

Brindley Heath Academy & Foley Infant Academy



SEND Local Offer and Information Report

Introduction

At Brindley Heath Academy and Foley Infant Academy enjoyment and achievement is at the heart of our aims for our children; and we aspire to support all children so that they have an enjoyable, stimulating and successful Primary education. In order to do this, many steps are taken to support them achieve their best through their learning journey. Quality of teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets and reach their full potential.

Our SENCO, Mrs Fox, working alongside the Headteacher, has responsibility for the strategic development of the SEND policy and provision. The SENCO has day to day responsibility for the operation of the SEND policy and the coordination of specific provision to be made to support individual children with SEND, including those with Education, Health and Care (EHC) plans. The SENCO provides professional guidance to colleagues and works closely with children, parents and other agencies to monitor pupils' progress and plan interventions where progress is slower than expected.

The purpose of this document is to inform all our parents of current SEN policies and practices and to answer any specific questions you may have regarding our provision for the education of children with special needs.

The Children and Families Bill 2013

First of all, we would like to provide you with some background information on the Children & Families Bill. This Bill takes forward the Government's commitment to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met. It takes forward the reform programme set out in Support and Aspiration: A New Approach to Special Educational Needs and Disability: Progress and Next Steps by:

- Replacing statements and learning difficulty assessments with a new birth - to – 25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving co-operation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

The Local Offer

The local offer was first introduced in the Green paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their children. The Staffordshire framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regards to education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local setting.

During the recent years, the Local Offer Steering Group has developed questions for schools, and trialled them in a number of settings. There are 14 questions, devised in consultation with parent/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs. Here below are Brindley Heath's responses to these questions:

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Brindley Heath Academy, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent: for example if a need has presented that is impacting upon learning
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language etc
- Use of tools for standardised assessment

Further diagnostic assessment using a SEND continuum

- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCO / SENCO (Amy Lesniewski). Appointments can be arranged in person and by phone.
- After the meeting we will assess whether a pupil needs monitoring or to be added to the SEND register.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD? 3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.
- Our SENCO oversees the progress of any child identified as having SEND.
- There may be an LSP/A (Learning Support Practitioner/Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group.
- Interventions that run will be delivered by support staff in school. These will be assessed using standardised assessments where possible, questionnaires or by scrutinising of individual targets.

3b WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you formally on at least a termly basis (this could be part of Parents' Evening or separately), in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENCO to discuss support in more detail if required.
- IPPs (Individual Pupil Passports) will be shared with you during Parents' Evening.

- For those pupils with an EHCP, termly meetings will occur with the class teacher, and the annual review will occur with the SENCO and the team of staff involved with the child. Additional meetings will be available with the SENCO throughout the year in order to best hone provision.

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

4a WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.

Additional support for children is accessible, such as mentoring, access to safe spaces and strategies are taught to children to support this area of learning, where a need is identified.

- The school also has a team of staff that are responsible for safeguarding. The Designated Safeguarding Lead is Jimmy Martin.

4b HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines.
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office. (In line with the Administering Medicines Policy).
- On a day-to-day basis, Jimmy Martin (Health and Safety Officer) oversees the running of this.
- Several members of support staff hold first aid qualifications, which are updated regularly.

4c WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- Attendance is monitored by Jimmy Martin.
- If a child has significant behaviour difficulties, the class teacher, SENCO, Head of School and parents will work together to establish the best action to take. (See behaviour policy).
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve Early Help Assessment Team or Children's Services if this becomes a concern.

Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates individually at the end of each term.

- As a school we share attendance data with our children and each week the winning class receive the attendance bear that they get to name and keep during the week. The winning class at the end of the year receive a prize. 100% attendees earn a certificate termly and annual prizes are given to children who maintain 100% attendance throughout the year.
- The school are also able to support families in making contact with other agencies who can provide appropriate support.

4d HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have Individual Pupil Passports discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conversation meetings
- If your child has an EHCP, their views will be sought before any review meetings and shared during the meeting.
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- The SENCO collects a pupil voice questionnaire from a range of children across school. The views and opinions are then shared with staff and actions put into place.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The main reception area is accessible by wheelchair.
- Accessible toilet facilities are available.
- If you have specific access queries or concerns, please speak with us.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- The long term curriculum plans are available to parents on the school website.
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to choose their task according to their specific needs. Typically, this might mean that in a lesson there would be four different levels of work set for the class (Support, Scaffold, Standard and Stretch).
- The class teacher, alongside the SENCO will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon equipment, adapted writing tools.
- The SENCO reports to the Head of School and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The Governor who is responsible for SEND also meets regularly with school leaders. This is then fed back to LGB meetings.
- The Directors alongside the Head of school and SENCO agree priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers.
- By reviewing children's targets in their Individual Pupil Passports and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEND Register when they have made sufficient progress – parents will always be informed if this has taken place.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENCO at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Your child may have an Individual Pupil Passport that will have individual targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a parents' evening.
- Your child may receive ITP's, where there is a need for additional academic support
- When the child's Individual Pupil Passport is reviewed, comments are made against each target to show what progress the child has made.
- If your child has complex SEND they may have an EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's' progress in learning against national expectations (which still exist) and age related expectations on a termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year 3 through to Year 6, using a variety of different methods. Please ask the school if you require any further details regarding this.

- For those with specific learning needs where there is a significant gap between chronological age and national curriculum age, we may use a SEND continuum to assess progress in small steps, using tracking tools to monitor progress.
- Pupil Progress Meetings are held each term between each class teacher and the Head of School. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
- The Head teacher and SENCO report regularly to the Directors of the MAT. We have a Director who is responsible for SEND, who meets regularly with the SENCO. They also report back to the Directors of Manor Multi-Academy Trust (see section 6).

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment.
- School offer many extra-curricular clubs that are run after school. Children with SEND are encouraged to participate and enjoy these aspects of school life.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, then a Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND. Regular CPD is undertaken by all staff and training identifies specific support strategies to use in order to help support pupils with special educational needs.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations, use of anxiety toys etc. as required.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: Inclusion Support, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologists, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers. Some of these services are accessed as traded services and the SENCO and SLT will prioritise those children who are most in need and utilise any available time for these pupils.

- For specialist support, school can refer to the SEN Hub team. This comprises of a selection of experts from social care, SEN support teams and Special School Provisions that will offer advice and work alongside the SENCO and staff. They can help to signpost additional resources and sources of support, as well as recommend strategies to support young people with complex needs.

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way. Staff have recently received training in RWI phonics, mentoring, Boxall profiling, sensory processing, Precision Teaching, social skills groups, speech and language strategies and dealing with anxiety in children. In addition, support staff have undertaken specific training, relating to particular interventions that they run.
- The school also operates an internal training programme for support staff, facilitated by the SENCO and Head of School. Whole group sessions or bespoke support based upon the needs of both children and staff are regularly added into the CPD calendar.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance.
- General information relating to SEND can be found on the school website, included within the SEND policy. This can be found on the policy page of the school website.
- Further information is available from the SENCO Mrs Fox who is available to discuss your concerns with.

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the School Office for further information about the school and to arrange visit. Tel: 01384 872343

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