



**SEN Information Report 2017**  
**in accordance with Section 65(3) of the Children & Families Act**

**Introduction**

All Walsall (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible. The four broad 'areas of need', as stated in the 2014 Code of Practice are:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Needs

Sensory and Physical Needs

**What is the Local Offer?**

Our 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. You can read more about the local offer on <http://www.wcld.co.uk>

**What can we at Delves Junior School offer you?**

At Delves Junior School, we embrace the fact that every child is different, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

**What are Special Education Needs (SEN) and Disabilities?**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

1. Has a significantly greater difficulty in learning than the majority of others of the same age.
2. Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Types of special educational needs can include:

- General Learning difficulties- children who's learning progresses at a slower pace
- Speech and Language difficulties (expressive and/or receptive)
- Concerns with Social, Emotional and/or Mental Health
- SpLd (Specific learning difficulties with reading, writing and/or spelling)
- Dyspraxia (problems with motor skills, core strength and organisation)
- Dyscalculia (difficulties with number work)
- Autism



- ADD/ADHD (Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder)
- Downs Syndrome
- Cerebral Palsy
- Other physical/medical needs

**Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?**

*The class teacher is responsible for...*

- Monitoring the progress of your child and identifying, planning and delivering any additional support your child may need (this could be targeted work or additional support). Communicating with the Special Education Needs/Disabilities Co-ordinator (SENCo).
- Attending meetings to write Action Plans and Individual Behaviour Plans (IBPs) with the SENCo, Learning Support Assistant (LSA) & Parents at least once each term.
- Personalised teaching and learning for your child, as identified on the school's provision map.
- Planning lessons according to meeting the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

*The SENCo: Mrs R Fletcher is responsible for...*

- Developing, implementing and reviewing the school's SEN policy.
- Co-ordinating all support for children with SEND
- Ensuring that parents are:

i) Involved in supporting your child's learning

ii) Kept informed about the support your child is getting

iii) Involved in reviewing how your child is developing / progressing

- Liaising with the other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

*The Head teacher: Mr S Adlington is responsible for...*

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and Class Teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

*The SEN Governor: Mrs D Reece is responsible for...*

- Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 01922 721112



### How do we identify children who may have a SEN?

- When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.
- We will observe your child to see how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate, use tests to pinpoint what is causing the difficulty. This will help us to decide what is happening and why. If school become concerned about your child, you will be contacted by the class teacher in the first instance and possibly by the Special Educational Needs Coordinator (SENCo) and a meeting will be arranged.
- If teachers feel that your child has a special educational need this may be because they are not making the same progress as their peers; we will meet with you to discuss any concerns. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success.
- If you have concerns that your child may have a special educational need, we will discuss this with you and seek assessments of your child accordingly. These assessments may be carried out by the school, though we often seek advice from specialised services such as Educational Psychology or Speech and Language Therapy – we endeavour to share our findings and the next steps we need to take with you.

### What are the different types of support available for children with SEND in school?

#### *Our School provision*

Teachers are responsible for teaching of pupils with SEN. Learning Support Assistants (LSAs) & Learning Support Practitioners (LSPs) work mainly with either individual children or small groups.

a) Class teacher input, via targeted classroom teaching (Quality First Teaching).

For your child this would mean...

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

b) Specific group work/interventions

Interventions may be run in the classroom or a group room. It may be run by a teacher or an LSA. Support/interventions are described as 'waves'.

**Wave 1** - This is high quality teaching for all children. Differentiation is vital for "the effective inclusion of all children in a daily and high quality literacy lesson"

**Wave 2** - This is additional small group work for children who are expected to catch-up with their peers as a result of a time-limited intervention.

**Wave 3** - This is specific time-limited targeted intervention, for children identified as requiring SEN support. This involves focused teaching activities, which tackle fundamental errors, misconceptions and gaps in knowledge or understanding that prevents children from making progress. Interventions are delivered in very small groups or on a 1:1 basis.



Children at Wave 2 and Wave 3 will also receive quality Wave 1 teaching.

The small group interventions we offer are listed below:

**Wave 2 English Interventions**

Intervention	Age Group	Delivered by	Length	Description
HFW (High Frequency Words)  Common Exception Words	Yr 1 – Yr 6	CT/LSA	Daily sessions, 10 mins 12 weeks MAX	Children to focus on HFW that they are unable to read/spell Focus on three words at a time. Look, Cover, Write, Check.
Reading For Meaning 1 & 2	Yr 3-6	CT/LSA	20mins x 3	Very simple level that would encourage children to seek meaning in text, to classify, to sequence, to evaluate and to extend their language development generally. Activities include: deduction, orientation, drawing from text, classification, sequencing, cloze, picture completion, true or false, interpreting text and summarising.
Looking & Thinking	Yr 3-6	CT/LSA	20mins x 3	A photocopiable series to develop reasoning skills in which illustrations hold clues to help answer questions. For pupils experiencing difficulties with Reading.
Logical Thinking 1 & 2	KS2	CT/LSA	20mins x 3	Uses high frequency word lists. For pupils who are struggling with literal and inferential comprehension.
Further Literacy Support (FLS)	Year 5 (who are working at low level 3)	CT & LSA	12 week programme with 3 modules	Materials designed to interest reluctant learners. Aim is to encourage self-evaluation and independent learning. 4 x 20mins sessions per week. 1 session to be delivered by class teacher, 3 sessions by LSA. In addition, there are 2 tasks to be completed in class and 3 homework tasks.
Letters & Sounds (Catch up)  /  Ruth Miskin – additional phonics	Year Rec-3	CT & LSA	Phase 2 – 6 weeks Phase 3 – 12 weeks Phase 4 – 6 weeks Phase 5 & 6 – continue through programme 20 minutes, daily	<b>PHASE 1</b> (Nursery & Reception) Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting. <b>PHASE 2</b> (Reception up to 6 weeks) Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions. <b>PHASE 3</b> (Reception up to 12 weeks) The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language. <b>PHASE 4</b> (Reception, 4 to 6 weeks) No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump. <b>PHASE 5</b> (Throughout Yr 1) Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know. <b>PHASE 6</b> (Throughout Yr 2 & beyond) Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.
Sandwell Early Writing	Yr 1 – Yr 2	LSA / LSP	20mins x 3	Emphasis on the ability to read and write high frequency words. Focus on sentence construction and developing handwriting.

### Wave 3 English Interventions

Intervention	Age Group	Delivered by	Length	Description
Enable 1:1 ENABLE Plus	Year 2 Yr3 -Yr5	Trained volunteer adult or LSA Trained LSA	1:1 8 weeks – 30 mins each day Small group of 3 22 weeks 2 x 30mins + 1 x 10mins	Programme consists of the following elements: -Direct instruction of phonics / irregular high frequency words -All skills are taught to mastery level -Prepared reading of new text -Re-reading of a familiar text -Sentence construction -An important element of Enable is to build self-esteem. The pace of instruction is influenced by pupil progress
Rapid Readers	Yr3 – Yr6	CT & LSA	2sessions per week with adult	Aims to move Key Stage 2 pupils from a reading age of 5.6 to 8+. Programme consists of a collection of resources that included reading books, a software package and assessment texts. 12 Rapid reading levels and 6 stages – child to assessed and placed on the appropriate level and then moves the scheme until they reach stage 6. Software package reinforces the learning from the reading sessions by using unique speech recognition software that enables pupils to practise their reading skills.
Precision Teaching	KS1 & 2	CT & LSA	Daily 10 minute sessions	Promote reading & spelling of sight words.
Word Shark	Yr 2 – Yr 6	LSA / CT to monitor	15 mins x 3	Wordshark includes a high quality phonics approach to reading based on 'Letters and Sounds'. Different games include blending sounds into words for reading and also segmenting into sounds and syllables for spelling. All common letter patterns and auditory patterns are covered, also spelling rules, homophones, alphabet and dictionary skills. The tailored games and structured word lists make Wordshark especially useful for students with dyslexia as well as for general use.
Nessy	Yr 1 – Yr 6	LSA / LSP	15mins x 5	A computer based programme covering: Phoneme-Grapheme Correspondences, six syllable types, suffixes, rhyming skills, phoneme identity, blending and segmentation, phonological awareness, phonics and word recognition and vocabulary, fluency and comprehension
Multi-sensory Learning	Yr 1 - 6	Specialist LSA	1 hour x 1	Your child will be assessed (in depth) in relation to reading, writing, working memory and visual stress. Following the assessment, an action plan will be created. Areas for development will be taught in a multi-sensory way.
Word Wasp	Age 7 +	LSA	40mins x 1	A structured programme based on phonics rules. Focus on word articulation, spelling & pronunciation. Teaches rules and structures of English through rules and spelling.
Toe by Toe	Yr 1 - Yr 6	LSA	20mins x 5	A highly structured multi-sensory reading programme. Supports children who have decoding difficulties and/or difficulties with reading fluently.

## Wave 2 Maths Interventions

Intervention	Age Group	Delivered by	Length	Description
Max's Marvellous Maths	Year 1	LSA / LSP	20 mins x 4 12 weeks	The target group is children in Year 1 who have been identified as in need of some extra support to enable them to keep up with their peers.
Overcoming barriers in mathematics – Helping children move from level 1 to level 2 / level 2 to level 3 / level 3 to level 4	Year 1 & Year 2 Year 3 & Year 4 Year 5 & Year 6	CT / LSP	to fit in with teacher planning	CD-Rom of materials and guidance booklet Materials provided to teach objectives that have been identified as the most common barriers to progress. Objectives are organised into the seven strands of the Framework. Provides charts that support identifying gaps in children's learning.
Springboard 3-6	Yr 3 – Yr 6	LSA (consolidates class work)	10 units. Each unit contains 2 x 30 minute session	Intended for Y3 children who have achieved 1a / 2c in KS1 SATs. Intended for Y4 children who have achieved 2c / 2b in Y3 Optional SATs. Intended for Y5 children who have achieved 2a / 3c in Y4 Optional SATs Year 6- designed to provide additional support in booster classes for children in Y6 who, with intensive support, can achieve level 4 in KS2 SATs Under-achieving pupils with the capacity to improve Recommended for groups of 6 – 8 pupils. Preferably used in Autumn and Spring terms Each unit has teaching notes,
Pre teach / Catch up	Yr1 – Yr 6	LSA/LSP	As and when required	Designed for children experiencing difficulties with mathematical concepts. This intervention is designed to introduce concepts / vocabulary beforehand, providing the children with additional time to understand concepts. If a child/ren are having difficulty following the lesson, concepts will be revisited to ensure knowledge is embedded, eventually learning and applying at 'mastery' level.

## Wave 3 Maths Interventions

Intervention	Age Group	Delivered by	Length	Description
5 Minute Number Box	KS1	LSA Monitored by teacher / SENCo	5 mins daily	Delivered 1:1 – for children who are on P levels to level 2B Teaches basic skills in Mathematics – i.e. number recognition, counting, shapes, concepts of time, money, measurement etc Can be linked with the area of work being taught in daily maths lessons. Multi-sensory Daily progress is recorded and shared with CT
Supporting children with gaps in their mathematical understanding	KS1 & KS2	LSA Teacher needs to identify specific areas of study	20 – 30 mins Daily	Delivered in small groups Flexible resource – tracks back through objectives (Y6 – Rec) Focuses on errors / misconceptions in addition, subtraction, multiplication and division
Number Shark	Yr 1-6	LSA / CT to monitor	15mins x 3	The topics address each of the number operations + - x ÷ plus fractions, decimals and simple percentages, in very gradual steps. The topics are quick to access and clear examples are given on screen. Number shark gives a fresh set of 'sums' each time a topic is selected.
Sandwell Numeracy Intervention	Pupils working at P6 to Year 2 ARE.	LSA/CT	Daily	Sandwell Early Numeracy assessment carried out by SENCo, explores five strands of basic Maths skills: identification, oral counting, value, object counting and language, and provides a baseline of a pupil's number skills. Intervention based on findings.

### Physical & Sensory Needs

Intervention	Age Group	Delivered by	Length	Description
Funfit	Yr 2-6	LSP x 2	5 x15 min daily. 8 weeks	The aim of Fun Fit is to improve a child's co-ordination and underlying postural stability and balance. For any child who exhibits poor motor skills which may manifest itself in one or more of the following behaviours; bumping into things, falling over frequently, core stability, difficulty with many PE skills, balance skills, poor handwriting skills (formation of letters, speed, legibility, too much or too little pressure), scissor skills, use of cutlery.
Write Dance	KS1	CT & LSA	20 minutes daily	Write Dance is an approach and a method that provides movement opportunities so children can develop the physical skills needed to develop their handwriting skills. The movement is driven by the music and the underlying principle is enjoyment to build confidence.
Occupational Therapy	Nur – Yr 6	LSP	15mins x 3 Until end of program	The delivery of exercises, as advised by Occupational Therapist.
Fine Motor Development	Nur – Yr 6	LSA	15mins x 5	A range of exercises to increase hand/wrist strength and develop fine motor skills. For example, bead threading, using tweezers, tracing, cutting, etc...
Cool Kids	Nur – Yr6	LSA	15mins x 5 Ongoing	An exercise programme that follows a sequence of developmental activities. Aimed at the development of gross motor skills but has been shown to improve fine motor skills too.
Write From the Start	Yr2 – Yr6	LSA	10mins x 3	A kinaesthetic programme to develop fluent handwriting.

### Speech, Language and Communication Needs

Intervention	Age Group	Delivered by	Length	Description
Language Groups	Nur - Rec	Speech & Language Therapist.	Until no longer required.	To encourage language development, as well as, listening and attention.
1-1 Speech & Language Therapy	Whole School			Targeted 1-1 speech and language therapy, as directed by Speech and Language Therapist.
Picture Exchange Communication (PECS)	Whole School	LSA		<p>PECS develops early expressive communication skills using pictures.</p> <p><b>PHASE 1 - How to Communicate</b> Students learn to exchange single pictures for items or activities they really want.</p> <p><b>PHASE 2 - Distance and Persistence</b> Still using single pictures, students learn to generalize this new skill by using it in different places, with different people and across distances. They are also taught to be more persistent communicators.</p> <p><b>PHASE 3 - Picture Discrimination</b> Students learn to select from two or more pictures to ask for their favourite things. These are placed in a communication book—a ring binder with Velcro® strips where pictures are stored and easily removed for communication.</p> <p><b>PHASE 4 - Sentence Structure</b> Students learn to construct simple sentences on a detachable sentence strip using an "I want" picture followed by a picture of the item being requested.</p> <p><b>Attributes and Language Expansion</b> Students learn to expand their sentences by adding adjectives, verbs and prepositions.</p> <p><b>PHASE 5 - Answering Questions</b> Students learn to use PECS to answer the question, "What do you want?".</p> <p><b>PHASE 6 - Commenting</b> Now students are taught to comment in response to questions such as, "What do you see?", "What do you hear?" and "What is it?". They learn to make up sentences starting with "I see", "I hear", "I feel", "It is a", etc.</p>
Makaton	Whole School	SENCo / Speech & Language Therapist		Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.



Talking Heads	Yrs 3-6	LSA	30mins weekly	Programme designed to develop oral communication.
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c) Specialist groups run by outside agencies

This means a pupil has been identified by the SENCo or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SALT (Speech and Language Therapy)
- School Nurse
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services (CAMHs)

*What could happen:*

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

d) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

*For your child this would mean:*

The school or parent can request an EHC assessment. This is a legal process which sets out the amount of support that will be provided for your child. A flow chart mapping out this process can be found at: <file:///E:/request%20for%20assessment.pdf> (page 3).

**How can I let the school know that I am concerned about my child's progress in school?**

If you have concerns about your child's progress, you should speak to your child's class teacher initially. You can do this at the end of the day when you collect your child or by phoning the school to make alternative arrangements. If you continue to be concerned that your child is not making progress, you may speak to the SENCo.





### **How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have, plan any additional support your child may need and discuss with you any referrals to outside professionals to support your child.

### **How is extra support allocated to children and how do pupils progress in their learning?**

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENCo discuss all the information they have about SEN pupils in the school, including the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed. The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

### **How will we measure the progress of your child in school?**

- Your child's progress will be continually monitored against new National Curriculum objectives by his/her class teacher. His/her progress will be reviewed formally with the Head Teacher and SENCo every term in Reading, Writing & Maths.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Where necessary, children will have an Action Plan based on targets set by teacher/SENCo or outside agencies specific to their needs. Targets are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group intervention that they take part in.
- Regular book trawls and lesson observations will be carried out by the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **What support do we have for you as a parent of a child with SEND?**

- The class teacher is regularly available at the end of the day to discuss your child's progress or any concerns you may have. Also to share information about what is working well at home and at school, so that similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be shared with you with the person involved directly, or where this is not possible, in a report. Personal Action Plans will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school diary is available to support communication with you (if appropriate).
- Our Family Support Worker is available to support you and address any concerns or worries you may have.



**How is Delves Junior School accessible to children with SEND?**

- We have one disabled toilet.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEN.

**How will we support your child when they are joining or leaving this school?**

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

*If your child is joining us from another school:*

The SENCo will contact previous school to gather information about your child. We will invite you into school prior to your child joining to discuss all of their needs and how we can best support them, including strategies that you use at home. Your child will be able to visit our school and stay for a taster session, if this is appropriate.

*If your child is moving to another school:*

We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school. We will make sure that all records about your child are passed on as soon as possible.

*When moving classes in school:*

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Action plans/IBPs will be shared with the new teacher. You will be invited to meet your child’s new class teacher before the transfer if possible or soon after.

*In Year 6:*

The SENCo will discuss the specific needs of your child with the SENCo of the child’s secondary school. In Year 5 Children with EHCP will begin transition discussions to identify schools they would like to go to. In most cases, a transition review meeting, to which you will be invited, will take place with the SENCo from the new school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions with a member of support if appropriate, and in some cases staff from the new school will visit your child in this school.

**How will we support your child’s emotional and social development?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes follow structured PSHE (Personal, Social, Health Education) sessions.

Intervention	Age Group	Delivered by	Length	Description
SEAL small group activities	KS1 & 2	LSP	Half termly topics	Small group follow-up work to main lessons for children who may need the extra support.
R Time	Nur – Yr 6	CT & LSA	On going 20 min sessions	Structured programme to develop positive relationships between children. Enhances good manners, respect, attainment + citizenship.



				Can be delivered whole class or in small groups. All activities use "Random Pairing" of the pupils
Circle of friends	Yr 2-6	CT, LSP, BST	6 – 8 Sessions	A group of volunteer children meet regularly to offer support for a specific pupil with their difficulties, usually related to social and emotional difficulties
SNAP	Yr 3 – Yr 6	LSP	1 hour x 1 6 weeks	Assertiveness programme for vulnerable pupils to reduce the possibility of bullying.
Drawing & Talking Therapy	Yr 1 – Yr 6	Trained LSP	30mins x 1 6 weeks	Drawing and Talking is a safe method of working with children to help with underlying emotional difficulties that may be affecting their learning and/or behaviour.
Lego Therapy	Yr 1 – Yr 6	Trained LSP	1 hour x 1 6 weeks	Develop communication and social interaction. Lego Therapy can develop collaborative play, provides opportunities for children to practise skills such as turn-taking, listening, sharing ideas, communication, compromise, problem solving and shared attention.
Small group Healthy Mind, Happy Me	Yr 1 – Yr 6	LSA/LSP	30mins x 1 6 weeks	A range of activities to supplement our PSHE curriculum.

**What are the arrangements for parents of children with SEN who may wish to complain about the provision?**

Parents who wish to complain are strongly encouraged to follow the Local Authority’s and School’s complaint procedure. You are also encouraged to initially speak to the Head Teacher regarding your complaint. If the issue can’t be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to contact the Chair of Governors.

**What are the contact details of support services for the parents of children with SEN, including those for arrangements made in clause 32\*?**

- Walsall Child Development Centre - 01922 605800
- Children’s Speech & Language Therapy Service - 01922 605400 (option 3)
- Children’s Occupational Therapy Service - 01922 605820
- Child and Adolescent Mental Health Services (CAMHs) - 01922 607400
- Integrated Community Equipment Service - 01922 604950
- Community Paediatricians - 01922 656659/ 656287
- School Nursing Service - 01922 423349

Information, Advice and Support Service (SEND) or IASS(SEND) unknown formerly as ‘Walsall Parent Partnership Service’ - 01922 650330

**\* Clause 32- Advice and information for parents and young people**

A local authority in England must arrange for the parents of children for whom it is responsible, and young people for whom it is responsible, to be provided

**Written:** September 2017

**Review:** September 2018