

Brookvale Primary school's information for parents with children who have a Special Educational Need or Disability (SEND).

Details included explain what is offered by schools in the Erdington area, with specific reference made to support that is provided by Brookvale Primary School.

We hope you can find all the information you need but if you have any further questions then please contact the Inclusion Co-ordinator, Miss Griffiths, on the schools number :- 0121 3569973.

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What kinds of Special Educational Needs does the school make provision for?

What type of provision does the school make and how do they know it works?

In our school we make provision for pupils who have any of the needs in the table below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs.

The support in this table acts as a guide but the things we do may vary and actual support will be based on the specific needs of each pupil.

All children in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the child or young person is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

Types of need and what that could look like	Examples of support available in our school	How we check it is working.
<p style="text-align: center;">Cognition and Learning</p> <p>Children and young people who find learning, thinking and understanding harder than most other pupils.</p> <p>Some of the things children and young people with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Teachers change what they are teaching or the way they are teaching to help the child learn more with the rest of the class. • Extra support can be given in a small group by an adult to help the child learn the things they are finding difficult. • Extra support can be given to the child by an adult for a short time during the day to support them learn skills. • Individual targets set to help show what the child needs help with • Access to specialist support from a teacher or other professional 	<ul style="list-style-type: none"> • Look at the targets set to see if the child has achieved them. • Talk to adults who have worked with the child. • Talk to parents. • Talk to the child. • Use the school tracking system to see how much progress the child has made • Have meetings with other staff in school to talk about how the child is learning. • Ask for other professionals to work with the child to check the progress being made.
<p style="text-align: center;">Communication and Interaction</p> <p>Children and young people who find it difficult with interacting with the people and world around them.</p> <p>Some of the things children and young people with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Talking to other adults and or children and young people, especially when in a group • Talking about a topic they haven't chosen to talk about • Making friends or keeping friends for a long time 	<ul style="list-style-type: none"> • Teachers change what they are teaching or the way to help the child or young people learn more with the rest of the class • Use support programmes especially made to help the child or young person to build communication and interaction skills • Use things in the classroom to help the child or young person understand or deal with things that 	<ul style="list-style-type: none"> • Observations of the child or young person to see if they are communicating or interacting differently • Look at the targets set to see if the child or young person has achieved them • Talk to adults who have worked with the child or young person • Talk to parents • Talk to the child or young person

<ul style="list-style-type: none"> • Following rules made by someone else • Dealing with changes in the way they usually do things • Dealing with noises, smells or other sensations around them • Saying the things they are thinking • Understand what other people mean when they are talking 	<p>are happening (for example visual timetables, task boards, social stories)</p> <ul style="list-style-type: none"> • Get advice from professionals and specialist staff trained in school to give advice to adults working with the child or young people 	
<p>Social, emotional and mental health difficulties</p> <p>Children and young people who find it difficult to manage their emotions and behaviour in a way that affects their daily life.</p> <p>Some of the things children and young people with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Following rules set by others • Sitting still for very long • Listening to and follow instructions • Understanding how they are feeling • Making friends • Dealing with their difficulties in a way that does not cause harm to themselves or others • Taking responsibility for the things they do 	<ul style="list-style-type: none"> • Get advice from professionals and specialist staff trained in school to give advice to adults working with the child or young people • Extra support can be given in a small group by an adult to help the child learn about how to help themselves • Extra support can be given to the child or young person by an adult for short time during the day to let them talk about the things that upset them • Individual targets set to help show what the child or young person needs help with 	<ul style="list-style-type: none"> • Observations of the child or young person to see if they are coping better in school. • Talk to adults who have worked with the child or young person • Talk to parents • Talk to the child or young person
<p>Sensory and/or physical needs</p> <p>Children and young people who have a disability that may make it difficult for them to manage their everyday life without change or support</p>	<ul style="list-style-type: none"> • Professional advice from specialist staff • Physiotherapy • Support from outreach services such as the hearing or visual 	<ul style="list-style-type: none"> • Monitoring that the child or young person has full access to a broad and varied curriculum

<p>This may be because of hearing or visual difficulties, physical disabilities or other medical needs.</p> <p>Some of the things children and young people with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Hearing what others in the classroom or school setting are saying • Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them • Moving around without the aid of a walking aid or wheelchair • Using pencils, scissors, knives and forks and other things that we need to use without changes or support • Taking medication without adults helping them 	<p>impairment or physical disability teams</p> <ul style="list-style-type: none"> • Specialist equipment • Motor groups • Adaptations to the school environment where possible 	<ul style="list-style-type: none"> • Observations of the child or young person within the school environment • Talk to adults who have worked with the child or young person • Talk to parents • Talk to the child or young person
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How does the school identify and assess Special Educational Needs?

In school we use a variety of different ways to assess whether a child or young person has special educational needs. Some of these ways include:

- Observations
- School based test results
- Information from parents and carers
- Information from the child or young person
- Specialised assessments carried out by members of the school's support services

- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the child or young person

Once a child or young person is identified as having a special educational need, a graduated approach to support is taken. The child or young person's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review any necessary changes will be made.

How does the school know how much progress is being made by pupils with Special Educational Needs?

All children's progress, including those children with special educational needs, is tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests. In Birmingham we also have access to the Birmingham Language and Literacy and Maths toolkits which support assessment when a child or young person is making small steps of progress. In addition for children with special educational needs we also set individual targets that are reviewed regularly and at least three times a year in a more formal capacity. This helps the school to monitor how well interventions are working. The progress each child is making is discussed at pupil progress meetings with the class teacher, Head teacher – Mr Smart, Deputy Head teacher Mrs Trigg, KS2 Coordinator Miss Kaur and SENCo. Miss Griffiths.

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

All children have access to our extra-curricular activities (*see link on website*). Where appropriate and possible, adjustments will be made to ensure all children and young people with special educational needs are fully included in these activities.

In addition to this we can provide social interaction groups as and when necessary to ensure any child is able to interact effectively within a classroom, the playground and/ or in friendship groups.

Does the school have a Special Educational Needs co-ordinator? If so who are they and how can someone get in touch with them?

Our school has an Inclusion Co-ordinator who covers all the roles of a SPECIAL EDUCATIONAL NEEDS co-ordinator, She is usually referred to as the Inclusion Manager, but also answers to SENCo.

Her name is **Miss S Griffiths**

If you would like to talk to her then you can make an appointment through the school office or phone her. She is not always able to answer calls, due to classroom commitments, but she will always return calls.

The best way to contact Miss Griffiths is by phone – **0121 356 9973**

What training does the staff in school have in relation to pupils with Special Educational Needs?

In our school we believe that all staff should be involved in supporting pupils with special educational needs and so we make sure that staff have training to help them do this.

This year our staff have all had training for;

- ITPs (Individual Target Plans)
- EpiPen and allergy training.
- Sensory training for ASD pupils.
- All teaching staff have been fully trained to provide Read Write Inc, which includes running intervention groups to support SEN children and those who are falling behind.

We have all been trained to Level 1 for supporting ASD pupils.

As well as this various staff have been trained for different aspects of special educational needs including;

- Precision teaching,
- ASD level 2,
- Numicon intervention training,
- Speech and language support.

- **How do the school get more specialist help for pupils if they need it?**
- In our school if we feel a pupil needs more specialist help we can work with the following people to get this.

Agency or Service	Who they work with	How school can get in touch with them
Behaviour Support Service (BSS)	Children or young people with emotional, social or mental health difficulties that impacts on their behaviour in school	School have an allocated worker who they will contact after a parent or carer signs a referral form
Communication and Autism Team (CAT)	Children or young people who are being assessed for or already have a diagnosis of Autism or communication difficulties. They will also provide support for families of children or young people with these difficulties	School have an allocated worker who they will contact after a parent or carer signs a referral form
Educational Psychology Service (EPS)	Children or young people with complex needs. An Educational Psychologist will always be involved with a child or young person who is referred for an Education, Health and Care Plan.	School have an allocated worker who they will contact after a parent or carer signs a referral form
Physical Disability Service (PDS)	Children or young person with physical difficulties which impact on their access in the school setting.	School have an allocated worker who they will contact after a

		parent or carer signs a referral form
Pupil and School Support (PSS)	<p>Children or young people who are working below the levels expected for their age.</p> <p>A Pupil and School Support Teacher will also work with staff in schools offering support, advice and training.</p>	Pupil and School Support teachers regularly visit schools. School will let parents or carers know if they need to work with the child or young person
Sensory Support Service (SSS)	Children or young people who have particular sensory needs such as visual or hearing difficulties where access to the usual school environment is effective.	Pupils are usually referred following a medical diagnosis, however school can phone them for further support and general advice.
Speech and Language Therapy Service (SALT)	Children or young people with a high level speech and language difficulties.	School can fill in a form which parents or carers sign. The family doctor can also complete this form.
Occupational Therapy	Children or young people with physical difficulties that require regular exercise.	<i>These needs are normally identified before a child is of school age but if required school can fill in a form which parents or carers sign.</i>

School Nurse	Children or young people with medical needs particularly where medication is needed.	<i>School can fill in a school nurse referral form. Parents or carers will be asked to sign a referral form.</i>
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How are parents of children and young people with Special Educational Needs involved in the education of their child?

Our school has an open door policy to parents ensuring we are always approachable so parents feel involved in the education of their child.

In addition our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Regular meetings with SENCo, class teacher and support staff
- Target setting so parents can see what their child is working on next
- Regular curriculum letter to inform parents of what will be going on during the term
- Home reading logs
- Information on the school website
- Parents' evenings
- INSPIRE workshops
- Signposting to parent groups
- Parents' views on ITP/Annual Review documents

How are pupils with Special Educational Needs involved in their own education?

We aim to involve all children in our school in the evaluations and implementation of their own education. For children and young people with Special Educational Needs we use a variety of strategies to support this including:

- Person Centred Reviews
- Child or young person's target review meetings
- Involve child or young person in setting their own targets
- Self-assessment at the beginning and end of learning
- Having a range of equipment available for the child or young person to choose to use
- Ensuring the child or young person works with a range of different partners
- Ensuring the child or young person has a designated adult to go to if they need help
- Pupil conferencing
- Membership of the school council
- One page profiles
- Medical alert cards
- Communication cards
- Visual timetables
- Prompt cards to promote independence
- Personalised work stations

- Learning breaks

If a parent of a child with Special Educational Needs has a complaint about the school, how does the governing body (or proprietor) deal with the complaint?

If you have a complaint about the school please *contact The Exc. Head Teacher, Mr Smart or Chair of governors, Lydia Harrington* and we will do everything we can to fix the issue. Our school and governing body take complaints seriously and will act upon these on an individual basis.

How does the governing body (or proprietor) involve other people in meeting the needs of pupils with Special Educational Needs including support for their families?

In our school we have a governor who is responsible for special educational needs.

Their job is to meet with the SENCo regularly. In these meetings the SEN governor makes sure that children, young people and families are being supported by the right services from in and outside of school. The SEN Governor will also visit the school, observe what happens in classrooms and meet with class teachers, support staff and children and young people.

In addition the Head teacher and SENCo have to give a report to the SEN governor twice a year. The SEN Governor shares this report with the other governors so that the whole governing body is aware of how special educational needs are being supported in the school and how well this support is working. The governors will challenge, support and advise the head teacher if appropriate provision isn't being made.

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

Agency	How they support parents	How to contact them
Special Educational Needs Parent Partnership Service	<p>The Special Educational Needs Parent Partnership Service exists to provide advice and information to parents and pupils in Birmingham.</p> <p>This information is designed to explain special educational needs procedures, to help you understand the law and procedures that affect you</p>	<p>Special Educational Needs Parent Partnership</p> <p>Special Educational Needs Parent Partnership Service The POD, 28 Oliver Street Nechells, Birmingham B7 4NX</p>

	and your child, and to provide information on other issues that may be useful.	<p>Email Address: senparentpartnership@birmingham.gov.uk</p> <p>Telephone Number: 0121 303 5004</p>
Autism West Midlands	Provide support for parents of children with autism.	<p>Autism West Midlands Regent Court George Road Edgbaston Birmingham B15 1NU</p> <p>Telephone Number: 0121 450 7582 Website: www.autismwestmidlands.org.uk</p>
Beyond the Horizon	Bereavement Counseling for children due to death, separation or divorce of a family member	<p>Holly Cross Centre Beauchamp Road Billesley Birmingham B13 0NS</p> <p>Telephone Number: 0121 444 5454</p> <p>Email: admin@beyondthehorizon.org.uk</p>
Birmingham Families and Safeguarding Team	<p>The Family Support and Safeguarding Service provides services for children and families from locations based in 14 children's centres. The Family Support and Safeguarding Service is made up of:</p> <ul style="list-style-type: none"> • Children's centre staff and partner agencies (eg health visiting) providing services for all children • Family Support teams providing services for children with additional needs • Specialist Children's Social Care teams providing services for children with complex needs 	<p>Contact the Family Support and Safeguarding Service via the Children's Information and Advice Service Telephone Number: 0121 303 1888</p>

Children and Adolescent Mental Health Service	Works with children who are experiencing mental health problems. Provides assessments, therapy and counseling.	www.lotsonyourmind.org.uk
Family Common Assessment Framework	Supporting families with a range of needs, including housing, emotional support, health, behavior support.	School Referral
Sure Start	The centres are open to all parents, carers and children and many of the services are free. You can get help and advice on child and family health, parenting, money, training and employment.	https://www.gov.uk/find-sure-start-childrens-centre

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

We aim to make times of transition as easy as possible for the children and young people in our school.

When starting at our school we:

- Meet with the child or young person and their parents to talk about their needs and answer any questions about our school
- Meet with staff at the child or young person's previous school or setting
- If required we can provide the child or young person with a transition book that has photographs of the key staff and areas around school
- Read reports from people who have worked with the child or young person
- Arrange visits to our school so the child or young person gets to see it before they start properly
- Give any adults working with the child or young person a one page profile or pupil passport describing the things that help to support them in school
- If required arrange supported transition with staff from previous setting to accompany new child ensuring their first few days at our school.

When moving to a new year group we:

- Introduce the child or young person to their new teacher.
- Talk to the child or young person and their family so we can answer any questions they may have about the new year group
- Give any adults working with the child or young person a one page profile or pupil passport describing the things that help to support them in school

When moving to a new school we:

- Hold a review and invite key staff from the new school
- Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school
- Arrange extra visits to the new school with a member of staff from our school if that is what the child or young person wants
- Talk to the child or young person and their family so we can answer any questions they may have about the new school.

How can parents find the Birmingham Local Authority's local offer?

The Birmingham Local Authority's Local Offer can be found at:

www.mycareinbirmingham.com