West Heath Primary School

SEND Information report

Children with SEND have learning difficulties and/or physical difficulties which make it harder for them to learn than most children of the same age. They will need extra support or different help e.g. modified tasks, extra time or breaks in informal assessments. We take guidance from Birmingham City Council to ensure that we are following the requirements as outlined in the 'Special Educational Needs and Disabilities Code of Practice 0-25 years' (January 2015).

SEND provision can be considered as falling under four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical

This document should tell you all that you should need to know about the provision for the pupils at West Heath Primary School who have Special Educational Needs.

Communication

Who should I go to if I have concerns regarding Special Educational Needs?





All schools have a Special Educational Needs Co-ordinator sometimes called a **SENCO**. At West Heath, this role is held by Mr Blackburn. He is the member of staff who will explain how the school caters for pupils with Special Educational needs and who will explain anything you need to know in relation to your child's needs. Mr Blackburn is available in school on a daily basis and can be contacted via the school office.

How will Special Educational Needs be identified?





At West Heath, we monitor children on a regular basis. If a teacher has a concern about your child's progress, they will first speak to you and, working together, will target their teaching to address your child's needs. If, after a period of time, this has had no impact, your child will be referred to Mr Blackburn, who will then look at the difficulties that your child is experiencing. He will help to target additional support to help your child make progress. He will also inform you when your child is identified as having a special educational need.

How will I get information about my child?





When your child has been identified as having a Special Educational Need, you will be sent a letter and invited to meet with Mr Blackburn to discuss the support which can be put into place. In addition to this, you will be invited into school on a termly basis to discuss progress in relation to individual specific targets. If any outside agencies are involved with your child, you will receive reports written about them, when your child has been observed or assessed. These reports will detail the next steps for your child and will provide advice for their teacher on how to further your child's learning. It is important for you to know that you can discuss these reports with your child's teacher so that you can be confident that your child's additional needs are being met.

Teaching and learning

Will my child be able to take part in all aspects of school life?





At West heath, we are committed to ensuring that all children are able to access all parts of the curriculum.

Will the teachers be able to meet my child's needs?





All the teachers are teachers of children with special needs. This means that they have a responsibility to adapt their teaching to help all children make progress. This process is called differentiation and involves teachers providing work for each child at their individual level. In addition to this, teachers undertake regular training so that they can ensure that all learners can access the curriculum. The school is also able to access additional training and support when the children in the class may have specific needs, such as hearing or visual impairment. If however, together we feel that we cannot meet the needs of a child at the school, we will support you in finding a more suitable school. This will be done by applying for an Educational Health Care plan (details of which, are contained later in the document).

What resources are available in school to support my child?





In school, there are many ways in which we can support your child and their needs. This may be through additional support from trained adults in the classroom, through small group or individual additional interventions or through specialised equipment.

Equipment

We have some specialised equipment in some classrooms to enable children to access the curriculum, including sloping desks and iPads.

We are also able to provide children with specialised scissors, writing tools,
ear defenders or fiddle toys where required.

Staffing

Within our school, we have both highly skilled teachers and teaching assistants who are able to provide specific interventions when they are needed. These interventions are targeted at individuals who require additional support and can take many forms. They may address particular needs such as issues with reading, spelling, maths or fine and gross motor skills.
In addition, we have a learning mentor on site who is able to offer emotional and behavioural support both inside and outside of the classroom. We are able to provide some speech and language support from teaching assistants who have received specific training in this area.

For more information about Birmingham City Councils local offer, please visit.

https://www.birmingham.gov.uk/localoffer

Partnership

What external support services do you use?





There are many professionals we can seek advice from when we feel that in-school support is not having sufficient impact on a child's learning. These include:

Communication and autism team

We have a named support worker who comes into school regularly to work with children who have a diagnosis of Autistic Spectrum Disorder. We can also refer children about whom we have concerns to this service. This teacher gives advice and support to staff and is available to deliver accredited training.

Pupil and School Support

At West Heath we have a named teacher from Pupil School Support, Birmingham City Councils' specialised Special Educational Needs Advisors. This teacher is able to conduct in depth assessments on children so we can pinpoint specific difficulties. This teacher is also available to offer advice on strategies that could be used to aid a child's progress. In addition to this, Pupil School Support are able to train staff in how to differentiate so that all children are able to learn effectively.

Sensory Support Service

Teachers from the Sensory Support Service are regular visitors. This service provides access to specialist teachers for children with either a visual or hearing impairment. They are able to visit school to carry out informative assessments and provide advice and support to teachers in relation to individual children. Referrals to this service are usually made from the Children's Hospital.

Community Paediatric Service

We are able to make referrals, in consultation with parents, to the Community Paediatric Service, who are able to offer advice and support on a range of issues such as ADHD, autism, occupational therapy and physiotherapy. We are also able to refer to FTB (Forward Thinking Birmingham) for support with children's mental health. Referrals to speech and language professionals can also be made.

Educational Psychologist

We buy in the services of the Educational Psychology Team. This means that we are able to access specialised advice regarding specific children, which is essential if moving towards Statutory Assessment (Education Health Care Plan). This service is also available to deliver therapeutic interventions to individuals or groups of children if needed. They also provide advice, support and training to staff.

How does my child access support from support services?





If at any point, we feel as a school, that more specialised support is needed for your child you will be invited to a meeting to discuss the matter. No referrals will be made to external services without your consent. If you feel that your child needs a referral to one of the named services you will need to contact Mr Blackburn, as all referrals are made through him.

How is information shared at points of transition?





When children who are on the 'Special educational Needs Database,' move to another setting, all information is transferred; all paper records are sent onto the new school. Wherever possible every effort is made to ensure that the SENCO from the child's new school is invited to the last review meeting held at West Heath. This gives all parties the opportunities to meet and discuss individual children in detail. This works very well at key points of transition such as when a child moves to secondary school.

When children transfer to West Heath from another setting we contact the school to gain information and all records are passed to us. We meet with all parents and children prior to them starting at West Heath and aim to attend all transition meetings. In addition we offer transition visits for children in reception and other children who require them.

Education and Health Care Plan

What is an Educational Health Care Plan?





Very occasionally, after assessments in school and by outside agencies, it may be decided that your child is thought to need a high level of specified individual support. This is usually provided via an Education, Health and Care Plan (EHC Plan). This was previously called a Statement of Special Educational Needs.

For your child this would mean: The school (or you) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child. After the school have sent in the request to the Local Authority they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support on the SEND database, with resources that are ordinarily available to the school. After the reports have all been sent in, the local authority (LA) will decide if an EHC plan will be issued.

The EHC Plan will outline your child's needs and state the support they require and what strategies must be put in place. It will also include short and long term goals for your child. Any additional funding may buy resources to support the EHC. Once a child has an EHC Plan, you as a parent will be fully involved along with the school in deciding how the additional funding will be used to best support your child.

We hope that this guidance has been helpful to you. If there are any questions which you still have, or need any further information, please contact Mr Blackburn via the school office.