SEND report

2026 – 2027

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SENCO – Madeleine Saunders

SEND Governor – Sarah Pickett

Local Offer: https://www.sandwell.gov.uk/send

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1. Whole School Approach

Our SENDCO is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEND. She liaises with staff to monitor the student's progress and plan further interventions where progress is slower than expected.

Under the Children and Families Act 2014 a child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has 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 the kind generally provided for others of the same age in mainstream schools or post 16 institutions; and,
- needs special educational provision to be made for him/her.

For example, children could have difficulty with:

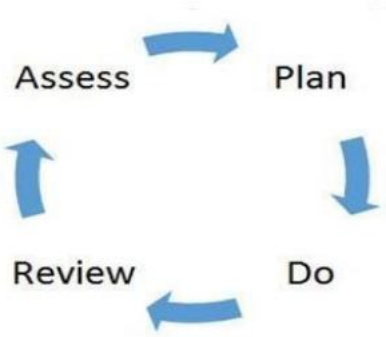
- keeping up with children in all subjects
- some of the work in school, such as reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying

- making friends or relating to adults
- behaving appropriately in school
- organising themselves
- their sensory or physical needs which may affect them in school.

When children enter our centre, we look at all the information presented to us and have professional discussions with staff involved in these pupils for the level of support we can offer. Our staff generate Pastoral Support Plans with advice that will help support the child during their time at Primrose. With us receiving a high volume of children requiring specialist setting through their EHCP and us not being a specialist centre we must manage the needs of the children within the resources we have and ensure their time with us is beneficial for their needs. If we feel we cannot meet the needs of children, we will express this to the LA and follow their guidance.

2. Reviewing progress

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

1. <u>Assess:</u>

   When children enter the centre, we complete WELLCOMM and phonics/Reading assessments.

   If they are below age expected in WELLCOMM they are placed in a 1 to 1 WELLCOMM intervention. If they are below age related in phonics, they are placed in an appropriate phonics intervention either taught by a class teacher or our interventions LSP.

   If, after the professional conversations regarding the information the children come with requires them to have 1 to 1 Thrive, a referral to Thrive will be put through before they start at the centre.

In class, Class Leads will assess children's needs to identify their gaps and what they need to offer children to enable them to make progress. This will be done via teacher judgement and use of IXL assessments.

2. Plan:

Class leads will plan quality first teaching lessons (with support of SLT if needed) including scaffolded resources to support children. Class leads work closely with support staff in their lessons to ensure children are able to access the work and make progress.

Any interventions the children are receiving will have a planned period of lessons and be delivered consistently.

3. Do:

Class leads will provide quality first teaching and interventions to support children over several weeks and assess if their strategies have had an impact on children's learning.

4. Review:

Class leads will review children's progress and submitting summative data half termly. Any children who are not making sufficient progress based on their circumstances will be discussed with the SENCO and appropriate next steps made. Interventions will have assessments at the end of WELLCOMM units, half termly for phonics and half termly for Thrive and our Nurture provision 'The Nest'. If interventions have had a positive impact, then the Class lead should continue to monitor within their classroom. If the intervention has had limited impact, then discussions will occur about the reasoning why and if we need to refer to external agencies to gain further support for the child.

All the children who are single registered to us have an Individual learning plan. It is during this review part of the cycle that they will complete a review of the targets set or create one for new pupils using all the summative data collected. Then set new SMART targets for the future term and this will then become part of the 'do' section in this cycle.

3. Provision mapping and external interventions

Any provision will be recorded on the school's provision map (this is a record of the interventions,

timings, cost and impact of the support). If you have any queries related to the support please do not hesitate to contact the SENCO.

Occasionally a student may need more specialist support from an outside agency, a referral will be made, with your consent, and forwarded to the most appropriate agency. Any reports produced from external agencies will be shared with parents.

For some students with complex needs, a more intensive and long term solution may be needed to ensure good progress; The Primrose Centre, in conjunction with parents / carers and student, may apply for an Educational, Health and Care Plan in this instance.

If a child requires a EHCP application, we will discuss the process with parents and update as and when we get updates to ensure their child's application stays on track. Where possible, we will support parents with provision placements and help aid transitions.

Children who come with existing EHCPs, if they are preventative, we will attend any reviews that may take place hosted by their mainstream school. If they are permanently excluded or single registered, we will hold any reviews needed during

the child's time here at Primrose. We actively encourage parents to be involved fully in this process and work with external agencies when needed (SENDIASS).

If any children have medical needs/allergies we will have a detailed care plan and risk assessment, which is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the student.

The governors of The Primrose Centre are responsible for overseeing and monitoring the SEND provision within the school and have appointed a link SEND governor, Sarah Pickett, to work closely with the SENDCo.

4. Staff training

Staff are trained to support the health and wellbeing of all students through the delivery of training from a variety of specialists; such training includes: first aid, evacuation procedures, safeguarding and child protection.

In-house training sessions are delivered to all staff by the SENDCo and outside providers. The aim of the training is to inform staff of the specific needs of

individual SEND students and strategies to support their learning and physical and/or medical needs in the classroom.

In addition, external support and training is given by a team of external specialist staff from the LA including the School Nurse and Speech and Language Therapist.

5. Outside agencies -

Further information can be obtained in Sandwell's local offer:

www.sandwell.gov.uk/send

www.gov.uk/government/publications/send-guide-for-parents-and-carers

Sandwell SEND Information, Advice and Support Service (SEND IASS)

The Sandwell SEND Information, Advice and Support Services offers a free, confidential and impartial service for all parents and carers of children with special educational needs in Sandwell to help them navigate a way through the new SEND legislation.

Sandwell SEND Information and Advice Support Service

Greets Green Children's Centre

Wattle Road

West Bromwich

B70 9EZ

Telephone - 0121 555 1821 (24-hour answer service)

6. Complaints –

Parents/carers are encouraged to discuss any concerns in the first instance with the SENDCo – Miss Saunders, if there are still concerns after this they are encouraged to contact the Chair of Governors (Mr Richard Hipkiss) whose contact details are available on request from the Centre.