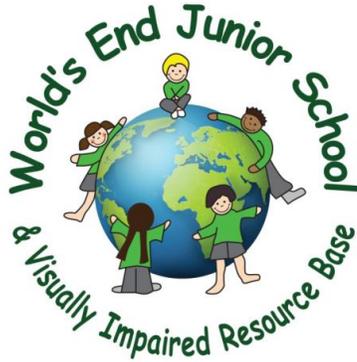


# World's End Junior School and VI Resource Base ASEND Information Report for parents.



This presentation will share how our school supports children with Additional or Special Educational Needs or a need rising from a Disability (ASEND)

## How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs (SEN).

**At World's End Junior School children are identified as having SEN through a variety of ways including the following:-**

- **Liaison with Infant school/previous school.**
- **Child performing below age expected levels.**
- **Concerns raised by parents and carers**
- **Concerns raised by their teacher.**
- **Liaison with external agencies e.g. for a physical/medical need.**
- **A health diagnosis through their paediatrician.**



# World's End Resource Base for Children with Visual Impairment

**Our Resource Base is staffed by an experienced team coordinated by a Qualified Teacher of Visual Impairment (QTVI) and Teaching Assistants who specialise in working with children with visual impairment. We have particular expertise in educating children who are tactile learners.**

**Together with our colleagues in school, we ensure pupils are given full access to all areas of the curriculum. In addition, their peers develop awareness and understanding of the specific skills pupils with visual impairment need in order to participate fully in school life.**

## **Admission Arrangements**

**Pupils living in South area and parts of Central area are considered for placement.**

**We may also provide for those pupils living in neighbouring Local Authorities.**

**Applications for admissions are processed by SENAR.**

**Pupils placed in the facility hold a statement of Special Educational Need. In certain circumstances, a request for a provisional placement may be made when formal assessment has not been completed, particularly in cases of late identification or transfer from another LA.**

**Pupils have IEP and Annual Reviews in accordance with the statutory requirement of their Statement of Need.**

# World's End Resource Base for Children with Visual Impairment

## **Provision**

**Each child receives in-class support from the QTVI and a teaching assistant according to his/her needs. Support time allocated for each child can vary and is reviewed regularly with class teachers.**

**At World's End Resource Base, we adhere strongly to the principle that our pupils with visual impairment share a common entitlement to a broad and balanced curriculum, including the National Curriculum, alongside their fully sighted peers.**

**Further information can be obtained by contacting the school office.**

## How do I raise concerns if I need to?

**At World's End Junior School we pride ourselves on building positive relationships with parents and carers . We encourage an open and honest relationship whereby we can develop quality support for your child.**

**If you would like to raise a concern please either discuss your concern with your child's class teacher or our Special Educational Needs Coordinator (SENCO) Mrs Caroline Barlow.**

## How do I make a complaint?

**Our full complaints policy is available on our website under the school information section.**



## How will school support my child?

- **The SENCO oversees all support and progress of any child requiring additional support across school.**
- **The class teacher will oversee, plan and work with each child with SEN in their class to ensure that progress is made.**
- **There may be a Teaching Assistant (TA) working with your child either individually or as part of a group.**

## Who will explain this to me?

- **The class teacher will meet with parents at least on a termly basis (this could be part of parent's evening) to discuss your child's needs, support and progress.**
- **For further information the SENCO is available to discuss support in more detail.**



## How will the curriculum be matched to my child's needs?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. This may be in the form of differentiated activities, extra resources, pre teaching, extra modelling and scaffolding.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.



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

- **We offer an open door policy where you are welcome any time to make an appointment to meet either the class teacher or the SENCO and discuss how your child is getting on. We can also offer advice and practical ways you can help your child at home.**
- **We believe that your child's education should be a partnership between home and school, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.**
- **If your child has additional needs they will have a pupil profile which will outline individual pupil information and learning targets.**



## Interventions

**At World's End Junior School we offer a wide range of interventions to support children who are having difficulty in reading, writing, maths and social interaction.**

**These include:-**



AcceleRead AcceleWrite



Direct Phonics

Catch Up Numeracy



# Interventions



Success at Arithmetic



Social Interaction Group



Catch-up Literacy

**And many more....**

## How does the school know how well my child is doing?

- **As a school we measure children's progress in learning against National expectations and age related expectations. For children who are making small step progress we use the Birmingham contiuums.**
- **The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.**
- **Children who are not making expected progress are identified through pupil progress meetings with the class teacher, Deputy /Head teacher/ Assistant Head teachers and the SENCO. In this meeting a discussion takes place concerning which children are experiencing difficulty and what further support can be put in place. If your child is discussed at one of these meetings you will be informed.**
- **When the child's pupil profile is reviewed comments are made against each target to show the progress the child has made.**



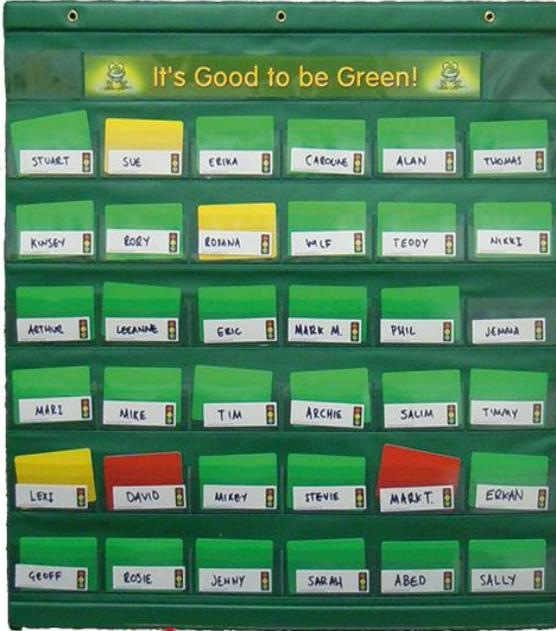
## What support will there be for my child's overall well being?

- **We are an inclusive school. We welcome and celebrate diversity. All staff believe that children having a high self esteem is crucial to a child's well being.**
- **The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support.**
- **The school also has two learning mentors and a pastoral director who work closely with the SENCO to support with vulnerable children and their families.**



# What support is there for behaviour?

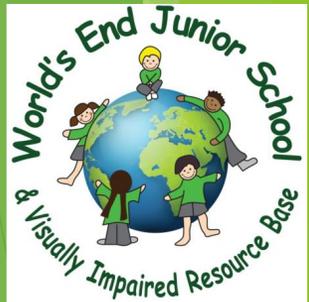
As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.



In all classrooms a 'Good to be Green' chart is displayed clearly.

Children are reminded and supported to restore their behaviour in order to stay on a green card.

More information can be found in the School's behaviour policy.



## How will my child be able to contribute their views?

**At World's End Junior school where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.**

**Children who have pupil profiles discuss and set their targets with their class teacher/SENCO.**

**There is termly 'pupil voice' questionnaire where we actively seek the viewpoints of children especially concerning their targets and progress**



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

- Our SENCO is a fully qualified Teacher.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.



## Who can I contact for further information?

- **First point of contact would be your child's class teacher to share your concerns.**
- **You could also arrange to meet Mrs Barlow our SENCO.**
- **Look at the SEN policy on our website .**
- **Birmingham Guidance at <https://www.birmingham.gov.uk/localoffer>**
- **Contact SENDIASS**
- **Contact IPSEA (Independent Parental Special Education Advice) - [www.ipsea.org.uk/](http://www.ipsea.org.uk/)**



## Who can I contact for further information?

My Care Birmingham website is full of information, advice and further support.

Access via

<http://www.mycareinbirmingham.org.uk/>

Twitter :- @BirminghamSEND

Tel:- 0121 303 1888

The my care website is currently still available but is transitioning to a new website.

**<https://www.birmingham.gov.uk/localoffer>**

