



Cromwell Learning
Community MAT
Information Report
2024/2025

Cromwell Junior &
Infant School

Bordesley Village
Primary school

In the first instance, you should raise any concerns regarding your child with the Class Teacher.

If further support is needed, the Class Teacher will speak to the Inclusion Team.

SENDCo: Mrs S Ali

Additional Inclusion Team support Provided by:

Ms J Roberts (In Class support based at Cromwell Primary)

Email addresses:

Bordesley village: 01216751392

enquiry@bvcs.bham.sch.uk

Cromwell Junior: 01214642434

enquiry@cromwell.bham.sch.uk

Who do I speak to if I have a concern about my child's learning?





What needs do we provide for in our school?

The four categories of the SEND code of practice are:

- **Communication and interaction** (for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties)
- **Cognition and learning** (for example, dyslexia, dyspraxia)
- **Social, emotional and mental health difficulties** (for example, attention deficit hyperactivity disorder)
- **Sensory and/or physical needs** (for example, visual impairments, hearing impairments, processing difficulties, epilepsy)

How do we identify children that have additional needs?

Class teachers will make regular assessments of progress for all pupils. They will identify those children whose progress is:

- Significantly slower than that of their peers
- Significantly reduced compared to previous years
- Failing to close attainment gaps between the child and their peers, or the gap has widened further.
- This may include progress in areas other than attainment (for example, social and emotional development).
- It should be noted however, that slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.





An early discussion with the pupil and their parents will identify whether special educational provision is needed. This ensures that everyone develops a good understanding of the pupil's areas of strength and difficulty. Agreed outcomes and next steps will be agreed with parents, professional agencies and school together.

How are parents informed when a concern with progress is raised?

How do we assess the pupils' progress towards the agreed outcomes to decide if they need to be added to the SEN Register?

Across the CLC MAT, we follow the graduated approach: the four-part cycle of **assess, plan, do, review**.





Assess

Teachers will gain a better understanding of the pupil's needs at this stage.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments (where relevant)
- The individual's development in comparison to their peers and national data
- The child's progress made during planned interventions or class-based support
- The views and experience of parents
- The pupil's own views
- Advice from external support services (where relevant)



The assessment will be reviewed regularly.

- All teachers and support staff who work with the pupil are made aware of their needs, along with adapted teaching strategies or approaches that are required. We will regularly review the support and interventions and will monitor the pupil's progress.
- We will discuss with parents if we consider their child may need additional support in school.



Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils where necessary.

We can also provide the following interventions:

- Read Write Inc Phonic Intervention (KS1)
- Precision Teaching
- Direct Instruction
- Speech and Language Therapy (Both in class and by the in-school SALT Therapist)
- Nurture Group
- Wellcomm
- Drawing and Talking
- Social Skills Support Group

How do teachers support the progress of children on the SEN Register?



Plan

In this stage teachers will gain a better understanding of what teaching approaches and adaptations work may be suitable to support needs.





How do we adapt the curriculum and the learning environment for our SEND children?

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it.
- Adapting our resources, classroom arrangement and staffing when necessary.
- Using recommended aids (including laptops, coloured overlays or paper, visual timetables, larger font, workstations)
- Adapting the teaching (for example: giving longer processing times,
- pre-teaching of key vocabulary, reading instructions aloud)



Do

At this stage the adapted provision and/or interventions are delivered by the Class Teacher and/or Teaching Assistants.

How are staff trained to support children on the SEND Register?

The Senior Leadership Team will plan Continued Professional Development to ensure that all school staff receive the appropriate training they need to support children's' varying needs. These meetings are delivered by subject leaders within school or external professionals with specific expertise.

All staff attend regular Child Protection and Safeguarding Training, Asthma and Allergy Training and Team Teach Training.

Teaching Assistants are provided with training to run interventions, which are planned according to the current needs of the School Community.





Review

Teachers constantly review progress of all pupils, including those with SEND, on a regular basis.



Learning Knows No Bounds

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after an agreed number of weeks.
- Using pupil questionnaires.
- Monitoring by the Inclusion Team.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with SSPP's or EHC Plans.



How do we ensure that all children on the SEND Register are included in school activities?

- Extra-curricular activities and Educational Visits are available to all pupils, including children that are on the SEND Register.
- All pupils take part in sports day, school plays and educational workshops.
- No pupil is ever excluded from taking part in these activities because of their SEND.





How do we Support Pupils with Medical Needs?

- Key staff are First Aid trained
- All medicine administration adheres to department of Education Guidelines included within Supporting Pupils at School with Medical Conditions (DFE 2014)
- There are individual care plans for pupils with significant medical needs and allergies



How do we ensure that all children have emotional and social support?

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are involved in the whole school process of electing school council members, children can write their own manifesto and vote on their chosen candidate
- Pupils with SEND are also encouraged to be part of several after school clubs that promote teamwork/building friendships etc.
- Pupils have access to 'nurture group' which is run by familiar Teaching Assistants in school, where necessary.
- Pupils have access to staff who are trained in 'Drawing and Talking therapy' to support emotional wellbeing where necessary.
- Circle time and assemblies focus on inclusion for all
- We have a zero-tolerance approach to bullying.

What other agencies do we work with?

As a school we work with a range of agencies to support SEN pupils and their families.

- **Speech and Language therapists – Bordesley village** - Miss E Winterbottom
- **Cromwell Junior** -Miss L Williams
- **Communication and Autism Team (CAT)**
- **Bordesley village – Shifa Begum Cromwell Junior** - Murat Ozdogac
- **Educational Psychologist-** Dr R Prosser
- **Pupil and School Support – Mrs E Foster**
- **In Class Specialist SEND Support-** Steve Brown Support Services.
- **School Nurse – Miss M Smith**
- **Virtual School Birmingham**
- **Specialist Support Services for visually and auditory impairment.**

- Where it is necessary to access these agencies, we will talk with parents to discuss the needs of the child and gain written parental consent to start appropriate involvement.
- If a meeting with an outside agency is requested by families, these can be arranged at the main school office.



Local Authority Websites:

- The Local Authority Local Offer can provide additional information for Parents and Families of pupils with SEND.

<https://www.localofferbirmingham.co.uk/home/parents-and-carers/>

- Birmingham SENDIASS provides Information Advice and support to children under 16, young people (16-25) and the families of children and young people who have or may have special educational needs.

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

- The Access to Education site can provide some more information on the Support Agencies that work in Birmingham Schools (CAT, PSS, Educational Psychology and Sensory and Physical Support).

<https://accesstoeducation.birmingham.gov.uk/>





Other useful sites containing support and guidance for pupils, their siblings and their parents around autism include:

- **Autism Education Trust**
- www.autismeducationtrust.org.uk
- **Autism West Midlands**
- www.autismwestmidlands.org.uk
- **National Autistic Society**
- www.autism.org.uk
- **Child Autism**
- www.childautism.org.uk
- **Resources For Autism**
- www.resourcesforautism.org.uk



Complaints about SEND provision

- Complaints about SEND provision in our school should be made to the class teacher in the first instance. Where necessary a meeting with SENCO will be arranged and/or the Inclusion Lead.
- If the complaint is not resolved, this can then be referred to the school's complaints policy which can be found on the school website within the Policies section.



Monitoring Arrangements

This information report is reviewed and updated by Senior Leadership and the Inclusion Team every year.

It will also be reviewed by the Governing board.

In December 2024 a working party of parents worked together with the Inclusion Team and Pupil and School Support (PSS) to review this report.

Below are some comments from parents of children with SEND who attended the review.

“We like the way our questions are answered”

“Very clear concise information that is easy to read “

“It provides lots of useful information”

“It is reflective of what is happening in school”

What our parents say

Explain technical words.

(Some slides have been explained more fully and a glossary will soon be included)

Things parents would like improved.

**Less information on some slides as it is sometimes
overwhelming.**

(we have reduced the amount of information on some slides)

**Links to more websites
and interventions.**

**(We plan to increase the
links to relevant
documents and
information)**

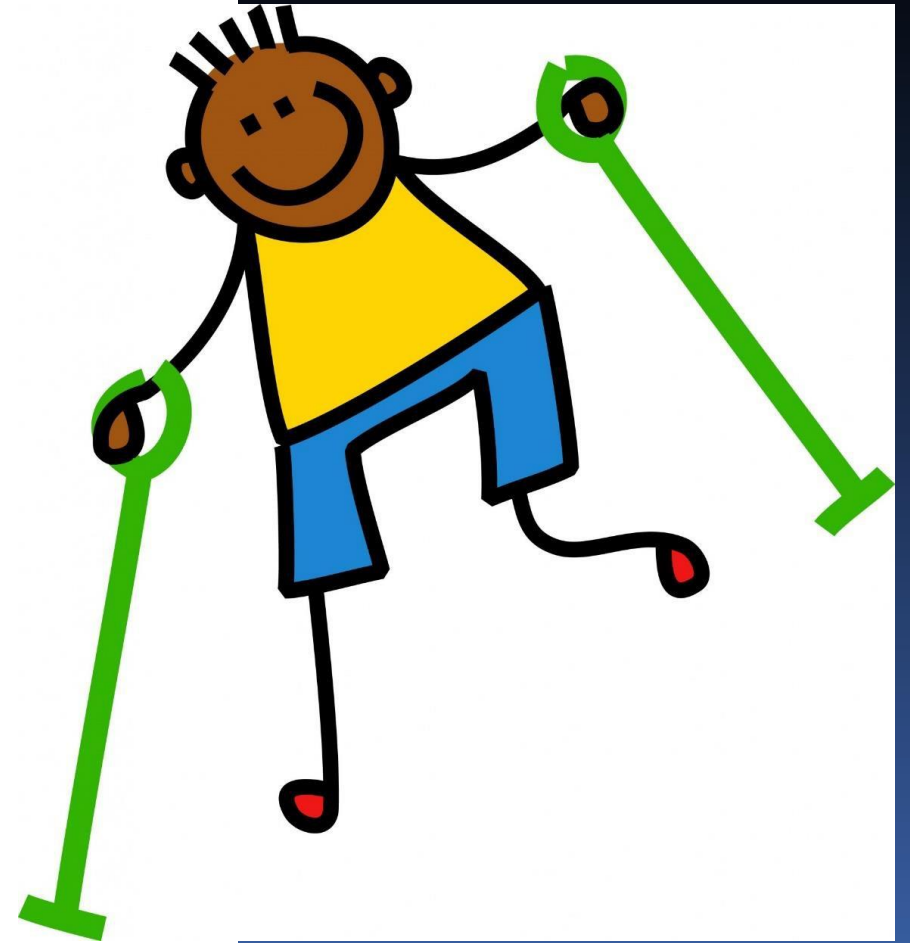
**To improve accessibility including
other languages or audio.**

**(we will work on improving
accessibility for all)**

Links with other policies and documents

Each of the policies listed below can be found on the school website.

- Accessibility Plan
- Teaching and Learning
- SEND and inclusion
- Discipline and Behaviour
- Equality information and objectives
- Supporting Pupils with Medical Conditions
- Complaints Procedure
- Safeguarding Policy
- PSHE





Glossary

Communication Interaction (CI)	Autism spectrum disorder (ASD) Visual timetables Social stories Bucket Therapy Speech and language difficulties
Cognition and Learning (CL)	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia Writing slope Moderate learning difficulties Severe learning difficulties
Social and Emotional Health (SEMH)	ADHD, ADD Quiet workstation Adverse childhood experiences and/or mental health issues
Physical and/or Sensory	Hearing impairment Visual impairment Neutral displays multi-sensory impairment Physical impairment
Graduated Approach	According to The SEND Code of Practice: 0- 25 years (Sep 2014), supporting children and young people with SEND via the Graduated Approach and includes the use of a four-part cycle of 'Assess, Plan, Do and Review'
Intervention	Interventions are short-term, targeted teaching programs that help students with specific needs. They can help students overcome learning barriers, develop new skills, and improve their academic performance.
Local Offer	From 1 September 2014 the Children and Families Act requires all local authorities to publish and maintain a 'local offer'. A local offer is a wide range of information about all the support and facilities which families can expect to find in their area for children and young people who have special educational needs (SEN) and disabilities
SEND Code of Practice	SEND code of practice is statutory guidance for organisations that work with young adults and children with special needs and disabilities. It outlines the legal requirements and statutory guidelines for schools, academies and local authorities, as set out in the Children and Families Act 2014, the Equality Act 2010, and the Special Educational Needs and Disability Regulations 2014.
Precision Teaching	Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve specific skills within an intervention.
Direct Instruction (DI)	Direct Instruction involves: Breaking down learning: Teachers break down learning material into small, manageable chunks. Providing explanations: Teachers give detailed explanations using clear language. Guided practice: Students progress to guided practice before independent work. Using visuals: Teachers use visuals like diagrams and pictures to help students understand concepts.
EHCP	Educational Health Care Plan is a legal document that outlines a child's needs in education, health, and social care.
SSPP	Send Support Provision Plan is created by the local authority to assist schools in providing the correct provision for those children and young people with complex needs.

Special
Educational
Needs

