



SEND information report

SENDCO: Mrs Shipway

SENDCO assistant: Mr Crowe

Oasis Academy Woodview is driven by a powerful ethos which aspires to treat everyone inclusively and recognises the importance of a holistic approach to education.

This Policy is to be viewed alongside the SEND policy, Equality Policy, Accessibility plan and other policies that can be found on our [website](#).

Please also visit our SEND page on our [website](#).

Reviewed January 2023

Date of next review January 2024

Contents page:

- [Birmingham Local authority support for SEND](#)
- [Who can I talk to in school about my child's educational needs?](#)
- [What are the four different areas of SEND?](#)
- [How does Oasis Academy Woodview know if a child needs extra help?](#)
- [What happens if my child is identified as needing additional support?](#)
- [What are the levels of support at Woodview?](#)
- [What type of support is available at Woodview for the four areas of SEND?](#)
- [What happens if my child needs more support?](#)
- [What specialist services and expertise are available or accessed by the academy?](#)
- [Monitoring and evaluation of SEND](#)
- [What support is in place for my child to access assessments?](#)
- [What support will there be for my child's overall well-being?](#)
- [How do we support Children with medical needs?](#)
- [How will the school prepare and support my child when joining Oasis Academy Woodview or transferring to a new school?](#)
- [What do children with SEND say about the school?](#)
- [FAQs](#)
- [Glossary](#)
- [Appendices](#)

Birmingham Local authority support for SEND

Local offer Link

Birmingham's Local Offer is an online resource that details services, support and guidance available to children and young people with special educational needs and disabilities (SEND) aged 0-25 and their families.

The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

You can find this information at the following website:

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

SENDIASS

The Birmingham **Special Educational Needs and Disability Information, Advice and Support Service** (SENDIASS) offers [impartial information, advice and support](#) to children and young people with special educational needs or disabilities.

You can find this information at the following website:

<https://www.birmingham.gov.uk/SENDIASS>

Autism West Midlands - <https://autismwestmidlands.org.uk/>

Kings Norton Business Centre, Imperial Court, Sovereign Road, Kings Norton, B30 3ES

Helpline: 0121 450 7575

Email: info@autismwestmidlands.org.uk

Forward Thinking Birmingham – mental health support -

<https://forwardthinkingbirmingham.nhs.uk/>

Access Centre Number: 0300 300 0099

Postal Address: 5th Floor, 1 Printing House Street, Birmingham, B4 6DF

Access Centre operating hours

Monday - Friday: 9am - 5pm

Who can I talk to in school about my child's educational needs?

If you have concerns or questions about your child's learning, we always recommend that you first contact your child's teacher.

Our staff are always there at the start and the end of the day to welcome and dismiss our children and to have any catchups needed with parents and carers, however if you want to have a more in-depth discussion, you can request a meeting with them via the office.

Class staff

Responsible for:

- Working with and supporting children each day
- Having a clear understanding of the needs of all children
- Monitoring progress of learning and assessing impact of support
- Adapting teaching and lesson content to enable progress
- Using Quality First Teaching Strategies and Wave 2 and 3 strategies to enable progress
- Ensuring the learning environment is accessible and Autism friendly
- Timetabling interventions based on level of need
- Liaising with parents about support and progress
- Having high aspirations and setting achievable next steps
- Working collaboratively as a class team
- Using the graduated approach to identify areas of need

You can also contact:

Deputy Principal and Special Educational Needs and Disabilities co-coordinator (SENDCo) **Mrs Shipway** and SENDCO assistant and EAL lead **Mr Crowe**

Responsible for:

- *Ensuring staff are supported in meeting the needs of their children*
- *Training staff on how to support SEND needs of children*
- *Monitoring the SEND provision within the school*
- *Liaising with outside agencies for specialist support*
- *Running annual reviews with parents and professionals*
- *Maintaining the SEND register and provision map*
- *Advising on the graduated approach to providing SEN support*
- *Advising on the deployment of the school's delegated budget and other*
- *Resourcing to meet children's needs effectively*
- *Liaising with parents of children with SEN*
- *Working with the Principal and Regional Director to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*
- *Ensuring that the school keeps the records of all children with SEN up to date*

Principal **Mr Broadfield**

Responsible for:

- *Making sure that the responsible person makes all staff, who are likely to teach the children aware of the children's special educational needs and/or medical conditions*
- *Making sure that the teachers in the school are aware of the importance of identifying children who have special educational needs and of providing appropriate teaching;*
- *Ensuring that children with special educational needs/disabilities join in the everyday activities of the school together with their peers, as far as is compatible with them receiving the necessary special educational provision, the provision of efficient education for all other children, and the efficient use of resources*

Assistant Principals **Miss Rashid** and **Mr Sanghera**

Responsible for:

- *Supporting staff with curriculum content and adaptation for children*
- *Ensuring children feel safe in school and know who their trusted adults are*
- *Supporting teachers who are Early in their careers*

Pastoral Support Worker **Miss Behan**

Responsible for:





- *Supporting the social and emotional well-being needs of our children*
- *Ensuring children are ready for their learning and supporting in class*

The school also holds termly parents' evenings and weekly parent engagement mornings each with a different curriculum focus, to help parents and carers with how they can support at home.



What are the four different areas of SEND?

Children may have areas of needs in just one area of SEND, or they may have multiple needs in different categories.

Communication and Interaction 	Cognition and Learning 
<p>Children and young people with speech, language and communication needs have difficulty in communicating with others.</p> <p>This may be because they have difficulty saying what they want to, understanding what is being said to them or they may not understand or use social rules of communication.</p> <p>Children and young people with Autism are likely to have particular difficulties with social interaction.</p> <p>They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs, including:</p> <p>moderate learning difficulties (MLD) severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.</p> <p>This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
Social, emotional and mental health 	Sensory and or physical need 
<p>Children and young people may experience a wide range of social and emotional difficulties which can show in many ways.</p> <p>These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.</p> <p>Other children and young people may have diagnoses such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.</p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.</p> <p>These difficulties can be age related and may fluctuate over time.</p> <p>Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI - a combination of vision and hearing difficulties) will require specialist support and/or equipment to access their learning, or habilitation support.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peer.</p>

How does Oasis Academy Woodview know if a child needs extra help?

We believe that the majority of needs of most children will be met in mainstream lessons, taught by professionals, where learning is adapted according to need.

We work hard to ensure that information about child's needs are shared, so that teachers are better able to plan lessons accordingly. Whenever possible, for the vast majority of the time, children with SEND are educated alongside their peers in mainstream lessons.

Most children experience a need for extra educational support throughout their school career at some point. This can be temporary or ongoing.

There are several ways that a child may be identified as having additional needs. We work collaboratively to collate information to help form an accurate picture of where the child's needs are, so that we are best able to support. These include:

- Talking with parents.
- Children asking for help.
- Changes in children's behaviour.
- Information from Transition.
- Information gathered from baseline data, including Early Years baseline, HeadStart tests, reading and spelling ages and teacher assessments.
- On-going observation and information sharing amongst staff and Inclusion teams relating to a child's progress is used to inform future planning.
- Data from Progress checks.
- Using screener tools such as YARC, BVPS, WELLCOM, dyslexia screening tool, Sandwell Numeracy assessment, Continuum baselines
- Carefully tracking children working out of their age-related expectations using the Birmingham Toolkit.
- Academic and Pastoral meetings.
- Outside agency support.
- Reports from Speech and Language, GPs, Paediatrician and other professionals

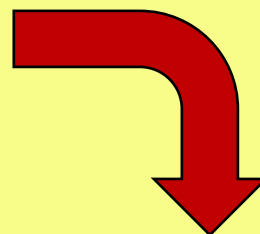
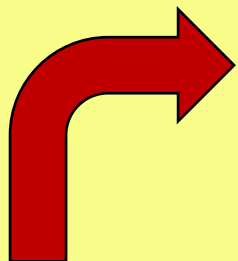


What happens if my child is identified as needing additional support?

At Woodview we follow the graduated approach which is a four-part cycle.

Assess Needs: monitor and review the progress and development of all children and young people

- high quality teaching, differentiated for each child or young person is the first step in meeting the needs of children who have or may have SEN
- most children and young people can make progress if they are taught in this way



Review:

A date agreed for reviewing the effectiveness of the support and the difference it has made to the child or young person's progress

Parents/carers and young persons voice will be captured during this review alongside staff who know the child best

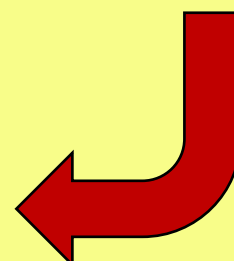
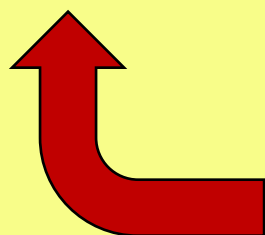


Plan: Where a child's progress is limited, staff work in partnership with the SENDCO or SLT to ensure support is in place to meet needs identified

- class teachers, supported by the Senior Leadership Team regularly assess progress for all children
- where a child or young person is falling behind or making inadequate progress (given their age and starting point) they are given extra support, which may include; adapting learning objective and support level in class, small focused group work, 1:1 interventions, tutoring etc.

Do: This graduated response is led and coordinated by the SENCO

- SENDCO will work with and support colleagues
- parents and carers should be included, so that they can say what they think and make suggestions about assessment and planning
- parents and carers made aware of Intended outcomes



What are the levels of support at Woodview?

The Combined Birmingham SEN Toolkit focuses on attainment in speaking and listening, reading, writing and maths.

It is a tool that supports our school in identifying specific levels of need and ability for children with their literacy and maths skills (including speaking and listening).

The resource breaks down areas of reading, writing, speaking and listening, core and supplementary maths into discrete skills on a continuum that enables us to set appropriate and aspirational targets and to track progress, as well as supporting teachers with a range of teaching and learning ideas to develop skills alongside quality first teaching in the classroom. This provides the children with their own **individual learning plan** with next steps for targets.

For a child working below age related expectation, the toolkit supports staff in identifying the steps needed prior, to help bridge the gap in their learning to access the class learning objective for each subject.

Class staff adapt children's activities, within the age-related expectation, using differentiated activities known as 1,2 and 3 star work for the children to challenge themselves with. If a child needs further adaptation, staff will use their next steps from the continuums to ensure their tasks are pitched appropriately to encourage independence and progress.

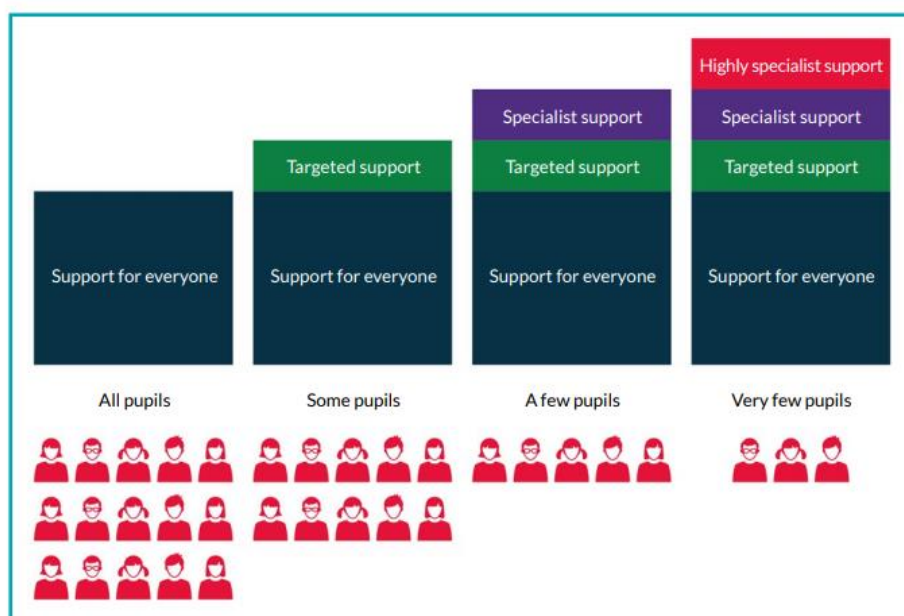
The children being tracked with next steps on the toolkit will receive this in class adaptation and where needed small group or 1:1 intervention based on their targets.

Children are working just below their age-related expectation and will receive adaption support in class using quality first teaching (QFT) strategies

Children will work with adults in focus groups with additional support such as visuals, word maps, scaffolding, task boards

Children will have targeted support with specific interventions such as precision teaching, phonics boosting, pre and post teaching, continuum focus

Children will have specialist support with an additional support plan in place and may need outside agency involvement to support strategies and progress



What type of support is available at Woodview for the four areas of SEND?

SEND provision at Oasis Academy Woodview	
Communication and interaction (C+I)	Cognition and Learning (C+L)
Wave 1	Wave 1
Visual Timetable Labelled provision Talk tins Chunked instructions QFT advice to teachers.docx	Concrete materials Task boards Timers In class adaptation Holding sentence using iPad Enlarged texts / coloured paper Flexible grouping QFT advice to teachers.docx
Wave 2	Wave 2
WELCOMM Speaking and Listening Continuum interventions Named instructions Circle of friends	Scaffolding Modelling Reading, writing, numeracy Continuum interventions Lexia Small focus groups Fresh start Phonics boosting Pre and post teach Word webs
Wave 3	Wave 3
SALT NHS targets Lego Therapy Attention box games Structured group games EHCP and SSP targets	Touch typing – dance mat Precision teaching Prompter/reader/scriber EHCP and SSP targets
Assessment tools	Assessment tools
BVPS WELCOMM Toolkit	Dyslexia screening YARC Sandwell numeracy Toolkit
Social, Emotional and Mental Health (SEMH)	Sensory and Physical
Wave 1	Wave 1
Trusted adults Kind hearts/ assemblies / circle time PD and PSHE sessions Busy box Individual check in system daily Breakout spaces – rocket room / superhero space Prize box / motivators Consistent structure and routine QFT advice to teachers.docx	Swivel boards Fidget toys / chew necklaces / ear defenders Sensory breaks Grips and pens / writing board, readers/ adapted scissors / rulers QFT advice to teachers.docx
Wave 2	Wave 2
Social stories Individual behaviour plans / reward charts Lunch time groups Buddy system	Fine motor building activities – tweezer and threading strengthening Sensory room time / library time Handwriting scheme – number and letter formation
Wave 3	Wave 3
Safety plans Social groups 1:1 mentoring Freedom 2 dream project Every child needs a mentor EHCP and SSP targets	Movement break plan OT gross and motor skills at break and lunch time EHCP and SSP targets
Assessment tools	Assessment tools
Flourishing Three houses CPOMS Check ins	Sensory checklist observations

What happens if my child needs more support?

Most children with special educational needs and disabilities **can** have their needs met in their local mainstream early years setting or school **without** the need for an Education, Health and Care plan **using the support available through the local offer.**

If a child is not making progress against the Wave 1 Toolkit individual learning plan or has complex and significant needs that requires more specialist support, the school may apply for an SSPP or EHCP.

SEND Support Provision Plans (SSPP)

SEND Support Provision Plans (SSPP) are a document developed by Birmingham Local Authority, for schools to use. Schools do not have to use these documents, but they are particularly useful for demonstrating the provision being put in place for children and young people where their needs are complex and require multi-agency involvement, but where the provision does not require an EHCP in order to support delivery within a mainstream setting.

The SSPPs are designed in a way that schools, in partnership with parents, are able to build up a picture of need and provision over time.

Schools must involve parents and carers in the planning of provision and so if a school is planning to record the provision, they are putting in place in a SSPP then parents should be involved in this process.

What does an SSPP include?

SSPPs must be reviewed regularly as per the Code of Practice for SEND (2015). These reviews must include parents and should also include any relevant SEND support services involved with the child or young person.

SEND Support Provision Plans are also used by the Local Authority as the mechanism by which mainstream settings can apply for additional 'top up' funding for children who DO NOT have an EHCP but where their funding profile indicates that the funding required is above the amount of funding the school or setting is required to commit to meet your child/young person's need from within their own budget. The SSPP also includes a section for the school or setting to detail what the additional funding would be used for.

If a school is using the plan to request additional funding, then signed parental permission must be gained and there must be a Local Authority SEND Support service representative involved in the writing and reviewing of the plan.

Education, Health and Care Plan (EHCP)

A small minority of children and young people do have more complex needs where additional resources are required. For these children an Education, Health and Care assessment can be requested. Following this assessment some children and young people will be issued with an Education Health and Care Plan.

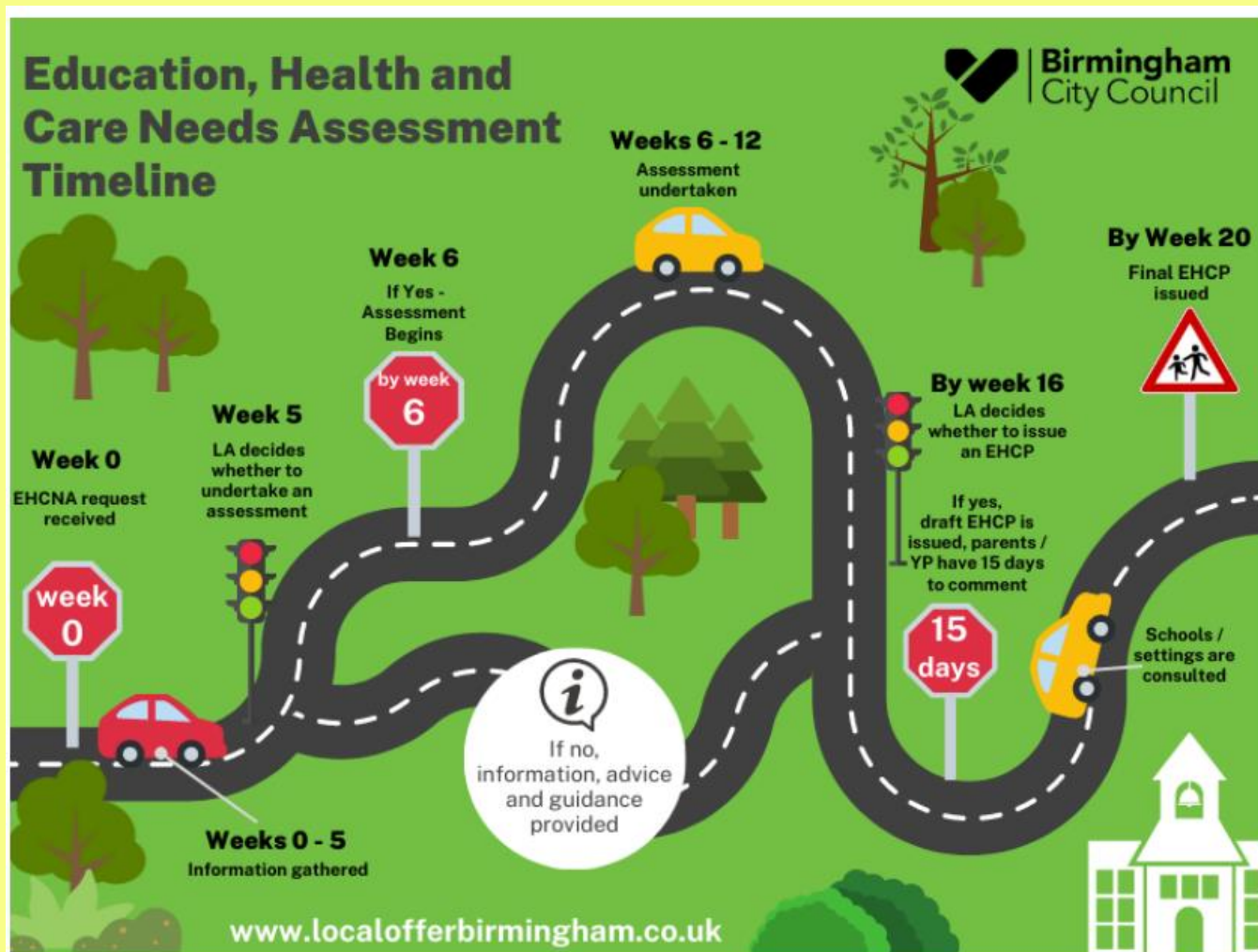
An Education, Health and Care Plan is a document which details the education, health and social care needs of a child or young person for whom extra support is needed in their early years setting or school, beyond that which the school or setting can provide.

Children with an EHCP will have outside agencies involved in their support, such as Education Psychologists, Local Authority SEND Support Services, and/or health services and are usually entitled to extra resources in their current school or setting or may require their needs to be met in a specialist provision such as a Resource Base or Special School.

Parents/Carers can contact their Local Authority and ask for an EHC assessment for their child. At this point, the Local Authority will review all evidence and make a decision whether to assess or not. If a decision is made to assess, at the end of that assessment period the LA will decide whether to issue an EHCP.

If your child or young person attends a school or setting you should talk to the SENCo or Head Teacher or one of the agencies who are involved in supporting your child or young persons. In addition, any parent/carers can talk to one of our Parent Link Advisors. You can speak to a Parent Link Officer on 0121 303 8461 between 9am and 5pm Monday to Friday or you can email them at

Parentlinkservice@birmingham.gov.uk



At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Communication and Autism Team (CAT)
- Child Protection Advisors
- Pupil and School Support (PSS)
- Educational Psychologist
- Behaviour Support Service (COBS)
- Child & Adolescent Mental Health Service (CAMHS) Forward Thinking Birmingham
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- PDSS (Physical & Sensory Service) to support children with hearing/visual Impairment.
- Social Services
- School Nurse
- Oasis Academy National Lead Practitioners (NLP)
- Local authority SEND support groups and advisors (DLP)

We can refer on to Speech and Language and Occupational Therapy services in the NHS. School run WELCOMM interventions throughout the key stages to support with speech and language. Any reports provided by outside agencies with recommendations and targets are followed in school.

You can find more information about how to get support through medical services through this [link](#), which include parental support for OT, paediatrics, SALT and much more.

Monitoring and evaluation of SEND

We regularly monitor and evaluate the quality of provision on offer for all children and this informs future developments and improvements.

This is done by:

- Drop ins – daily check ins with all classes by members of SLT
- Learning walks
- Observations
- Visits
- Monitoring of children's progress and attainment
- Child voice
- Work scrutiny – looking at books across the curriculum for specific children
- Programme area and school Self-evaluation
- School and programme area development planning
- Any external audits e.g., SEND Monitoring visits by Oasis Trust and OFSTED inspections
- Developing best practice with partnerships e.g., moderation of child progress through SENDCO networks and local meetings– we actively engage with Oasis support for improving SEND provision as well as with the Local Authority support groups and training
- Close monitoring of finances to ensure value for money
- Termly meetings between the SENCO and Principal.



What support is in place for my child to access assessments?

Assessments are part of the school curriculum and a way in which teachers can measure the understanding and progress of their children. Children with SEND are supported in class and in exams by being allowed access arrangements.

There are a wide range of arrangements that meet the needs of children in all the 4 areas of SEND (Cognition and learning, Communication and interaction, physical and Sensory and Social, Emotional and Mental Health).

These arrangements have to be the child's normal way of working.

Some children with specific needs may need additional arrangements so they can take part in KS2 tests.

Types of support include:

- early opening of test packs, to adapt test papers
- additional time to complete the tests
- the use of scribes, word processors or other technical or electronic aids
- making transcripts
- written or oral translations
- readers
- the use of prompts and rest breaks
- the use of accessibility objects in the mathematics test
- highlighter pens
- arrangements for children who are ill or are injured at the time of the tests
- Schools must consider whether any of their children will need access arrangements before they administer the tests.

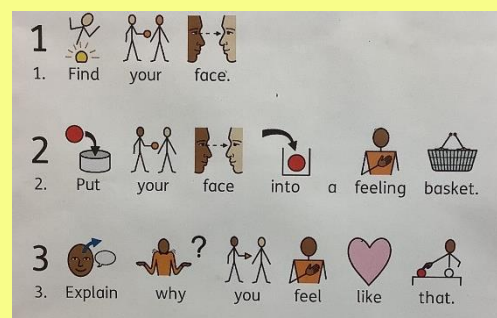
What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for children who are encountering emotional, social and behavioural dysregulation.

These include:

- Members of staff such as the class teacher, Support staff, Pastoral Support Worker and SENDCo are readily available for children who wish to discuss issues and concerns.
- We have a daily check in system in each class for children to highlight if they need to speak to an adult that day
- We have a trusted adult focus where each child can name 5 adults throughout the school they would feel comfortable talking with
- A Pastoral Support Worker runs wellbeing groups targeting social skills, self-esteem, emotional wellbeing and anger management.
- Children who find lunchtimes a struggle are able to join the Pastoral Support Worker lunchtime club where they can eat together in a quiet environment. Support staff are available during lunch time for each year group also. There is also a weekly golden table where children are nominated to have a special lunch time.
- The academy regularly buys in support from an Educational Psychologist who is able to provide assessment and support for children and their families with behavioural/ communication issues.
- Every class has dedicated time for 'Wellbeing' lessons weekly. These follow the SMSC policy and include our Oasis 9 Habits focus, RE sessions, Personal Development lessons and Safeguarding Themes. The school also takes part in themed days including world mental health day, Fairtrade fortnight, Oasis empowerment fortnight, Children in Need, Internet safety day, Heritage week and many more.
- We also have assemblies weekly with a focus on our 9 habits and an awards assembly. Class staff have reward motivators for their individual classrooms.
- We have a buy in service who works 1:1 with children who need additional mental health support – Every Child Needs a Mentor programme

- Children who struggle to work within the school behaviours policy may have an additional motivational chart or 3 step system to support them.



How do we support children with medical needs?

- If a child has a medical need, then please ask to meet with Mrs Shipway to discuss. The school nurse may devise an allergy or alert card depending on the need. Any concerns are discussed with all staff who are involved with the children.
- Where necessary and in agreement with parents/carers medicines are administered in school where a signed Medi-Careplan is in place. Occasional prescribed medicines may be given in some circumstances on discussion with the office staff and on completion of a medication form.
- Allergy bands are used to ensure all children's needs are known by all staff in the academy
- A live medical list and medication log is in place for all staff to access
- There are several paediatric first aiders on site, all staff are trained annually on the use of epi-pens, inhalers and how to deal with seizures. We have several staff trained as defibrillator use and have one on site.

How will the school prepare and support my child when joining Oasis Academy Woodview or transferring to a new school?

Oasis Academy Woodview understands what a stressful time moving schools can be. Therefore, many strategies are in place to enable the children's transition to be as smooth as possible.

These include:

On entry:

- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Our Early Years Leader, Ms Black, will meet all children coming into Reception classes. Where concerns are raised, Mrs Shipway (SENDCo) may meet with parents to discuss any concerns. In some circumstances individual arrangements may be made for starting school such as an integration timetable.

Secondary transition:

- The year 6 team, Mrs Shipway and/or the Pastoral Support Worker will work with children anxious about moving to Secondary school. This provides them with the opportunity to discuss any concerns they may have.
- Secondary school staff visit children prior to them joining their new school. Mrs Shipway meets the SENDCos from the secondary schools to pass on information regarding SEN children.
- Children attend a transition day particular to the school they are going to.
- If children need an extended transition package or a member of our staff to accompany them on their transition this will be discussed with parents
- We work with Year 6 children who require support with travel training looking at bus routes and how to set alarms and get organised independently for school.
- Opportunities to collaborate with local secondary schools are actively encouraged so that children are familiar with the new setting (e.g., summer schools).

Mid-year transition:

- We give all new children a tour of the school with their parent/carer.
- They are introduced to their new teacher and class and some basic routines are explained (e.g., P.E days, where toilets are etc.).
- Parents complete an induction form with basic details including how they feel their child was progressing at their last school.
- Parents agree the start date. In certain circumstances such as the child not having attended school before, special starting arrangements may be agreed.
- The previous school will be contacted for the child's records. Where there are concerns the previous SENDCo will be contacted.
- We have transition booklets which are very visual which introduce the children to their new staff, the area of the school and the curriculum.

What do children with SEND say about the school?

Here is what our children say about our support and provision in school.

Example of children voice collected from children on the SEND register

What type of support do you receive in school?

Help with my handwriting, look at pictures matched with words, having my work broken down into chunks, using a task board and widget symbols, having a quieter space to concentrate in, using my ear defenders, working in a small group with an adult, visual timetable, reward charts.

What do you like about school?

School helps me with my work and gives me rewards when I do well.

I like the environment in my classroom. I like to have a feelings wall to help explain to teachers how I am feeling, before I had this, I used to get stressed and would walk out.

I like going to the Nest and having fun displays on the wall. I like maths too because it is fun, and I get to play games.

The sensory room with the bubbles to help me calm down and doing my feelings work every morning.

Using bricks in maths to help me with adding and play time with my friends.

Who can you go to for help?

My teacher and Support staff. The SENDCO. My friends.

How do you know you are doing well in your learning?

Because I feel more confident, I get rewards and lots of compliments.

I get to take photos of my work to take home and show my family when I am proud.

My teacher tells me I am doing a good job.

I get certificates and praise.

FAQs:



How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- Toilets adapted for disabled users.
- Double doors in all parts of the building.
- Lift access to all floors
- Gender neutral private bathroom
- Low stimulus environment
- Sensory regulation space

How will my child be included in activities outside the classroom, including school trips?

- Activities and school trips are available to all.
- Risk assessments are conducted and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that a child needs 1:1 support, a parent or carer may also be asked if they would like to accompany their child during the activity in addition to the usual school staff.
- All children can apply for child leadership roles within the school including; academy MPs, Eco Warriors, Safeguarding Squad, Junior PCSOs, Physical Health Champions and more
- Our sports coach Miss Brown also runs SEND specific Sport Groups where the children can attend tournaments locally

What training are the staff supporting children and young people with SEND having?

All members of staff receive training related to SEND and forms part of our half termly CPD schedule.

These have included but not limited to:

- How to support children on the autistic spectrum through the AET training and standards, all staff tier 1 trained
- How to support children with social, emotional and mental health dysregulation.
- How to support children with sensory issues.
- How to support children working below age related expectations
- What are ACES (adverse childhood experiences) and how to support children regulate and feel safe
- Becoming a TIP (Trauma Informed Practice) school
- How to be an Autism friendly classroom through environment adaptations
- First aid, Epilepsy and Allergy training annually
- Bereavement support

Teaching support staff have received additional training on:

- Precision teaching – a specialised reading programme.
- WellComm language assessment – a specialised speaking and listening programme for children with communication issues
- Toolkit continuum intervention support
- Phonics boosting support

Mrs Shipway (SENDCo) has the National Award for SEN Coordination which is a master's level qualification.

Mr Sanghera is a trained Senior Mental Health Lead

Mrs Shipway and Mrs Black are Mental health first aiders

What is the Green Paper?

In 2019, the government announced it would conduct a review of the special educational needs and disability (SEND) system in England. This was five years after the introduction of major reforms to the SEND system in 2014.

The SEND Review sought to find ways to ensure the SEND system is consistent, high quality and integrated across education, health and care.

The aims of the review were to:

- Find ways of improving services available to families.
- Help staff in schools and colleges to respond effectively to local needs.
- End the postcode lottery of services families often face.

You can read more about it by clicking this [link](#) and find accessible versions of the review [here](#).

What are Birmingham Local authority doing to improve SEND provision?

Birmingham City Council and the CCG take the findings of the Local Area (Council and NHS) revisit extremely seriously and are working to make immediate and long-term improvements with our Accelerated Progress Plan. In order to keep you up to

date with those we are producing regular termly updates on progress made to improve our services for children and young people with SEND.

Please click on this [link](#) to read the LA SEND improvement plan or visit the local offer website: <https://www.localofferbirmingham.co.uk/2022/12/20/sendiaas-update/>

Glossary

Abbreviation	Meaning
ASD/ASC	Autistic spectrum disorder - no longer used by some professional due to the connotations of disorder. Some professionals e.g., speech and language therapist use autistic spectrum condition.
ADD/ADHD	Attention deficit disorder / attention deficit hyperactivity disorder
CAF	Common assessment framework
CAMHS	Child and adolescent mental health services
CoP	Code of practice
CI	Communication and interaction
CL	Cognition and learning
EHCP	Education and health care plan. Replaced old statements (Statutory assessment of a child's special educational needs) and involves agencies schools, health and social care.
EP	Education psychologist
GLD	Global learning difficulties
Gross Motor	Large movements e.g., Running, jumping and climbing
HI	Hearing impaired
LD	Learning difficulties
LSA	Learning support assistant

Abbreviation	Meaning
MLD	Moderate learning difficulties
ODD	Oppositional defiant disorder
OT	Occupational therapy/therapist
PD	Physical disability
PMLD	Profound and multiple learning difficulties profound and multiple learning difficulties - Children with PMLD are those with severe and complex learning needs, usually a combination of learning difficulties and sensory impairments or medical conditions. They may only be able to communicate by gesture, eye movement and/or simple language. Often, they cannot manage their own personal care. PMLD children need a high level of adult support and sensory stimulation, and they are usually educated in special schools or hospital units.
SaLT	Speech and language therapy
SEN(D)	Special educational needs (and disabilities)
SENCo	Special educational needs co-ordinator
K	SEND Support (replaces SA & SA+) As part of the graduated response this may include targeted or specialist support, when outside agencies become involved.
SLCN	Speech, language and communication needs
SLD	Severe learning difficulties
SM	Selective mutism (formerly known as elective mutism)
SpLD	Specific learning difficulties
SPDs	Sensory processing disorders

Abbreviation	Meaning
TAC	Team around the child
TAF	Team around the family (when CAF is about whole family)
VI	Visually impaired

Appendices

Parent views on the SEND information report:

In July 2022, the SENDCO and PSS from Local authority held a coffee morning at school to review the 2021-2022 SEND information report.

This version has been created with parent views in mind which included;

- Simplified language and a glossary of terminology
- Translated copies available for Languages most common in school
- Content page with hyper links to each section with information split by page to make it easy to navigate
- More picture and images
- Flow chart to show SSPP and EHCP process
- Flow chart to explain graduated response
- Dyslexia friendly font and spacing (1.5) – Century Gothic with different coloured backgrounds available
- Reference to updated green paper and what this means
- Children voice about the school and the support they receive
- How children with SEND access trips, clubs and child leadership
- How to refer to professionals
- Link to SEND LA improvement plan