

Special Educational Needs and Disability (SEND) Information Report



Rights Respecting Schools' Articles

A2: The convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

A23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

A28: Every child has a right to an education.

A29: Education must develop every child's personality, talents and abilities to the full.

Approved 25th May 2025, due for review 25th May

Q1. What are Special Educational Needs and/or Disability (SEND)?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

1. has a significantly greater difficulty in learning than the majority of others of the same age, or
2. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Q2. What kind of special educational needs does our school provide for?

Heath Mount Primary School is a fully inclusive mainstream school that provides additional support for pupils who present with a special educational need or disability. The 2015 SEN code of practice categorises need into the following areas.

- **Communication and Interaction** - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Cognition and learning** - Children and young people with learning difficulties learn at a slower pace than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. A child with a specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This encompasses a range of conditions such as dyslexia (difficulties with reading and/or spelling), dyscalculia (difficulties with maths) and dyspraxia (difficulties with co-ordination).
- **Social, emotional and mental health** – For some children, difficulties in their emotional and social development can mean that they require additional and different provision in order for them to achieve. Children who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. Some children may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- **Sensory and/or physical needs** - There is a wide range of sensory and physical difficulties that affect children across the ability range. Many children require minor adaptations to the curriculum or the physical environment. Many such adaptations may be required as reasonable adjustments. If children require special educational provision, then they are identified as having a special educational need. Children with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Pupils may have needs in more than one of these areas and provision is given to each area to ensure their needs are fully supported.

Q3. How does the school identify if my child may have SEND?

Class teachers make regular assessments of progress using the school's assessment tracking system, teacher marking, observations and questioning, pupils progress meetings as well as more formal assessment such as standardised tests.

If there are concerns around a child's attainment and/or progress school follow the *Assess, Plan, Do, Review* process, as advised in the SEND Code of Practice 2015, and if deemed appropriate, pupils will be recognised as having a special educational need and specific provision will be identified.

Q4. How is a Special Educational Need Identified when a child joins the school either into reception class or from another setting?

We will assess each pupil's current levels of attainment on entry, as well as using information provided to us from any previous setting. If a pupil joins our school with a previously identified special educational need or disability, we work closely with the parents, pupil and any previous setting to ensure we are fully aware of their difficulties. This allows us to plan the best way to support them in our school and ensure a smooth transition.

Q5. How does the school make provision for pupils with SEND?

Quality First Teaching is the most effective provision for all pupils. Therefore, pupils with SEND are taught alongside their peers in the classroom with differentiated learning, scaffolded tasks and a range of resources to support their access to the curriculum.

However, there are some instances where pupils with the most complex needs require additional intervention to help them make progress. This may be in the form of a group or 1:1 intervention with either a teacher, a teaching assistant or the learning mentor.

Many pupils with SEND, particularly those with autism, may require reasonable adjustments to be made to their provision rather than individual targets. These adjustments are detailed on an individual's one-page profile and shared with all staff who work with the child, including lunchtime staff and supply staff.

Q6. How does the school monitor the progress of pupils with SEND?

Pupils with an identification of a special educational need will have individual targets, based on their areas of need. These targets are reviewed at least 3 times a year alongside the voice of the pupil. Their progress is also discussed at termly pupil progress meetings and in regular consultations with the Special Educational Needs and Disability Co-ordinator (SENDCo).

Pupils with more complex SEND may have an Education Health and Care Plan (EHCP) or an SEN Support Provision Plan (SSPP). These documents will give more detail about the strengths and difficulties of the child and give targeted outcomes for them to work towards. These documents are reviewed annually with the support of outside agency staff, in addition to monitoring throughout the year.

Q7. Who can I talk to about my child's special educational need or disability?

We would encourage you to talk to your child's class teacher about any concerns in the first instance. However, you may also want to speak to the school's Special Educational Needs Co-ordinator, Miss Amanda Cross, and she can be contacted on 0121 464 1691 or by email at enquiry@heathmount.excelsiormat.org

Q8. What SEND expertise is available to support my child?

Miss Cross is the school SENDCo. She is available to offer support, advice and guidance to all school staff on any matter relating to provision for pupils with a special educational need.

School staff receive appropriate training from both the SENDCo and outside agencies so that they have the knowledge and confidence to support children's needs as part of their quality first teaching or to deliver evidence based interventions.

There are a number of outside agencies who work with school, pupils and their families to offer additional support.

Agency	Who they work with
Educational Psychology Service (EPS)	Children with complex needs in a range of areas
Pupil and School Support (PSS)	Children who are working significantly below the level expected for their age
Communication Autism Team (CAT)	Children who have a diagnosis of autism or are believed to be on the Autistic Spectrum.
Speech and Language Therapy (SALT)	Children with speech and/or language difficulties
Occupational Therapy (OT)	Children with motor difficulties which make completing everyday tasks difficult
Physical Difficulties Support Service (PDSS)	Children with physical difficulties that impact on their access in the school setting
Sensory Support Service (SSS)	Children with a visual or hearing impairment.

Q9. How does the school support the social and emotional development of pupils?

There are many pupils who require additional provision to help them manage their social and emotional development successfully. The school employs two full-time Thrive Learning Practitioners, Mrs Smith and Mrs Khan. They provide targeted intervention for both individuals and groups, as well as being available to support pupils at times when they are struggling to regulate their emotions during the school day.

Q10. How is the whole school day made accessible to children with SEN or a disability?

As a school we make reasonable adjustments to ensure that all children are fully included. Typical adjustments include:

- a disabled toilet and changing facilities,
- purchase or hire of specialist equipment recommended by outside agencies,
- additional adult support where necessary.

Q11. How are equipment and facilities to support pupils with SEND secured?

Resources and equipment are adapted to support the specific needs of pupils with SEND. Where additional resources are required, these are funded through the school's notional SEND budget, or for those pupils with more severe levels of need requiring specific resources or equipment, through higher level funding. The school also uses part of its budget to buy agency support such as Educational Psychology and Speech and Language Therapy.

Q12. How does the school consult with parents of pupils with SEND and involve them in their education?

The school actively welcomes parental involvement in their child's provision and progress. Parents will be notified of any concerns about progress and/or attainment at the earliest opportunity, to ensure these are addressed quickly. Miss Cross, the school SENDCo, is available to discuss any concerns that parents may have about their child and is available for consultations at Parents Evening.

Q13. How does the school involve my child in decisions about their education?

Pupil voice forms an important part of their provision. Depending on their age they will be asked for their own views and opinions and we will use what they tell us to inform our decisions about their provision. Older pupils with an Education Health and Care Plan may be part of a person centred review.

Q14. How will the school support my child when they move to a new class or school?

Moving to a new class or school can be challenging, particularly for pupils with SEND. We therefore aim to make the process as easy as possible for all children.

When your child is moving to a new year group we:

- share key information between staff so that the new teacher has the appropriate knowledge about each child to support transition,
- ensure the one-page profile is updated and details the relevant information about the child,
- provide pupils who need it with a transition booklet, containing information about the new year group, new classroom and new teacher,
- provide pupils who need it with an opportunity to visit the new classroom and meet the class teacher ahead of the whole class transition session. When your child is moving to a new school we:

- identify if your child would benefit from additional transition sessions and liaise with the new school to ensure these happen,
- provide transition support through the school's Learning Mentor, to prepare them for changes such as different timings during the day and having to travel using public transport,
- talk to key staff at the new school about things that help your child to learn well and be happy at school.

Q15. What is the school's policy for SEN?

Our school's Special Educational Needs and Disability Policy can be found on our Policies and Documents page.

Q16. What should I do if I am not happy with the provision for my child?

If you have a complaint about the school's provision for your child which cannot be resolved by your child's class teacher or the SENDCo, please contact the Head Teacher. Our school and governing body take complaints seriously and will act upon these on an individual basis.

Q17. Where can the Local Authority's Local Offer be found?

By law, Birmingham Local Authority has to provide information on a website detailing all services available in Birmingham for children with Special Educational Needs and Disabilities. This information is called The Local Offer.

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