

## Firs Primary School Information Report



### What is SEND?

Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

#### **Special educational needs fall under four broad areas:**

- Communication and Interaction (including Autism)
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical

#### **Special Educational Needs and disabilities can affect a child's ability to learn. They can affect their:**

- Behaviour or ability to socialise, for example they struggle to make friends
- Reading, writing and mathematics skills
- Ability to talk or communicate effectively
- Ability to understand things
- Ability to concentrate
- Physical ability

Therefore, children with special educational needs may need extra help with:

- Difficulties with speech and language
- Thinking and understanding
- Emotional and social difficulties
- Physical and sensory difficulties
- How they relate to and behave with other people

Beverley Walters is the member of the school's governing body, who has a responsibility for Special Educational Needs. As part of her role, she comes into school every term to meet Mr Harris and discuss SEND provision and will share this information with the governing body. If you need to contact her, speak to a member of the school office staff or send an email to the email address below and it will be passed on to her.

[enquiry@firs.academy](mailto:enquiry@firs.academy)



## Firs Primary School Information Report

### Which staff are in the Inclusion Team?

Mr Harris (Deputy Head Teacher) is the Acting SENCo and she oversees the Inclusion team and the provision of all of the children with special educational needs. This includes children with learning, communication, emotional and physical needs.

Within the inclusion team we have the following staff:



Pastoral Manager

Miss Donaghey



Senior Learning Mentor

Miss Moon



Special Educational Needs Higher Level  
Teaching Assistant

Mrs Mitchell



Special Educational Needs Teaching  
Assistant

Mrs Weaver



Special Educational Needs  
Teaching Assistant

Mrs Beacham



Special Educational Needs Teaching  
Assistant (Autism Lead Practitioner)  
and Learning Mentor

Mrs Sturridge



English as an Additional Language  
Higher Level Teaching Assistant

Mrs Clarke

- Miss Donaghey, who is the Pastoral Manager and Miss Moon, who is the Senior Learning Mentor.
- Four Special Educational Needs Teaching Assistants-Mrs Weaver, Mrs Beacham, Mrs Mitchell (Higher Level Teaching Assistant) and Mrs Sturridge (Autism Lead Practitioner)

Created by Wayne Harris (SENCo) following consultation with parents, SEND Governor (Beverley Walters) and Pupil School Support Teacher (Anne Farmer)

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- Two Learning Mentors-Mrs Sturridge
- An EAL Higher Level Teaching Assistant-Mrs Clarke

### **Who does a parent speak to if they have a concern about their child?**

- If you have any concerns about your child and think they may need extra support, talk to your child's class teacher in the first instance, who will suggest ways to support your child further. The teacher will then discuss this with Mr Harris
- Mr Harris may contact you if further information is needed at this point.
- If you would like to speak to Mr Harris, you can call school to make an appointment on a Wednesday afternoon between 2pm and 4pm.

### **How does school monitor my child's progress?**

Each term, staff have a pupil progress meeting to discuss all of the children in their class, including any concerns that they may have.

Within school we have a referral system for staff to identify any concerns that they have regarding your child's progress, attainment or social and emotional wellbeing.

We also have a school governor for Special Educational Needs (SEN)-her name is Beverley Walters, she comes into school to support monitoring SEN provision. You can contact her by leaving your details with the school office.

### **How will I be kept informed of my child's progress?**

You are invited to Parents Evening three times a year and are welcome to make an appointment with your child's teacher at any other point that you have concerns.

We always work hard to ensure we work closely with parents to deal with their concerns, but if you feel that your concern has not been dealt with satisfactorily, please follow our complaints procedure. You can find this information on our school website or ask the school office for further information.

### **What happens if my child's progress continues to be a cause for concern?**

Identifying someone has Special Educational Needs is a process of building a picture of the child's needs over time. This is done through the graduated approach and includes:

- Staff completing a referral form including their concerns
- Observation and assessment leading to evidence of what works and doesn't work in school, in addition to how your child can be supported further.
- Discussions with parents about what is happening at home.
- Discussions with the pupils
- Putting interventions in place to support your child's needs
- Consultation with outside agencies, such as an Educational Psychologist, Pupil and School Support and the Communication and Autism Team.

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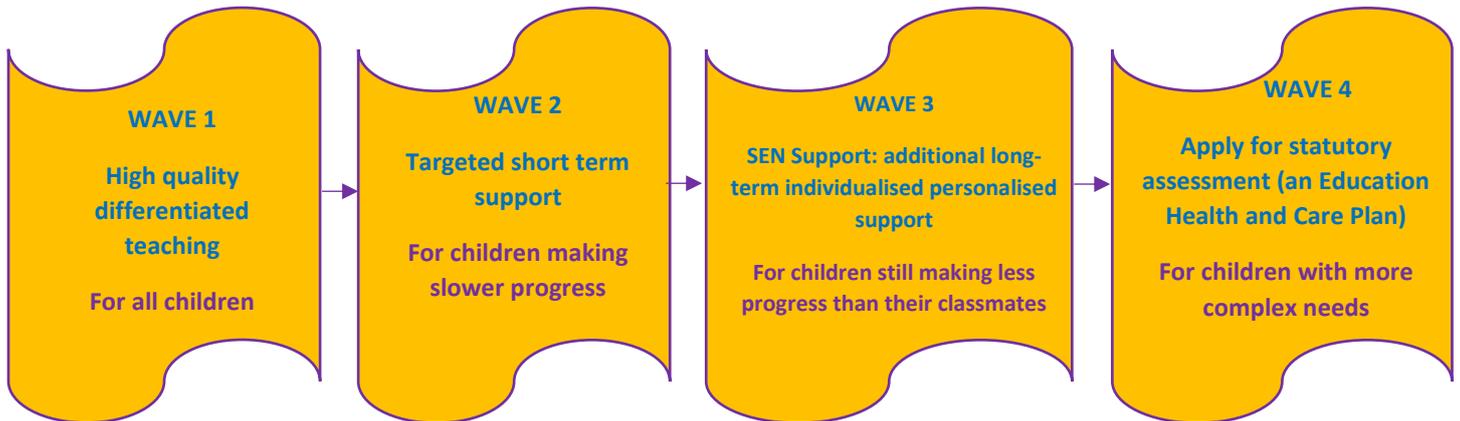
### How will the school decide what type of support my child receives?

Every child's needs are different, and may change over time.

We assess each child's needs to identify which support suits your child best.

If your child is not making expected progress for their age, they may need further support.

We regularly review the support your child receives to see what is working and what isn't, and we will include your views as part of this process.



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### Which agencies come into school to support children needing special provision?

#### Educational Psychologist

An Educational Psychologist will observe and assess children within school, after a parent or carer has signed a consent referral form. They will provide support and support and guidance for children with more complex needs and the staff working with them. School has an allocated Educational Psychologist who Mr Harris liaises with, her name is [Karen Scott](#).

#### Pupil and School Support

Pupil and School Support work with schools and other educational settings to help pupils with cognition and learning difficulties. [Anne Farmer](#) is our Pupil and School Support Teacher, she observes and assesses children with cognition and learning needs and suggests strategies that the class teacher can use to support the child further.

#### Communication and Autism Team (CAT)

The Communication and Autism Team are an educational service, who work in schools to support children and young people who have Autism and its associated differences. [Viv Walters](#) is from the Communication and Autism Team and she comes into school to assess and observe children, she will suggest activities and strategies for school and families to use to support children with Autism further. They offer parent support groups, drop in session, parent awareness courses, Cygnet training and Youth Groups.

#### West Midlands Speech and Language Therapy

[Lisa Christophorou](#) is from West Midlands Speech and Language Therapy, she works with children who have speech, language and communication needs, who may experience difficulties with attention, listening, speech sounds, understanding words, saying words and putting them together.

#### Physical Difficulties School Support

The physical difficulties support team supports and promotes inclusive education of children with physical difficulties and motor disorders. They provide advice and support to schools to ensure children with physical difficulties are supported at all stages of their education.

Sensory Support is a team of specialist staff working with children and young people with hearing or vision impairment at all stages of their educational development; at home, in early years settings, mainstream and special schools and colleges. They aim to minimise the impact of a sensory impairment on a pupil's learning and development and to raise attainment.

#### Sensory Support Hearing Impairment Team-Fabienne Perron

#### Sensory support Visual Impairment Team

#### School Nurse Team-Wendy Patterson

#### Attention Deficit Hyperactive Disorder (ADHD) clinic-Chris Trant

Chris will come into school and support children who are being assessed for or already have Attention Deficit Hyperactivity Disorder, he comes in every term to support children and families with a diagnosis, which includes reviewing the child's medication.

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### **NHS Occupational Therapy Service**

We also work with a range of different professionals to support children and their families, such as Doctors, Forward thinking (previously known as Child and Adolescent Mental Health Service), family support workers, social workers, probation for parents, police community support officers, housing admissions and appeals.

Sometimes we may need to ask your permission to involve other qualified professionals to support your child.

To support your child, it is important that the SENCo ensures that the appropriate agencies are involved to work alongside school to meet the needs of pupils with or who may have Special Educational Needs.

Any information regarding your child and their areas of difficulty is highly confidential and will only be shared with other professionals if it is in your child's best interests.

### **How will the school ensure that the necessary people know about my child's needs?**

Mr Harris, Miss Donaghey and Miss Moon, will make sure that all the relevant staff are aware of your child's needs.

The staff that work with your child, will be aware of your child's needs and their targets to work on, this will also be shared with the child and their parents.

### **What happens if my child has complex needs?**

If your child has complex needs, it is likely that a range of professionals will be involved.

Most children can have their needs met by their school and the services available to them, however at times the school or you might want to request statutory Education and Health Care assessment.

This involves you, staff and the other professionals working closely together to provide information that can be written onto an assessment for Education and Health Care Plan.

### **What is an EHCP?**

If your child has more complex needs, he or she might be assessed for an Education Health and Care Plan (EHCP).

An EHCP is a statutory document, which is formally reviewed annually, with all the key people involved having an opportunity to contribute to and discuss any changes and the progress that your child has made.

People who may attend this meeting include: school staff who work closely to support the child's needs, external professionals such as the Educational Psychologist, Pupil School Support Teacher, Speech Therapist and Communication and Autism Team, alongside the child's parents, the class teacher and the SENCo.

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### **How are staff trained to support the needs of my child?**

All school staff receive regular and appropriate training so that they have the knowledge and confidence to support children's needs.

Training is provided in a range of formats through whole school staff, groups of staff or individuals.

All staff receive child protection, allergy, epi-pen and asthma training as well as Tier 1 Autism awareness training.

Mr Harris has been a SENCO in two other schools and has part completed the National Award for Special Education Needs Coordination at the University of Wolverhampton.

Within the Inclusion Team, we have:

4 Trained Designated Safeguarding Leads, 2 qualified learning mentors, 2 members of staff who have received Tier 2 and 3 Autism training, in addition to training in a range of interventions, such as Catch Up Literacy, Catch Up Numeracy, Precision Teaching, Early Talk Boost and Talk Boost.

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### **How do we ensure good teaching for your child and how do we give extra support if your child needs it?**

Teachers plan lessons, with differentiated tasks to support every child to make progress.

Differentiation is where teachers modify what is being taught, how it is taught or how children show what they have learnt.

When a pupil has been identified as having special educational the needs, the curriculum and learning environment will be adapted further by the class teacher to reduce barriers to learning and support the child to access the curriculum.

These adaptations may include strategies suggested by the SENCo or external professionals, such as: now and next boards, individual visual timetables or prompts, additional scaffolding, use of ear defenders, individual behaviour charts, additional thinking time, use of timers, communicate in print, pre and post tutoring.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT or additional adult support.

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### What type of interventions or support might my child receive?

We offer a range of interventions to support your child, including the following:

- Gross and fine motor interventions- an intervention to support children who need more help developing their skills when using the large muscles in the arms, legs, torso and feet, this may involve rolling over, jumping or kicking a football.
- Fine motor interventions-an intervention to support children who need more help developing their skills when using the small muscles of the fingers, toes, wrists, lips and tongue, such as picking up a small object, holding a spoon.
- Social groups-sessions where children learn to take turns, build confidence and develop their skills when interacting with others.
- Toe by toe-1-1 phonics programme designed to help children who need further support with reading.
- Cued spelling-1-1 phonics programme designed to help children who need further support with spelling.
- Social stories-using a story or comic strip to describe a situation, skill or concept (such as making friends or using kind hands), which is usually presented using visual cues or prompts.
- Autism Lunchtime group- a lunchtime group for children with a diagnosis of Autism, where they have an opportunity to interact with each other and play games supervised by the Autism Lead Practitioner
- Catch Up Literacy- a 1-1 structured intervention for learners who find reading difficult.
- Catch Up Numeracy- a 1-1 structured intervention for learners who find maths difficult.
- Early Talk Boost- a targeted intervention aimed at children with delayed language in Early Years, aiming to help to boost their language skills after 10 weeks structured support.
- Talk Boost- a targeted intervention for children with delayed language, such as difficulties with communicating or using appropriate vocabulary, which aims to boost their language skills after 10 weeks structured support.
- First class at number-a small group intervention for children who need further support with maths.
- Precision teaching- an intervention focusing on short tasks to build skills by practising them regularly.
- Targeted small group phonics support-small group work for children who need further support to develop their knowledge and application of phonics
- TEACHH trays-stations with activities for an individual to complete independently, to reinforce their learning and increase independence.

If a child receives an intervention, we monitor the impact of the intervention and review your child's progress.

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### **How are children supported with transition?**

- ❖ If your child is starting our reception, you will be able to talk to staff before your child starts school. Sometimes, Mr Harris and your child's new class teacher will visit your child at their Nursery. Every year we have days during the summer term, where children are invited into school before starting in Nursery or Reception in September.
- ❖ Mr Harris will speak to the Special Educational Needs Coordinator at the Nursery and to ensure a smooth transition any key paperwork will be shared.
- ❖ If a child starts within a school year, Miss Donaghey or Mr Harris will speak to the relevant staff at the previous school, to make sure that we have all the relevant information.
- ❖ Children with Special Educational Needs have transition booklets, to prepare them for their new class within school.
- ❖ The children have additional visits to their new class or school and interaction with their new class teacher additional to their peers.
- ❖ To support transition we will share information at the end of the academic year, to ensure that all new teachers are aware of your child's needs.
- ❖ If your child is moving to another school, we will talk to the new school to ensure they are aware of your child's needs and the support that they require, to ensure a smooth transition.
- ❖ If your child is leaving in Year 6, we will invite staff from your child's new school to visit your child at school, attend the final review meeting where appropriate. Your child will also have the opportunity to visit their new school more than their peers, during this visit your child may be accompanied by someone from the Inclusion Team.

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### **How do you work in partnership with families and other professionals, to support a child with Special Educational Needs?**

Where possible, we will involve your child in decisions about their learning through one or more of the following:

- ❖ Children complete one page profiles with an adult, for adults working with the child to learn more about the child and know what strategies help support them
- ❖ We have an open door policy, where children can speak to any adult within school during the school day
- ❖ Regular sessions with learning mentors, to support the child's wellbeing
- ❖ Talking with the children about what helps them to learn and what they find difficult and how they can be supported with this.

### **Local Authority Support and Health Services:**

**Communication and Autism Team (CAT)** - support children who are being assessed for or already have a diagnosis of Autism or who have communication difficulties. They can also provide support to the families of these children.

Contact Number: 0121 675 5057

**Pupil and School Support (PSS)** - support children who are working below the age related expected standard in English and Maths. PSS teachers work with school staff to recommend strategies and deliver support and training.

Contact Number: 0121 303 1792

**Educational Psychology Service**- support children with more complex needs. School has an allocated Educational Psychologist who they will contact after a parent or carer signs a consent referral form.

Contact Number: 0121 303 1793

**ADHD Team**-support children who are being assessed for or already have Attention Deficit Hyperactivity Disorder, he comes in every term to support children and families with a diagnosis, which includes reviewing the child's medication.

Contact Number: 0121 464 3425

**Physical Disability Service**- support children with physical difficulties which impact on their access to and within the school setting.

**Sensory Support Service**- support children who have a particular sensory need such as visual or hearing difficulties which can impact on their access to the school setting and curriculum. Pupils are usually referred after a medical diagnosis, however school can phone them for further support and advice.

**Speech and Language Therapy**-support children with a high level of speech and language difficulties. School can complete a referral form for parents or carers to sign; the family doctor can also complete this form if they have concerns.

**SENAR**- 0121 464 4489

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SENDIASS- 0121 303 5004

Forward Thinking - 0300 300 0099

School Nurse Service - 0121 749 8440

Child Development Centre at Heartlands Hospital - 0121 464 3688

### Birmingham's Local Offer

[https://www.birmingham.gov.uk/info/50034/birminghams\\_local\\_offer\\_send](https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send)

The Birmingham SEN local offer has been developed to allow parents and young people to find out what services are available to support children and young people with special educational needs and disabilities from 0-25, including supporting children and young people to have access and opportunities to support their long term aspirations, including finding employment, participating in society, finding somewhere to live, enjoying a good quality of life.

#### **The Local Offer has two main purposes:**

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- To make provision responsive to local needs and aspirations by directly involving children and young people with SEND, their parents, and the professionals who work with them in its development and review

#### **The local offer will:**

- ✓ Help you to find the nearest and most appropriate services
- ✓ Help you to ask the right questions
- ✓ Help you to find out further information
- ✓ Help you to give feedback about what is needed, raise concerns or make a complaint

#### **External links**

The Birmingham Local Offer:

[https://www.birmingham.gov.uk/info/50034/birminghams\\_local\\_offer\\_send](https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send)

The government's SEND Code of Practice and a related guide for parents have more information about the topics outlined in this leaflet:

- **SEND Code of Practice: 0 to 25 years**, GOV.UK – DfE  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- **SEND: a guide for parents and carers**, GOV.UK – DfE  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417435/Special educational needs and disabilities guide for parents and carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf)

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IPSEA is a charity that helps parents and professionals to support children with SEN and disabilities: **IPSEA home**, IPSEA <https://www.ipsea.org.uk/home>

### Glossary of terms in this document

**EHC plan** - education, health and care plan

**SEN** - special educational needs

**SEND** - SEN and Disability

**SENCO** - SEN Co-Ordinator

**SENTA** – Special Educational Needs Teaching Assistant

**EP** – Educational Psychologist

**PSS** – Pupil School Support

**CAT** – Communication and Autism Team

**SALT** – Speech and Language Therapist

**CDC** – Child Development Centre