

New Hall Primary School SEND Information Report 2022

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.
- If you continue to have concerns 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.

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.
- If your child has an identified special educational need you will be invited to a SEND Review meeting twice a year with the class teacher and 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.
- At SEND Review Meetings pupil and parents 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 provide specific training to meet individual needs throughout the year for teaching staff.

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.
- 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.

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.

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, teachers from Pupil Disability Support Service (PDSS) Pupil and School Support (PSS), behaviour support from Beacon School Support, Communication and Autism team (CAT Team). The school may need to prioritise referrals to these services.

We also involve external services including the voluntary sector as necessary to support your child and family. These include the school nursing team, health and social care agencies 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 taken into account.

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 in their learning, including: writing slopes, reading overlays, wobble cushions and sensory aids.
- 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.

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 conduct an assessment of your child's needs. 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.

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.

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.

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:**

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

Pupil Support Service Teacher - Mr G Fowler

Communication Autism Team Worker - Ms T. Z. Jones

Speech and Language Therapist - Mrs A Robbins

Beacon School Support Worker - Mr S Currigan

Our Place Mentors

Please speak to the school office or SENCO for contact details.

What our children and parents say?

100% of our parents of children with SEND feel listened to by school staff and any concerns or queries that I have are acted upon.

100% of our parents with children of SEND feel that their child is safe in school.

Pupils comments:

"Tutor sessions give me more confidence."

"I have learned how to scan the text."

"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."

Reviewed: September 2022

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