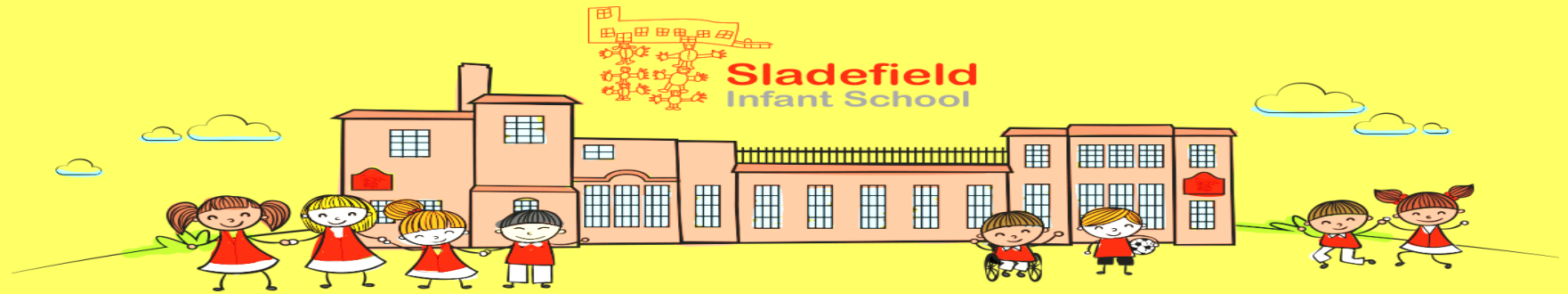
SLADEFIELD INFANT SCHOOL

Inclusion Report
2020-2021



Who are the best people to talk to if I have a concern about my child?





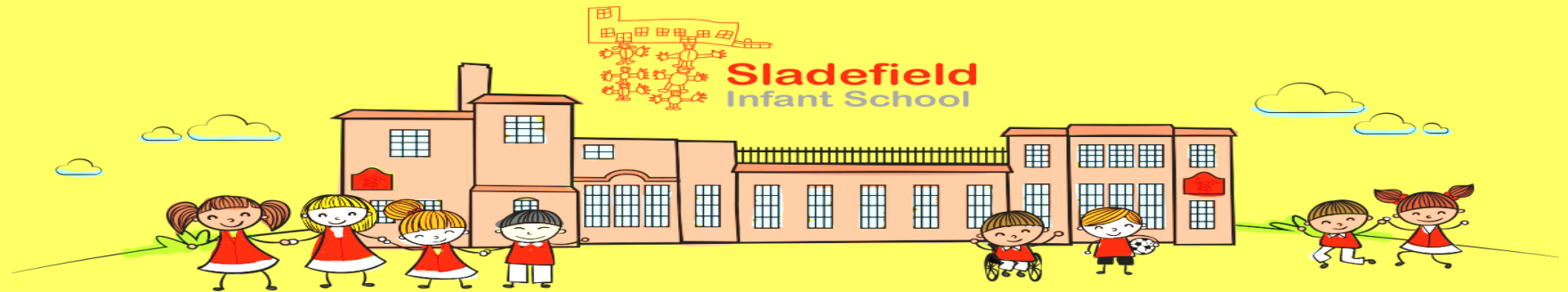
How does the school know if children need extra help and what should I do if I think my child may have SEND?

The school uses the 'Language and Literacy Toolkit' designed by Birmingham Local Authority Access to Education to assess children's needs in relation to areas such as spelling, punctuation and grammar, listening and understanding, vocabulary, reading fluency, phonics and understanding of reading as well as through tracking children's progress and attainment through the National Curriculum.

The school also uses the Maths Framework designed by Birmingham Local Authority Access to Education to assess children's needs in relation to areas such as number, shape and calculations.

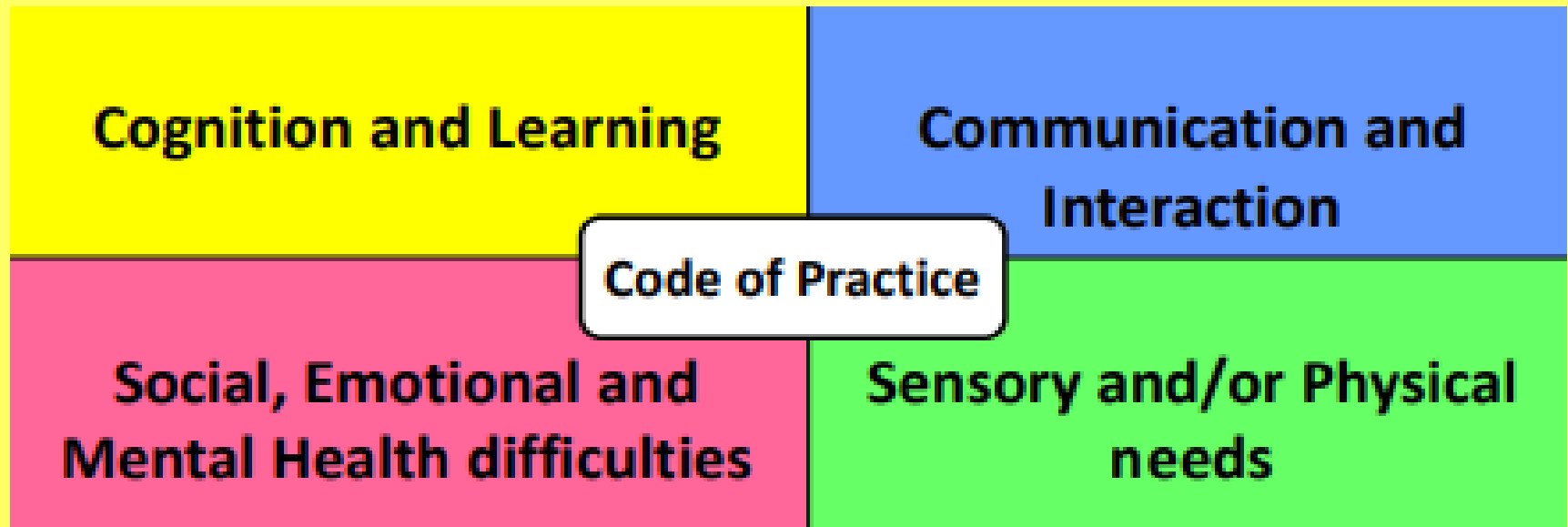
Children who are SEND but with little literacy, language and or mathematical difficulties are identified through medical assessments via Doctors, or assessments made by Outside Agencies that we have access to, and regular contact with, at school.

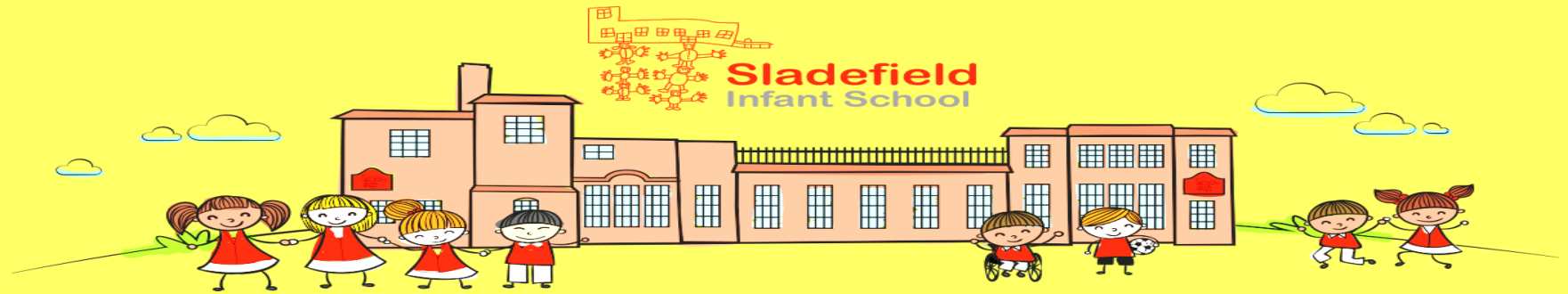
If a parent/carer thinks their child may have SEND, they are encouraged to book a time to come and discuss the matter with the child's teacher, and/or the Inclusion Manager.



What kinds of Special Educational Needs do we make provision for at Sladefield?

SEND pupils at Sladefield have a wide range of needs. Provision is focused on the child and supported by information and guidance from professionals.





Cognition and Learning

Some children find learning more difficult than others. They may need:

- help to break down new learning into smaller pieces of information.
- more time to think about their answers and learn new things.
- information to be repeated and put in different ways.
- help to remember information during a lesson.
- whole class, small group and/or individual support

Communication and Interaction

Some children may need help to play and talk to other children and adults. They may need help:

- to understand what others are saying.
- with talking and listening to others.
- with how to say words and sounds.
- to cope with new things like
- different sounds, smells and school life.
- with change and how to deal with it.
- to understand the meaning of new words, especially in their learning.

Social, Emotional and Mental Health difficulties

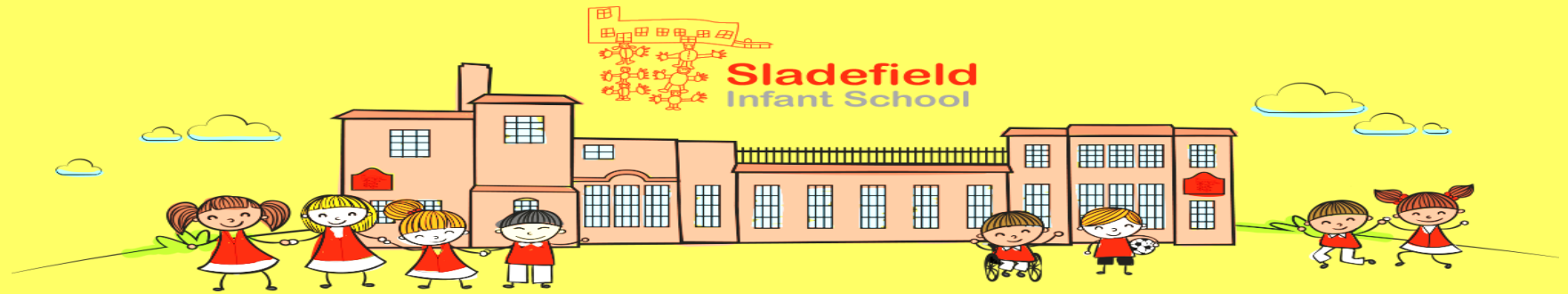
Some children may need help to play and talk to other children and adults. They may need help:

- Some children will find it difficult to manage their behaviours and cope with their feelings. They may need help to:
- understand and follow school rules.
- understand dangers and keep themselves and others safe.
- listen to and follow instructions.
- understand and manage their feelings.
- make and keep friends

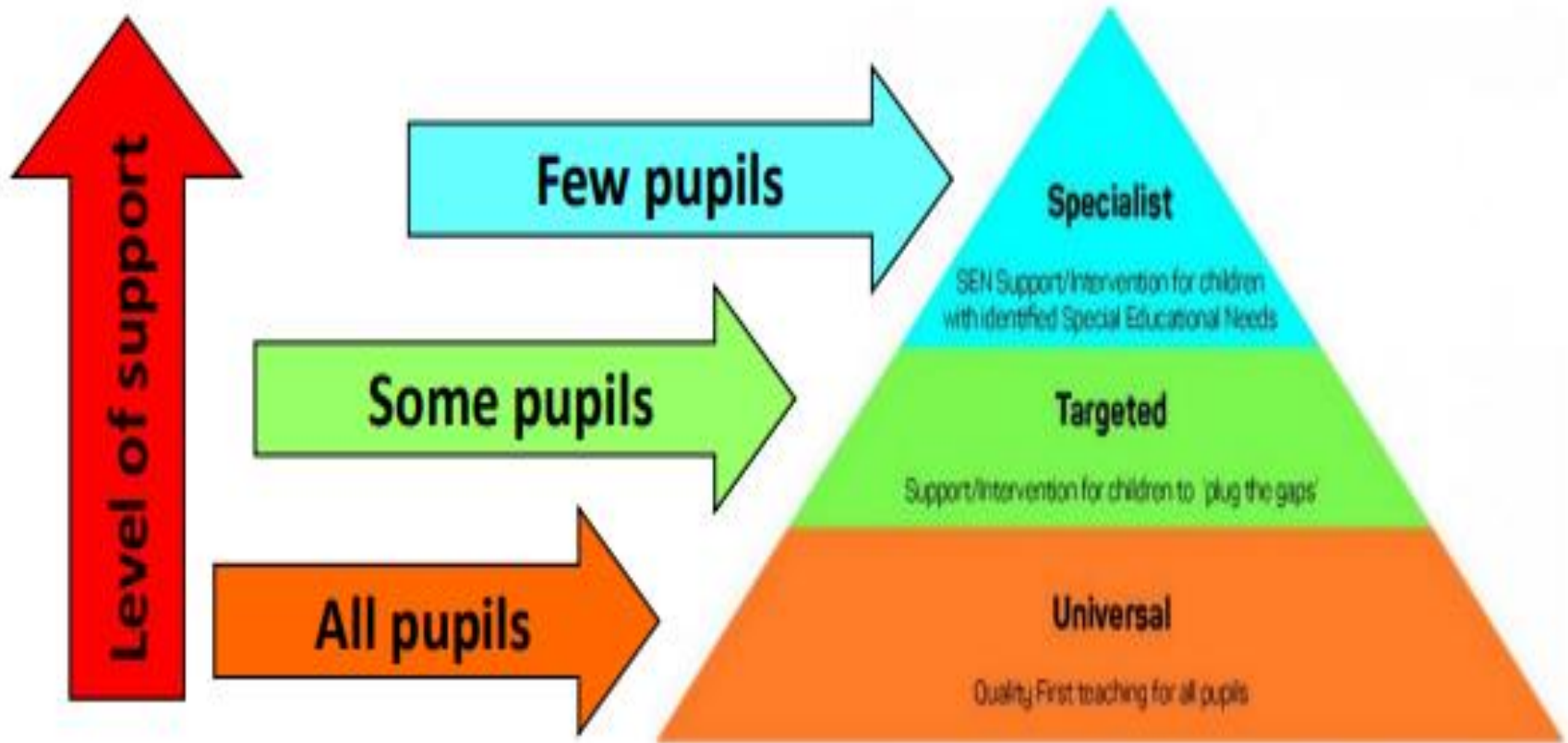
Sensory and/or physical needs

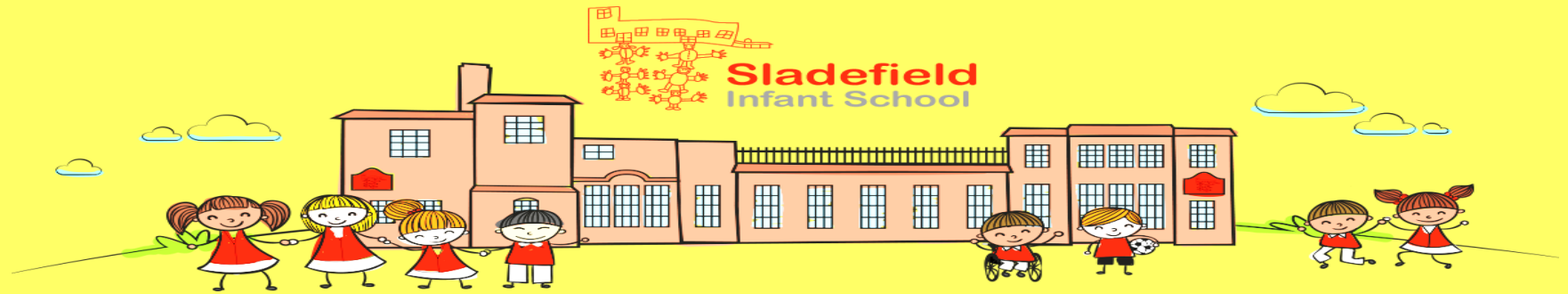
Some children with disabilities can find it difficult to move round the school safely and may need specialist help with their learning: They may need:

- help with their sight and/or hearing.
- help with moving around the school building.
- specialist equipment such as wheelchairs, walking frames, hoists and seating.
- changes to the curriculum such as adapted PE equipment and different ways of recording writing.
- Help with medical needs and medication.

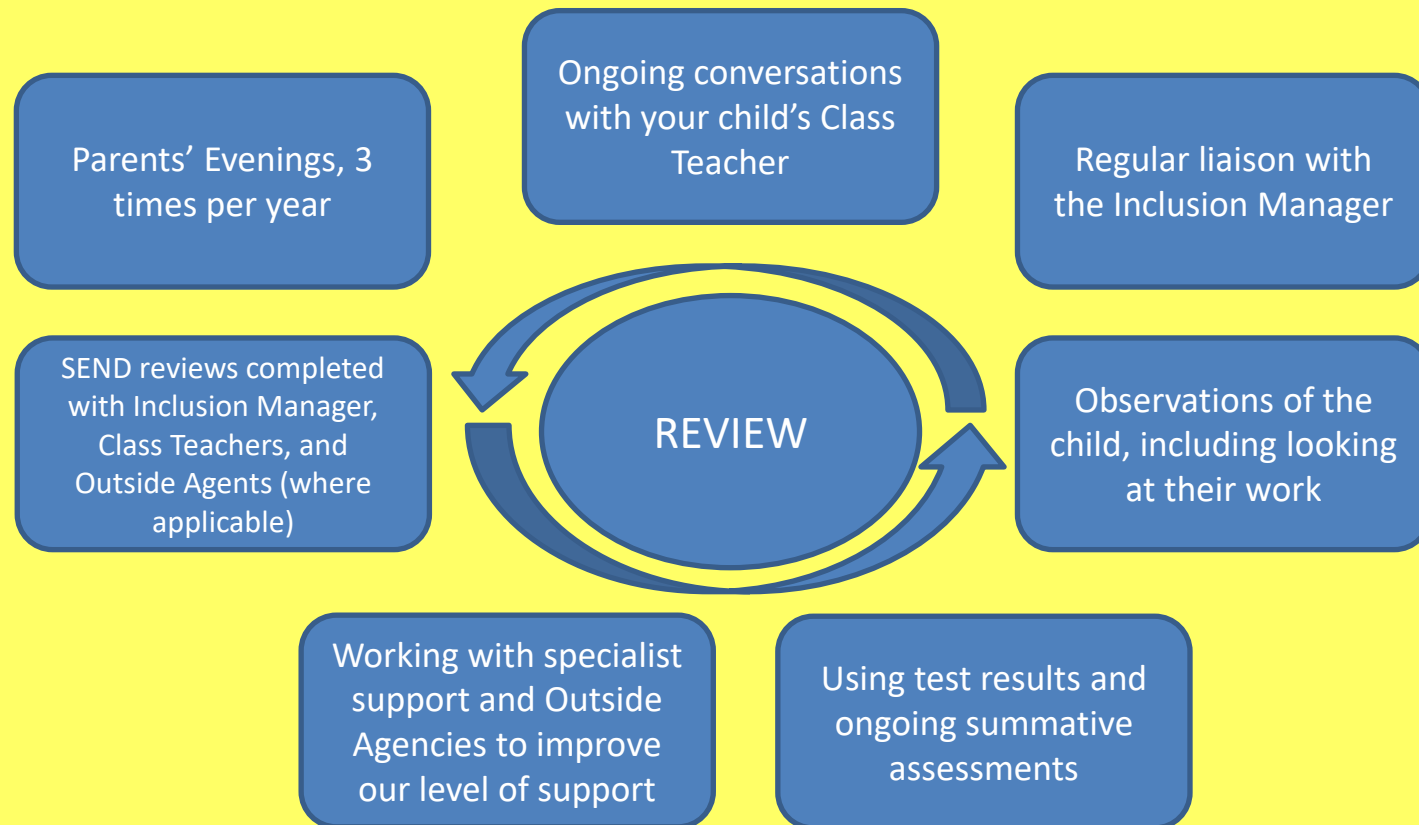


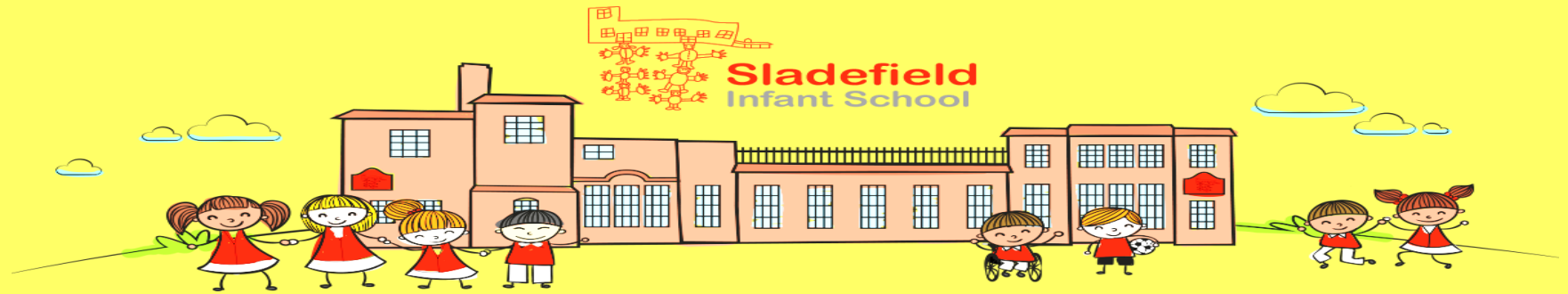
How will school staff support my child?





How will I know how my child is doing and how will you help me to review and support my child's learning?





How will my child be involved in their own learning?

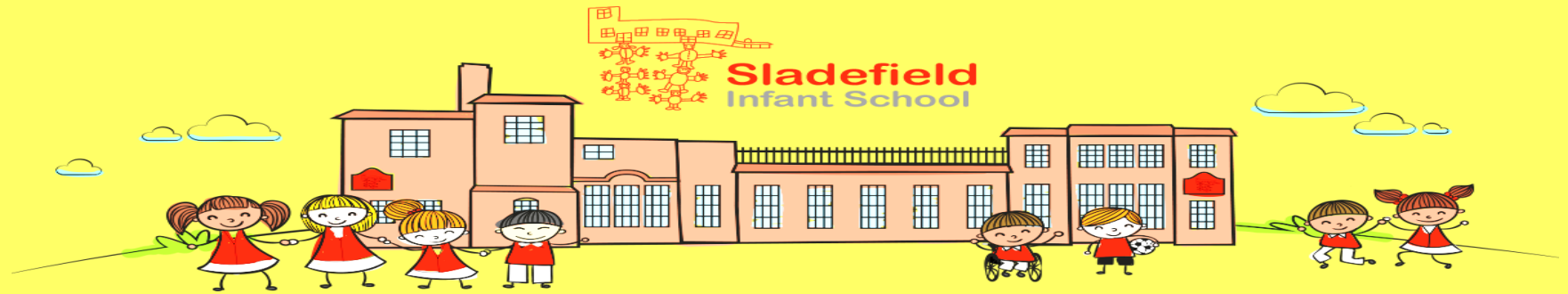
Due to the age of the children at Sladefield, it is difficult to allow for any formal involvement in developing their own learning. However, as many of the children's provision is personalised to their individual needs, we will utilise their own personal likes and wants when providing this personalised education.

Furthermore, all children (at Key Stage One) at Sladefield have the opportunity to self-assess their learning, and let the teaching staff know what they think of their own learning; this is completed both during whole-class teaching, and when the children are being supported in small group interventions.

How do we check support is working?

We check the success of interventions through progress on the Language and Literacy Toolkit, the Maths Framework, as well as the school assessment system.

Outside agencies may check that support is working by performing assessments before support starts, as a baseline, and then after, to give a clear picture of any progress.



What specialised services and expertise are available at or accessed by the school?

School Nursing
Team

Ongoing conversations
with your child's Class
Teacher

Physical Difficulties
Support Services

Speech & Language
Therapist

Support &
Expertise

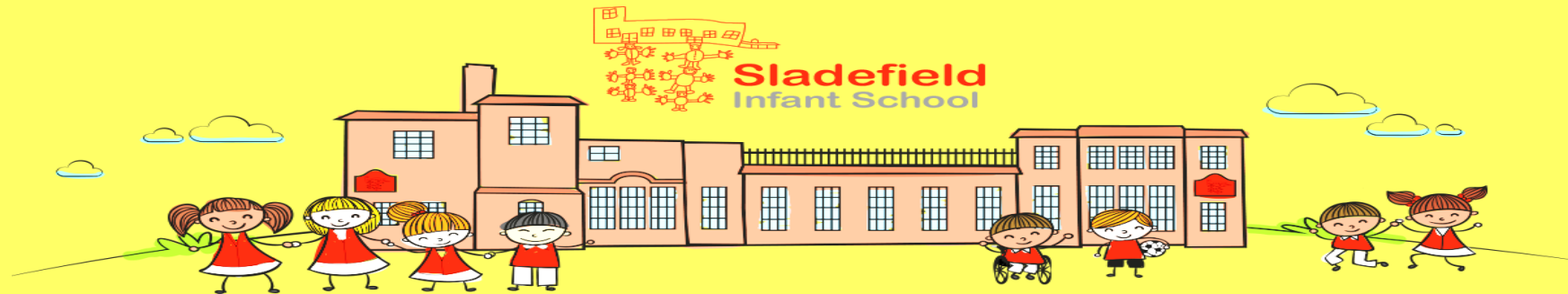
Educational
Psychologists

Sensory Support
(Visual & Hearing
Impairment Teams)

SEND Support
Team in school

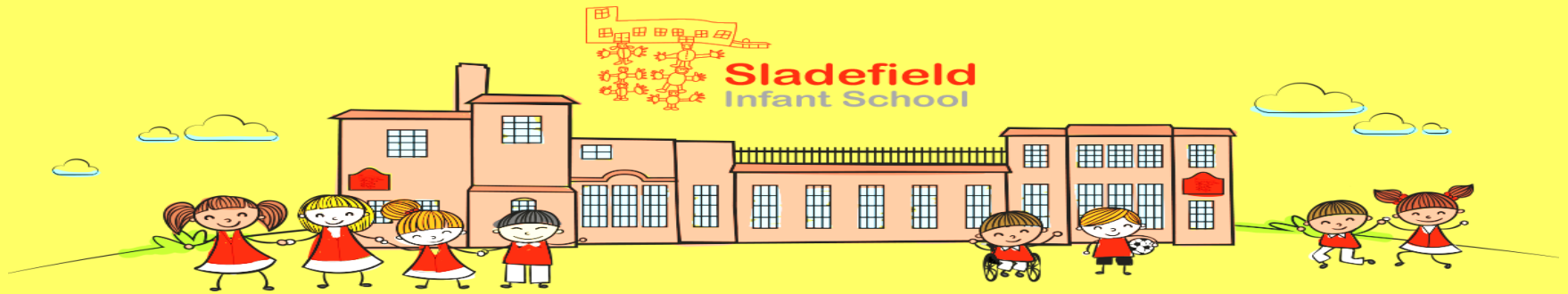
Forward Thinking
Birmingham

Pupil & School
Support Service



What training are the staff supporting children and young people with SEND had/having?

All Staff	Identified Staff
Epipen Training (annually)	Paediatric First Aid / First Aid at Work
Asthma Training (annually)	Diabetes Training
Safer Handling Training (annually)	Catheter Changing Training
Autism Training (Tier 1)	SEND Networks (Inclusion Manager, termly)
Ongoing training provided by Outside Agencies linked to SEND	DLP Reference Group (Head Teacher, each Half Term)



School's Physical and Learning Environment

How will my child be included in activities outside the classroom including school trips?

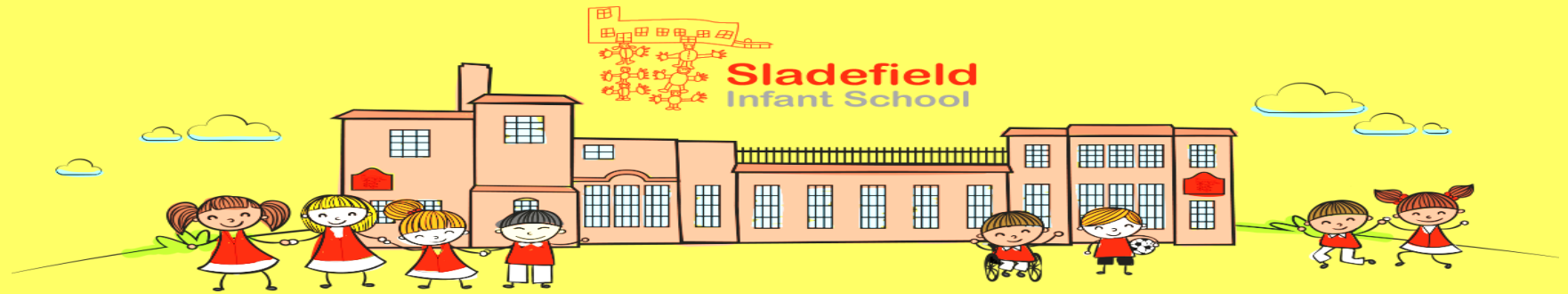
Sladefield has a policy of inclusion for all children. Reasonable adaptations are made where necessary to allow all children to access activities. We seek the support of Outside Agencies, when required, to help us identify needs and solutions to any accessibility concerns. Our pupils with physical needs receive additional adult support, where needed, on school trips so that they can access the same experiences as their peers.

How accessible is the school environment?

Sladefield is largely accessible downstairs; children, or visitors, with physical needs will be able to access the lower ground of the school with relative ease, with only minor adaptations required. However, Year 2 pupils are currently taught upstairs; should it be the case that we have a child who has a physical need that means that they can't access stairs, classes will be re-organised in order to ensure that a lower-floor classroom was provided.

How are the school's resources (equipment and facilities) allocated to children's SEND?

Resources are allocated as required, on discussion with parents/carers, class teachers and the Inclusion team, along with the expertise of Outside Agencies. Children for whom the school receives additional funding have resources purchased based on recommendations from Outside Agencies, and based on the needs of the child, for example: a child with a visual impairment may require a laptop for touch typing.



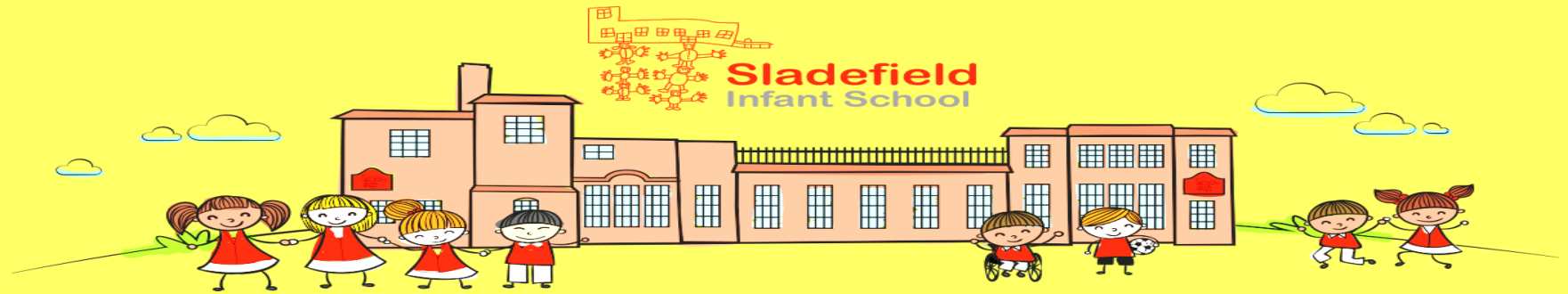
How will the school support and prepare my child to join the school or to transfer to a new school or the next stage of education and life?

We pride ourselves on our efforts to provide a superb transition for those children starting in Reception each year. We have a number of local settings that pupils attend prior to starting at Sladefield, and we ensure that we have good contact with these providers in order to ensure that we continue to offer the support required from the outset of them starting school.

We also complete Home Visits, where staff from the Reception team visit the pupils in their natural environment. In so doing, the staff get to see exactly what the child is like; their likes and dislikes; their behaviour traits; what makes them able to access school, and what might prevent them from doing so.

Our Inclusion Manager ensures that she has very close contact with the relevant staff from link providers to ensure that the school has the relevant information regarding pupils with SEND so that we can ensure that we can begin providing each child with support as required from the very outset.

If the child is already being supported with Outside Agents, the school will continue to liaise with these providers to ensure a smooth and seamless transition.



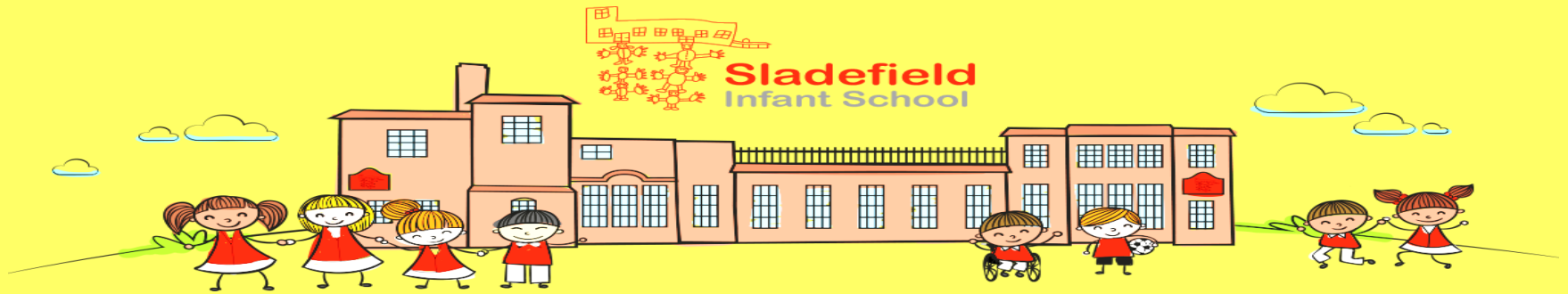
How will the school support and prepare my child to join the school or to transfer to a new school or the next stage of education and life?

We also pride ourselves with the close connection we have with Thornton Primary School, which is where the majority of our Year 2 pupils attend when they leave Sladefield.

During the Summer Term of their time in Year 2, the schools provide a range of opportunities to enable the pupils to engage in getting to know their new environment including visits to Thornton, which includes: special assemblies; tour of the school; meeting key staff members, including their new class teacher; PSHE sessions.

Our Inclusion Manager also works closely with their counterpart at Thornton to ensure that key information linked to SEND pupils is passed on effectively and securely. Where Outside Agency interjection is also required, this is made available.

During the Summer Term, Review Meetings are organised to enable parents/carers, alongside staff from both schools, are available to discuss the needs of the individual child, thus enabling them to start their time at Thornton with great positivity.



Who can I contact for further information?

In the first instance, you should liaise with our Inclusion Manager, Mrs Donohue, if you require further information.

Birmingham City Council also provide a very useful information website entitled 'My Care in Birmingham', which can be located here: <https://healthwatchbirmingham.co.uk/directory/my-care-in-birmingham/>

Birmingham Children's Trust are also constructing a website that provides key information regarding support for pupils with SEND: <https://www.localofferbirmingham.co.uk/>

SEND Information, Advice & Support Service

SEND Information, Advice & Support Service, The POD, 28 Oliver Street, Nechells, Birmingham B7 4NX

Email Address: SENDIASS@birmingham.gov.uk

Telephone Number: 0121 303 5004