

SEN Information Report

December 2020

Review of the Special Educational Needs Information Report September 2020

Due to COVID-19 we were not able to invite parents in to school in order to review the Special Educational Needs Information Report on the school website. As an alternative, we identified a number of parents to review the SEN information report with feedback being received through questionnaire and 1:1 conversation through phone calls. We also involved our Governors.

This document is designed to meet the requirements of Schedule 1 of the SEN and disabilities (SEND) regulations 2014 and paragraphs 6.79 – 6.81 of the SEND Code of Practice, which can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

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Hello and welcome to Harper Bell Seventh Day Adventist School's Special Educational Needs zone. My name is Mrs. Irish and I am the **Inclusion Lead and Special Needs Coordinator(SENCO)**. I work with children, teachers, parents and agencies to ensure that our pupil's needs are met.

I can be contacted on:

0121 693 7742 or email at

r.irish@hbsd.a.bham.sch.uk

Who to speak to if you have a concern:

If you have concerns about your child, please speak to the class teacher first.

Your child's class teacher may then refer you to the [SENCO](#) (Mrs Irish).

If you have a concern or complaint about the SEN provision your child receives in school then please follow the complaints procedure policy available on the school website.

The SENCO can be contacted via the school office on 0121 693 7742 or alternatively emailed on r.irish@hbsda.bham.sch.uk

Types of SEND that are provided for:

Additional and/or different provision is available at Harper Bell School for children with a range of needs, including :

- **Cognition and learning**- moderate learning difficulties, specific learning difficulties - (dyslexia, dyspraxia), Down syndrome.
- **Speech, language and communication** – speech and language difficulties, Autism, Asperger's syndrome.
- **Social, emotional and mental health**- anxiety, emotion regulation
- **Sensory and/or physical** – sensory processing difficulties, mobility impairment, visual impairment, hearing impairment, gross and fine motor difficulties.

In 2001 the SEN and Disability Act extended the Disability Discrimination Act (**DDA**) 1995 to include education. Since September 2002 governing bodies have three key duties towards pupils with disabilities. This forms part 4 of the **DDA**.

They must:

1. Not treat pupils with disabilities less favorably for a reason related to their disability
2. Make reasonable adjustments for pupils with disabilities so they are not at a substantial disadvantage
3. Plan to increase access to education for disabled pupil.

To comply with statutory requirements, a School Accessibility Plan must be drawn up which contains three main strands:

1. Increasing access to the curriculum
2. Increasing access to the physical environment
3. Improvements in the delivery of written information

The [Accessibility Plan](#) is available on the school website.
There is an ongoing plan and review of facilities to help disabled pupils to access the school.

How we identify and assess pupils with SEN:

When a pupil joins our school in Reception, baseline assessments are carried out. When an older pupil joins the school, their previous school is contacted to provide us with their records and assessments is carried out.

Teachers assess pupils on an ongoing basis.

Additional assessments may be required when a pupil is making less than expected progress.

This means pupils that :

- Make progress significantly slower than their peers, when starting from the same baseline
- Fail to match or exceed their previous rate of progress
- Fail to close the attainment gap between themselves and peers
- Widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” **(SEN Code of Practice, DFE, 2015).**



A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, SEN provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools.

If a child is not making expected progress then a Birmingham Literacy and Language toolkit continuum would be completed. (This is an assessment tool designed by the Birmingham LA Pupil & School Support Service). This would then identify strengths and weaknesses that the child has and suggest areas to focus upon.

Our approach to teaching pupils with SEN:

The whole school have a responsibility for provision for pupils with SEN. The governing body, head teacher, SENCO and all staff have day-to-day responsibilities. All teachers are teachers of pupils with SEN.

All pupils are fully included in school life and through High Quality teaching (formerly Quality First Teaching) and are supported in their classrooms. Work may be differentiated during teaching sessions or adult support may be given by the teacher or teaching assistant. This is **universal support**.

Sometimes provision is needed for pupils in **addition to, or different from** others in their class. This is **targeted support** and is tailored to the pupils needs. These pupils may be part of an intervention such as small group or in a 1:1 basis.

Parents are informed if school staff consider the pupil may have an additional need.

If after a period of time, the 'assess, plan, do review' cycle has been followed, and expected progress has still not been made following additional support, then the pupil may be referred, with parents' consent, to an outside agency for specialist assessment and advice.

If a pupil joins our school with an identified SEN, then the SENCO and school staff will meet with parents to discuss the pupil's needs and the support that can be offered.

At this point a discussion is had with the SENCO and parents to decide if a child's needs meet the criteria of Special Educational Need or Disability (SEND). You will be notified if it is decided to provide your child with SEN support.

On occasion provision is needed for pupils that is recommended by a specialist agency. This would be highly personalised and delivered by a member of staff who has been trained by the specialist, and delivered on a 1:1 basis. This would be **specialist support**.

On rare occasions, despite specialist intervention and advice from outside agencies a child may still make little or no progress, or have severe or complex long term need that affect their everyday life.

At this point a meeting would be held to discuss whether a request for an Education, Health Care Plan (EHCP) is required. This involves asking the Local Authority to assess the needs and provision required. The criteria for requesting an EHCP is laid out in Birmingham City Council's Local Offer.

How we support pupils preparing for transitions and adulthood:

When pupils with identified SEN are joining Harper Bell, additional transition activities are carried out to suit the child's needs. This could be additional visits to school and their classroom, or being provided with a transition booklet of photographs of their classroom and staff. On occasion a phased transition into full time school has been offered. Parents would also meet with the SENCO and the SENCO would contact any previous school or nursery for additional information.



As pupils with SEN prepare to leave to go to other schools, additional transition activities are carried out. This would be arranged according to pupils needs, but could include additional visits to the school, use of photographs or social stories and meeting staff. Talking through any emotions they may have about the change is vital and the SENCO will oversee any support needed with regards to this.

The SENCO will liaise with the new school and pass over relevant information including current targets or assessment information.

As each class move up a year group a number of transition afternoons are held during summer term. All classes go to visit their new classrooms and teachers and spend time completing activities. If a pupil has a special education need which affects social interaction, anxiety or communication, the SENCO will oversee a plan of transition and include strategies such as transition booklets, use of photographs and additional opportunities to visit the new class.

With this additional support, all pupils are encouraged to become as independent as they can be, during their time in our school.

How we assess and review pupil's progress towards their outcomes:

We use the Birmingham Language and Literacy Toolkit as a tool to assess the progress of children with SEN and establish outcomes. Using the Toolkit helps target support appropriately and review progress.

Pupil Progress meetings are held termly where class teachers review all children's progress.

Teachers and Teaching assistants that deliver interventions on a 1:1 basis or to small groups keep records and assess pupil's progress throughout the intervention.

How we consult parents of pupils with SEN and involve them in their child's education:

We have an open door policy and parents are able to book appointments with the class teacher or SENCO via the school office.

Termly parent's evenings are held for all pupils in school and annual reports are sent home at the end of each year.

Parents of SEND children may be invited into school at other points throughout the year to discuss their child's progress or any other concerns.



If a child has an EHCP then annual reviews are carried out with a multi-agency team meeting which parents would be invited to attend. On occasion, parents are invited to come into school for consultations regarding the SEN information report, accessibility plan and also to review SEN provision across school. Drop in sessions are arranged when there may be a specialist outside speaker in school.

The expertise and training our staff have to support pupils with SEN:

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

The training is delivered by the SENCO or external agencies such as the school nurse, Communication Autism team, educational psychology service, speech and Language Service or Pupil and School support service.

We refer to external agencies as needed and in line with 'graduated response.' If your child requires input from a specialist service, we would discuss this with you first and gain consent.

How we secure specialist expertise:

We can access support from a range of outside agencies and currently engage with:

- Birmingham Educational Psychology Service
- Communication Autism Team
- Pupil and School Support Service
- City of Birmingham School
- School health advisory service – school nurse.

How we involve other organisations in meeting the needs of pupils with SEN and supporting their families:

We refer to other external agencies as needed and in line with the 'Graduated response'. If your child requires input from a specialist service, we would discuss this with you first and gain consent. We can also arrange for you to meet with the specialist if you wish.

How we enable pupils with SEN to engage in activities with other pupils with children that do not have SEN:

Pupils with SEN are fully involved and included within the daily life of the school.

All pupils are actively encouraged to apply for and undertake positions of responsibility to include school council rep, head boy or girl and play leaders.

All pupils are able to participate in afterschool clubs and activities and are included on outings and trips. Additional adult support may be needed on outings and on occasion parents are invited to join the class on a trip out of school. Please refer to our Educational visits policy.



All children participate in their class assemblies and other performances, such as musical performances. When we have outside theatre companies in to perform, the additional needs of pupils are considered.

Whenever possible, all children join in unless participation, especially around noise level, may cause the child distress and anxiety. We will provide these children with alternative provision.

How we adapt the curriculum and learning environment:

All lessons are delivered through High Quality teaching and are differentiated as needed. Differentiation can be through a variety of ways, to include adaptation of resources, outcome, use of equipment, adult support, small groups, and peer learning. All learning styles are addressed throughout the lessons and a variety of activities are used.

How we evaluate the effectiveness of our SEN provision:

SEN Provision is reviewed on an ongoing basis and through a number of ways:

Pupil's progress towards their targets is reviewed regularly. Observations of teaching and learning are carried out across school as well as learning walks to focus on SEN provision. Pupils are assessed at entry and exit to interventions to measure the impact and interventions and/or targets are reviewed for effectiveness and adapted as necessary.

The SENCO uses a system called 'SEND data dashboard' for monitoring SEN provision across school. This system incorporates the provision map and SEN database.

The SENCO, in conjunction with Pupil and School Support service, complete an annual SEND strategic audit which highlights strengths and weaknesses in provision across school.

This audit is used to inform the SEN action plan which forms part of the whole school improvement plan.

Where the LA's local offer can be found:



Birmingham's local SEND offer can be found at <https://www.birmingham.gov.uk/localoffer>



this is a phased transition from: <http://www.mycareinbirmingham.org.uk/>