

SEND Information Pack

Foley Infant Academy and Brindley Heath Academy



SEND Parent information

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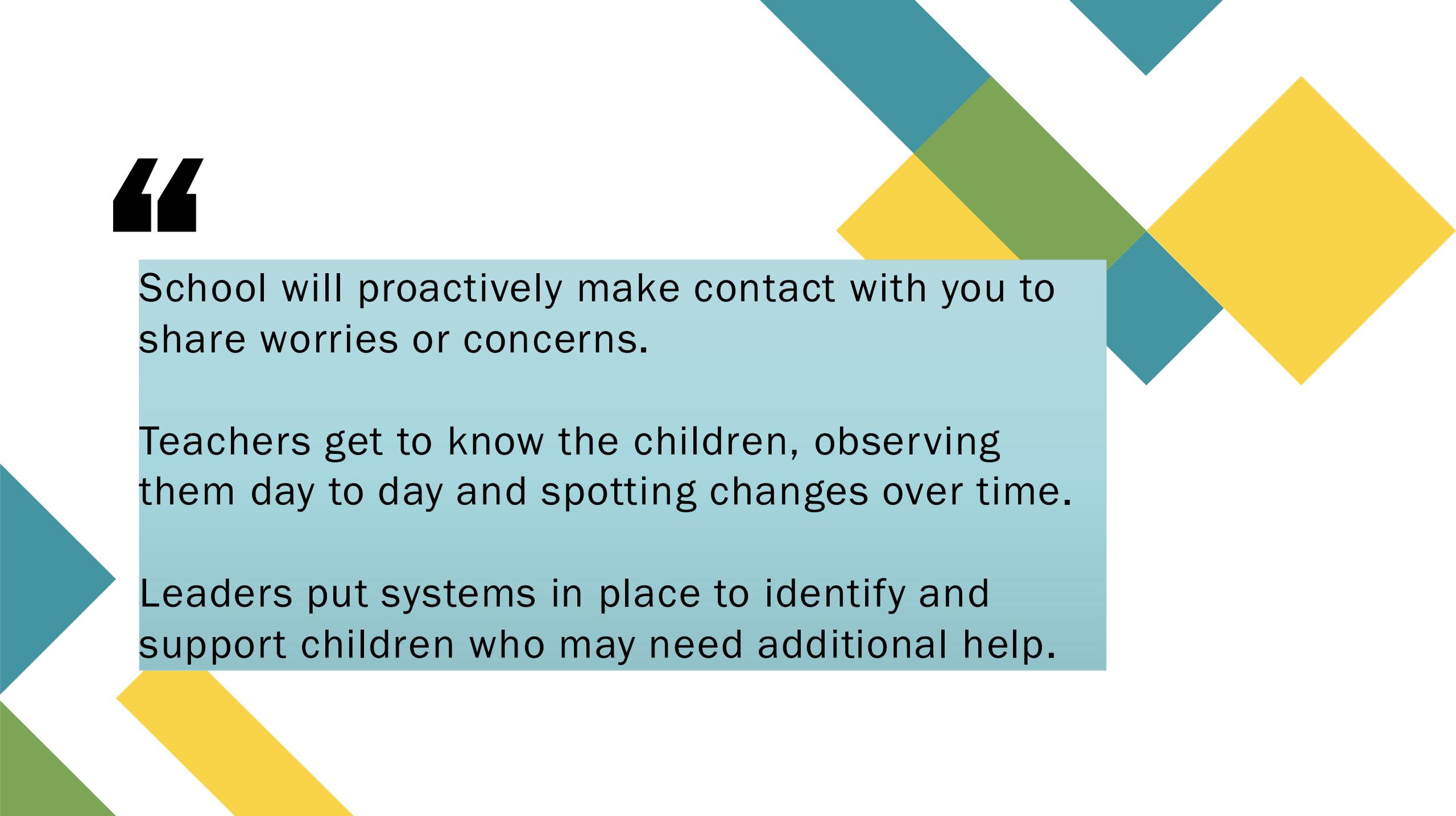
[Access to additional services via school](#)

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A decorative background featuring several overlapping geometric shapes: a teal triangle pointing down-right, a yellow triangle pointing up-right, a green triangle pointing down-left, and a yellow diamond pointing up-right. A light blue rectangular box is centered on the page, containing three lines of text.

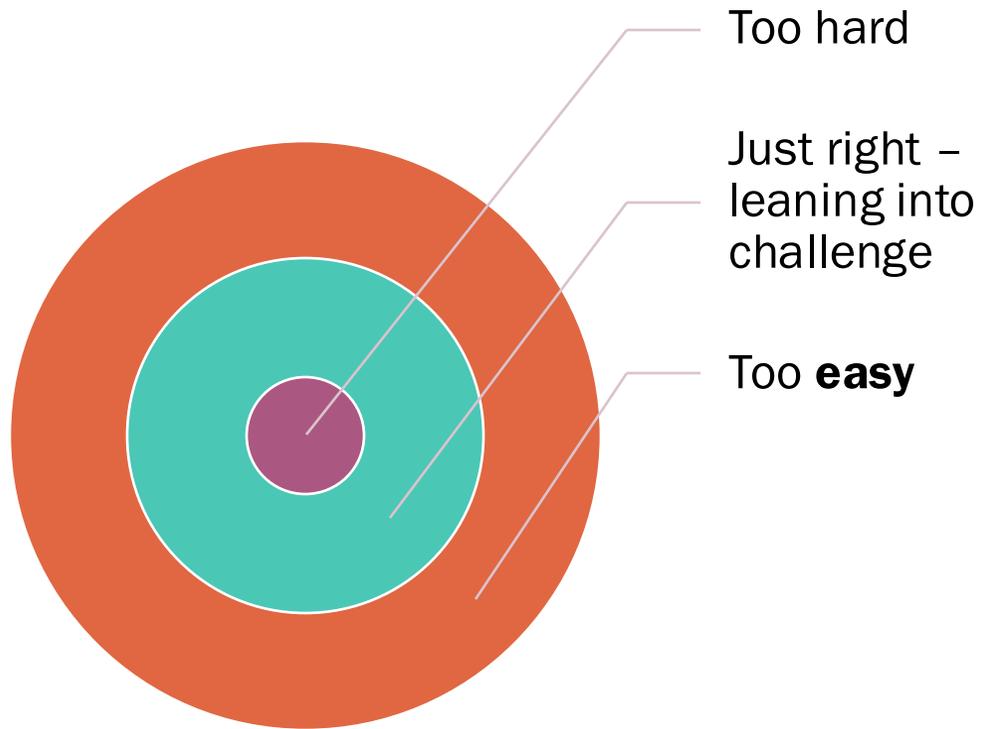
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School will proactively make contact with you to share worries or concerns.

Teachers get to know the children, observing them day to day and spotting changes over time.

Leaders put systems in place to identify and support children who may need additional help.

How do we teach children with differing needs?



- We believe that every child should have access to high quality teaching.
- We build routines for children to follow which helps with their learning.
- Teachers adapt learning through scaffolding. This is an additional or adapted resource which helps children access and be successful in their learning.
- We grow independence over time and promote ownership of learning to the children.
- Children should be working in their 'goldilocks zone'. This is the right level of challenge for the individual child. We celebrate progress for all children who are making progress and learning at their own level.

What is a SENDCO and what do they do?

Special Education Needs and Disabilities Coordinator (SENDCO) oversees the strategic development of SEN policy and provision.

*Mrs Homer (from September 2024) will be **our** SENDCO.*

She is a key point of contact for colleagues and can offer support and advice for the identification of needs and suitable provision to meet those needs.

Mrs Homer is key in working with and facilitating other agencies who might need reports or information from school.



The role of the class teacher

Class teachers are responsible for children with special educational needs/disabilities.

Teachers are responsible for all pupils in their class.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Teachers plan work for all pupils, even if they are working with a support member of staff,

- ‘The class or subject teacher should remain responsible for working with the child on a daily basis, even when interventions involve group or one-to-one teaching away from the main class or subject teacher.’

Teachers and support staff work collaboratively together.

- ‘They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.’

Teachers are supported by the SENDCO.

- ‘Working with the **SENDCO**, they should revise the support in light of the pupil’s progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.’

Individual Pupil Passports (IPPs)

All pupils on the SEND register will have an IPP.

They contain:

- Important information about a pupil's special educational needs.
- An outline of the 'additional to and different from' provision in place to support the pupil.
- Personalised SMART targets.

They are updated and reviewed on a termly basis.

Pupils are involved in creating the IPP.

Class teachers are responsible for IPPs and the provision children receive.

Individual Pupil Passport (IPP)

Term: Autumn 2023		
Pupil: Joe Bloggs		
Class: 1A DOB: 01/01/2014		
Adults who support me in school: Miss Smith, Mr Jones, Mrs Fox		
SEND Status: <i>(Please tick)</i>	<ul style="list-style-type: none">• SEND Support <input type="checkbox"/>• EHCNA <input type="checkbox"/>• EHCP <input type="checkbox"/>	
My primary area of need is:	<ul style="list-style-type: none">• Social, Emotional and Mental Health	
My other areas of need are:	<ul style="list-style-type: none">• Communication and Interaction• Cognition and Learning• Physical and Sensory and/or Physical	
Outside Agency Involvement: <i>(Historic in italics)</i>	<ul style="list-style-type: none">• Educational Psychologist• <i>SoLT</i>	
I would like you to know that:	<i>Provide details of the need(s), and what that means to the learner.</i>	
This means that:	<i>Make sure that this information is clear and useful to staff.</i>	
I find it difficult to:	<i>Add specific areas that are difficult, with a focus on in-class learning but also practical challenges that staff need to keep in mind.</i>	
I will support myself by:	<i>Set out what the learner will do for themselves as part of the process.</i>	
My family will support me by:	<ul style="list-style-type: none">• Ensuring good attendance and punctuality at school• Ensuring clear communication with school and informing school of any updates/changes• Engaging with outside agencies where appropriate	

A graduated response – what happens when we have a concern?

Stage 1

We meet children's needs through adapting learning in each lesson.

We use techniques to support children's learning, based on each individual child's needs.

Some children may need some intervention to help them catch up and keep up with their peers.

Children with one main area of need, which can be met without inclusion of external services or reports are catered for here.

Some children will need a Pupil Passport.

Stage 2

Some children have more complex needs, who require adaptations **additional to or different from** the other children's learning.

Children may need additional professional reports or diagnosis.

Children will have a Pupil Passport which sets out these adaptations to support them in school.

Reports, Passports and other evidence is gathered over several terms as cycles of APDR (Assess, Plan, Do, Review) which is needed for further help.

Stage 3

After enough evidence has been gathered, school may suggest the need for **an** EHCP.

Evidence is gathered together from the previous terms to demonstrate the need for additional support.

The school applies to the local authority, demonstrating the child meets the criteria set out by Staffordshire.

The local authority either agrees to assess and then a plan is formulated. This should take 20 weeks, but often lasts much longer.

The local authority may decline the application, meaning school cannot apply again for another 14 weeks.

Timescales

Stage 1 *On going*

Stage 1

- Ongoing, with formal assessment and progress reporting to leaders termly.

Stage 2

A minimum of 24 weeks unless exceptional circumstances

Stage 2

- Additional services have their own waiting times to become involved and provide their own recommendations.
- Assess, Plan, Do, Review Cycles last one term (roughly 12 weeks). To apply for an EHCP, school needs to demonstrate **two** cycles, showing recommendations in practice.
- Pupil Passports are updated termly to reflect any changes or additional recommendations from reports.
- An external report does not mean an EHCP is needed to support your child.

Stage 3

A minimum of 20 weeks

Stage 3

- If the local authority agrees to assess for an EHCP, the statutory timescale is 20 weeks for the Local Authority to generate the plan. This is very often much longer.
- Pupils with an EHCP have an annual review, in addition to the usual reporting to parents which happens three times a year.



Click here to find out more!

Supporting Parents at Home

Who is responsible for what part?

Home

- Referring for external support from some services
- Medical appointments and needs
- Behaviour at **home**
- Safeguarding children at home and online
- Attendance

School

- Support relationships with **peers** inside school
- Referral for external support for some services
- Academic Progress & learning
- Deployment of support & resources
- Implementing recommendations and tracking progress.
- Safeguarding children in school
- Behaviour in **school**

Supporting Parents at Home – How can we help?

We can refer to services to support you at home:

Home

- Referring for external support from services
- Medical
- Behaviour at **home**
- Safeguarding children at home and online
- Attendance

Young Carers



Staffordshire
Together for Carers
Service

Action for Children



Family Action



**Building
stronger
families**

Early Help



Staffordshire
**Safeguarding
Children Board**

Local services or drop
in sessions



Staffordshire
County Council

*We are also a
friendly ear to
support and listen.*

External Services from school

Education Psychology

- We are extremely lucky to have the current capacity for Education Psychology, outweighing our local schools. This is much in demand, with reports commissioned on a termly basis based on priority.

Therapeutic Interventions

- We work with a Play Therapist who we commission to work with some select pupils. She is available for parents to commission privately.

Hearing & Visual Impairment Team

- Other medical professionals will work with school upon diagnosis to support the child in school.

Autism Inclusion Team

- For children with a diagnosis of Autism, the team will work with school and complete and initial take up report with recommendations. For pupils with an EHCP, this can be a more enhanced offer.

Specialist Nurses

- For pupils with specialist medical needs, we can ask for support to create care plans to ensure we support pupils with medical needs effectively and safely in school.

Local Barriers to access services:

- We do not have a route open to use to diagnose dyslexia.
- We cannot refer to CAHMS. This must be done via the GP due to commissioning issues between Dudley and Staffordshire.

External Services Parents can seek via GP

Medical Needs

Anxiety and Mental Health Support

Hearing Needs

Autism Diagnosis

ADHD Diagnosis

Paediatrician access

It is important to note that waiting times to access most services are a barrier for both parents and school.

We are happy to write supporting letters if they are useful, based on our knowledge of **what we see in school**.

Time scales for these services can cause massive frustration – we understand this as we are working in the same system.

Please know all staff are working hard to support each child on a day to day basis.

Funding



School receives funding of £5036 per pupil.



Pupil numbers over both schools have gone down in line with our local population, meaning reduced funding in school.



Government cuts to funding and services have affected schools dramatically over the previous decade.



COVID and increased waiting lists are affecting schools and the services available to families.



SEND pupils only receive additional funding if they have an EHCP. This funding is allocated for additional support, often already provided by school in small group or 1:1.



A SEND 'notional budget' is not an additional amount given to school. The Local Authority expects schools to spend up to £6000 in resources or teaching assistant time before awarding additional funds.

Prioritising

School has limited resources and have to make difficult decisions to make sure the pupils with the most urgent need are prioritised.

We understand this can be frustrating, but we are doing the very best we can.

Who is there to help?



SENDIASS

An impartial and confidential service on matters relating to a child or young person's special educational needs or disability from birth to 25 years.



STAFFORDSHIRE
CONNECTS

Local Offer Information

Click on the logo to see the support for parents in the local areas – family support, financial, support groups and more.