



SEND Information Report

This is our SEND information page. It has all the information you need to participate fully in the education of your child and should be read together with our SEND policy. Local authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with special educational needs and disabilities (SEND). This is the 'Local offer' and is available through www.localofferbirmingham.co.uk . If you require any further information, please do not hesitate to contact us on 0121 464 2705 or email enquiry@harborne.bham.sch.uk marked for the attention of the inclusion leader or SENCo.

About Harborne Primary School

Harborne Primary School is a mainstream primary school serving a suburb of Birmingham.

We believe that all children have a right to be valued, encouraged and accepted equally, regardless of ability, behaviour or family background.

This school provides a broad and balanced curriculum for all children. Our Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Some children have barriers to learning that mean they have special educational needs and require provision that is additional to, or different from, others of the same age.

Children may have special educational needs either throughout, or at any time, during their time in school.

The SEND Team – key people

Inclusion leader and headteacher (Mr N Whitehouse)

SENCo (Mrs C Nelson)

Speech and Language lead practitioner (Mrs Crute Morris)

Communication and Interaction lead practitioner (Mrs Gibbons)

Pastoral Lead (Mrs N Quadri)

SpL 121 TA (Mrs J Sohal)

All members of the SEND team can be contacted by calling or emailing the school office and asking for the member of staff you would like to speak to.

Email: enquiry@harborne.bham.sch.uk

Tel: 0121 4642705

The 4 Areas of SEND

There are 4 broad areas of Special Educational Needs, these are:

Cognition and Learning

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties. Children who learn at a slower pace than their peers because they:

- take longer to learn important skills
- find it difficult to remember things such as the important words for reading and times tables
- find it hard to understand how to use letter sounds to read and spell words
- may need more time to think about their answers
- may have an associated difficulty, e.g. issues with mobility and communication, physical disability or sensory impairment
- may have a Specific Learning Difficulty (SpLD), e.g. dyslexia, dyscalculia.

Communication and Interaction

This area of needs includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs. Children who have difficulty communicating with others which may be because

they:

- find it hard to make themselves understood or to say what they want to
- do not always understand what is being said
- find interacting with others difficult
- are on the Autistic spectrum

Social, Emotional and Mental Health

This includes any pupils who have an emotional, social or mental health needs that is impacting on their ability to learn. Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life, for instance they may find it challenging to:

- follow rules set by others
- sit still for a long time
- listen to and follow instructions
- understand how they, or others, are feeling
- make friends
- deal with their difficulties in a way that does not cause harm to themselves or others
- take responsibility for the things they do

Sensory and/or Physical Difficulties

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties. Children who have a disability that means adaptations and/or support are needed to enable them to fully access the school/learning environment. This may include:

- hearing and/or visual difficulties,
- physical disabilities
- motor skills issues
- medical needs

How will the staff at Harborne Primary School know if my child needs extra help?

- Your child may be falling behind in their learning.
- There may be changes in their behaviour in class.

- They may come into mainstream school already with an Education, Health and Care Plan (EHCP), a support provision plan (SSPP) or existing parental concerns.
- There may be discussions with you, the parents or carers.
- There may be discussions with your child.

Some children are identified as having special needs before they start at Harborne Primary. We visit children in Nursery settings and speak to staff about any difficulties they may be experiencing and strategies that are effective in supporting them, and whether there are any agencies involved. Multi-agency meetings may be held to share information and to ensure that that provision is in place before the child starts school. We ask that all records are passed on to reception staff and the SENCo before the start of the school year.

What should I do if I think my child has a Special Educational Need or Disability (SEND)?

In the first instance, please speak to your child's class teacher. The teacher will discuss this with you, and if necessary, refer to the SENCo for advice. The SENCo and inclusion leader are also available at transition events to ask questions and raise concerns.

If you have concerns about your child who is not yet at school and you are considering Harborne Primary as an option, please contact the Special Educational Needs Co-ordinator (SENCo).

How will Harborne Primary School support my child with SEN?

- All staff are trained in a variety of approaches to adapt our teaching to suit pupils with SEN.
- The class teacher will be aware of your child's needs and will organise learning tasks in class around your child's needs. This is known as 'universal support' or 'quality first' teaching.
- If your child is still experiencing difficulties, they may need extra support. This might be through the use of an individual target plan (ITP), a specific intervention or smaller group work.
- Your child's name will be included on the school's Special Needs register. This is a list of pupils who are receiving additional support.

- Some children may need Emotional Support if there are concerns about behaviour or emotional well-being. This will be carried out through the pastoral support team.
- A referral to outside agencies within the local authority may be made, with parental consent, for advice or assessment. These agencies include, Educational Psychology Service, Pupil and School Support Teacher, Communication and Autism Team.
- Support from outside agencies from the health service may be requested – for example, the Speech & Language Therapy Service, Community Paediatrics, or Occupational Therapy Service.
- If your child needs more specialist provision in school, or requires access to a setting with a resource base, school can request additional funding through the request to the local authority for a Support Provision Plan. If your child is likely to require alternative specialist provision such as a special school, we (parents/carers and school) may decide to request statutory assessment from the local authority in order for the local authority to provide an Educational Health Care Plan (EHCP). Details of this process can be found on the Birmingham local authority website, www.localofferbirmingham.co.uk.

What will happen if my child is referred to an outside agency?

- School-based agencies: these agencies work with the SENCo and teachers to identify strengths and needs, and to provide advice on how best to support children. Parents may receive reports written by them, and may meet them during a multi-agency meeting at specific points in their child's SEN journey such as at an annual review of children with a Support Provision Plan or an EHCP. Very occasionally, if the need arises, these agencies will have contact with parents by phone.
- Non-school based agencies: these agencies will contact parents by letter to arrange an appointment. They then work with parents and children outside of school. They provide reports and information for teachers to help them support the pupil in class. Occasionally, if the need arises, they will attend a multi-agency meeting in order to support a request for an EHCP.
- Progress continues to be reviewed by teachers and parents during the SEND reviews held three times a year.

We will always talk with you first before involving one of these services. A referral is then made by the SENCo.

How often will I meet with school staff, and agencies about my child's needs and progress?

- SEND reviews between parents and class teachers take place three times yearly for all children on the SEN register.
- Reviews of support provision plans, and educational, health and care plans, take place annually between class teachers, the SENCo, and occasionally agencies.
- Where a need arises in between these regular reviews, meetings are sometimes arranged between parents and assistant heads or class teachers. Occasionally they may also include the SENCo.
- Where a pupil has a newly identified need, meetings will sometimes be arranged between the parents and SENCo to look at the next phase of the journey.
- If a change in circumstances arises for pupils with an EHCP, such as parents requesting a change of school, an 'emergency annual review' is sometimes arranged, even though an annual review is not due.

How is the decision made about what type of and how much support my child will receive?

The class teacher and the inclusion leader, with advice from the SENCo, will discuss those needs and how they can be best met within the school. The provision will depend on the need but could involve any of the following:

- small group work
- paired work
- pre-tutoring
- extra guided sessions
- different teaching approaches e.g. specific ICT programmes such as Word Shark, or the use approaches developing joint attention.
- specific interventions such as ECAR (Every Child A Reader)
- specific resources such as writing frames, or the use of specific practical apparatus

There are a lot of processes and documents around SEND, could you explain what they are?

- **Individual target plan (ITP).** This is a literacy or Maths 'ladder of skills'. Teachers highlight skills that pupils have gained, and choose the next specific targets from the set of skills above to work on. Sometimes teachers record these targets on a separate document as well as the ladder to make a more parent/child friendly document. These are shared three times yearly as part of the SEN review.
- **Learning plan.** This is a profile of a pupil's strengths and needs, and often contains recommendations around how best to support a pupil. They are useful documents to share when children transition to new classes or schools. Pupils write the first page themselves, sometimes with parental or adult help. Parents may also contribute to information on the learning plan. These are updated and shared yearly when a pupil moves into their new class.
- **Support Provision Plan (SSPP).** This is a recently introduced plan of support and funding for pupils who need additional support above that normally provided in a mainstream school. It is a more detailed description of strengths and needs, an outline of provision, and more detailed annual targets. It is reviewed annually by the SENCo and parents. Agencies are involved in the process of writing the plan, and requesting funding for the school.
- **Educational, Health and Care Plan (EHCP).** This is a legal document written by the local authority and contains detail of pupils' strengths and needs, provision and funding information. Agencies contribute to the writing of the plan. It is reviewed annually by the SENCo and parents. Agencies are often invited to these reviews.

How will I know how well my child is doing and how I can help them at home?

- Parent meetings with class teachers are held three times a year. In addition to this, if there are concerns about your child's progress, the class teacher, SENCo or inclusion leader will contact you to discuss these concerns.
- Individual targets are created at least once per term for children who are entered on the school's register of Special Educational Needs. For many children this will be in the form of individual targets and/or a 'learning plan'. You will receive a copy of this plan termly and this will give you a clear idea of specific areas that you can work on to support your child at home. Learning plans provide teachers with information around a pupil's strengths and needs, with teaching recommendations.

- Throughout the year, we invite parents to a variety of training sessions offered through the local authority or NHS speech and language support. These sessions provide lots of great ideas for how to support children at home.
- We also have lots of advice and information sheets that parents may have on request. These are often shared automatically at specific points in a child's journey, for instance at a point of diagnosis, transition to secondary school, or when being referred to an agency for additional advice.

How will Harborne Primary School know how well my child is doing?

- As children move through school, teachers track progress with regular assessments and progress meetings.
- Where children have individual target plans (ITPs), teachers assess children termly and update the target plan. Progress of pupils on ITPs is monitored by the SENCo each term.
- Children who are not making expected progress are picked up through the regular review meetings between teachers and year group leaders, and the monitoring of target plans. Class teachers will also alert the SENCo if they are concerned about progress. The SENCo then works with class teachers to advise them on strategies and resources to enable these children to make progress.
- This may lead to adjustments to their Individual Target Plans and to the support they receive.

What is available to support and develop my child's overall wellbeing?

- We are an inclusive community school, welcoming and celebrating diversity.
- We have a Pastoral Manager, and a pastoral assistant, who promote health, wellbeing and safeguarding.
- All our staff members believe in developing children's self-esteem and our school values reflect this.
- Class teachers, teaching assistants, the SENCo and sometimes the head teacher will all be involved.
- There will be resources specifically chosen to aid and support learning.

- Emotional support is available for children who need a little extra boost to improve confidence, self-esteem or social skills for a short while.
- We work with Forward Thinking Birmingham to provide support for children and families and also have partnerships with other agencies when necessary to meet specific needs.

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

- SEND is part of the bigger team of Inclusion at Harborne. Our Inclusion team is made up of the inclusion leader (Mr Whitehouse), Mrs Quadri (Pastoral Manager), Mrs Nelson (SENCo), Mrs Crute-Morris who works with children with speech and language difficulties and EAL, Mrs Gibbons who works with children with communication and interaction difficulties along with providing admin support for the team, and Mrs Hallam (medical lead). The team have additional qualifications in receptive language difficulties, specific literacy difficulties and dyslexia (AMBDA), visual impairment, teaching English as a foreign and second language, speech and language, working with children and young families, working with families with complex needs.
- All our class teachers are also fully qualified and receive continuing professional development, including training about Special Educational Needs throughout their teaching careers.
- Our Learning Support Staff/Teaching Assistants are usually qualified to a minimum of Level 2 in child care or education support but many of our teaching assistants are qualified at level 3 and above.
- Further training on specific Special Educational Needs topics is a regular feature of the staff professional development calendar each year.
- We work closely with external agencies, relevant to each individual child's needs. Referrals are made by the SEND team and parents are always involved in this process. These external agencies currently include:
 - Pupil School Support (PSS): Supports children who are working below the levels expected for their age.
 - Educational Psychologist (EP): Supports children who have social, mental or emotional needs, or other complex needs.
 - Communication & Autism Team (CAT): Supports children or young people who are being assessed for, or already have, a diagnosis of Autism and/or communication and interaction difficulties.

- Physical Difficulties School Support (PDSS): Supports and promotes the inclusive education of children and young people with physical difficulties and motor disorders.
- Sensory Support (SS): A team of specialist staff who provide support for children and young people with hearing or vision impairment.
- Speech & Language Therapy Service (SALT): NHS Speech & Language Therapist Support for children with a high level of speech and language difficulties.
- School Nurse: Support for children with medical needs, including where medication is prescribed/required.
- Occupational Therapy: Support for children or young people with physical/sensory issues which impact on their levels of independence and self care.

How are children with SEND included in activities outside of the classroom, including school trips?

- All of our children are encouraged to join in, welcomed on and included in all activities & after school clubs whatever their needs.

How are children with SEN involved in their own education?

We aim to involve all children at our school in their own education. For children with SEN we use a variety of strategies to achieve this, which include:

- Involving your child in planning their next steps and reviewing their progress at an appropriate level for their age.
- Having a range of education resources available for your child to use and select as appropriate, e.g. visual timetables, cue cards, overlays, pencil grips, writing boards, picture/communication cards etc.
- Ensuring your child is aware of who they can go to for help.
- A learning plan is sometimes created for children who have wider additional needs and as part of this, children are regularly asked to share their own views, including what they find helps them at school. This document goes with them to the new teacher when classes are changed.

How accessible is the school environment?

- Harborne Primary School is housed on two sites: main site at Station Road and the annex at Court Oak Road.
- The main site is partially accessible to all, with ramps, disabled toilets and fire exits.
- Accommodations are made where stairs may disadvantage students. This sometimes means walking around a different route to access some areas of the school.
- The annex is accessible to all, with ramps, accessible toilets, fire exits and a lift.

How will Harborne Primary School prepare and support my child when joining the school and transferring to a new school?

Joining our school

- Teachers support the transition from pre-school to mainstream education.
- Open 'stay and play' sessions for pre-schoolers are held in the summer term.
- Home visits support your child meeting the teacher ahead of the new school year.
- There are parent meetings in the summer term before the September start.
- Transition meetings between the Pre-school SENCo, parents and school SENCo are held in the summer term .

Moving to Secondary School

- Letters sent home via Harborne Primary School will tell parents of open evenings, etc.to be held at all local secondary schools.
- In the summer term, meetings or phone calls take place between the SENCo of Harborne Primary and the SENCos of the secondary schools to make sure that all relevant information is passed on. Children's learning plans are passed on to new schools so that a summary of information is available to new staff. All SEN records are also passed on to the new school.
- The SENCo contacts the Secondary school and requests an extra transition days at their new secondary schools.
- Familiar resources used at Harborne may be taken on a visit to the new school.

- Support is given by all staff working with a child to reassure them that they will benefit from a place at a specialist provision if appropriate.
- A transition programme is carried out for children who need this extra support. This is a small group intervention held in the summer term that helps children prepare emotionally for the move to Secondary. It includes much practical support as well, such as learning the layout of the new school, practicing completing the new school planner tools.
- Where school-based outside agencies are involved such as the communication and autism team, meetings take place between the agency working at Harborne Primary and the agency working at the new school, in order to pass on information about each pupil. This is a meeting between agencies; parents, and staff are not present at these meetings.

How are the School Governors involved with pupils with SEN and what are their responsibilities?

- There is a SEN Governor who is responsible for monitoring the provision for children with special educational needs in school. This is Mr R Powell.
- The SEN Governor will meet each school term with the inclusion lead or SENCo to talk through the progress that the children are making and report back to the Governors. In these meetings all discussions and data are anonymised.
- Governors look at data to ensure SEN children make progress that is at least as good as the rest of the children in the school.
- The leadership team report to the Curriculum Committee.
- The committee is responsible for monitoring pupil premium checks on the progress of these children and how the pupil premium money from the government is spent.

What steps should I take if I am concerned about the school's SEN provision?

- Your first point of contact will always be your child's class teacher.
- For advice around specific SEND issues or more information about the graduated response, contact the SENCo. This is Mrs Nelson who can be contacted by calling the school office.

You may read the school's SEND policy which is published on the school website.

If you feel you need an independent source of support, contact Special Educational Needs and Disabilities Information and Support Service at:

www.birmingham.gov.uk/sendias

Independent Special Education Advice at www.ipsea.org.uk

The school has a formal complaints policy. Please contact the school office for details or look on the school website.

Where else can parents find help?

Further information about the provision, services, support and resources available for children or young people with SEN and their families within the Birmingham Local Education Authority is available through the 'Local Offer'. This can be found at:

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

The Birmingham SEN Parent advice service can offer advice and support to parents of pupils with special educational needs or disabilities.

•Other organisations that may be able to help:

•Autism West Midlands

•Downs Syndrome Association

•Edward's Trust (Bereavement counselling)

•British Dyslexia Association

•Dyspraxia Foundation

•CAMHS (Child and Adolescent Mental Health Services)

•Birmingham NHS Speech and Language Service

*National Deaf Society for Children (<https://www.ndcs.org.uk>)

•Birmingham NHS ADHD Service (Nurse led service for Attention Deficit Hyperactivity Disorder)

•Our School Nurse at Quinton Lane Care Centre, Quinton, Birmingham

•Your own GP

With thanks to the team of parents, governors and staff who contributed their ideas and their experience to this statement:

Mrs. C. Nelson, SENCo

Mr N Whitehouse (Inclusion Leader)

Updated November 2023

Agreed by the Curriculum Committee on: