

Heathlands Primary Academy SEND Information Report

Meeting the Needs of Children with Special Educational Needs and Disabilities

Our aim is for all children to be safe in school and to enjoy school life. We want to ensure that we are enabling children to meet their full potential.

At Heathlands, we have an inclusive ethos and work in partnership with children, parents and carers, outside agencies, other professionals and Greenheart Learning Partnership to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where it is needed. We strive to enable all pupils to achieve their potential: personally, socially, emotionally and academically in all areas of the curriculum and school life.

A child or young person has a Special Educational Need (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for them that is 'additional' or 'different' from support usually available to children of the same age.

Open and Honest Communication to ensure children are safe and happy in school

What do I do if I think my child may have Special Educational Needs or Medical Needs (SEND)?

We operate a partnership approach and recognise that, primarily, parents/carers hold key information regarding their child. On entry into school, if you feel your child has a SEND or medical need, please inform the school and arrange to meet with the SENDCo (Mrs Begum) to pass on your concerns and any information you have about your child's SEN/medical need. We may need the names of any professionals involved in your child's care and any diagnoses that a child may have been given. In this way, we will have key information regarding professionals' names and contact details should we need to find out further information about your child's particular condition and implement recommendations for how best to meet your child's needs.

If concerns arise through the school year, please arrange to meet with the child's teacher who will listen carefully to your concerns. You may arrange to meet with the SENDCo at any point. Mrs Begum will be happy to meet with you to address your concerns and put appropriate actions in place as necessary. She can be contacted through the school office on 0121 747 2705; please phone or contact the school to arrange an appointment. You may speak to any member of our senior leadership team with any concerns that you may have.

Staff will arrange to meet with you and make you aware of any concerns that they may have.

How will I know how well my child is doing and how will you help me support my child's learning?

Parents will have the opportunity to discuss their child's progress with class teachers at parents' evening consultations. The SENDCo is always available on these evenings for further discussion and to support parents/carers with any concerns they may have. Parents are expected to be involved in supporting their child's learning and making school aware of any difficulties that their child may be encountering. Parents/carers can support their child with homework tasks or by reinforcing class strategies.

NB Attendance - a child's attendance rate can directly impact their attainment levels and experiences in school, we work in partnership with parents and carers to ensure children attend regularly and attendance of above 96% is encouraged. Missed school sessions means missed opportunities to learn and to build strong foundations. If you have concerns regarding your child's attendance, please speak to the SENDCo, our pastoral team or member of SLT – they can be contacted via the school office.

What support will there be for my child's overall well-being?

The leadership team, the SENDCO, along with class teachers and support staff, make sure children have the highest level of pastoral care possible. As part of our team, we have a Pastoral Lead, who works with children and families, in order to meet their emotional and social needs. We enjoy working partnerships with many agencies and ensure that support is available through outreach workers and Child and Adolescent mental Health workers (CAMHS) for families who may need additional support. Heathlands is committed to the highest standards in protecting and safeguarding the children entrusted to our care. All our staff are trained in Child Protection procedures; and the Head teacher Mr C McMahon, along with a further four deputy safeguarding leads, are specially designated to ensure the safeguarding of all children. Our school will support children by promoting a caring and positive environment within the school, encourage self-esteem and self-assertiveness and effectively tackle any bullying.

What specialist services and expertise are available or accessed by the school?

At Heathlands, if we feel a pupil needs more specialist help, we are able to seek advice from the following professionals. If we feel that your child needs support from any of these services, school will always discuss this with you and obtain your permission before involving professionals:

<p>LLSS (Language, Learning and Strategic Support Team)</p> <p>Referrals made by the SENDCo, where there are ongoing literacy or numeracy difficulties despite a variety of interventions having been tried within school.</p>	<p>Educational Psychologist (EP)</p> <p>Referrals made by the SENDCo if school and parent/carers have significant concerns about academic and/or behavioural or emotional development and difficulties.</p>	<p>Communication and Autism Team (CAT) Social interaction and communication difficulties and Autism support</p> <p>Referrals made by the SENDCo if a formal Autistic diagnosis has been made, or for pupils in Key Stage 1 & 2 where school & parents/carers agree the child has significant social communication difficulties.</p>	<p>Physio and Occupational Therapists (OT) Development/coordination/sensory needs</p> <p>Pupils referred by school, GP or paediatrician, when there is a specific concern about aspects of fine or gross motor, physical needs, sensory difficulties.</p>	<p>NHS Speech and Language Therapists (SALT) And Magic Words Therapy</p> <p>Pupils referred by school or GP to NHS service or through school for WMSLT support when there is a specific concern about speech and language development. Concerns may include speech, language, communication and understanding difficulties. NHS support is offered through the Balance system that operates in Birmingham. This means we can expect to have an NHS therapist onsite to support staff and carry out assessments at times throughout the year.</p>	<p>Community Paediatricians and Allied Health Care services</p> <p>Pupils referred by school, GP or Health Visitor (under 5) when there is a specific concern regarding development (this can be physical, emotional, social or behavioural)</p>	<p>Physical Support Team (PST) Brays Outreach</p> <p>Service offers advice and support for pupils with physical and motor difficulties at all stages of their education</p>	<p>Child and Adolescent Mental Health Service (CAMHS)</p> <p>Forward thinking Birmingham</p> <p>Pupil referred by school/GP/Self referral when there is a concern that a pupil's emotional state is causing significant concern.</p>
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We also receive support from the Hearing impairment team (HIT) and Visual impairment team (VIT) as necessary for individual children on their caseload.

School Nurse:

Pupils are referred by school when parents request additional support with issues such as sleep, diet and toileting. School nurses can also write care plans for certain medical/health conditions. They may lead annual health related training, within school, for medical conditions like Asthma and Anaphylaxis.

COBS

The City of Birmingham School works closely with school offering support and advice for pupils who experience emotional and behavioural difficulties. They may also meet with parents/carers and are able to signpost, offer support and strategies for individuals. School are able to register children (with parental permission) for support from COBS.

A Partnership Approach

At Heathlands Primary Academy, we involve parents and carers in the education of their child every step of the way. However, you are the experts on your own children, and we will happily discuss your concerns and views. Parents/carers are able to discuss concerns with a range of staff within school and at any point of their child's journey with us.

School will involve you in all the decisions about your child.

Parents/Carers have found it useful to access the following links for sources of further support and advice:

[Family Hubs | Birmingham City Council](#)

[SEND support and services | Special Educational Needs and Disabilities \(SEND\) support and services | Birmingham City Council](#)

[Autism and ADHD support | Special Educational Needs and Disabilities \(SEND\) support and services | Birmingham City Council](#)

[SEND parenting support | Special Educational Needs and Disabilities \(SEND\) support and services | Birmingham City Council](#)

[Mental Health Services - Local Offer Birmingham](#)

How are parents involved in the school and how can I be involved?

The school has an open-door policy and we welcome parental involvement. Parents are kept informed about teaching and other events through regular newsletters, the school website, open days, parent consultation evenings and SEN/Pastoral reviews.

I wish to discuss something about my child?

Please contact the school office, who will arrange for the class teacher to contact/meet with you. Further advice or support is available from the SENDCO, Mrs Begum.

How are children identified as having additional or Special Educational needs?

There are several ways that a child may be identified as having additional or Special Educational needs. We work collaboratively to collate information to help form an informed picture of where the child's needs are, so that we are best able to support. These may include:

- Discussions with parents
- Information regarding the way a child may present
- Changes in a child's behaviour.
- Information from Transition
- Information gathered from baseline data, including Early Years baseline, reading and spelling assessments and teacher assessments
- On-going observation and information sharing amongst staff and pastoral team relating to a child's progress
- Data from Progress checks.
- Using screener tools such as YARC, WELLCOM, SALT screeners
- Tracking children using the Birmingham Toolkit (English and Maths)
- Academic and Pastoral meetings
- Outside agency support
- Reports from Speech and Language, GPs, Paediatrician and other professionals

I would like some further information about other support services in Birmingham?

Please contact Birmingham City Council on the website below:

www.localofferbirmingham.co.uk - [Local Offer Birmingham | SEND Advice and Information](#)

Appropriate and Effective Teaching and Learning

What training and development is done by staff to support pupils with SEND?

At Heathlands we hold a weekly staff meeting and we hold teacher training days often at the start or the end of terms; these are used to ensure that staff have up to date knowledge of how to teach children of all abilities including those with additional and special educational needs.

Support staff from outside agencies come into school to train teachers and teaching assistants in specific areas such as Autism, Dyslexia, Speech and Language and related interventions as necessary. Staff in school receive appropriate training so they have the knowledge and confidence to support your child's needs and they are trained and equipped to offer a high level of support.

All staff are 'Team Teach' trained which enables them to act swiftly and defuse a possible incident /situation should it occur, in a safe way.

Whole school/Peer Assemblies are held so that children can be made aware of the issues around a specific disability; this enables children to be supportive of their peers and help understanding of the difficulties they may face. We are also a Voice 21 school, this means that we place oracy at the centre of our curriculum and want to give every child a voice in the classroom. Our Voice 21 journey is currently in its infancy, however, this inclusive approach will only continue to support all children-including those with SEND.

How will school support my child and how will the curriculum be matched to my child's needs?

All children at Heathlands receive high quality first teaching; the teacher is aware that some children may work differently to their peers and may need different levels of support in terms of scaffolding/time/visuals etc to their peers. Subsequently, staff plan and prepare work which helps your child to be successful and build upon their own starting point - this is called adaptive teaching. All children are treated as individuals and the class teacher, alongside key support staff, plan appropriately adapted activities, with appropriate support and resources to meet your child's needs. In addition, your child may receive some small group or individual support from teachers and support staff in order to make sustained progress with identified learning targets on an individual learning plan (ILP). Learning targets will be reviewed regularly and shared with parents/carers at parents' consultation evenings and/or at review points.

Staff work hard to ensure children are on track to meet their targets and that planning and teaching accurately addresses need; planning is regularly reviewed and evaluated to inform next steps.

How will my child be included in activities outside the classroom?

As an inclusive school, all children have access to the National Curriculum. We aim to ensure that all children, including those with SEND, are able to access all activities and school trips. We complete risk assessments for all school visits to ensure the safety of all pupils; we make reasonable adjustments for those pupils with additional medical/physical needs. We are also an OPAL (outdoor play and learning) school which means that we offer children a wide range of inclusive activities at lunch time which really optimise the benefits of play and promote wider skills which cannot always be developed in a classroom environment.

How accessible is the school?

An appropriate, exciting and accessible learning environment is provided within school. The school building itself is modern and has undergone an accessibility audit. Any developments with the building will be audited for accessibility.

How will the school help my child on transfer to secondary school?

We have good links with our feeder secondary schools in Birmingham and work alongside key members of secondary school staff to ensure a smooth transition for our Year 6 pupils. Additional visits to schools can be part of the process for our more vulnerable pupils and those with additional needs.

Birmingham Secondary schools send out Y6 Transition forms for our school to complete for children due to attend their school – SEND information is part of the information required on the form. Further, more detailed meetings may take place to ensure key information is passed on. Solihull schools often send through Google forms for us to complete for individual children.

How are the school's resources allocated and matched to children's needs?

All classrooms are equipped with a wide range of resources to help children learn; these may include visual/ picture resources, practical equipment, use of ICT. Teachers use working walls, talk partners, movements breaks etc to stimulate the learning environment. We also use visual timetables in the classrooms and can provide individual work stations where appropriate.

Specific resources for children with additional needs are kept in the SEN room which all staff have access to.

SENDIASS

The Birmingham Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities. You can find this information at the following website:

<https://www.birminghamsendiass.co.uk/>

This Policy is to be viewed alongside the SEND policy, Equality Policy, Accessibility plan and other policies that can be found on our website.

Please also visit our Pupils with Particular Needs page on our website.