



## Special Educational Needs and Disability (SEND) Information Report For parents

This document will help you to understand:

- The provision we offer at Greenholm to best support SEND pupils in line with the SEND Code of Practice.
- How the school ensures that the support your child receives is helping them to make progress.

Type of need and what that could look like	Examples of support in our school	How we check it is working
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• Pre-tutoring</li> <li>• Target groups</li> <li>• Direct Instruction</li> <li>• Reciprocal Reading</li> <li>• Reading Recovery</li> <li>• Small groups</li> <li>• Individual targets</li> <li>• Numicon</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reviews</li> <li>• Baseline and exit assessment of intervention</li> </ul>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Social interaction groups</li> <li>• Planned transition</li> <li>• Visual timetables</li> <li>• Nurture/Social groups</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reviews</li> </ul>
<b>Social, emotional and mental health difficulties</b>	<ul style="list-style-type: none"> <li>• Framework for Intervention</li> <li>• Individual Behaviour Plans</li> <li>• SEAL/PATHS</li> <li>• Self-esteem/Nurture groups</li> <li>• Families and Schools Working Together (FAST)</li> <li>• Play Therapy</li> <li>• Mentors</li> <li>• Mindfulness</li> <li>• Forest schools</li> <li>• School farm</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reviews</li> </ul>
<b>Sensory and/or Physical needs</b>	<ul style="list-style-type: none"> <li>• Gross motor skills groups</li> <li>• Fine motor skills Group</li> <li>• Care plans</li> <li>• One page profiles</li> <li>• Visits from Occupational Therapist and <b>Sensory Support Services.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Regular reviews</li> </ul>



## **How does the school identify and assess SEND?**

At Greenholm we aim to identify at the earliest opportunity, individuals who may require additional support. When pupils have an identified special educational need or disability before they join our school, we work very closely with those who already know them and use the information available to identify the possible barriers to learning and to help us to plan appropriate support strategies. Initially the support offered would be through **Quality First Teaching** (QFT). High quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress, both academically and socially ensures best support. For identified pupils a 'graduated approach' would be used (as recommended by the SEND Code of Practice), this allows for planning, teaching and assessment to be personalised as appropriate. If you think your child has a special educational need we will discuss this with you and assess your child using the Birmingham Language and Literacy Toolkit. These assessments will be carried out by the school; sometimes we may seek advice from more specialised services. We always share our findings with you and the next steps we need to take.

If teachers feel that your child has a special educational need this will be monitored through observations, assessment and the use of the Birmingham Language and Literacy continuum and other strategies dependent on the SEND need.

*There are occasions where we are unable to meet the needs of pupils and a change of placement will be in the child's best educational interest, however we would work with you and outside agencies for the best available outcome for your child.*

## **How does the school know how much progress is being made by SEND pupils?**

In addition to termly monitoring of all children, those with SEND have individual reviews where targets are reviewed and set for the following term. Pupils are supported in various ways, this can be in small groups, adaptation of and/or the environment or personalising the curriculum as appropriate. The intervention and support offered is evaluated with the 'Plan Do Review' process. Pupils who are still making no progress may be referred to outside agencies. Specialised facilities and equipment can be sourced with the support, recommendation and approval of the relevant outside agencies.

## **How Does School Support Looked After Children (LAC)?**

LAC will have an Electronic Personal Education Plan (ePEP) to support their needs and all the relevant bodies will contribute to this. The progress and wellbeing of these pupils will be monitored through the normal school systems in conjunction with the relevant agencies such as social services.



### **Admission of Disabled or Pupils with Medical Needs:**

In line with Equalities Act (2010), and section 69(2) of the Children and Families Act 2014, the school will make reasonable adjustments to enable disabled pupils or those with medical needs to participate in school life. An Accessibility plan is published on the website to show how the admission of disabled pupils can be facilitated (See Accessibility plan).

### **What extra-curricular activities can a pupil with Special Educational Needs access at school?**

All children are equally encouraged to take advantage of the wide range of after school and lunch time clubs available. On some occasions additional clubs are laid on to support gross motor and fine motor development.

### **Does the school have a SEND co-ordinator? If so, who are they and how can someone get in touch with them?**

Abid Halim, SENDCo

[a.halim@grnholm.bham.sch.uk](mailto:a.halim@grnholm.bham.sch.uk)

Linda Brandon, HLTA (SENDCo Assistant)

[l.brandon@grnholm.bham.sch.uk](mailto:l.brandon@grnholm.bham.sch.uk)

### **What training does the staff in school have in relation to pupils with SEND? (Please note that an audit of need is conducted in conjunction with the relevant staff and training planned and delivered accordingly.)**

Level 2 Autism Education Trust – whole staff

Allergy training – whole staff

Epi- pen training- Whole staff

Asthma training –Whole staff

Dyslexia awareness

Diabetes awareness-Relevant staff



## How does the school get more specialist help for pupils if they need it?

<b>Agency or Service</b>	<b>Who they work with</b>
<b>Pupil and School Support</b>	<b>Children with cognition and learning difficulties</b>
<b>Communication And Autism Team</b>	<b>Children who have a diagnosis of Autism</b>
<b>Educational Psychology</b>	<b>Children with more complex needs</b>
<b>Occupational Therapy</b>	<b>Children with physical needs</b>
<b>Play Therapy/Nurture Groups</b>	<b>Children with emotional needs</b>
<b>Speech and Language</b>	<b>Children with speech and communication difficulties</b>
<b>School Nurse</b>	<b>Children with medical needs</b>
<b>FTB/PAUSE</b>	<b>Children with emotional needs</b>
<b>Sensory Support Services</b>	<b>Children who have a diagnosis of autism</b>

## How are parents of SEND children and young people involved in the education of their child?

**We will always work with and engage parents at every stage of their child's learning.**

In addition to 3 pupil progress meetings, parents are invited to attend one meeting each term to review the progress against targets set in their child's individual target plan (ITP). These plans are specific to the needs of the child.

You can also make an appointment with the SENDCo or class teacher if you require clarity on anything that affects the learning and or the wellbeing of your child.

## How are SEND pupils involved in their own education?

Targets are set in child-friendly language and pupils are invited to all reviews where appropriate. Their views are sought prior to the review and they are encouraged to contribute to meetings.



## **Complaints / Grievance Procedures**

Although we will try our best to support you and your child, if you are unhappy with the service you receive, you are entitled to report your concerns. A complaint can be made in the first instance informally to the class teacher or SENDCo. If this does not resolve the concern, the person making the complaint should put their concerns in writing and send these to the Head teacher, who will acknowledge receipt of the complaint. If this still does not bring resolution, the concern can be escalated in writing to the Chair of Governors, which will then be investigated using the Schools Complaints Policy.

### **How does the governing body involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?**

**SEND Governor:** MS. Julie Price enquiry@grnholm.bham.sch.uk

The school has a Special Needs Governor who represents the interests of children with Special Educational Needs. The Inclusion Committee also meet termly. A termly multi agency meeting is carried out with SENAR to review the progress of all SEND pupils.

### **Who are the support services that can help parents with pupils who have Special Educational Needs?**

Birmingham SEND Advice and Support Services (SENDIASS)

[sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)

### **How do the school support pupils with Special Educational Needs through transition?**

All children have transition sessions in the summer term.

Those children with ASD will have transition books.

A member of staff will attend reviews at a child's nursery placement.

Secondary schools will be invited to meet children and pupil profiles will be passed onto the SENDCo.



## How to access Birmingham's Local Offer

If you are concerned about the provision being made for your child and would like further clarity or advice, you can access this from the website below.

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

NB: Please also see SEND policy.