



Hollyfield Primary School

**Information Report for
parents/carers**

What types of Special Educational Needs do we provide for?

Hollyfield is a mainstream primary school. We aim to meet the needs of all of our children including those who may have special educational needs or a disability. For example -

- **Communication and Interaction** e.g. autistic spectrum condition, Asperger's Syndrome, speech and language difficulties.
- **Cognition and Learning** e.g. dyslexia, dyspraxia, general learning difficulties.
- **Social, Emotional and Mental Health Difficulties** e.g. (ADHD) attention deficit hyperactivity disorder, attachment disorder.
- **Sensory and/or Physical Needs** e.g. visual impairments, hearing impairments, processing difficulties, epilepsy, physical disability.

How do we identify and assess children with special educational needs?

At Hollyfield we use a graduated approach. Any children who fall significantly outside the expected academic achievement are closely monitored by staff. The child's class teacher will provide differentiated learning opportunities, provision, support and make any adjustments required. The SENDCo will be consulted as needed for support and advice.

Where it is determined that a child does have SEND, parents will be advised of this. The aim of identification is to ensure that effective provision is put in place and so remove barriers to learning.

Identification and assessment continued.

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This ongoing cycle enables the provision to be refined and revised as understanding of the needs of the child grows. This cycle enables the identification of interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Parents are informed at every stage. They are encouraged to share information with the school.

Who is our special educational needs coordinator (SENDCO)?

At our school **Mrs Hassett** is the SENDCo.

She works with children, teachers, teaching assistants, parents and outside agencies.

Mrs Hassett can be contacted by phone on 0121-378-0672

or by email at

enquiry@hollyfield.bham.sch.uk

What is our approach to teaching children with SEND?

Assess

We analyse the child's needs using teacher's assessment and experience of working with the child, previous progress and attainment, comparisons with peers/national data, the Language and Literacy Toolkit as well as the views of parents. The child's views are also considered. We regularly review this analysis to ensure that support and intervention are matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are effective. Where school feels the child requires additional assessment external agencies can be contacted, following discussion and agreement from parents.

What is our approach to teaching children with SEND? (continued)

Plan

Planning involves consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce progress at home. All those working with the child, including support staff will be informed of their individual's needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

What is our approach to teaching children with SEND? (continued).

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the child.

How do we adapt the curriculum and the learning environment?

Teachers are responsible and accountable for the progress and development of all the children in their class.

High quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual children.

As part of our universal provision children may benefit from:

Further intervention

Direct Phonics

Additional reading in smaller groups/1:1

Additional spelling in smaller groups/1:1

Additional maths in smaller groups/1:1

**How do we adapt the curriculum and the learning environment?
(continued).**

We make the following adaptations to ensure all children's needs are met:

Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

Adapting our resources and staffing.

Using recommended aids, such as Ipads, coloured overlays, sloping boards, visual timetables, larger font, pencil grips etc.

**How do we adapt the curriculum and the learning environment?
(continued).**

The next step, if required, is to use a set of criteria to assess children to help us identify any targets they may need to make progress.

We use the criteria to make a Learning Plan (LP). This plan is shared with you and your child and sets out what needs to be in place for your child to make as much progress as possible.

We will share these plans with you each term and talk about what has gone well and what might still need to be worked on.

All staff will use these plans in the classroom to help your child to succeed and make progress. These plans are constantly reviewed.

How do we enable children with SEND to engage in activities with other children who do not have SEND?

All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our residential trip to Condover.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.

We support our children during day to day activities e.g. providing buddies during playtimes, Peer Mentors, Play leaders, Social Skills Groups and Time to Talk sessions.

Please read the school's [Accessibility Plan](#) for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEN or a disability access our school.

How do we consult children with SEND and their parents and involve them in their child's education?

Class teachers will have an early discussion with the child and their parents when identifying whether they need special educational provision.

Pupil voice is central to our ethos and this encourages our children to become independent and confident learners.

These conversations will make sure that:

Everyone develops a good understanding of the child's areas of strength and difficulty.

We take into account the parents' concerns.

Everyone understands the agreed outcomes sought for the child.

Everyone is clear on what the next steps are.

Class teachers will notify parents when it is decided that a child will receive SEND support.

**How do we consult children with SEND and their parents and involve them in their child's education?
(continued).**

If your child has been identified as having additional needs relevant targets will be put in place. These will always be shared with you, your child and appropriate staff.

You will be invited into school each term to discuss progress with the class teacher and you will be able to give your views. Your child's views will also be listened to.

We operate an open door policy and you can make an appointment to speak to your child's teacher or the SENDCo at any point during the year.

How do we assess and review children's progress towards their outcomes?

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENDCO to carry out an analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil.

Their previous progress and attainment.

The individual's development in comparison to their peers and national data.

The views and experience of parents.

The pupil's own views.

Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the children's progress.

How do we support children preparing for adulthood?

If your child has special educational needs or a disability and is in a pre-school setting, we liaise with the relevant staff to find out as much information as possible about your child's needs. This may include any targets and paperwork or agencies which might have been involved in supporting your child. We may arrange for additional meetings and visits.

During your child's education at our school their annual transition will be supported by all staff/parents and carers/outside agencies involved with your child.

When your child moves to a new school, we ensure that all information regarding your child's special educational needs or disabilities are passed on to the new SENDCo. Extra visits to the school may be arranged and sometimes the new SENDCo will come to review meetings held at our school.

How do we support children with SEND to improve their emotional and social development?

We recognise that some children have extra emotional and social needs which need to be addressed. Where this is identified we have trained staff who provide pastoral support or put in place specific interventions. Where appropriate, the advice of outside agencies is sought e.g. Communication Autism Team, Educational Psychology, School Health Advisory Service.

All children participate in personal, social and health education (PSHE) lessons which provide them with the knowledge, skills and understanding they need to lead confident, healthy and independent lives. These lessons together with school assemblies aim to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.

How do we support children with SEND to improve their emotional and social development? (continued).

In PSHE lessons your child will learn about bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health and well-being; these lessons will also encourage their emotional and social development.

Our Behaviour Policy includes guidance on expectations, rewards and sanctions and is employed by all staff; we have a zero tolerance approach to bullying. We regularly monitor attendance and take the necessary actions to prevent prolonged 'unauthorised' absence.

We have an active School Council who meet regularly with the Senior Learning Mentor.

In each classroom there is a Chill Out box and area.

Children have access to The Nest and The Sanctuary where low arousal areas and activities are provided.

Well-being Warriors are available to support peers across the school.

What expertise and training do our staff have to support children with SEND?

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

Regular staff meetings are used to ensure staff have up-to-date knowledge to teach children of all abilities.

Sometimes training is run by specialists e.g. anaphylaxis training or training from a member of the Communication and Autism Team or Pupil and School Support.

The SENDCo is available to support and assist all staff in school with regard to SEND.

How will we secure specialist expertise?

How do we involve other organisations in meeting the needs of children with SEND and supporting their families?

We work with the following agencies to provide support for children with SEND:

Pupil and School Support (PSS)

Communication Autism Team (CAT)

Birmingham Educational Psychology Service (EPS)

Physical Difficulties Support Service (PDSS)

Sensory Support Service (SSS)

School Health Advisory Service

Speech and Language Therapy (SaLT)

Behaviour Support - City of Birmingham Schools (CoBs)

Other agencies may be used when deemed appropriate.

How will we secure equipment and facilities to support children with SEND?

The school uses its own budget to provide resources and facilities that are needed.

These include, for example:

- Wedges
- Weights
- Sloping boards
- Fidgets
- Ear defenders
- Pencil grips

How do we assess the effectiveness of our SEND provision?

We evaluate the effectiveness of provision for children with SEND by:

Reviewing children' individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and making a difference.

Monitoring by the SENDCO.

Regularly using a tracking tool to update targets and measure progress.

Holding termly reviews for children who are on LPs.

Holding annual reviews for children with Education Health Care Plans.

How do we handle complaints from the parents of children who have SEND about provision made at school?

There is an opportunity for all parents to raise concerns about their child's provision at any time through contact with either the class teacher or the Head Teacher.

If a concern is more formal than the parent would be directed to the Complaints Procedure which is found on the school's website. However, we would hope that through early intervention any complaints would be resolved without the need for this stage.

The parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions.

Provision of education and associated services.

Making reasonable adjustments, including the provision of auxiliary aids and services.

Who can parents contact if they have concerns?

Parents may raise a concern with the class teacher.

Parents may wish to address the class teacher directly or take their concern directly to the SENDCo.

They can of course take their concern directly to the Head Teacher.

What support services are available to parents?

We are happy to listen to parents concerns and needs providing a sign posting service and making referrals if required i.e. early help referrals.

SENAR

Tel: 0121 303 0829

School Nurses Health Advisory Service

Tel: 465 1600

Forward Thinking Birmingham

Tel: 0121 250 1560

Child Development Centre

Tel: 465 1582

Birmingham Children's Trust

Tel: 0121 303 1888

Where can the Local Authority's
Local Offer be found?

Birmingham Local Authority's local offer can found at
the website below.

<https://www.birmingham.gov.uk/localoffer>

Hollyfield Primary School works closely with Birmingham
LA.