



SEN Information Report 2022

Wishing you a warm welcome to Chad Vale!

My name is Miss Helen Larcombe and I am the Special Educational Needs and Disability Co-ordinator (SENDCo). I have taught at Chad Vale for seven years in a variety of roles ranging from one-to-one support for pupils with complex needs, running our Nurture Group, being a part-time class teacher and for the last five years, I have been the SENDCo. I began my career as a Nursery Nurse (NNEB) at a private day nursery and then at a primary school in Kingstanding in 1994. Following many years of part-time study, I qualified as a teacher in 2006. I then moved to a primary school in Selly Oak before joining Chad Vale in 2013. I am currently managing and running [The Hive](#), which is a learning space for children in Key Stage 1 (KS1) with complex needs who are struggling in their mainstream classroom.



I live in Birmingham with my dog, Benji, and Lola, my cat. Benji is a frequent visitor into school where the children love spending time with him. He has proven to be a particular favourite of our Autistic pupils. In my spare time, I enjoy swimming, walking, gardening, reading, spending time with family and friends, holidays, sewing and exploring National Trust properties.



SEN INFORMATION REPORT CONTENTS

The role of a SENDCo involves working with children with a special educational need and/or disability (SEND), their families, school staff and outside agencies to ensure all children's needs are met and they fulfil their potential. We aim to ensure that all children with SEND feel safe to achieve all that they can socially, emotionally, physically and academically.

Please click on the contents page below for a summary of each area and to see some photographs and links demonstrating what our provision looks like in action.

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SEND types that we provide for:

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at Chad Vale and we respect, accept and celebrate the strengths of all pupils, families, staff and visitors.

We provide additional and/or different provision for a range of differing needs:

	
<p>Children and young people who find it difficult to interact with the people and world around them. Difficulties may include:</p> <ul style="list-style-type: none"> • Talking to others, especially when in a group • Talking about a topic they haven't chosen • Making friends and keeping friendships long term • Coping with changes in their routines • Coping with noises, smells, textures or other sensations around them • Understanding what others are saying or social situations 	<p>Children and young people who find learning, thinking and understanding more challenging than most other pupils. Children with cognition and learning needs will usually have difficulties:</p> <ul style="list-style-type: none"> • Take longer to learn important skills • Find it difficult to remember things • Have trouble understanding instructions, statements or questions. • May need extra time to think about their answers

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<p>Some children may have specific communication and interaction needs, for example, Autism, speech and language difficulties.</p>	<p>Some children may have specific cognition and learning needs, for example, Dyslexia, Dyscalculia and Down Syndrome.</p>
<p>Social, emotional and mental health difficulties</p>	<p>Sensory and/or physical needs</p>
<p>Children and young people who find it difficult to manage their emotions and behaviour in a way that affects their daily life. Difficulties may include:</p> <ul style="list-style-type: none"> • Sitting still for very long • Following rules set by others • Listening to and following instructions • Understanding their own emotions and feelings <ul style="list-style-type: none"> • Making friends • Taking responsibility for their actions <p>Diagnosed medical conditions may include ADHD, ADD and anxieties.</p>	<p>Children may have disability that could make it difficult for them to manage their everyday life without additional changes or support. Some things that children with sensory and/or physical needs might find it difficult to:</p> <ul style="list-style-type: none"> • Hearing clearly what is happening around them • Reading books or seeing the interactive wipe board clearly • Moving around without the support of walking aids or wheelchairs <ul style="list-style-type: none"> • Using scissors, pencils, cutlery unless adapted • Taking medication without adult support • Being in noisy and busy environments <p>Possible needs may include hearing or vision difficulties, physical disabilities, medical needs or sensory sensitivity.</p> <p>Chad Vale is fully accessible for children with physical needs.</p>

Identification and assessment:

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During your child's journey at Chad Vale, their teachers will constantly be monitoring and assessing their progress in all areas of the Early Years Foundation Stage (EYFS) and National Curriculum. Here are some examples of the types of assessments that teachers will use throughout the school:



- ✚ Observations
- ✚ Marking and feedback
- ✚ Assessment tools
- ✚ Tests, both statutory and non-statutory

A combination of the above methods will identify pupils who are not meeting expected [outcomes](#) or that their [progress](#) and/or [attainment](#) isn't as anticipated. Monitoring and assessments enable teachers to identify areas of strength and subjects where

additional support is required to ensure that the attainment gap doesn't widen over time.

Please be aware that slow progress and/or attainment does not automatically mean that your child has special educational needs.

High quality teaching in school ensures that all pupil's academic needs are being identified and met within lessons. Class teachers will differentiate their lessons to meet the needs of their pupils and teachers will implement a graduated approach when using the assess, plan, do and review cycle:

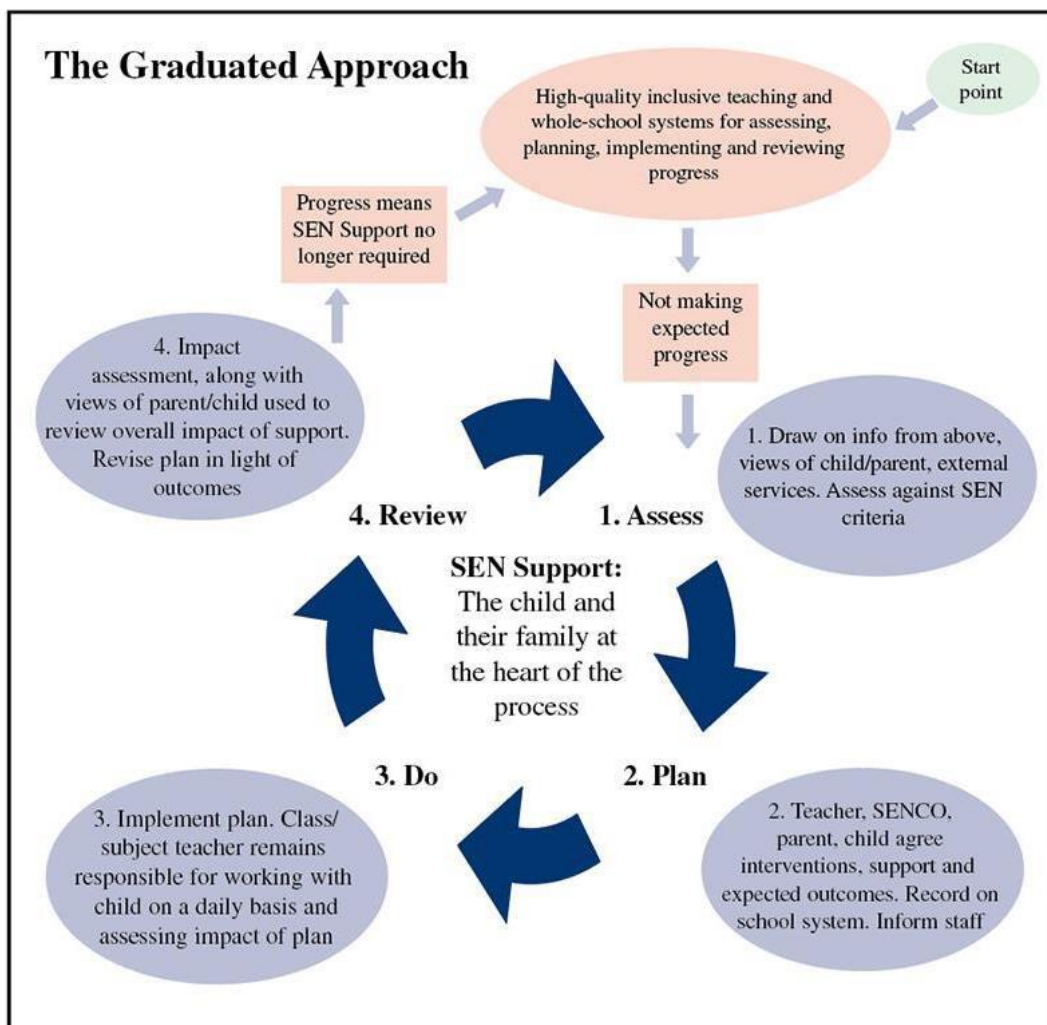


Image taken from 'Assess, plan, do, review: The graduated approach to SEN' by Natalie Packer.

<http://www.sec-ed.co.uk/best-practice/assess-plan-do-review-the-graduated-approach-to-sen/>

After a graduated approach has been applied and appropriate [interventions](#) have been delivered, class teachers should observe progress beginning to be made in the identified subject area. However, there may be times when children's progress is slow despite appropriate support and interventions being implemented. School has access to a number of outside agencies and/or professionals who the SENCo can make referrals too.

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Support services

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School and/or parents will occasionally require specialist advice from [outside agencies](#). We may seek support and advice, with parental consent, from the following agencies:

<p>COMMUNICATION AND AUTISM TEAM</p>	<p>The Communication and Autism Team (CAT) provide an allocated teacher to schools. Support, advice and guidance is provided to pupils, parents and teachers. CAT provide training and workshops for families and school. Pupils must have an Autism diagnosis to access CAT.</p>
<p>EDUCATIONAL PSYCHOLOGIST</p>	<p>Schools are allocated an Educational Psychologist (EP) who will work with pupils, families and teachers. Children with complex needs will, usually, have EP involvement. The EP service will provide training and support for schools. Our EP is a regular visitor to school.</p>
<p>Physical Disabilities Support Service</p>	<p>Pupils with complex physical needs will be allocated a teacher from the Physical Disabilities Support Service</p>

	<p>(PDSS). Working alongside medical professionals involved with individual pupils, PDSS will advise on adaptations required by school to make all areas accessible and any specialist equipment needed. PDSS provide training opportunities for schools around specific conditions and/or needs.</p>
 <p>Click here for PSS' information leaflet</p>	<p>An allocated Pupil and School Support (PSS) teacher is assigned to Chad Vale. Pupils who are working below the levels expected for their age in English and Maths may receive support from PSS. PSS will also work with staff in schools offering support, advice and training. PSS are regular visitors to school.</p>
	<p>School are able to refer pupils to speech and language therapy (SALT) services with parental consent.</p> <p>Children will have an initial assessment in clinic with a therapist to determine if there is a speech and/or language need. Therapists will share reports and recommendations with parents and school. Therapists will,</p>

	occasionally, visit school to offer training for staff.
COMMUNITY PAEDIATRICIAN	School may refer a pupil to a Community Paediatrician if there are shared concerns, with parents, regarding a child's general development or if unusual behaviours are being observed on a regular basis. Parents will be invited to attend an initial appointment in a local health clinic where discussions and possible further investigations may take place.
FORWARD THINKING BIRMINGHAM	Forward Thinking Birmingham (FTB), formally known as CAMHS, offers support for children and families who are living with mental health conditions and/or needs. Pupils may be suffering from anxiety, depression or eating disorders to seek FTB support. School and parents are able to refer pupils and FTB offer a 'drop-in' service for advice and support.
School Nurse	The school nurse service will visit Chad Vale throughout your child's time here to carry out health checks and administer vaccinations, for example,

	<p>the flu nasal spray. The school nurse will support pupils with complex medical needs who may require medication at school, for example, Diabetes, asthma and severe allergies requiring an EpiPen.</p>
	<p>Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) exist to provide advice, support and information to parents and pupils in Birmingham. They will explain special educational needs procedures, to help you understand the law and procedures that affect you and your child. SENDIASS will often attend meetings in school to offer advice and to support parents.</p>
	<p>Special Educational Needs and Assessment Review (SENAR) are the department with the Local Authority (LA) who are responsible for ensuring that children with additional needs receive their entitlement. SENAR will liaise with schools and panels of professionals will review evidence when completing statutory</p>

<p>assessments for an Education, Health and Care Plan (EHCP). Schools are allocated a Principle Officer (PO) who is responsible for liaising with the SENDCo.</p>

School will never involve an outside agency without discussions with parents and consent.



Involving children and their families

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At Chad Vale we have an open door policy where parents are welcome in school at any point. We encourage parents to make an agreement appointment with their child's class teacher if they would like to spend some time in the classroom during lessons or to sit and chat about their child's progress whilst looking at their books.

Parents' evenings are held twice a year in October and February/March time with appointments given to individual children. This is a more formal opportunity to discuss your child's progress, their next steps and to look at their completed work. Following our end of year school reports a 'drop-in' parents' afternoon/evening is arranged in July where parents are invited into school if they'd like to discuss particular aspects of their child's report.

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Sometimes, the SENDCo, will attend parent evening appointments or arrange to meet with parents and their child's class teacher. Discussions around a child's strengths and areas for development will occur and, together, decisions relating to whether school proceed to involve outside agencies. Pupils will never be identified or recorded on our school systems as receiving [SEN Support](#) without prior discussions with parents and the involvement of outside agencies.

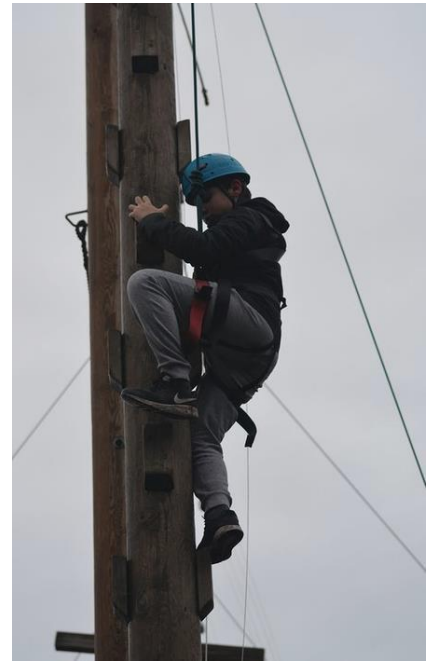


Children are involved in creating their One-Page Profile.
All children are aware of their academic targets and how to access them.

Education Health and Care Plans (EHCPs)

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If a pupil faces significant or lifelong difficulties, school can request that SENAR complete a [Statutory Assessment](#), which will explore evidence presented by all professionals involved with a pupil. This may include health and social care advice, along with educational advice from school. School, with support of the Educational Psychologist, would normally request a Statutory Assessment for an EHCP but one can also be requested by parents.



A Statutory Assessment would occur when the complexity of need, or lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required. The decision to make a referral for an EHCP will be taken at a 'Team around the child' progress review meeting and will combine information from a variety of sources and over time.

Please click on the link below to discover the EHCP Pathway followed by SENAR in Birmingham...

https://www.birmingham.gov.uk/downloads/file/8190/ehc_pathway_revised_130815

Please contact me for further information on 0121-464-7329 or h.larcombe@chadvale.bham.sch.uk

Transitions

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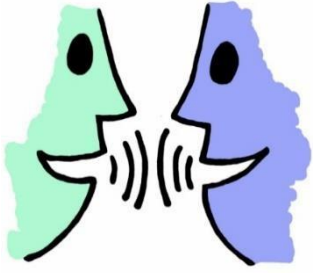
Children will face the challenge of transitioning to a new educational setting throughout their academic journey. At Chad Vale, we aim to make [transition](#) points exciting and worry free.

Here are some ways that we aim to achieve this:

We have developed good relationships with our feeder nursery schools. We've established good transitions between nurseries and school so that our new Reception pupils are familiar with school and their new teachers. Nursery staff will contact us about children with additional needs and our SENDCo will attend meetings and observe pupils in their pre-school setting. Children with additional needs will be invited to attend extra stay and play sessions during the summer term.



If a pupil moves to a new primary school, information will be shared with the SENDCo at their new school. Arrangements will be made, where possible, for additional pupil visits to help familiarise themselves with their new school. Pupil SEN folders will be shared and outside agencies will 'hand over' information to professionals attached to their new school.



When pupils transfer to Year 7 at their chosen secondary school, our SENDCo will arrange a [Person Centred Review](#) (PCR) meeting for children with complex additional needs. Invited guests include the pupil, a friend, their parents, their new school, their current teacher and all professionals involved. Amazing information is shared about the pupil and worries about secondary school are addressed.

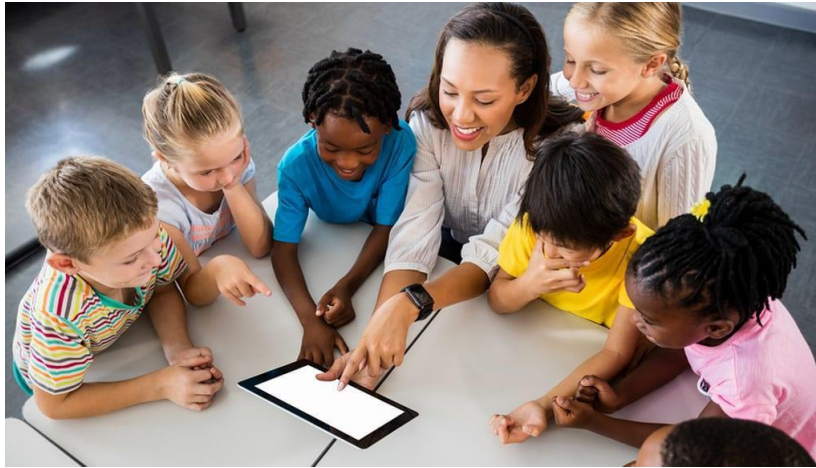
When pupils transfer to their next year group, preparations are made during the summer term. A morning is spent with their new class teachers and additional meetings can be arranged. Some pupils are given a [transition booklet](#) as an aid.



Teaching and learning

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All teachers are teachers of SEND



Sometimes, children with additional require extra support beyond their classroom learning to support their progress and development. Additional support may involve extra adult guidance within the classroom and/or specialist interventions, which sometimes may take place away from the main classroom. These interventions may include:

Targeted support (small groups)	Specialist support (one-to-one)
Barrier games Social Use of Language Programme (SULP) The Hive Catch Up Literacy Catch Up Numeracy Spelling support	Precision Teaching Word Wasp / Hornet Toe by Toe Power of 1, 2 Speech and language following guidance Turnabout

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Fine motor skills	Daily reading and comprehension Daily phonic support Physio therapy following guidance
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All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

6.1, pg.92, SEND Code of Practice, 2015

Environment and equipment adaptations

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Chad Vale is fully accessible to both pupils and visitors with additional physical needs.

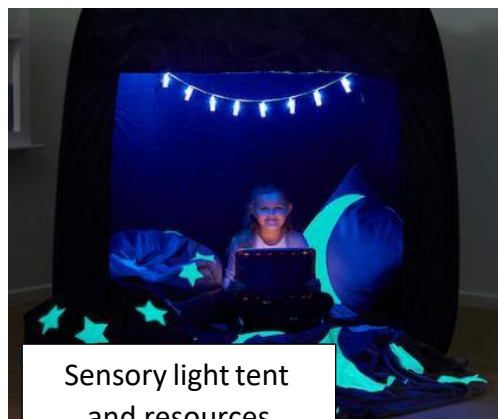
We have already made many adaptations to our school site for children who access a wheelchair, for example, push button door openings, ramps, hand rails for all outside steps, smaller/lower toilets and wash hand basins and specialist seating for individual pupils.

Pupils have daily access to some of the following specialist equipment to aid their learning and sensory

tools:



Fidget gadgets and chewing accessories



Sensory light tent and resources



Writing equipment



Writing slopes and/or foot rests



Specialist chairs and/or tables



Assisted technology



Ear defenders

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The Hive

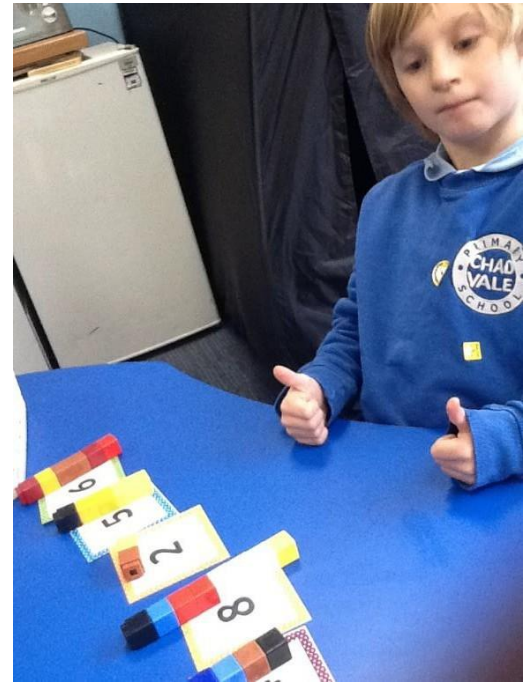
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In January 2020, we developed The Hive for our [Key Stage 1](#) (KS1) pupils who have complex additional needs.



The Hive is led by our SENDCo, Helen Larcombe, and Gurvi Mohr, an experienced KS1 teaching assistant.



Children attend The Hive five mornings each week.

Learning focuses on reading, writing and maths skills following individual targets. Social and emotional development forms an integral part of our day.

The children enjoy a daily snack routine of toast and drinks!



Social, emotional and mental health

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Our children's emotional wellbeing is extremely

important



All of pupils can identify their

TRUSTED ADULTS

and know that they can talk about any worries or concerns at any time.

Children have the opportunity to become [subject ambassadors](#) and to join our [school council](#). All pupils are encouraged to have a

voice



Weekly lessons take place throughout the school to discuss social and/or emotional scenarios and age appropriate world news. KS1 lessons follow the PATHS program (Promoting Alternative Thinking Strategies). Ks2 classes use dot.com resources.

Children have daily access to alternative quiet play areas and a lunch area if they find the noise levels and volume of children overwhelming.

Staff expertise and training

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Our SENDCo, Helen Larcombe, is a qualified teacher and is a member of the Leadership Team (LT). She gained the National Award for Special Educational Needs Co-ordination at Birmingham University in 2016. Miss Larcombe works full-time.

In 2019-2020 we had a team of 16 teaching assistants, including two higher level teaching assistants (HLTAs), who are trained to deliver SEND provision.

As a school, we provide training opportunities for our staff to develop their knowledge, practice and performance. Training may include whole staff or particular teachers supporting individual pupils.

In the last two years, training has included:

- ✚ Autism
- ✚ Pathological Demand Avoidance (PDA)
- ✚ Adapting PE lessons for children with physical disabilities
- ✚ Epi-Pen
- ✚ Asthma
- ✚ Epilepsy, including the administration of medication
- ✚ Lego Therapy

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- ✚ Physiotherapy guidance to deliver individual pupil's exercises
- ✚ Speech and language guidance to deliver individual pupil's therapy
- ✚ Precision Teaching
- ✚ Dyslexia
- ✚ Cerebral Palsy
- ✚ Pupils with short stature
- ✚ Effective use of teaching assistants
- ✚ Diabetes
- ✚ Use of a BIPAP ventilator
- ✚ Down Syndrome
- ✚ Mental health first aid

Evaluating effectiveness

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SEND provision is constantly being monitored and evaluated by all staff members. Methods used are:

- ✚ Termly assessments using the [Birmingham Toolkit](#) for English and Maths, which identify next steps for pupils, parents and teachers to work towards
- ✚ Termly review of interventions for effectiveness, impact and continued suitability
- ✚ Termly [provision maps](#) for individual pupils
- ✚ Termly [pupil voice](#) 'interviews'
- ✚ Annual update of [one-page profiles](#) involving pupils and parents
- ✚ [Annual reviews](#) for pupils with an EHCP



Edu cater

is the assessment tool used at Chad Vale to monitor, track and review progress and attainment.

Engagement for all

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EVERYONE'S INCLUDED AT CHAD VALE

All children at Chad Vale are encouraged to participate in all school events, for example, after school clubs, sports teams/fixtures, all curriculum subjects, sports day, drama performances/plays, off site visits and residential trips.

Adaptations are made to ensure that each activity is accessible for all, despite any additional needs of pupils.



[Please click here to access our Accessibility Plan](#)

Please contact me for further information on 0121-464-7329 or h.larcombe@chadvale.bham.sch.uk

Local Authority offer

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BIRMINGHAM

Please click on the link below to explore Birmingham's Local SEND offer:

[https://www.birmingham.gov.uk/info/50034/birminghams
local_offer_send](https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send)



Please contact me for further information on 0121-464-7329 or h.larcombe@chadvale.bham.sch.uk

Complaints about SEND provision

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Please arrange an appointment with your child's class teacher to discuss initial concerns that you may have. Their school email address can be found at <https://www.chadvale.bham.sch.uk/whos-who>

For ongoing concerns and/or complaints, please contact the SENDCo by calling the school office on 0121-464-7329 or emailing her at h.larcombe@chadvale.bham.sch.uk

You may also contact Paul Sansom, our head teacher, by emailing him at head@chadvale.bham.sch.uk



You may also contact SENDIASS for additional advice, guidance and support regarding complaints against school and/or SENAR. Please see their contact details below:

Information Advice and Support Service

Special Educational Needs and Disability Information Advice and Support Service Opening hours: 8:45am to 5pm, Monday to Friday.

Lancaster Circus
PO Box 16289
Birmingham
B2 2XN

Telephone: [0121 303 5004](tel:01213035004)

Email: sendiass@birmingham.gov.uk

Please contact me for further information on 0121-464-7329 or h.larcombe@chadvale.bham.sch.uk

Glossary

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Word/phrase	Meaning
Annual review	<p>An Education, Health and Care Plan (EHCP) is a legally binding document. SENAR are responsible for ensuring that schools hold an annual review meeting to discuss and amend a child's current EHCP. Parents and professionals are invited to attend. If appropriate, pupils may also be involved. Sometimes, an early annual review may be called if required.</p>
Attainment	<p>In school terms, attainment is referred to as the expected academic levels achieved at the end of each school year. These levels are decided by</p>

	the Government via the National Curriculum outcomes.
Autism	Autistic Spectrum Condition (ASC), otherwise known as Autism, is a lifelong, developmental disability that impacts upon a person's social communication and interaction. People with Autism, usually, see the world around them differently to people who do not have Autism.
Birmingham Toolkit	The Birmingham Toolkit is an assessment tool for teachers working with children who are not working within the National Curriculum expectations or who are working at a level that is below their chronological year group. The Toolkit assessing Literacy and Maths skills.
Cognition	The mental action or process of acquiring knowledge and understanding through

	thought, experience, and the senses.
Differentiate	High quality teaching is seen when teachers adapt lessons to meet the needs of children in their class, for example, changing teaching styles to suit visual and kinaesthetic learners, and/or simplifying resources and expected outcomes for children with SEN.
Disability	An illness, injury and/or condition that makes it difficult for someone to do the things that other people can do.
Graduated approach	SEN support should arise from a four-part cycle, known as the graduated approach. Decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs. A graduated approach will also identify what is working well for each pupil to enable them to make

	good progress and securing good outcomes.
High quality teaching	Teachers will differentiate their lessons to meet the needs of all pupils in their class. All activities should be challenging whilst ensuring that pupils progress through each lesson.
Interventions	Support and/or resources that a pupil accesses that is additional to those used by their peers, for example, extra reading or phonic support, pencil grips or a specialist chair.
Key Stage	This describes the three different stages in a primary school. Early Years Foundation Stage (EYFS) describes our Reception classes. Key Stage 1 (KS1) includes Year 1 and Year 2. Pupils reach Key Stage 2 (KS2) when they join Year 3. KS2 continues until the end of Year 6.

<p>One-page profiles</p>	<p>A document that all of our SEN pupils have that clearly describes their individual needs and ways in which adults can support them. These are confidential and produced with pupil, parent and teacher involvement. They are updated each summer ready for a child's new teachers in September.</p>
<p>Outcomes</p>	<p>These are targets that a pupil is given to work towards. Outcomes is the terminology used on a pupil's EHCP. Outcomes must be achievable and realistic. If appropriate, these are shared with pupils. All outcomes are shared with parents.</p>
<p>Outside agencies</p>	<p>Teams of professionals who support individual pupils and offer advice to parents and teachers.</p>
	<p>PCR meetings are usually held in Year 6 to support children transitioning to their chosen</p>

<p style="text-align: center;">Person Centred Review (PCR)</p>	<p>secondary schools. These meetings are an opportunity to share a pupil's strengths, areas for development and to address and concerns around Year 7. Pupils, a chosen friend, parents, professionals involved, their current class teacher and their secondary school are invited to attend. These are very informal child friendly meetings.</p>
<p style="text-align: center;">Progress</p>	<p>In academic terms, progress is the movement made by each pupil. All children should make progress that is developmentally appropriate taking into account their individual needs.</p>
<p style="text-align: center;">Provision maps</p>	<p>This is a record of the additional support that each individual pupil receives in school. This will include social, emotional and mental health support, learning support and/or physical support. These are update every term.</p>

<p style="text-align: center;">Pupil voice</p>	<p>Individual children's thoughts and wishes are gathered using a range of different tools depending upon their age.</p>
<p style="text-align: center;">School council</p>	<p>Two pupils from each year group are elected by their peers to represent their class' voice. Elected members attend regular meetings to make decisions about things that affect our pupils, e.g. new pizza toppings!</p>
<p style="text-align: center;">Sensory</p>	<p>Many children are diagnosed with sensory sensitivity towards aspects involving their five senses, for example, certain smells, sounds, tastes and the touch of certain materials can be offensive to some people. Some Autistic children have sensory needs, which can cause them discomfort on a daily basis. School offers support to children experiencing sensory sensitivity by providing ear defenders, a sensory tent, quieter spaces to</p>

	<p>eat meals, a quiet space at playtimes and opportunities to avoid assemblies.</p>
<p>SEN Support</p>	<p>Following discussions with parents and the involvement of outside agencies, children with additional needs requiring specialist support will be identified as receiving SEN Support. This information is kept confidential and only parents, outside agencies and relevant teachers will be informed.</p>
<p>Speech and language</p>	<p>Speech relates to the articulation of sounds produced when verbally communicating. Some children will require additional support if they are struggling to pronounce sound correctly.</p> <p>Language relates to the vocabulary used by children and whether or not they are able to construct grammatically correct sentences that are in line with their developmental abilities.</p>

	<p>Following discussions with parents, school will make a referral to a NHS Speech and Language Therapist.</p>
<p>Statutory Assessment</p>	<p>When school, outside agencies and parents are in agreement that further support is required for a pupil, a Statutory Assessment for an Education, Health and Care Plan (EHCP) can be requested by SENAR. Usually, schools make a request for a Statutory Assessment but parents are also entitled to submit an application.</p>
<p>Subject ambassadors</p>	<p>Pupils are given the opportunity to become subject ambassadors by completing an application form and attending an informal interview with the teacher whose subject responsibility it is. Ambassadors attend meetings, support their chosen subject across the school and attend trips, for example, visiting a Spanish</p>

	restaurant or a geography field trip.
Transition	The movement between educational settings, for example, from nursery to primary and then to secondary. Sometimes, due to family circumstances, children transition to a new school at different points in their primary education. Children also transition to a new year group every September.
Transition booklets	These are given to children when preparing to move to a new year group. Information includes photographs and names of their new teachers. Photos of their new classroom is also included.

Pupil and School Support (PSS) leaflet

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Access to Education

You can arrange to see or speak to us through the Special Educational Needs Co-ordinator (SENCO) For further information about Access to Education Services, please visit our website.

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



Want to know more about support for SEN?

Please visit:
<https://www.birmingham.gov.uk/localoffer>



Partners on the pathway to a positive future for children and young people



Pupil and School Support

Casework Information for Parents/Carers



What is a Pupil and School Support Teacher?

We are qualified teachers who support children and young people in educational settings who have cognition and learning difficulties.

How does PSS become involved with your child? Schools will ask their PSS teacher to become involved if they have concerns about your child's learning and progress. This should be after they have already given some additional support and tried different things in the classroom. The decision to involve PSS should be discussed and agreed with you as parents and you need to give your permission for a PSS teacher to be involved.

Partners on the pathway to a positive future for children and young people



Pupil and School Support

What do we do?

All PSS involvement is personal to the child/young person and will take place after discussion with the school about their concerns.

The PSS teacher may:

- Work outside the classroom with your child to assess their skills.
- See how your child works in the class
- Talk about your child's learning need with staff
- Talk to your child about how they feel about their learning.



The PSS teacher may assess their ability in any of the following areas:-

- Speech and Language
- Reading
- Spelling
- Writing
- Memory
- Mathematics



After seeing your child the PSS teacher will:-

- Share ideas about what to try next
- Work with staff on how to help your child

We may also:-

- Provide a written report for the school
- Meet you in school to discuss the work carried out
- Suggest other outside agencies who could also help your child
- Work with the school in monitoring your child's progress and setting targets.
- See your child more than once to assess the progress that has been made over 6 months or a year.

Partners on the pathway to a positive future for children and young people

Please contact me for further information on 0121-464-7329 or h.larcombe@chadvale.bham.sch.uk

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