

## **SEND Information Report (Updated October 2022)**

### **SEND INFORMATION REPORT for Federation of Boldmere Schools**

All Birmingham maintained schools try to ensure that they have a similar approach to meeting the requirements of pupils with special educational needs to ensure that they make the best possible progress at school.

Please click on the following link to access Birmingham City Council's Children's Website. Here you will find the City's local offer.

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

At Boldmere Schools, we embrace the fact that every child is different and we strive to support all children in the best way possible, and with the appropriate resources that we have at our disposal, to enable them to achieve. In order to do this, many steps are identified and actioned, where possible, so that children can be successful with their learning journey at their own levels of ability, through the design of our ambitious curriculum.

The majority of children's learning needs will be met through high quality teaching delivered by the class teachers. High quality teaching is vital and will allow children to make progress at their level; however, for some children there are occasions when further additional support through the use of a range of resources and staff deployment, where possible, may be needed to help them achieve their targets, whilst ensuring equity in the delivery of our curriculum.

The provision provided is different for every individual child and it is important to emphasise that, as much as possible, this provision is designed by the relevant Boldmere Schools' staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. an Educational Psychologist). The provision arranged will always be relevant to the individual child so that they can make as much progress as possible, whilst taking into account their very specific needs.

In addition, all Boldmere Schools' pupils benefit from a range of Teaching and Learning styles; an adaptive, ambitious curriculum; a range of different learning materials (for re-enforcement and extension); intervention groups; assessment procedures that emphasise pupils' strengths and achievements; access to ICT; booster classes in Year 6 and a broad range of extra-curricular activities (including residential trips in Year 4 and 6).

It is worth pointing out that we do not offer targeted extra-curricular activities for children with special educational needs, instead we actively try to ensure that all our activities, including residential, are adapted and reasonable adjustments put in place, where possible, for children's specific needs.

The Boldmere Federation Special Educational Needs Co-ordinator, for the mainstream school, is Rebecca Jones. Boldmere Inclusion Base (BIB) is led, and managed, by Kerry Preece, Assistant Head teacher. Each of the schools have a dedicated team of support staff that lead intervention groups (under the strategic direction of the SEND lead and class teachers) for a range of identified needs. They also work in collaboration with all staff and commissioned outside agencies at our school; ensuring pupils needs are being met.

We have designed the following section to support any questions you may have regarding special educational needs at Boldmere Schools. Please click on the relevant question and you will be taken to a separate page to find the answer.

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### **What are the roles & responsibilities of the Special Educational Needs and Disability Leader/ Co-ordinator (SENDCO)**

Our SEND team is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children identified with SEND. They liaise with staff to monitor the pupil's progress and, if necessary, plan further interventions. We regularly have contact with a wide range of external agencies that are able to give more specialised advice, where we feel this is appropriate.

### **How do Boldmere Schools know if children need extra help?**

- If concerns are raised by parents/carers, teachers or the child
- If we have identified any barriers to learning
- If less than expected progress is being made
- If there is a change in the pupil's behaviour or progress

**What should I do if I think my child may have special educational needs?**

- The class teacher is the initial point of contact for responding to parental concerns. The class teacher is not in any position to give a diagnosis of specific SEND, such as ASC, and parents may wish to seek the support of a specialist when these areas of need are to be considered.
- The class teacher may then wish to discuss this with the SENDCO.

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

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENDCO, as necessary.
- Writing targets and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

**The SENDCO**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school in collaboration with external agencies and commissioned support (where allocated budget permits this)
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND provision management (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

### **Executive Head Teacher / Head of Schools / Assistant Head Teachers**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They delegate responsibility to the class teachers and SEN Team but are still responsible for ensuring that your child's needs are met.
- They ensure that the Governing Body and in particular the appointed Governor who has been given the responsibility of SEND provision, are kept up to date about any issues in the school relating to SEND.
- Keeping up to date with changes related to SEND provision.
- Working in collaboration with SENAR to ensure any additional funding required is appropriately allocated to meet the needs of the individual child; SEND funding is incredibly challenging and an area that has not been funded appropriately for many years, which is a major issue.

### **SEND Governor**

Responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND.

### **How will the school support my child?**

We follow a graduated response to identify the needs of your child. We will involve parents at all stages of the graduated response. In addition to high quality teaching, your child may need some extra support:

### **Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching/High Quality 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 based on building upon what your child already knows, can do and can understand.
- 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.
- Specific strategies (which may be suggested by the SENDCO or outside staff) 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 gap in their understanding/learning and needs some extra support to help them make the best possible progress.
- Access to a broad and balanced, **ambitious** curriculum that is fit for purpose and designed to meet the needs of our pupils, including those with SEND. So that there is equity in our curriculum delivery.

- All children in school should be getting this as a part of excellent classroom practice when needed.

### **Specific group work within a smaller group of children**

This means they have been identified by the class teacher as needing some extra support in school. This group, often called Intervention groups by schools, may be:

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.

For your child this would mean:

- He/ she will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/teacher/Support Staff will run these small group sessions using the teacher's plan.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.
- The effective delivery of targeted interventions delivered at different timetabled points of the day/week, so that your child has access to the curriculum being taught which helps to ensure that our school is an inclusive one.

### **Outside Agency Support**

This means they have been identified by the class teacher/SEND/CO as needing some extra specialist support from a professional outside the school. This may be from:

- Local Authority central services such as the Communication and Autism Team (C/AT), Pupil and School Support (PSS) or Sensory Service (for students with a hearing or visual need)
- Outside agencies, such as the NHS Speech and Language therapy (SALT) Service or NHS Occupational Therapy (OT) Service.
- Traded Speech and Language therapy (SALT), who is commissioned through the use of our school budgets, as we see this as an area of need within our school.

For your child this would mean:

- 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 yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional might work with your child to understand their needs and make recommendations.
- That you may choose to seek the support of an external professional to our school, to further assist you in understanding the needs that your child may have.

The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

### **Specified Individual support**

This is available for children whose learning needs are severe, complex and lifelong.

This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching.

Usually your child will also need specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as the C/AT Team, PSS or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service or the Occupational Therapy (OT) Service.

In some cases, this may lead to the school, parent/carer or child (if over the age of 16) to request a SEND Support Provision Plan (SSPP) or EHC Plan (EHCP).

### **What is a SEND Support Provision Plan?**

SEND Support Provision Plans (SSPP) are a document developed by Birmingham Local Authority, for schools and settings to use. Schools and settings do not have to use these documents but they are particularly useful for demonstrating the provision being put in place for children and young people where their needs are complex and require multi-agency involvement, but where the provision does not require an EHCP in order to support delivery within a mainstream setting.

The SSPPs are designed in a way that schools and settings, in partnership with parents, are able to build up a picture of need and provision over time.

Schools and settings must involve parents and carers in the planning of provision and so if a school is planning to record the provision, they are putting in place in a SSPP then parents should be involved in this process.

### **What is an Education Health Care Plan?**

• Education, Health and Care Plans (EHCP) replaced Statements of Special Educational Needs in September 2014.

• The EHCP brings together the education and health and social care services that are necessary to meet a child or young person's needs. The plan places the child/young person and their family, at the centre of the process, describing the needs and outcomes to be achieved and the support required to achieve them.

• An EHCP can start from birth and potentially last until the young person is 25 years old.

### **How do I get an EHCP?**

If your child fails to make good progress in their mainstream school, even with additional support, an EHCP may be necessary. However, an EHCP assessment will usually only apply to children with the most complex, severe and life-long needs in a mainstream school, or children who require a specialist school or setting.

Any professional working with your child can make a referral for an EHCP assessment. Parents and the child (if over the age of 16) can also make a request. The range of support that has already been provided will need to be evidenced.

### **What happens to children who do not have an EHCP?**

Children without an EHCP must be educated in a mainstream nursery, school or college. Schools, colleges and nurseries have specific funding to support children and young people with SEN.

### **Who can support parents through this process?**

You can get independent support through any assessment process from Birmingham Parent Partnership / SENDIASS

<https://www.localofferbirmingham.co.uk/contact/>

### **How can I let the school know 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.
- If you have further concerns that your child is still not making progress you should speak to the SENDCO and if the concerns being raised are not addressed, then the Year Group Leader (infants) or phase leader (juniors), then the Assistant Head, then the Head of Schools and finally our Executive Head Teacher.
- After following all school processes, in the unlikely event that you have further concerns you can speak to the school SEND Governor, who will bring your concerns to the attention of the FGB.

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

The teacher will keep you fully involved in discussions about the planning for your child's learning. This may be through:

- Discussions before/after school
- Parents' evenings, when progress is reviewed formally
- Formal meetings

### **How will my child's learning/development be assessed?**

- Your child's progress is continually monitored by the class teacher and tracked appropriately in school, by leaders at all levels.
- In Year 1 all children are required to be formally assessed in the Phonics screening check.
- In Year 2 all children are required to be assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- In 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 EHC 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 good progress within any individual work and in any group that they might take part in.

- As a Federation, your child will be assessed against age related expectations (ARE). We may also use a more sensitive assessment tool (Birmingham Literacy and Language and Maths Toolkits) to show smaller but significant steps of progress, we also use the Engagement Model, where necessary.

### **Who are the other people providing services to children with Special educational Needs?**

Directly funded by the school using delegated funds:

- Educational Psychology Service
- Pupil and School Support
- Communication and Autism Team (C/AT)
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (SALT)

Provided and paid for by the Health Service but can be delivered in school:

- NHS School Nurse
- NHS Occupational Therapy
- NHS Speech and Language Therapy (SALT)

### **How are the teachers in school helped to work with children with an SEND and what training do they have?**

- The SEND Team's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Communication and Autism and Speech and language difficulties.
- All school staff will receive appropriate training so they have the knowledge and confidence to support children's needs.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Communication and Autism Outreach service

Examples of training:

- High Quality Teaching for SEND / The Graduated Approach to SEND
- Autism awareness level 1 and 2 (for teachers, support staff and dinner supervisors)
- Lead Practitioner training
- FRIENDS for Life training
- Dyslexia awareness training
- Phonics training



- Communication Friendly Classrooms
- Catch Up reading support
- Catch Up Maths
- Cued Articulation
- Direct Instruction/Precision Teaching
- Language Link / Nellie (Speech and Language)

### **How do you keep parents of children and SEND involved?**

- We share information about what is working well at home and school so similar strategies can be used.
- Meetings can be arranged to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Targets will be reviewed, with your involvement, on a regular basis (at least termly)

### **How are Boldmere Schools accessible to children with SEND?**

- The building is accessible to children with physical disability via ramps. Please see the school's accessibility plan which is available on our web site.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

### **How will we support your child when they are joining / leaving school or moving to another class?**

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

If your child is moving child to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Children are given many opportunities for transition in the final half term. If school believes further transition support is necessary, it will be given.
- Information will be passed on to the new class teacher in advance and at this time targets will be shared.
- Current class teachers are given time to discuss all children with new class teachers
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- The teaching staff/SENDCO will liaise with the Secondary School SENDCO to plan transition (usually in the summer term).
- Where possible your child will visit their new school on several occasions and, in some cases, staff from the new school will visit your child in this school.

#### **How does your school support children with medical needs?**

- If a pupil has a medical need then a detailed Care Plan is compiled, usually by the School Nurse. This may involve support from the school nurse in consultation with parents/carers.
- Care Plans are discussed with all staff that are involved with the pupil.
- Staff receive regular asthma and epi-pen training delivered by the school nurse
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.

Please see the school website for the The Federation of Boldmere Schools Medical Policy.

#### **What support will there be for my child's overall wellbeing?**

Boldmere Schools have Wellbeing Teams and offer a wide variety of pastoral support for pupils who are encountering emotional difficulties. Members of staff such as the Class Teacher, Learning Mentors, Playground Leader, Support Staff (including an Emotional Literacy Support Assistant and staff trained to deliver 'FUN FRIENDS' and 'FRIENDS for Life') Assistant Head /Head of Schools and SENDCO are readily available for pupils who wish to discuss issues and concerns.

#### **How will my child be included in activities outside the classroom including school trips?**

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.

- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity

### **Who can I contact for further information?**

If you wish to discuss your child's educational needs, please contact the school office / year group e-mail address to arrange a meeting with the Class teacher in the first instance.

### **Abbreviations included in the Local Offer – what do they mean?**

There are many SEND terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEND terms:

ADD Attention Deficit Disorder

ADHD Attention Deficit & Hyperactivity Disorder

ASD Autistic Spectrum Disorder / ASC Autistic Spectrum Condition

C/AT Communication and Autism Team

CAF Common Assessment Framework

CAMHS Child & Adolescent Mental Health Service / FTB (Forward Thinking Birmingham)

COP Code of Practice

CP Child Protection

DCD Developmental Co-ordination Disorder (e.g. dyspraxia)

EAL English as an Additional Language

EHCP Educational Health and Care Plan

EP Educational Psychologist

FSM Free School Meals

HI Hearing Impairment

LAC Looked After Child

LA Local Authority

MLD Moderate Learning Difficulty

OT Occupational Therapist  
PLAC Previously/Post Looked After Child  
PSS Pupil and School Support  
QfT Quality first teaching, now referred to as High Quality Teaching  
SaLT Speech & Language Therapy  
SEMH Social Emotional and Mental Health  
SEN Special Educational Needs  
SEND Special Educational Needs & Disabilities  
SENDCO Special Educational Needs & Disabilities Co-ordinator  
SLD Severe Learning Difficulty  
SpLD Specific Learning Difficulty  
VI Visual Impairment