

Please note that Sandwell SEN Depart are currently going through a transitory stage in updating documents, procedures and policies. Cape Policy to be updated when all information and documents has been shared with SENCo's/HT.

Cape SEND – Local Offer Report 2025-2026

Our policies, procedures and information update 2023-24

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Welcome to our SEND Information Report, this forms part of the Sandwell Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information will be updated annually.

Cape Primary School is a community maintained primary school, which takes children from Nursery through to Year 6. We fully comply with the requirements outlined in SEN code of Practice January 2015. At Cape Primary School, we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. All schools are supported to be as inclusive as is feasible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

Definition of Special Educational Needs

The broad 'areas of need' are recognised as:
Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

Children have special/ additional educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

The 1996 Education Act states that: 'Children have a learning disability if they have a greater difficulty in learning than the majority of children of the same age.' (SEND Code Of Practice Jan 2015).

Every school is required to identify and address the SEND of the pupils that they support. Mainstream schools, which includes maintained schools and academies that are not special schools, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units (PRUs), must:

- **use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN**
- **ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN**
- **designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO (this does not apply to 16 to 19 academies)**
- **inform parents when they are making special educational provision for a child**
- **prepare a SEN information report (see 'Publishing information: SEN information report', paragraph 6.78 onwards) and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.**

Our principles, aims and objectives

The Governing Body and Staff at Cape Primary School are committed to providing an inclusive education for all and to meet and support the needs of all pupils in our care.

Universally, at Cape, **we aim** to ensure each pupil receives a broad and balanced curriculum, including provision to meet all needs. **We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short term intervention learning programmes, skills groups and other interventions developed to personalise learning.**

Our **objectives** are to:

- Ensure that all children receive high quality 'good' or better teaching.
- Track every child's progress.
- Identify pupils who have any barriers to learning.
- Produce specific, measurable, achievable, realistic targets and time limited (S.M.A.R.T) targets for the pupils to meet.
- Help every child achieve their potential through adaptive teaching and selected provision of targeted interventions.
- Evaluate the impact of targeted interventions.
- Consult with outside agencies for advice regarding pupils with persistent needs.
- Liaise with pupils, parents/carers about additional support.
- Provide all staff with recommendations for supporting pupils with additional needs.

<p>Management of Special Educational Needs at Cape Primary School</p>	<p>Our Inclusion Leadership Team consists of: SENCo Miss W Richmond (Member of SLT & SMT) SEN Governor - Sohail Khan Family Support Workers Miss K Bedford & Mrs M Roberts EMAG Support Mrs B Mann SALT THERAPIST - NHS Therapist – various carousel approach/ Enhanced Therapist Victoria Ward (1 day a week) Murray Hall- Creative Therapist Marie Webster(1 day a week)</p> <p>At Cape Primary School we have 2 HLTA’s and 19 Learning Support Practitioners / Assistants (permanent) who are deployed to support individual pupils, SEND Hub (Not LA Funded) small groups (in</p>
	<p>classrooms) withdrawal groups (out of classrooms), small classes or to deliver specific programmes of support as required.</p>
<p>Staff training</p>	<p>Staff receive training (external and internal) as part of their Continuous Professional Development (CPD); Teaching Staff and LSP’s are appraised annually as part of the school’s performance management procedures. LSP’s receive weekly CPD. Training has included the interventions that we run (this is a rolling programme):</p> <p><u>SEE APPENDIX 2 FOR OVERVIEW OF THE RANGE OF INTERVENTIONS RUN</u></p> <p>SALT provision is amended so that SALT therapists will provide training to school staff so that they can manage the needs of the children who present with low level communication and interaction needs. Enhanced Therapists will work directly with staff and children, alongside providing training to staff and parents. Through training they will be able to deliver, review and set targets in line with the children’s communication and interaction needs. This enables the SALT therapists to spend increased time with the children who have more complex needs.</p> <p>LSP staff are MITA trained – Maximising the Impact of Teaching Assistants – this training supports LSPs in ensuring they target support effectively and efficiently at all times.</p>

<p><i>Areas of Need and how are children supported at Cape?</i></p>	<p><u>Special Needs can be categorised into four areas:</u></p> <ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Social, Emotional and Mental Health issues <p>Sensory and/ or Physical needs.</p> <p>(From the SEND Code of Practice January 2015).</p> <p><u>Communication and interaction</u></p> <p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This maybe because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the</p>

different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, are likely to have particular difficulties with social interaction. They may also experience difficulties with language.

Cognition and learning

Support for learning difficulties maybe required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools. SENCo is the new Senior Mental Health Lead and a member of staff who is a Mental Health First Aider.

During and after the COVID-19 outbreak, we recognised that there might be an emotional impact on our children. The government provided support via online resources for parents and children, alongside access to additional support for schools. As part of the RSHE Curriculum, areas around Mental Health and Well-Being are well referenced for children with SEND. Staff and professionals will work together to support any child requiring this element of intervention following the school's Mental Health Policy. EBSA children are also supported in school via a range of professionals and access to therapies.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf blind children and young people is available through the Social Care for Deaf blind Children and Adults guidance published by the Department of Health.

Children may have special needs that fall into one or more of the above categories. They have a great impact upon a child's ability to function, learn and succeed.

<p><i>Medical Needs and Access</i> <i>(How we assess pupil's needs, and how do we recognise a child who needs additional support)</i></p>	<p>Although pupils with specific medical needs are not classified as having Special Educational Needs, and are not included on SEN registers, we do ensure that their needs are met. Individual Care Plans are written with the advice from our School Nurse Team, Paediatrician, Specialist Nurse and parents / carers and shared with all staff. These are regularly updated and staff attend any training necessary to manage needs. Pupil information is kept in the online medical file, on SIMs, their class medical files, first aid room, Dinner Hall and School Office as necessary (in line with GDPR regulations). The School Nurse team provide emergency response training for members of staff annually regarding Asthma, Epilepsy and Anaphylaxis. At Cape we ensure our staff are given this training. Specialist Diabetes Nurses train staff in school to support and administer medication.</p> <p>The school has wheelchair access and disabled toilets.</p> <p>Please see school Managing Pupils with Medical Needs Policy on our school website.</p>
	<p>Please see school Equality Policy on our school website.</p> <p>Please see school GDPR Policy on our school website.</p> <p>Please see the school policy for managing toileting and intimate care on our school website.</p>

How we ensure Inclusive practice at Cape Primary School

From the SEND Code of Practice 2015:

- All schools should have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.
- A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

- The first response to such progress should be high quality adaptive teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances maybe contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they maybe an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Class teachers make judgements about a pupil's progress through daily observations and marking of written work. They are aware of any individual who fails to progress and share their concerns with our Inclusion team, pupils and parents/ carers. The progress made in

National Curriculum subjects is recorded 3 x a year and a variety of tests/tasks are used across the school for all children. Senior leaders monitor this data and request information during pupil progress meetings. Phase Action Plans form the basis of any needs required. When concerns are forwarded to our Inclusion leaders a range of assessment tools can be used to further diagnose the areas of need. These might include:

- Salford Reading ages.
- Phonic awareness.
- Reading of High Frequency words/ Common Exception Words.
- Spelling of High Frequency words/ Common Exception Words.
- Sandwell Early Years Numeracy Assessment (SENT)
- Little Wandle Phonological/ Reading Assessment
- YARC assessments
- PIRA termly tests, Power Maths Termly tests
- Checklists indicating a likeliness of ADHD, ASD, dyspraxia, dyslexia, dyscalculia.
- Boxall Profile (assessing behavioural developmental needs)

A child's performance on any of the above assessments will determine the nature of provision (intervention) we put in place for them.

We use the following assessment tools recommended by the Local Authority:

- YARC assessment of reading for comprehension
- YARC Early Reading Assessment
- British Picture Vocabulary Scale
- Single Word reading Test
- Salford
- SENT

The above assessments are used to assess the children's maths, reading and comprehension skills.

The results from these assessments will be reviewed and discussed with class teacher. Recommendations of in-class support and intervention will be given and if appropriate, a referral will be made to Inclusion Support.

This in turn will make the time allocated for Inclusion Support services smarter as the assessments can be discussed and shared with Inclusion Support, rather than them

having to spend time completing assessments.

Provision for pupils who need specific support in addition to high quality adaptive teaching within the classroom.

Pupils, who do not make expected progress despite work being differentiated for them within the classroom, are referred to our Inclusion team for further assessment, advice and the Inclusion Leader/ SENCo (Miss W Richmond), alongside the Class Teacher will contact pupils, parents/ carers with these concerns, offering targeted programmes of support that are tailored to meet individual needs. Additional support is put into place and children have a selection of interventions to meet their needs and accelerate progress. We record these interventions in our 'Provision Planning Meetings', SIMs Intervention reports and the SIMs Intervention logs. Our 'post interventions' are recorded on our 'Intervention' trackers. These are updated at least termly and in-light of the three data entry checkpoints across the academic year. If concerns continue the children will be placed as 'cause for concern' on the provision planning sheets and an internal referral form (CIRF) will be made to the SENCo. Intervention is designed to be **time limited** and accelerate progress to narrow any gaps. If successful we would expect children to 'drop off' provision planning sheets and return to good *quality first* class teaching. If children require additional intervention, then a revision to the provision maps will take place. This process then repeats, again with the intention of children being removed from additional intervention. If, however, a child is not making accelerated progress then additional support and guidance may be sought from Sandwell's Inclusion Support team.

SENCo SEND Assessments

After receiving Wave 2 interventions and progression is still slow, following an internal referral to the SENCo, the SENCo and Class Teacher will discuss what has been delivered to support the child and the SENCo will make an assessment. The results and discussions will drill down further to support the child's needs, with any additional interventions required. If the child is still not making accelerated progress or the data remains low, then a referral to Inclusion Support and other appropriate agencies will be made. On receiving support from these agencies, the children will be placed on a Pupil Passport. (At this point the child will be placed on the SEND register)

At this point, personal passports are written for each pupil, detailing targets, provision planned each day and who is supporting them. The hours of support are totalled to reflect

expectations to meet the 'Notional SEND' budget received by school to fund additional support. Provision is discussed with the individual pupils so that a child-centred approach is maintained. The pupils have the opportunity to be part of their own target setting and with the preparation of their personal passports. Pupils are then withdrawn for small group activities or supported on a 1:1 basis.

Equipment and resources will be secured to support those with SEND through the SEN notional budget, Early Years Intervention Grant, Dedicated Schools' Grant or top-up funding through EHCP.

At this stage, parents / carers are invited into school to discuss individual needs and further support that can be received from outside agencies. (See SENCo liaison section below). Decisions may be agreed to place a child on the SEN register if they meet specific criteria and outside agencies are involved. Pupil Passports are written with the pupils and used for sharing information with all staff and visiting adults. This is to ensure that all adults in school are aware of individual needs and how to best support our pupils.

The effectiveness of interventions are monitored and evaluated on a half-termly basis through the Provision Planning meetings; as well as the EHC Plan review.

Personal Pupil Passports

Pupil Passports are information booklets written with the pupils and include any personal information they wish to share about themselves, including their likes, dislikes, hobbies, home life, family, abilities, disabilities, interests, and aspirations. Parents / carers can contribute towards writing these passports. The passports include long-term aims / aspirations, pupil voice, parent voice and termly short-term targets, with additional information about who will support them to reach these.

Timetable of how progress is tracked and how additional provision is planned.

Targeted interventions are introduced in the Provision Planning Meetings, following pupil progress meetings with each year group. Class teachers identify pupils, and Inclusion leaders at school discuss areas of need and place pupils on appropriate interventions to meet specific needs (whether working in a small withdrawn group or 1:1 with an identified

'key' LSP). A programme of work is planned with the pupil and timetabled to run for 6 – 12 weeks (according to the intervention and individual needs). This is reviewed every half term

	<p>in the Provision planning meetings to ensure that progress is made and the need is fully catered for.</p> <p>Detailed records are kept of the progress made, and adjustments are made accordingly. Pupils' achievements are noted in their Personal Passports and new targets set for the following term, or before in if needed. Children working below National Curriculum levels will be following the Sandwell Skills Ladders steps for learning. Individual records for each pupil and interventions are completed. (LSP LOGs are also completed when working with passport children) The SENCo evaluates the data and reports back to the Head Teacher. Individual pupil records are filed in year group folders. Occasionally, we find a pupil may need to continue on a specific programme, or an alternative approach is put in place. Pupils and parents / carers are kept informed of the progress made during Learning Together Days, open door policy, Parental SEN drop-ins or review meetings arranged by Miss Richmond.</p>
<p><i>Education Health and Care Plans</i></p>	<p>Children for whom learning is particularly difficult and may have a diagnosis of a specific learning disability, may receive an Education and Health Care Plan (EHCP). This is applied online to the Local Authority. School will assist with the application procedures for an Education and Health Care Plan and all stakeholders / agencies involved will contribute towards this process. Pupils, parents / carers are involved in this application process, following a child centred approach.</p>

How can parents / carers help their children at home?

We ask for parents/ carers to support their child at home by reading with them, practising phonics and spellings, learning multiplication tables, number bonds or handwriting exercises with them. Parents can work on targets set and can liaise with their child's class teacher or LSP/A to see how this can be achieved in the home. Occasionally we invite parents / carers in to discuss further support they can give their child at home, and share recommendations made from outside agencies. We may arrange a Home/ School diary or log book for a two – way communication between parents and staff to share how your child is responding to support and how they are feeling.

Parents are invited to attend termly meetings to discuss the provision of additional needs, and we welcome their views and support. We feel that the provision we offer for our pupils is a two- way process and parental involvement is essential to bringing about the changes we aspire to for our pupils.

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<p><i>Liaison and Transition</i></p>	<p>Miss Richmond liaises with the Local Authority support teams including: SEN advisors, Educational Psychologists, Behaviour Advisors, Creative Therapists, Speech and Language Therapists, School Nurse, Hearing Impaired Advisors, Visually Impaired Advisors, Occupational Therapists, Physiotherapists, and advisors for specific learning difficulties. Referrals are also made to Child and Adolescent Mental Health (CAMHS) and Information Sharing teams. Miss Richmond liaise with SENCOs from other schools as part of a Smethwick Cluster Group and the Smethwick Learning Improvement Partnership. sharing good practice and being updated with new innovations, legislations and procedures. Miss Richmond also liaises with Social Workers regarding ‘Looked After Children’, Children in Need, Child Protection and attends multi- agency information / sharing meetings. Miss Richmond liaises with SENCOs from secondary schools regarding transition form Year 6 to Year 7.</p> <p><u>Transition across Secondary School</u></p> <p>Transition support varies according to placement. We currently feed numerous secondary schools (both within Sandwell and further afield), which make their own arrangements for pre- school visits and transition. Additional visits to schools are arranged for individual pupils for whom, we feel, need more pre- contact and support, and ‘key’ workers are put in place to assist with their transition. Support staff also escort some of our pupils in taxis to their future secondary schools to meet with their ‘key’ workers. <u>Transition across Key Stages.</u></p> <p>Transition support across the three key stages begins at the start of the Summer Term. Pupils, parent and staff meet to coincide with monitoring and assessments visits from outside agencies so that relationships can be established with new ‘key’ workers from onset. Class teachers and support staff within each Key stage also meet to discuss pupil needs before transfer and all records are passed up throughout the school.</p>
<p><i>Complaints and Admission procedures.</i></p>	<p><u>Parents / Carers.</u></p> <p>Cape Primary School has an ‘Open door’ policy and Parents / Carers are welcomed into school to discuss their child’s progress. Messages can be left for Miss Richmond and she will respond to any enquires as soon as possible.</p> <p><u>Complaints Procedures.</u></p>

	<p>Any complaints regarding the arrangements and provision of special educational needs at school can be made by following the school's complaints procedure which are detailed on the school website.</p> <p><u>Admissions Procedures.</u></p> <p>Pupils with an Education Health and Care Plan are given priority (by law) to attend a school of their choice. Other pupils are admitted according to the school's Admissions Policy. This is found on our website and adheres to the Sandwell admissions procedures, as detailed on the Sandwell website.</p>
<p><i>Safe Guarding and Child Protection</i></p>	<p>At Cape Primary School, we recognise that SEND children are a vulnerable group and are aware that not all children are able to express their concerns or worries; thus, making our SEND children very vulnerable: both in person and online/virtual situations. At Cape we are persistent in finding out what is wrong and obtaining help for the child/family as quickly as possible. Online safety is discussed with both children and parents on a regular basis. Family Support Workers also run the NSPCC 'Speak out, stay safe' workshops for UKS2 SEN pupils. When working with children who are SEND, breaking down those extra barriers to stop any harm is vital and key. Safeguarding is everyone's responsibility!</p> <p>If you are concerned about a child, please contact SANDWELL MASH team on 0121-569 -3100 or the NSPCC Childline on 0800-1111.</p>

Appendices

A range of organisations offer support and training to schools on overall identification and teaching approaches for pupils with SEND as well as on specific conditions.

Many aspects of the approach set out draw on work of Achievement for All (www.afa3as.org.uk). This demonstrates that when a whole-school approach to supporting pupils with SEN is taken, along with effective engagement with parents, there can be a clear impact on attainment.

Schools, colleges and early years providers who need to improve the knowledge and skills of staff in relation to specific conditions can access information, advice and training

materials that have been developed through the Department for Education's voluntary and community sector grants programme. NASEN provides a SEN Gateway that enables access to a broad range of materials and support services across the range of SEN (www.sendgateway.org.uk).

Early Support provides a range of information materials to families and professionals www.ncb.org.uk/earlysupport.

The following organisations provide advice, information and training on specific impairments:

The Autism Education Trust for children and young people on the Autism Spectrum (www.autismeducationtrust.org.uk)

Autism West Midlands: 0121-450-7582

The Communications Trust for speech, language and communication difficulties (www.thecommunicationtrust.org.uk)

The Dyslexia SpLD Trust on dyslexia and literacy difficulties (www.thedyslexiaspldtrust.org.uk)

The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment (www.natsip.org.uk)

Each of these organisations is working with funding from the Department for Education to support the reforms to the SEN system.

MindEd (www.minded.org.uk) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.

Sandwell Local Authority's local offer can be found at <https://www.sandwell.gov.uk/send>

Sandwell SEND Information and Advice Support Service

The Sandwell SEND Information and Advice Support Service (SEND IASS) provides neutral advice and support to help parents and carers involved in discussions about their child's SEN.

Sandwell SEND Information and Advice Support Service (**SENDIASS**)

Wednesbury Family Hub

Dorset Road

Wednesbury

Telephone - 0121 289 2566

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

sandwellsendiass@barnardos.org.uk

Sandwell SEN Service

Telephone: 0121 569 8240

Email: sen_team@sandwell.gov.uk

Address:

Special Educational Needs Service

Connor Road

West Bromwich

B71 3DJ

Open 9:00am -5 :00pm Monday to Friday

Cape Primary School - Whole School Provision Map

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Area of Need	Wave 1	Wave 2		Wave 3
Cognition and Learning	Adjustable Curriculum Scaffolded Delivery	TIER 1	TIER 2 VIP	Five Minute Number Box Five Minute Box

Learning	Scaffolded practical resources Increased Visual Aids Visual Timetables Illustrated Dictionaries Use of Writing Frames Split introduction/plenary Live marking Adaptive Teaching Tasks Boards	WELLCOMM WELLCOMM Primary BRP ELS Group Support in English Group Support in Maths Talking Maths Write Away Together (Group) Y6 Booster Groups Y2 Booster Groups Enable (Y2) Sandwell Early Numeracy Test (SENT) Reciprocal Reading Rapid Maths Numbots	Five Minute Number Box Five Minute Box Catch Up Comprehension Catch Up Maths Enable Plus (Y3-5) Precision Teaching Rainbow Writing Toe-by-Toe Stepaway WAT (1:1) COSST	Catch Up Reading Catch Up Maths Enable Plus(Y3-Y5) Withdrawal In-Class Support Precision Teaching Orchard Curriculum Rainbow Writing Toe-by-Toe Stepaway COSST
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		Lexia Reading Maths Flex		
Communication and Interaction	Adaptive Teaching Arrangements Structured Resources Adjustable Curriculum Scaffolded Delivery Scaffolded practical resources Increased Visual Aids Visual Timetables Use of Symbols and Pictures ALD Wigit	Talking Maths Visual Timetables Use of Symbols and Pictures WELLCOMM WELLCOMM Primary Racing to English Flash Academy NELI Early Talk Boost Language for thinking URLEY ALD	1-1 Withdrawal 1-1 In-Class Support SALT Programmes PECS Wellcomm Makaton Sulp ALD Visual Timetables Use of Symbols and Pictures	

		Wave 2 SaLT targets Communication In print	EYFS SALT Therapist (1 day)
		Enhanced SaLT work	NHS SaLT Therapist Sensory Room TEACHH Indentiplay
Emotional, Behavioural and Social	Whole School and Class Rules Whole School and Class Rewards Whole School Behaviour Policy Circle Time British Values Playground Charter Adaptive Teaching	Nurture Group Emotion Coaching Behaviour Contract Behaviour Tracker LEGO Therapy Parent and child play sessions Circle of friends Chirpy & Bounce - KS2 Wellness Pots - KS1 Thera-build	1-1 Mentor - outside agency provision Anger Management Programmes 1-1 Withdrawal 1-1 In-Class Support 1-1 Behaviour Programmes Therapeutic Mentoring Creative Therapy (Murray Hall - 1 day)

Sensory and Physical	Adaptive Teaching Teacher Awareness of Sensory and Physical Impairment Availability of Resources	Write-Dance Multi-Sensory Room Early Years PE Jungle Journey Disco Dough Small Group Handwriting Hands Up for Handwriting - OT guidance Pencil grips/adapted implements and stationary	1-1Withdrawal PECS TEACCH OT Programmes Physio Programmes Sensory Room 1:1 Disco Dough 1:1 handwriting Use of Specific Resources or Equipment Orchard Curriculum SEND PE Sessions
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What is the SEND Information Report?

The LA Local Offer

The Children and Families Bill became enacted in 2014. From this date Local Education Authorities (LEAs) and schools were required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disability (SEND) aged 0-25. This is the 'SEND Information Report'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School Local Offer

This utilises the LA SEND Information Report in order to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide.

Our Local Offer is available on our website under the section of 'Our School' and 'SEND Local Offer'.