**Heathlands SEN Information Report**

**Meeting the Needs of Children with Special Educational Needs and Disabilities**

Our aim is for all children to be safe and happy at school as well as enabling them to meet their full potential.
At Heathlands we have an inclusive ethos and work in partnership with children, parents, outside agencies and UWMAT to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where it is needed. We ensure all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum.

*A child or young person has a Special Educational Need (SEN) if he or she has a learning difficulty or disability which calls for special educational*

*provision to be made for them. That is ‘additional’ or ‘different’ from support usually available to children of the same age.*

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| **Open and Honest Communication to ensure children are safe and happy in school** |
| **What do I do if I think my child may have Special Educational Needs (SEN)?** You should firstly speak to your child’s class teacher, who will listen carefully to your concerns and discuss your child’s needs. Arrangements may then be made for you to meet with the school’s SENCO, Mrs. Begum to address your concerns and put appropriate actions in place. She can be contacted through the school office; please phone or contact the school to arrange an appointment.**How will I know how well my child is doing and how will you help me support my child’s learning?**Parents will have the opportunity to discuss their child’s progress with class teachers at parents evening consultations. The SENCO is always available on these evenings for further discussion and to support parents/carers with any concerns they may have. Parents are expected to be involved in supporting their child’s learning; this will often be through supporting with homework tasks or reinforcing class strategies.**What support will there be for my child’s overall well- being?**The leadership team, the SENCO who along with class teachers and support staff, make sure children have the highest level of pastoral care possible. As part of the team, we have a Learning Mentor, who works with specific children and families, in order to meet their emotional and social needs. We enjoy working partnerships with many agencies and ensure that support is available through outreach workers and Child and Adolescent mental Health workers (CAMHS) for families who may need additional support. Heathlands is committed to the highest standards in protecting and safeguarding the children entrusted to our care .All our staff are trained in Child Protection procedures; and the Head teacher Mr P. Higgins is specially designated to ensure the safeguarding of all children. Our school will support children by promoting a caring and positive environment within the school, encourage self- esteem and self -assertiveness and effectively tackle any bullying.**What specialist services and expertise are available or accessed by the school?**At Heathlands if we feel a pupil needs more specialist help, we are able to seek advice from the following professionals.If we feel that your child needs support from these services, school will always discuss this with you and obtain your permission.  |
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| **Access to Education- Pupil and School Support (PSS)**Referrals made by the SENCo, where there are literacy or numeracy difficulties despite a variety of interventions having been tried within school. | **Educational Psychologist (EP)**Referrals made by the SENCo if school and parent/carers have significant concerns about academic and/or behavioural or emotional development.  | **Communication and Autism Team ( CAT)** Referrals made by the SENCo if a formal autistic spectrum disorder (ASD) diagnosis has been made where school & parents/carers agree the child has significant social communication difficulties and has been referred to the Child development centre (CDC). | **Occupational Therapists (OT)****development or coordination**Pupils referred by GP or paediatrician, when there is a specific concern about aspects of fine or gross motor  | **NHS Speech and Language Therapists (SALT)**Pupils referred by school or GP, when there is a specific concern about speech and language development. This could include understanding | **Community Paediatricians****CDC**Pupils referred by school or GP when there is a specific concern regarding development (this can be physical, emotional, social or behavioural) Referral Form, then via named contact)  | **Physical Difficulties School Support (PDSS)****Brays Outreach**Offers advice and support for pupils with physical and motor difficulties at all stages of their education | **Child and Adolescent Mental Health Service (CAMHS)****Forward Thinking Birmingham**Pupil referred by school or GP when there is a concern that a pupil’s emotional state is causing significant concern. |

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| **School Nurse:** Pupils are referred by school when parents request additional support with issues such as sleep, diet and toileting.Heathlands also works with the **City of Birmingham School (COBS)** for support and advice for pupils who experience emotional and behavioural difficulties. COBS can support children on our school site or by delivering Social skills programmes for KS1 and KS2 children at their centre. Anyone can access the **Birmingham Pause drop-in centre**. You do not need to have any form of diagnosis, referral or appointment. They are able to support with matters relating to Mental Health and Wellbeing. The centre is situated in Digbeth. **A Partnership Approach**At Heathlands Primary Academy we involve parents and carers in the education of their child every step of the way. However, you are the experts on your own children, and we will always take into account your views. School will involve you in all the decisions about your child. |
| **How are parents involved in the school and how can I be involved?**The school has an open door policy and we welcome parental involvement. Parents are kept informed about teaching and other events through regular newsletters, the school website, open days, parent consultation evenings, SEN reviews and drop-in sessions (such as ASD coffee mornings)**I wish to discuss something about my child?**Please contact the school office, who will arrange for the class teacher to contact/meet with you. Further advice or support is available from the SENCO, Mrs Begum should you so wish.**I would like some further information about other support services in Birmingham?**Please contact Birmingham City Council on the website below:[www.birmingham.gov.uk/localoffer](http://www.birmingham.gov.uk/localoffer) |

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| **Appropriate and Effective Teaching and learning** |
| **What training and development is done by staff to support pupils with SEND?**At Heathlands we hold a weekly staff meeting and we hold teacher training days often at the start or the end of terms; these are used to ensure that staff have up to date knowledge of how to teach children of all abilities and children with special educational needs.Support staff from outside agencies come into school to train teachers and teaching assistants in specific areas such as Autism, Dyslexia, Speech and Language. Staff in school receive appropriate training so they have the knowledge and confidence to support your child’s needs and they are trained and equipped to offer a high level of support.All staff are ‘Team Teach’ trained which enables them to act swiftly and defuse a possible incident /situation should it occur, in a safe way.Assemblies are held so that children can be made aware of the issues around a specific disability; this enables children to be supportive of their peers and help understanding of the difficulties they may face.**How will school support my child and how will the curriculum be matched to my child’s needs?**All children at Heathlands receive high quality first teaching; the teacher is aware that some children work faster or maybe slower than others, subsequently they provide work in the classroom which helps your child to be successful at their own level, this is called differentiation. All children are treated as individuals and the class teacher, alongside key support staff, plan appropriately differentiatedactivities, with appropriate support and resources to meet your child’s needs. In addition, your child may receive some small group or individual support from teachers and support staff in order to make sustained progress with identified learning targets on an individual learning plan (ILP). Learning targets will be reviewed regularly and shared with parents at parents’ consultation evenings and/or at reviews with the SENCO. Key assessments are made to ensure children are on track to meet their targets and that planning and teaching accurately addresses need; planning is regularly reviewed and evaluated to inform next steps.**How will my child be included in activities outside the classroom?**As an inclusive school, all children have access to the national curriculum. We aim to ensure that all children, including those with SEND, are able to access all activities and school trips. We complete risk assessments for all school visits to ensure the safety of all pupils; we make reasonable adjustments for those pupils with additional medical/physical needs. **How accessible is the school?**An appropriate, exciting and accessible learning environment is provided within school. The new school building itself, underwent an accessibility audit. (March 2016), reviewed annually. Ongoing developments with the new build will be audited for accessibility. **How will the school help my child on transfer to secondary school?**We have good links with our feeder secondary schools in Birmingham and work alongside key members of secondary school staff to ensure a smooth transition for our Year 6 pupils. Additional visits to schools are arranged for our more vulnerable pupils and those with additional needs.**How are the schools resources allocated and matched to children’s needs?** All classrooms are equipped with a wide range of resources to help children learn; these may include visual/ picture resources, practical equipment, use of ICT. Teachers use working walls, talk partners to stimulate the learning environment. We use visual timetables in the classrooms and can provide individual work stations where appropriate. Specific resources for children with additional needs are kept in the SEN room which all staff have access to. |