

Special Educational Needs School Information Report “What we offer”

This is our Special Educational Needs School Information Report and details what we offer for children and young people with special educational needs and disabilities (SEND) in our school.



THINK BIG
SHOW TEAM SPIRIT
DO THE RIGHT THING

January 2024

Please also refer to our SEND and Learning policy, Admissions Policy and our Accessibility Plan

<https://nechellsacademy.e-act.org.uk/useful-information/academy-policies/>

How do you teach children or young people with special educational needs and disabilities?

We are aspirational about all our children. We aim for 'quality first teaching' in all our classrooms which is a particular way of planning and teaching that means the lessons are adapted, modified and structured as much as possible to suit all the learners.

We plan all our lessons carefully and make sure that the learning and activities are modified and appropriate for all the children in the class. For example, we scaffold writing tasks by sometimes giving sentence starters, key words, putting in adult support, or have patterns to follow rather than more open-ended tasks. To support the learning of our pupils with SEND we may provide specific interventions or small group work to ensure they reach their full potential.

All our children follow the national curriculum but, if appropriate, we will adapt the curriculum to suit individual children so that they can make progress from their different starting points.

We will always adapt the learning environment to enable learners to access the curriculum. For example, if a child has a sensory impairment we will work with specialist agencies to ensure we are doing all we can to make reasonable adjustments so that all learners can learn.

We are fully aware that some learners have sensory needs and we have a quiet area in the school that is accessible whenever it is needed. If a child has a particular sensory need we will work carefully to utilize such areas to enable a varied sensory diet and make sure they can access this low sensory zone as often as is needed to help them regulate themselves throughout the day.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.'

SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

How do you decide a child or young person has special educational needs or disabilities?

Class Teachers, Learning Support Assistants and the Leadership Team at Nechells closely monitor the progress of all our children. This information will often be the first step in identifying if a child may be having some difficulties. If a child is not making as much progress as expected, the class teacher will adapt their teaching to see if this helps the child make progress and the child may have extra help in an intervention group. The class teacher will also share these concerns with the Senior Leadership Team at Pupil Progress Meetings that are held throughout the year and will seek advice from our SENCo.

The class teacher will contact the child's parents/carers to discuss any concerns or difficulties and the school will work closely with the parents/carers to work out the best way to support the child and identify any specific needs.

Other assessments may be used to help make a decision about whether a child has special educational needs such as speech and language screenings or observations. With the agreement of the parents/carers the school might seek specialist advice or assessment, or the school might recommend that parents/carers speak to a medical professional. This might happen for example if the school are concerned about a child's hearing.

Parents/carers can raise concerns with their child's class teacher or the SENCo at any time.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for identifying the particular SEN of children and young people.'

SEND Code of Practice 2014 4.34: 'Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.'

SEND Code of Practice 2014 4.35: 'The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.'

What extras do you offer children or young people with special educational needs?

At Nechells we have a variety of different interventions and boosters that will help children with SEND make progress. For example we use Language Link assessment and resources for children who need extra intervention with speech and language across school.

We have access to advisory specialists such as a Speech and Language Therapist, Educational Psychologists, Pupil Support Services, and the Communication and Autism Team, and we will make referrals to these professionals as and when is necessary with the permission of parents/carers.

We will always signpost parents and carers to local support groups and courses that are relevant. We offer more regular review meetings for parents and carers with children with SEND and our SENCo is available for meetings to address any concerns.

We ensure our learning environment is as accessible as possible for children with sensory needs. For example, if a child came to our school who had a hearing impairment, we would liaise with the appropriate professionals to ensure we are accessing and using the right equipment and methods of communication.

For children with communication difficulties such as autism we will run interventions, use visual aids and put in additional support to help the child access the school environment and learning. This might take the form of using social stories, using a visual timetable or a 'circle of friends' intervention.

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SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

How do you make sure children and young people with special educational needs and disabilities do well?

Quality first teaching will be provided to all pupils and this way of teaching includes continuous formative assessment, for example checking that the child understands at different points throughout the lesson, using visual aids, task boards and individualized questioning. The class teacher will continually review progress through both formative and summative assessments (everyday class work and short tests) and the Leadership Team will look at progress data to identify as quickly as possible any children who are not making expected progress. Books are closely monitored to track small steps of progress and that provision is appropriate. Staff have high expectations for all children in school and aim for all children to access an ambitious curriculum.

Parents are informed of the progress their child is making through parents' evenings, meetings, and school reports. Where a class teacher has concerns about a child's progress, the parents will be informed and in the first instance some extra, targeted support in class may be provided.

Where progress continues to be limited, more individualised support may be provided. The class teacher will make a referral to the SENCo and then as part of the graduated response the SENCo will then decide on the appropriate support required. Following an 'Assess, Plan, Do, Review' cycle the SENCO in conjunction with the class teacher may decide it is appropriate to implement a Learning Support Plan. All support plans are written with input from the parent and the child (known as parent and pupil voice). Targets and programmes of work are planned around discussions with the parents, the child, class teachers and relevant professionals so that they match the specific needs of the individual child.

The Regional Educational Director (governance) will request information on a regular basis on the progress and challenges for children with SEND and what the school is doing to address any difficulties.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

What facilities do you have to support children or young people with special educational needs and disabilities?

Nechells is able to provide access for a range of disabilities, there is ramp access to key areas of the Academy. A disabled toilet facility and changing area is available centrally within the Academy. A medical room, equipped with folding bench, is also available.

For pupils requiring rest breaks, the Sanctuary is available and is often used for ELSA groups. This area is also available for pupils experiencing sensory difficulties and provides a calm space for reflection.

All unstructured time (break times and lunch times) is supervised by adults who facilitate games and activities.

We have interactive whiteboards in every classroom and access to laptops and additional ICT equipment.

We would consult with specialist advisors if a child came to us with a sensory impairment (e.g. hearing or sight impaired) and we would employ alternative communication methods accordingly within the means available to the school. We are also supported by Occupational Therapists, who arrange additional resources, such as walking frames and specialist wheelchairs, as requested and detailed within EHCPs/LSPs.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC)).'

SEND Regulations 2014 5(f): 'How facilities that are available can be accessed by children and young people with special educational needs or a disability.'

Do you have staff with specialist training or have 'experts' to support you?

At Nechells all our teachers undertake training throughout the year. This will include 'in-house' training where we support each other in developing our practice, some training from our SENCo and from our Regional team who is highly experienced in ensuring schools meet the needs of their children with Special Educational Needs, as well as from our Leadership Team in areas such as monitoring, assessment, developing learning habits in our children, safeguarding and quality first teaching.

The school also has access to specialist teachers, advisors and professionals such as a speech and language therapist and Pupil Support Services, and the school will request specific support and advice as and when is necessary.

What the legislation says...

SEND Code of Practice 2014 4.32: information about securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:

- o **awareness** (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)

- o **enhanced** (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and

- o **specialist** (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

SEND Regulations 2014 5(i): 'How expertise in supporting children and young people with special educational needs or a disability is secured for teaching staff and others working with those children and young people.'

How do you support the wellbeing of children and young people with special educational needs and disabilities?

Nechells works hard to build strong relationships between all members of its community. Younger children interact daily with the older children building caring and positive relationships. We cultivate very strong relationships with parents and carers and have an open door policy. Teachers are in the playground at the start and end of every day and any concerns can be addressed swiftly.

We have an anti-bullying policy and the topic of bullying features explicitly within our curriculum. We take the mental well-being of all our pupils very seriously and we make time throughout the school day for children's needs to be met on an individual basis. We have a clear behaviour policy and we work hard to support behaviour in a positive way with our reward systems. Any child who struggles to learn and display positive behaviours in school will have a structured plan with support embedded to ensure that they are helped to access their learning and learn to enjoy school. Children are supported by the wider inclusion team once identified and supported with Social Emotional and Mental Health interventions in small groups or 1:1. Children requiring more specialist support are referred to the appropriate health care professional. All staff are trained as Youth Mental Health First Aiders.

The Academy follows the 'Jigsaw' PSHE scheme of work, which is a mindful approach to PSHE and has been enhanced through additional sessions including PREVENT and ways in which to keep safe.

If a child has a specific health care need, the SENCo or Safeguarding lead will draw up an individualised Health Care Plan with input from the parents or carers.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).'

SEND Regulations 2014 5(j): how the emotional, mental and social development of children and young people with special educational needs or a disability will be supported and improved.

What happens if a child or young person needs specialist equipment, services or support?

If a child needs specialist equipment that is necessary for them to access the school and make progress in their learning then we will do all we can put this provision in place. For example, if a child with a physical difficulty needs additional handholds in certain areas of the school such as a toilet then we will do everything within our means to put the equipment in place.

We already have access to laptops and if a specialist recommends an increased use of a word processor to assist with writing then we will be able to provide access to this as often as is necessary.

Children with EHCPs will often have very clear provision and recommendations outlined in their Plan, and the linked professionals will also often be available to help the school with ensuring appropriate provisions are put in place. We will work closely with specialists to ensure all the provision is provided within the means of the school and the resources made available to it.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for securing the services, provision and equipment required by children and young people with SEN or disabilities.

SEND Code of Practice 2014 4.35: 'The information **must** also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils...'

How will I know if my child or young person is doing well in school?

All parents and carers with children on the SEND register will have three formal opportunities to review their child's progress with their class teacher, and if necessary, with the school SENCo. We also have our usual cycle of parents' evenings and our small setting means that teachers are always available to discuss any concerns or successes as often as is needed. These meetings are recorded and parental voice included.

The Leadership Team monitors the progress of pupils very closely and whole class assessment results are discussed at pupil progress meetings. This will then inform any changes in provision or teaching practice. For example, a small group of pupils might receive more intense support in an area of maths if it is seen to be particularly difficult for them. Or an individual child might receive more one-to-one reading time with an adult to help with reading and speech and language.

The Academy works with all pupils on their individual targets and certain pupils are able to have one-to-one or small group support if assessments show that this is the right approach.

As per the 'Assess, Plan, Do, Review' cycle as outlined in the SEND Code of Practice, if, after additional support and intervention a pupil continues to struggle, the school will seek further outside specialist advice and may apply for an assessment for an Education and Health Care Plan (EHCP). The School will always do this in partnership with the parents or carers.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

Do you have 'out of school' activities that children or young people can do?

We have regular local visits and educational trips to, for example, a nearby woodland setting for Forest School. These trips are for every child and, with the parent and carers' agreement, Nechells will make all reasonable adjustments necessary to ensure they are accessible for all. For example, if it is necessary for a child to get to the site in a car due to potential fatigue, this is a reasonable adjustment that we will put in place.

We also have trips further afield such as a residential trip for pupils in Key Stage 2. We will plan carefully with the venues to ensure that our trips are accessible for all and, as long as it does not compromise anyone's health, wellbeing, or safety, we will make arrangements to ensure all can attend.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities.'

SEND Regulations 2014 5(g): 'What activities (including physical activities) are available for children and young people with special educational needs or a disability in addition to the curriculum.'

How do you support children or young people moving on to their next school or setting?

Every child who joins the school in Reception is offered a home visit before they start the school. Children who join during the school year are invited to visit the school with their parents, before the child starts school. If the child has a particular special educational need or disability the SENCo will liaise with the child's previous setting in order to establish a smooth transition. Children who are moving on to secondary school will have the opportunity to visit their new school and have enhanced visits. Transition meetings will also be held between school staff in order to ensure that any specific needs and requirements are communicated.

For pupils with EHCPs, early review meetings will be held as is required and the SENCo of the proposed secondary setting will be invited to play a significant role in planning for the forthcoming transition and change in provision.

Our SENCo will liaise fully with secondary settings and will, in most instances, visit the school to meet with the SENCo there in order to ensure a complete handover. Pupil and parent voice will be sought at every stage.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living.'

Parent Carer feedback: 'I want to know what schools are supposed to do to help when my child changes school.'

What should I do if I disagree with what you're doing or want to make a complaint?

Nechells has a complaints policy that is available on our website. However, we strongly recommend that you raise any concerns as soon as possible with a class teacher or a member of our staff team.

Please see below for key contacts or call the school office for further information.

<https://nechellsacademy.primary.e-act.org.uk/wp-content/uploads/sites/12/2019/09/Concerns-and-Complaints-Policy-1.pdf>

What the legislation says...

SEND Code of Practice 4.7: 'Comprehensive:...The Local Offer **must** include eligibility criteria for services where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.'

Who should I contact for more information?

For more information regarding SEND provision in the Academy, please contact:

Mrs Kathy Mellor
(SENCo/ Deputy
Headteacher)
0121 464 2102

Mr David Camps
(Head Teacher)
0121 464 2102

Mrs Karen Horne
(Regional Education Director)
0121 464 5530

Where can I find out more about what support there is for children and young people with SEND in the local area?

The Following website details the services offered by the Birmingham Authority for SEND pupils:

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

Academy Accessibility Plan.

<https://nechellsacademy.e-act.org.uk/useful-information/academy-policies/>