

## SEND Information Report – Our Local Offer

### What types of SEND do we provide for at Coleshill Heath School?

Our school is an inclusive school where every child is catered for every day; we aim to address children’s needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school’s SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction – autistic spectrum disorder, Asperger’s Syndrome, selective mutism, speech and language difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder and high levels of anxiety.

### How do we identify and assess pupils with SEND?

Class teachers will monitor their pupil’s progress against national and school expectations. If concerns are raised about the rate of progress, communication and interaction, health and well-being, safety or behaviour of a child then informal discussions with parents and carers and the class teacher will be instigated. The class teacher will inform the SENDCo. The kinds of special needs and disabilities under the code of practice are as follows:

	UNIVERSAL	TARGETED	SPECIALIST
Area of need	All pupils, where appropriate	For some pupils	For a few pupils
<b>Cognition and learning</b>	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Differentiated planning - activities, delivery and expected outcomes</li> <li>• Read Write Inc Programme</li> <li>• Numicon in Early Years and Key Stage1</li> <li>• Writing frames</li> <li>• Writing mats: keywords, sounds, checklists</li> <li>• Reading books for all ages and abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted programmes in small groups e.g Read Write Inc, Numicon used in maths lessons.</li> <li>• In class support from a Teaching Assistant or Learning Mentor.</li> <li>• Specialist resources e.g. Reading rulers, enlarged</li> </ul>	<ul style="list-style-type: none"> <li>• SENTAA advice</li> <li>• Intense English/Maths support from SENTAA or teaching assistants.</li> <li>• Specialist English and Maths programmes, e.g. Rapid Reading</li> <li>• Numicon intervention programmes</li> <li>• 1:1 Tuition, precision teaching</li> </ul>

		photocopies, task boards, Talking Pegs	<ul style="list-style-type: none"> <li>• Auditory and visual memory groups</li> <li>• Advice and support from Speech and Language Therapist</li> </ul>
<b>Autistic Spectrum Disorders and Communication and interaction</b>	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Differentiated planning - activities, delivery and expected outcomes</li> <li>• Structured school and class routines</li> <li>• Language for learning principles - Visual timetables, key words displayed, use of gesture and symbols.</li> <li>• Breakfast Club</li> </ul>	<ul style="list-style-type: none"> <li>• In class support with focus on supporting communication</li> <li>• Language Link groups</li> <li>• Listening groups</li> <li>• 'Time to Talk' programme in reception</li> <li>• Access to the Success Room at lunch times.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs-based plans devised by the Specialist Assessment Service</li> <li>• 1:1 in school Speech and Language Therapy</li> <li>• Advice from SISS, Speech and Language Therapy or other professionals</li> <li>• Structured play outdoors (Reception)</li> <li>• Individual workstation</li> <li>• Social Stories</li> <li>• Individual visual timetable or Now and Next boards</li> <li>• Meet and Greet in morning</li> </ul>
	<b>UNIVERSAL</b>	<b>TARGETED</b>	<b>SPECIALIST</b>
<b>Area of need</b>	<b>All pupils, where appropriate</b>	<b>For some pupils</b>	<b>For a few pupils</b>
<b>Social, mental and emotional</b>	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Differentiated planning - activities, delivery and expected outcomes</li> <li>• Behaviour policy</li> <li>• School/class rules</li> <li>• School/class rewards and sanctions systems</li> <li>• Behaviour Support Team in school</li> <li>• Play leaders</li> <li>• Breakfast Club</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills groups</li> <li>• In class support for supporting behaviour targets</li> <li>• Mentor groups</li> <li>• Access to Structured Play at lunchtimes</li> <li>• Stress toys, Time Out zones</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 support from a teaching assistant or mentor</li> <li>• 1:1 support from SISS</li> <li>• Structured play outdoors (Reception)</li> <li>• Individual Play Therapy</li> <li>• Individual reward system</li> <li>• Advice from SISS, SOLAR or other professionals</li> <li>• Meet and Greet in morning</li> <li>• Access to AP@CHS</li> </ul>

<p><b>Sensory and physical</b></p>	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Differentiated planning - activities, delivery and expected outcomes</li> <li>• Staff awareness of implications of physical impairments</li> <li>• BEAM programme in Reception</li> <li>• Wake and Shake</li> </ul>	<ul style="list-style-type: none"> <li>• Additional fine motor skills practice</li> <li>• In class support</li> <li>• Stress balls, fiddle toys</li> <li>• Writing slopes, pencil grips, grip rulers</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support in class to access curriculum activities</li> <li>• Advice/input from SISS Sensory Team</li> <li>• Advice and Strategies from the Occupational Therapy Service</li> <li>• Fine motor programmes e.g. 'Write from the Start' and 'Write Dance'</li> <li>• BEAM in very small groups</li> <li>• Sensory Room</li> <li>• Radio aid</li> </ul>
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Our school's Assessment Policy which is available on request in school, outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which 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.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to secondary school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENDCo would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. See SEND policy for further information relating to behaviour support.

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

At Coleshill Heath School a range of specific, more specialised assessments are used (usually by SENTAA) to assist in the identification of an individual child's needs in order to plan targeted

programmes for them and to use as a benchmark for measuring the impact of subsequent interventions:

To obtain further understanding of a child's learning difficulties, we may use:

- Salford Sentence Reading and Comprehension Test
- Language Link
- Phonological Assessment Battery (PhAB)
- Early Reading (YARC)
- Diagnostic Reading Analysis
- Helen Arkell Spelling Test
- Dyslexia Early Screening Test (DEST)
- Maths Screening Assessment
- Basic Number Diagnostic Test
- Test of Auditory Processing Skills (TAPS)
- Wide Range Intelligence Test (WRIT)

Other specialised assessments which may be used in school to identify barriers to learning include:

- Social, emotional, behavioural checklists
- Strengths and Difficulties Questionnaire
- Observation schedules e.g. for behaviour, concentration, attention.
- British Picture Vocabulary Scale (BPVS)
- Assessment of Hand and Fine Motor Skills
- Motor Skills Checklist

Further information relating to identification and assessment of children with SEND can be found in our SEND Policy document

### **Who is our special educational needs and disabilities co-ordinator (SENDCO) and how can he/she be contacted?**

Our named SENDCo is Miss Caroline Budd. Miss Budd can be contacted via the school office on 0121 779 8070 or via email [15office@chs.solihull.sch.uk](mailto:15office@chs.solihull.sch.uk)

### **What is our approach to teaching pupils with SEND?**

The fundamental aim of our school and the very reason for our existence, is to enable each child to be all that they can be – to embrace and fulfil their unique potential.

- Unlocking potential and removing barriers to learning is the promise and commitment of our school. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve; provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Headteacher, SENDCo and all staff members have important day-to-day responsibilities. All teachers are teachers of children with SEND.

- A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.
- Children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account of a child's SEND in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely; they help children to manage their emotions in order to take part in learning effectively
- At Coleshill Heath we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENDCo, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that gifted children often require additional resourcing to extend and fully develop their potential. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.
- We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset, without the need for disapplication.
- Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of the year group curriculum that may present specific difficulties for children with disabilities.

#### How do we adapt the curriculum and learning environment?

The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc); outcomes expected from individual children; materials used; support level provided; provision of alternative location for completion of work.

- School always acts upon advice received from external agencies (e.g. most advantageous positioning of HI children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays; use of brain breaks, sensory cushions, weighted blankets for children with sensory issues).

- We endeavour to ensure that all class rooms are dyslexia friendly including use of labelled resources, word walls, prompt mats, individual resources – number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities.
- We endeavour to ensure that all class rooms are ASD friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources. Small group rooms are available in all phases to provide quiet work areas for 1:1 or small group work.

#### How do we consult parents of pupils with SEND and involve them in their child's education?

Throughout the year there are three Parents' Evenings where Parent Partnership Reports are shared.

- Our parents appreciate the 'open door' policy whereby the SENDCo is easily contactable via the school office/telephone/e-mail or direct message on Class Dojo. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN; we particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child
- Outcomes of assessments by other external agencies may also be discussed with parents at SEN meetings the progress of children holding an Education Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary). During Year 5 annual reviews, transition to secondary school is considered with discussion involving parents and the LA. At Y6 annual reviews the SENDCo of the receiving secondary school is usually invited to attend.
- Parental views are sought at annual reviews and throughout the year to obtain parents' views about their child's SEND, support in place to address needs and any modifications to this support which parents feel may be appropriate.

#### How do we consult pupils with SEND and involve them in their education?

- Children's self evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their progress and the targets set to support their development. Child survey forms are being introduced at review meetings and throughout the year to obtain children's views about their SEND, support in place to address needs and any modifications to this support which children feel may be helpful for them

#### How do we assess and review pupils' progress towards their outcomes?

Your child's progress is continually monitored by his/her class teacher. Your child's progress is reviewed formally every term and an assessment is made in reading, writing, and mathematics in relation to the National Standards.

- In Nursery and Reception children are assessed on the Foundation Stage profile.
- If your child is in Year 1 and above, but is not yet at the year group standard, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These are called 'Development Walls'.

- 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 are the results that are published nationally.
- The progress of children with an Education and Health Care plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making progress within any individual work and in any group that they take part in.

#### **How do we support pupils moving between different phases of education?**

- During Year 5 annual reviews, transition to secondary school is considered with discussion involving parents and the LA. At Y6 annual reviews the SENDCo of the receiving secondary school is usually invited to attend.

#### **How do we support pupils with SEND to improve their emotional and social development?**

School has access to specialist advice from Solihull Inclusion Support Service (SISS). Through this service we have a named teacher for children with Social, Emotional and Mental Health difficulties and a teacher and inclusion support practitioner for children with a diagnosed Autistic Spectrum Disorder.

- Specialist advice is available from colleagues at SOLAR
- A room in school is designated for 'quiet retreat'
- Lego Club – daily at lunch times for children with social communication and interaction issues
- Assessment tools and intervention programmes e.g. Strengths and Difficulties questionnaire, Time to Talk, Drawing and Talking

#### **What expertise and training do our staff have to support pupils with SEND?**

- Coleshill Heath School employs an assistant SENDCo and a team of 22 teaching assistants who are trained to deliver a range of interventions on a small group and 1:1 basis e.g. Language Link; Drawing and Talking; Rapid Reading; Precision Teaching; Numicon; Dealing with Feelings; Teodorescu's Perceptuo-Motor Programme;
  - 8 members of staff are trained First Aiders
  - staff are trained at least bi-annually by the School Nurse Team with regard to asthma, epilepsy, and anaphylaxis
  - during the course of the last academic year whole staff training was delivered by specialists in relation to Attachment difficulties
  - during the course of this academic year Level 2 whole school staff training has taken place and is accredited by the Autism Education Trust (AET)
  - Key members of staff are trained to level 3 by Autism Education Trust (AET).

#### **How will we secure equipment and facilities to support pupils with SEND?**

- through discussion with specialist agencies involved
- through discussion with parents
- through discussion with our Headteacher

Equipment and facilities to support children with SEND are non-negotiable at our school; whatever our children with SEND require, within reason they get e.g. an area of quiet retreat; provision of coloured overlays; provision of equipment e.g. sensory cushion and implementation of strategies e.g. brain breaks for children with sensory issues; radio aids for children with a hearing impairment

We regard our duty to make reasonable adjustments as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required). Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with visual impairments.

Our school's Accessibility Plan, available on request in school outlines adaptations made to the building to meet particular needs and enhance learning.

### **How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?**

External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from specialist advisory teachers from SISS for children with sensory impairment or physical/medical difficulties, speech language and communication difficulties and social, emotional and mental health difficulties.

We also receive regular support from SENTAA for children with cognition and learning difficulties

The speech and language therapy and occupational therapy services (NHS) involved with individual children support school in the implementation of specific programmes and contribute to the monitoring of progress and reviews of children

School maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEN.

### **How do we handle complaints from parents of children with SEND about provision made at the school?**

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEND complaint procedure is as follows:

- the complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed.
- If the matter remains unresolved, the complaint is dealt with by the SENDCo or by a member of the senior leadership team. If there is still no resolution the Head teacher should become actively involved if the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors
- the Governing Body will deal with the matter through their agreed complaint resolution procedures in the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.

### **Who can young people and parents contact if they have concerns?**

Families are encouraged to contact the school as soon as they have concerns, and not just wait until parent-teacher consultation meetings, so that we can work together to ensure the needs of the child can be met as effectively as possible.

- In the first instance you should speak to your child's class teacher.

- If you are not happy that the concerns are being managed or you want further support you should speak to the SENDCo, Miss Caroline Budd.
- If you are still not happy you can speak to Miss Nicole Fowles, Head Teacher, or our school SEND Governor, Miss Emma Pearce.

### What support services are available to parents?

The **class teacher** is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- You have the opportunity to discuss your child's attainment and progress at three parent –teacher consultation meetings. Parents and carers of children with SEND may also wish to review their child's progress with the SEND Team and any other relevant professional.
- Mrs Sharon Owen, our **Inclusion Manager**, can offer support, advice and guidance to families who have any school or personal issues. She can also help families speak to other agencies.
- All information from outside **professionals** will be shared with you with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- The teacher from the **Early Years Team at SISS** will make home visits as part of their support programme for Nursery age children.

The **SENDCo**, Caroline Budd is available to meet with you to discuss your child's progress or any concerns/worries you may have:

**School phone number: 0121 779 8070**

Miss Caroline Budd can be emailed on: [office@chs.solihull.sch.uk](mailto:office@chs.solihull.sch.uk)

She can also direct you to the following parent support groups:

#### **Special Educational Needs and Disability Information, Advice and Support Service (SENDIAS)**

A service for parents of children with Special Educational Needs

Their aim is to enable parents/carers to make informed decisions about their child's education, by ensuring they have the advice, information and support to make those decisions.

<https://www.family-action.org.uk/solihullsendias/>

Telephone: **0121 516 5173**

#### **Face2Face Solihull**

A support service available to parents of disabled children recognised as having additional needs living in Solihull. It is a free and confidential service, which links parents of disabled children with local parent befrienders.

#### **SASSI Solihull**

SASSI is an Autism Support Group for parents/guardians of children or young people with an autistic spectrum disorder. All are welcome whether there has been a diagnosis or there is one pending. We offer a social opportunity to talk to parents in the same situation and an opportunity to talk informally to a variety of professionals.

Telephone: **0121 770 6267**,

<http://www.solihullsassi.co.uk>

**SEND National Advice Service**

Advice and information for families whose child may have special educational needs. Telephone helpline: 0808 808 3555. Opening hours: Monday to Friday 9.30am to 5.00pm

**Signpost Inclusion**

Parent to parent support offering groups and drop in sessions in a friendly environment. Early Support Training and capacity-building. There is a growing resource base with books and sensory resources. Signposting to relevant services.

Telephone: 07534 352 754 Or email: [info@signpostinclusion.org.uk](mailto:info@signpostinclusion.org.uk)

**National Parent Partnership Network**

Supports all parent partnership services across England. NPPN works under the guidance of the Council for Disabled Children and is funded by the Department for Education

Tel: 0207 843 6058

**Carers UK**

The voice of carers, and is the only carer-led organisation working for all carers.

Carers Line: 0808 808 7777

**Where can the LA's local offer be found?**

The Solihull local offer tells parents and young people what they are entitled to, what services are available and how to access them. The Solihull local offer can be found by using this link; <http://socialsolihull.org.uk/localoffer/>