

## SEND Information Report 2024/25

Review due July 2025

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Greet Primary School is a fully inclusive school. We strive for all pupils to achieve their academic, social, and personal potential across all areas of the curriculum. This is regardless of their gender, ethnicity, sexual identity, social background, physical or educational ability.

The purpose of this report is to outline to you, as parents, the support we offer as a school to all children with special educational needs. The document is not finite and does not contain every resource, technique, intervention or skill that we use. These are continuously changing, updating and adapting according to the needs of the children in our care.

### **Who can I talk to at Greet if I have concerns about my child?**

**SENDCo:** Mrs O'Donnell - to contact please call 0121 464 3360; or email on: [sendco@greet.create.org.uk](mailto:sendco@greet.create.org.uk)

#### **Inclusion Team:**

Mrs S Herring, Safeguarding Manager

Miss L Fryer, Learning Mentor

Mrs K Foley, Learning Mentor

Mrs A Chauhan, SEND Learning Assistant

**For the Birmingham local offer report please go to:** <https://www.localofferbirmingham.co.uk/home/parents-and-carers/>

## What types of needs do we provide for at Greet? How do we meet them and how do we check they are working?

<p align="center"><b>COMMUNICATION AND INTERACTION</b> (inc. Autistic Spectrum Conditions, speech and language delay, social communication difficulties)</p>		
<b>Types of need and what it could look like</b>	<b>Examples of support available in our school</b>	<b>How we check it's working</b>
<p>Pupils who find it difficult interacting with the world around them. Some of the difficulties these pupils may have are:</p> <ul style="list-style-type: none"> <li>• Talking to other adults and children when in a group</li> <li>• Talking about a topic they haven't chosen to talk about</li> <li>• Making friends</li> <li>• Following rules made by someone else</li> <li>• Dealing with changes in the way they usually do things</li> <li>• Dealing with noises, smells or other sensations around them</li> <li>• Communicating what they are thinking</li> <li>• Understanding what people mean when they are talking.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a variety of teaching styles in class</li> <li>• Wellcomm assessment and intervention in Nursery</li> <li>• We have our own qualified, private speech therapists from Talk Therapy (Khavita Lal and Juliet Mahrous)</li> <li>• Additional support can be given in a small group by an adult to help the pupil with the things they are finding difficult</li> <li>• Use resources in the classroom to help the pupil understand or deal with things that are happening e.g. visual timetables, social stories</li> <li>• Get advice from professionals and specialist staff trained in school</li> <li>• Individual targets in place for pupils with communication needs</li> <li>• Individual Learning Plans</li> <li>• Access to The Hive- enhanced provision SEND classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Through observations of the pupil</li> <li>• By monitoring whether the pupil's targets have been achieved</li> <li>• Through discussion with the adults who work with the pupil</li> <li>• Through discussions with parents and through discussions with the pupil themselves if appropriate</li> <li>• Wellcomm/communication audit tool</li> <li>• Book monitoring and learning audits.</li> </ul>

<b>COGNITION AND LEARNING</b> (inc. dyslexia, moderate learning difficulties and severe learning difficulties)		
Types of need and what it could look like	Examples of support available in our school	How we check it's working
<p>Pupils who find learning, thinking and understanding harder than most other pupils. Some of the difficulties these pupils may have are:</p> <ul style="list-style-type: none"> <li>• The length of time it takes them to learn a new skill</li> <li>• Remembering important words for reading and times tables</li> <li>• Understanding how to use letter sounds to read and spell words</li> <li>• Needing more time to think through their answers</li> <li>• Recalling information</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Individual Learning Plans (ILPs)</li> <li>• Using a variety of teaching styles in class</li> <li>• Targeted intervention in a small group or 1:1 by an adult</li> <li>• Use resources in the classroom to help e.g. timers, talking tins, phonics mats</li> <li>• Get advice from professionals and specialist staff trained in school inc. Pupil School Support (who assess pupils for their barriers to learning and suggest strategies)</li> <li>• Individual targets are set to help show what the pupil needs help with</li> <li>• Pupils may be given additional time to process information and think through their answers</li> <li>• Access to The Hive- enhanced provision SEND classroom</li> </ul>	<ul style="list-style-type: none"> <li>• By monitoring whether the pupil's targets have been achieved</li> <li>• Through discussion with the adults who work with the pupil</li> <li>• Through discussions with parent Through discussions with the pupil themselves</li> <li>• Use of the school tracking system to monitor the progress that has been made</li> <li>• Book monitoring and learning audits</li> </ul>

## SOCIAL, EMOTIONAL AND MENTAL HEALTH ISSUES

- Behavioural difficulties
- Bereavement concerns
- Attachment disorders

- Pupils who have experienced traumatic events
- Mental health concerns
- Social difficulties

Types of need and what it could look like	Examples of support available in our school	How we check it's working
<p>Pupils who find it difficult to manage their emotions and behaviour in a way that affects their daily life.</p> <p>Some of the difficulties these pupils may have are:</p> <ul style="list-style-type: none"> <li>• Following rules set by others</li> <li>• Sitting still for very long</li> <li>• Listening to and following instructions</li> <li>• Understanding how they are feeling</li> <li>• Making friends</li> <li>• Dealing with their difficulties in a way that does not cause harm to themselves or others</li> <li>• Taking responsibility for their actions</li> <li>• Difficulty regulating their emotions</li> <li>• Lack of emotional resilience.</li> </ul>	<ul style="list-style-type: none"> <li>• We have a pastoral team of learning mentors who support individual pupils</li> <li>• Advice from professionals and specialist staff trained to give advice to adults working with the pupils inc. Birmingham Educational Psychology Service and Beacon Behaviour Support</li> <li>• FRIENDS for Life</li> <li>• FRIENDS for Fun</li> <li>• Extra support may be given from a learning mentor during the school day to let the pupil talk about the things that may be upsetting them</li> <li>• IBPs and behaviour charts</li> <li>• Lunch time club</li> <li>• One Page Profiles</li> <li>• Anti-bullying Week activities and assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of the pupil</li> <li>• Through discussions with the adult who works with the pupil</li> <li>• Through discussions with parents</li> <li>• Through discussions with the pupil themselves.</li> </ul>

## SENSORY AND/OR PHYSICAL NEEDS

We are an access friendly school – please see accessibility plan on the website for details

We strive to make reasonable adjustments to prevent disabled pupils from being treated less favourably than other pupils

Types of need and what it could look like	Facilities we provide to help disabled pupils to access the school	How we check it's working
<p>Pupils who have a disability that may make it difficult for them to manage their everyday life without support.</p> <p>Some of the difficulties these pupils may have are:</p> <ul style="list-style-type: none"> <li>• Hearing what others in the classroom or school setting are saying</li> <li>• Visual impairments</li> <li>• Require a walking aid or wheelchair to move around</li> <li>• Taking medication</li> <li>• Cerebral palsy inc. hemiplegia and ataxia</li> <li>• Short stature syndrome</li> <li>• Morquio Syndrome.</li> </ul>	<ul style="list-style-type: none"> <li>• Seek professional advice from specialist staff and outreach services such as VI, HI, physiotherapy</li> <li>• Use of specialist equipment e.g. writing slopes, enlarged keyboards, hoists, computer to record school work, access to a scribe</li> <li>• Adaptations to school environment such as lowered handrails, access slopes</li> <li>• Physiotherapy sessions</li> <li>• Fine and gross motor skills groups</li> <li>• Accessibility plans</li> <li>• Physical Management plans where appropriate</li> <li>• Access to The Hive- enhanced provision SEND classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring that the pupil has full access to a broad and varied curriculum</li> <li>• Observations of the pupil within the school environment</li> <li>• Through discussions with adults who work with the pupil</li> <li>• Through discussions with parents</li> <li>• Through discussions with the pupil.</li> </ul>

### Admissions to Greet for pupils with SEND (inc. disabled pupils)

If a pupil has an Education Health Care Plan (EHCP), consultation regarding admission to our school will take place through SENAR. If our school is able to meet their needs, admission is agreed and Greet Primary School is named on the EHCP document.

### Medical Needs (please also see our Supporting Pupils with Medical Needs Policy)

Pupils with medical conditions are not automatically SEND. Individual health care plans/management plans will normally specify the type and level of support required to meet the medical needs of such pupils. If a pupil with medical needs also has SEND, such as those outlined above in the table, then school will work closely with the medical professionals to set targets.

### EAL

Pupils with EAL are not automatically SEND. We monitor pupils who are newly arrived to the country, tracking progress in learning the English language and if we have concerns about their level of progress we may also assess for SEND. For those pupils who are newly arrived and acquiring English we track using an EAL Continuum and use these to inform what provision is needed. This is then put into place accordingly.

### **How are children identified as having a special educational need?**

Children are identified as having a special educational need if they have stopped making progress, or their progress is significantly slower than other children within the same year group. If day to day teaching strategies and interventions are no longer enabling improvement, we will put in additional resources and/or interventions to support children with their learning. We judge this need through our whole school assessment and review processes (marking of children's books, informal and statutory testing) as well as day to day observations of children in class.

When a concern is raised about a child, usually by class teachers or parents, we will aim to identify the barrier that child has to their learning. This will be through observation and assessment, in order for us to identify what we need to change in our teaching to support them. In some circumstances outside agencies may need to become involved.

## How do we involve parents in making decisions about the support their child is receiving?

Our school has an open door policy for parents, where if you have any concerns or questions you are welcome to come in and discuss them.

In addition, our school aims to regularly involve parents in a variety of ways:

- Parents' Evening
- Workshops
- Regular meetings with SENDCo, class teacher and support staff
- Targets shared with parents and how to support their child at home
- Signposting to parent groups and schemes
- Parent coffee mornings
- Information on the school website
- Regular newsletters to inform you of what's happening at school

## How do we involve children when making decisions about the support they will receive in school?

We aim to involve our pupils as fully as possible in their own education. For pupils with SEND we use a variety of strategies to do this including:

- Involvement of the pupil in review meetings
- Self-assessment at the beginning and ending of learning
- Person Centred Reviews
- School Council
- Individual Learning Plans/One page profiles
- Visual timetables
- Having a range of equipment available for the pupil to choose from



## How do we assess children with special needs to show progress?

- All pupils are tracked termly through school based assessments and teacher observations
- In addition pupils with SEN are tracked using Birmingham’s Language and Literacy Continuum as well as the Maths Toolkit, which supports assessment when a pupil is making smaller steps of progress.
- SEND pupils are set individual targets through Individual Learning Plans (ILPs). These are reviewed three times a year and are shared at reviews with parents. This helps school monitor how well interventions are working

We also use the Continuums and toolkits to identify what level of support each child needs:

- **Universal support** – support given in class alongside other pupils
- **Targeted support** – children might need additional intervention groups or focussed support from a teacher or teaching assistant in class
- **Specialised support** – children require additional interventions to meet their learning needs, they are also likely to need assessing by outside agencies who will give the school further advice about the provision needed.

	Universal/Targeted	Specialist	Education Health Care Plan
Who will be involved in the review?	Class teacher, parent, pupil	SENDCO (in most cases) Class teacher, parent, pupil	SENDCO, Outside agencies, Class teacher, parent, pupil
When will the review take place?	3X year at parents evening	3X year at or around parents evening	Annual Review meetings (annually) Mini reviews as and when needed throughout the year

The toolkits also allow us to identify next step targets for each pupil, ensuring teaching and learning is directed at pupils individual needs. These are then used to create ILPs (Individual Learning Plans) for those pupils in needs of specialised provision.

## Outside Agency Support

Sometimes children at Greet need additional support and advice from outside agencies in order for us to help them make progress in their learning. If this is the case, our SENDCo will meet with parents to discuss which agency might be best to consult and seek parent's consent. If parents are happy, the school will make a referral to the appropriate outside agency to request support.

Agency or Service	Who they work with	Contact details
Communication and Autism Team (CAT)	Pupils who are being assessed or already have a diagnosis of Autism or communication difficulties. They will also provide support for families of children or young people with these difficulties.	Rosie Slade <a href="mailto:rosie.slade@birmingham.gov.uk">rosie.slade@birmingham.gov.uk</a>
Educational Psychology Service (EPS)	Pupils with complex needs. An Educational Psychologist will always be involved with a pupil who is referred for an Education and Health Care Plan.	Katherine Towers <a href="mailto:katherine.towers@birmingham.gov.uk">katherine.towers@birmingham.gov.uk</a>
Physical Disability Service (PDSS)	Pupils with physical disabilities which impact on their access to the school setting.	Afia Begum <a href="mailto:afia.begum@birmingham.gov.uk">afia.begum@birmingham.gov.uk</a>
Pupil and School Support (PSS)	Pupils who are working below the expected levels for their age. A Pupil and School Support Teacher will also work with staff in schools offering advice and training.	Maria Brophy <a href="mailto:maria.brophy@birmingham.gov.uk">maria.brophy@birmingham.gov.uk</a>
Speech and Language Therapy Service (SALT)	Pupils who have a high level of speech and language difficulties.	Khavita Lal / Juliet Mahrous <a href="mailto:khavita.talktherapy@gmail.com">khavita.talktherapy@gmail.com</a> <a href="mailto:juliet@talktherapyuk.com">juliet@talktherapyuk.com</a>

Sensory Support Service (SSS) Hearing and Visual Impairment teams	Pupils with a hearing or vision impairment	Kerry McKee <a href="mailto:kerry.mckee@birmingham.gov.uk">kerry.mckee@birmingham.gov.uk</a>  Rebecca Wilson <a href="mailto:rebecca.m.wilson@birmingham.gov.uk">rebecca.m.wilson@birmingham.gov.uk</a>
School Nurse	Pupils with medical needs, particularly when medication is needed.	As directed by NHS

### How do we support children at Greet moving between phases of education?

Moving from:	Strategies we use:
<i>Nursery to Reception</i>	<ul style="list-style-type: none"> <li>• Nursery visits- our Reception staff and SENDCo visit nurseries on open days to meet new children and talk to nursery staff</li> <li>• We hold open mornings for new parents in July prior to children joining us in September</li> <li>• We set up settling meetings for pupils with SEND if required</li> <li>• Transition booklets are sent home</li> <li>• Meet the teacher mornings are held in school for new children.</li> <li>• Early Years Support Plans if required</li> </ul>
<i>Year group to year group</i>	<ul style="list-style-type: none"> <li>• Individual Learning Plans (ILPs) for pupils in need of specialised provision</li> <li>• Inclusion Folders for staff with key information about children</li> <li>• Transition meetings between current and new class teacher held in July</li> <li>• SENDCo transition meetings with new teachers and YGLs when required</li> <li>• Meet the teacher session</li> <li>• Transition booklets sent home if needed.</li> </ul>
<i>Greet to secondary school</i>	<ul style="list-style-type: none"> <li>• Secondary schools are invited to end of Y6 person centred review meetings</li> <li>• Transition meetings arranged in June/July with parents and secondary school</li> <li>• All files are transferred to secondary schools over the summer holiday's ready for September</li> <li>• Supported Secondary school visits, arranging extra visits if needed</li> <li>• Additional secondary school visits arranged for specific children if required.</li> </ul>

*Greet to special school or resource base*

- Transition meetings arranged with parents and new school
- All files are transferred to new school
- Supporting parents to arrange a school visit
- Additional school visits arranged if required
- Ensure SENAR are informed and involved in the process.

### How are staff trained to meet the needs of SEND children?

It is the responsibility of all staff at Greet to support the learning of all pupils, including those with SEND. We ensure all staff receive training to meet the needs of pupils in their class.

We have weekly staff INSETs (training), specific SEND training is delivered during some of these sessions as appropriate. We also believe in quality first teaching for all children, including pupils with SEND. Each year staff are trained about medical needs including asthma, epilepsy and allergy training.

Small groups of teachers and teaching assistants receive training on specific interventions they may need to carry out with pupils in their class e.g. physiotherapy or hearing impairment training. This is delivered by outside agency specialists and/or our SENDCo.

### How children with SEND are enabled to engage in activities available with children in the school who do not have SEND.

All children have access to after school clubs (please see the school website), where appropriate adjustments are made to ensure pupils with SEND are fully included.

## How can I make a complaint if I am not happy with my child's provision?

In the first instance, please contact the SENDCo or the Head Teacher to outline your complaint. If you feel that your complaint has not been resolved satisfactorily please follow the guidance in the Create Partnership Trust Complaints Policy.

Parents can be signposted to SENDIASS (parent support agency) for support. Tel: 0121 303 5004

The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.