

New Hall Primary School SEND Information Report 2024

1. Who are the best people to talk to at New Hall about my child's difficulties with learning, special educational needs and or disability?

- Talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with Mrs K McElroy-Stringer, the school SENCo (Special Educational Needs Coordinator). You may wish to arrange a meeting with the SENCo to discuss these further.
- If you continue to have concerns and feel that these are not being met then arrange to discuss these with Mrs Breedon, the Head teacher.
Contact details: tel: 0121 464 5170 email: enquiry@newhall.bham.sch.uk
- Birmingham City Council local offer for SEND:
<https://www.localofferbirmingham.co.uk/parents-and-carers/>

2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the end of the school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- The SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.
- During SEND Reviews which happen in each term concerns can be discussed and solutions suggested.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At New Hall we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage

discussions. We believe that it is essential to understand and gain your child's views on any difficulties they may experience with their learning.

- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others, including Parent / Teacher Consultations.
- If your child has an identified special educational need you will be invited to a SEND Review meeting three times a year with the class teacher and in the Autumn term the school SENCO to discuss current progress, support strategies being used and expected outcomes.
- If your child has an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at the Annual Review in addition to their SEND Reviews.
- At SEND Review Meetings pupil and parent's voice is captured.

4. How does New Hall ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At New Hall we believe that your child's learning needs will first be met through the high-quality teaching delivered by her/his class teacher.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs and or disability.
- External Professionals and Providers provide specific training to meet individual needs throughout the year for teaching staff, including SALT (Speech and Language Therapists), OT (Occupational Therapists), Behaviour Specialists (Beacon and City of Birmingham School), EP (Educational Psychologist) and the School Nursing Team and demonstrate effective strategies for children with additional needs.
- Our SENCO alongside the Senior Leadership Team monitor the delivery and provision of the children's learning to ensure that it is of high quality, purposeful and effective to meet all children's needs to ensure good progress is made.

5. How will the curriculum and the school environment be matched to my child's needs?

- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- Each child who is on the school's SEND register will have a One Page Profile which captures strengths, needs and provision needed for each child. This is a working document and is updated throughout the term with progress and additional advice, strategies and interventions. It is reviewed and adapted in consultation with parents, carers and the child at SEND Reviews and an updated version is then sent out to parents / carers and used in the classroom.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice may be needed when appropriate. When necessary, accessibility aids and assistive technology may be used to support your child's learning.
- We regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.
- We aim to have a broad and balanced curriculum which prepares all of our children, regardless of their additional needs, not just for their future education and academic success, but also instils a love of learning for life and engenders high aspirations for the future in the world beyond school.

6. What types of support may be suitable and available for my child?

This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEND Code of Practice 2014;

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

Universal - this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs. This is part of the Ordinarily Available Guidance which forms part of the Local Offer for all schools.

Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes. Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

Specialist - it may be necessary to seek specialist advice and regular long-term support from a professional outside of the school in order to plan for the best possible learning outcomes for your child. This may include the Educational Psychologist (EP), Speech and Language Therapist (SALT), Occupational Therapist (OT), Sensory Support Teachers (Vision and Hearing), Specialist Teachers from Pupil Disability Support Service (PDSS) Pupil and School Support Teachers (PSS), Behaviour Support from Beacon School Support Team and The City of Birmingham School, Communication and Autism Team Specialist Teachers (CAT Team). The school may need to prioritise referrals to these services.

We also involve external services including the voluntary sector and NHS as necessary to support your child and family. These include the School Nursing Team, Health and Social Care Agencies, Early Help and specific charities that support SEND.

Our Pastoral Manager Mrs L Card provides social and emotional support via 1 to 1, small group work and whole class activities. Packages of support can be tailor made to meet individual pupil needs and ensure that the wishes and feelings of the child are always considered.

7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. Their individual One Page Profile, targets, strategies and progress will be reviewed termly.
- Additional equipment to support learning is available in school and can be purchased following recommendations from professionals to aid children
- External agencies and specialists may also review your child's progress and provide targets and recommendations for support within the classroom.
- SEND Support Provision Plans (SSPP) may be necessary to provide a more detailed summary of provision for a child and co-ordinate multi-agency support.
- Progress of your child is given to you and discussed at Parent / Teacher consultations twice yearly, annual school reports and termly SEND reviews.

8. What is an EHC Plan and who can request one for one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child and/or the school, usually the SENCO or Headteacher, can request that the local authority conducts an assessment of your child's

needs. This has to be in consultation with external professionals including an Educational Psychologist before a request can be placed. This may lead to an EHC Plan.

9. How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- The SENCO may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You will have an opportunity to meet with other professionals involved in supporting your child.
- Positive relationships between you and school to ensure that your child's needs are successful met.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

12. What support will there be for my child's happiness and wellbeing at New Hall?

At New Hall we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously. Each year we conduct a wellbeing survey with all of our children.

This helps us to identify where support is needed. You can be confident that your child's class teacher, the teaching assistants, Pastoral Manager and the SENCO are available to provide support to meet your child's needs.

You should also feel free to contact your child's class teacher if you have any concerns.

13. How is my child included in all the same activities as his/her peers at school?

- New Hall is an inclusive school and committed to providing equal opportunities for all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.
- Our before and after school club, after school activities and in school workshops including music are adapted to ensure that all children can attend.

14. How will New Hall support my child in transition stages?

- We will liaise closely with the school or nursery your child is transferring to or from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at New Hall we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- New Hall makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of

education. You will be kept informed of these arrangements and asked to attend the reviews.

- We will take measured steps and access appropriate external professionals for advice as needed to ensure a positive transition takes place that is transparent for all parties including your child and yourself.

15. Who can I contact if I have a complaint about the SEN provision made for my child?

- Initially speak with your child's teacher and/or the SENCO. Hopefully they will be able to address your concerns.
- You can then contact the Head teacher, who may direct you to the school's Complaints Policy and procedure.

16. The SEN Governor: Claire Cahm

Responsible for...

- Making sure that the necessary support is given to any child with SEND who attends the school.
- To support and challenge the Head Teacher and SENCO with regards to SEND at New Hall.

External Agency Key Workers at New Hall:

Educational Psychologist - Mr L Campbell

Assistant Educational Psychologist - Ms S Lewis

Pupil Support Service Teacher - Mr G Fowler

Communication Autism Team Worker - Ms S Patterson

Speech and Language Therapist - Mrs A Robbins

NHS Link Worker Speech and Language - Ms C Gazey

Beacon School Support Worker - Ms Amelia Webley

Senior Occupational Therapist - Mrs L Steventon

Occupational Therapist - Miss I Bottrell-Campbell

Vision Impairment Specialist Teacher - TBC

Hearing Impairment Specialist Teacher - Ms S Poxon

Our Place Mentors

Cherish Mentors

What our children and parents say?

- 100% of our parents with children of SEND feel that their child is safe in school.
- 100% feel that they have enough information and communication about my child's progress.
- 100% know which stage of the SEND Code of Practice my child is on e.g. EHCP, SSPP, SEND Support, Monitoring.
- 100% I know what my child's targets are in school and how they are supported.
- 100% I am confident to approach school for advice and support for my child.
- 100% I feel listened to by school staff and any concerns or queries that I have are acted upon.

Pupils comments:

"I put my hand up more in class."

"They have made me listen more and be confident."

"I can work independently."

"I can be creative and learn."

"I learn more things and I can get more adult time."

"I work more hard in maths and not getting distracted."

"They help me find ways to spell the words I don't know."

Parents comments:

From the SEND Parent Voice Autumn 2024

How likely are you to recommend New Hall Primary to another family?

9.76 average rating 0-10

"There is a great support network, trying to meet all of his needs to make sure he is well supported in all the areas he struggles with. I'm updated with his progress regularly with meetings. He is also well supported with outside interventions that collaborate with the school."

"I think you are giving your very best for my daughter and it is very much appreciated."

"I feel my child is getting great support at the moment."

"I am always updated with progress in his send reviews. I received messages about class dojos and emails about the topics they are covering over the term."

Reviewed: October 2024

Review: October 2025