

1.What does SEND mean and what is the ‘school offer’?

SEND stands for Special Educational Needs and Disability.

- All schools have a duty to be accessible and inclusive for the children within their community. It is our job to support parents in providing the best possible education for children. For the vast majority of children that will be through attending their local mainstream school.
- For a small number of children their needs may be better met at an alternative setting. In those circumstances we have a role to support parents in identifying and accessing what is best for their child.
- As part of the changes being implemented by the Department for Education in 2014 all Local Authorities must publish information about how they support SEND pupils. This is called the “Local Offer”. Schools must also publish information on their website about how they support SEND pupils within their own establishment.
- To avoid confusion we are calling this our “SEND Offer”.
- All children are individuals and their abilities in each area of the curriculum vary across a wide spectrum. Class teachers are used to providing lessons and activities which ensure good progress for pupils whatever their level of ability.
- However, there are situations where a child’s needs are such that it is difficult for a class teacher to provide appropriately for them without additional and/or specialist support. This is usually when a child is described as having ‘special educational needs’.

2. Who can I talk to if I have a concern about my child’s needs?

- If your child is already attending Yorkmead, the first person to speak to is their class teacher. Teachers are always around at the end of the day when they are dismissing the class. That can be a good time for a quick chat or to arrange a convenient time for a longer discussion.
- We have members of staff who are bilingual in nearly all of the community languages spoken by our families, so we will be able to offer a translator for any discussions which take place.
- You can also contact your child’s teacher by leaving a message with the office staff.
- There are parents’ evenings each term when you can talk to the teacher as well as look at your child’s work.
- If your child has not yet joined the school or your concerns cannot be addressed by the class teacher alone, the person to contact is the Inclusion Manager. This is Mrs L Adolphe. Her role is sometimes called the SENCO, which stands for Special Educational Needs Coordinator.
- To contact the SENCO please phone the school on (0121) 464 4215.

3.Who decides if a child has SEND?

- Every child is an individual and we aim to provide the best environment for all our pupils to develop.
- If a child needs something more than what is available through normal classroom practices then they can be described as having SEND. This covers a wide range of needs from a child struggling to make good progress in reading, writing or maths to a child with significant disabilities.
- As a result there is more than one route to deciding who has SEND. Sometimes children are identified in infancy, before they start school. There may be professionals involved with the child and the family who will work with the school to settle the child into Nursery or Reception.
- Some children are diagnosed with a medical condition or disability either before starting school or during their time with us.
- The school works with the relevant outside agencies to ensure that the child's needs are met. A medical condition does not always mean that a pupil will find learning difficult.
- We may only need to make sure that we help them to be safe and healthy while they are in school and that their condition does not prevent them making the best possible progress.
- We monitor academic progress for all our children very closely and put in additional support whenever we feel a child is not making the progress we expect. Parents are kept informed of this intervention through meetings and parents' evenings.
- When a child continues to struggle, even with this additional support, more detailed assessments are made.
- Decisions about how best to address the difficulties are made through discussions between the SENCO, staff and parents often with advice from outside agencies.

4. Who will support my child while they are at school?

- We are a 2 form entry school. Class teachers work in year group teams to plan and deliver the curriculum. Most lessons are taught by a class teacher to their own class.
- There are a range of other interventions which are matched to the needs of individuals or groups of pupils. These are delivered by a teacher or teaching assistant often on a weekly basis.
- It is the SENCO's role to coordinate much of this.
- If a child needs specialist support the SENCO, in cooperation with parents, can arrange referrals. Many support services will assess a child and then provide the school with advice on how to best cater for a child's needs.

5. What kind of support will a child with SEND receive?

- All pupils at Yorkmead can expect High Quality Teaching within their day to day lessons across the whole curriculum. Wherever possible, adaptations are made to suit different styles of learning.
- These might be run by a teacher or a teaching assistant and will run for as long and as often as necessary.
- For pupils experiencing more challenging difficulties there are additional opportunities to work with an adult, usually a teaching assistant, either in a small group or individually.
- Additional support may be in relation to basic literacy and numeracy skills or it may relate to other difficulties
- The pastoral staff work with children to reduce barriers to their learning, for example by improving their behaviour or developing their self-confidence and working on speech language and communication needs.
- Referrals can be made to specialists such as speech therapists or occupational therapists. When advice or targets are provided by these agencies we try where possible to work on the targets within school.

6. How will I know about the progress my child is making?

- For pupils with SEND there are additional opportunities for parents to meet with the staff involved in supporting their child and to discuss their progress. These meetings might include members of support services and wherever possible the child themselves.
- For pupils with Education and Health Care Plans (EHCP) there is a statutory requirement to meet each year for an 'annual review' of the child's needs.

7. Which other services and outside agencies are available to the school?

Yorkmead has the support of a number of outside agencies provided by the local authority.

These include:-

- 1.Educational Psychologist – who helps the school in assessing pupils with the most significant difficulties
- 2.Pupil and School Support Service – specialist teachers who work alongside the SENCO to assess pupils and plan appropriate support
- 3.Communication and Autism Team – who advise the SENCO on strategies to support pupils diagnosed with Autistic Spectrum Disorder
- 4.Sensory Support Service – teachers from this service advise the school regarding pupils with a hearing or visual impairment
- 5.Physical Difficulties Support Service – provide advice regarding pupils with physical needs and disabilities

6. Pupils at the school may also be receiving treatment from services within the National Health Service such as Community Health, Speech Therapy, Occupational Therapy or Physiotherapy. It is the SENCO's role to liaise where possible with these professionals.

8. Families in the local community have access to Children's Centres and Children Services which may also liaise with the school.

8. What training and expertise do the staff at Yorkmead have?

- All teachers at the school are qualified and teaching assistants have at least NVQ level 2.
- Many staff undertake further training to develop their skills across a variety of aspects of school life.
- The school plans a programme of 'Continuous Professional Development' (CPD) which is designed to develop members of staff according to both their needs and the needs of the school.
- A number of the specialist services which support children with SEND within school also provide our staff with training either in school or on courses.

9. Is the school accessible for children with a disability?

- The vast majority of the school site is accessible for children or adults with a physical disability, including wheelchair users.
- The school regularly carries out an 'Accessibility Audit' which can identify any aspects of the school building which needs improvement. We endeavour to make all reasonable adjustments to make the school as accessible as possible for pupils and adults with a disability.
- Whenever children go on an educational visit or are offered an after school club, adaptations are made to ensure that no child is excluded or disadvantaged because of their SEND or a disability.

10. What opportunities do the pupils have to talk about their progress and their needs?

- All pupils at the school from Year 1 upwards have termly opportunities to talk about their progress with their teacher and to agree targets for the coming term.
- We endeavour to ensure that all pupils know who they can talk to if they have a concern. This may be their class teacher or a teaching assistant.
- Children with SEND are encouraged to take part in reviews of their progress by attending the review meetings or by completing feedback forms.
- For some children with complex needs a profile is drawn up in collaboration with the pupil to inform the adults working with them of their needs and preferences.

11. How does Yorkmead support its pupils when it's time for them to move class or to leave the school?

- There are a range of procedures in place to support pupils in their transition to a new class or school.
- The SENCO or class teacher will liaise with feeder schools and often visit a pupil in their current setting before they join Yorkmead. Wherever possible a child and their parents will visit Yorkmead, have a tour of the school and meet their teacher. There are usually parent workshops at the beginning of each year to enable parents to meet their child's teacher and to hear about the routines of the class.
- At the end of each year children have opportunities to find out about their next class. For some SEND children who may need extra reassurance at these times a transition book is made so that they can become accustomed to the coming changes over the summer holiday.
- When a child is leaving us we liaise closely with their receiving school. Most of the local secondary schools will send a member of staff to discuss prospective pupils with their current teacher. Where a Year 6 child has SEND or a disability there are usually additional opportunities to support the transition, through extra visits or activities to familiarise the pupil with their new school and for that school's staff to understand the nature of the child's needs.

12. Who can I speak to if I have a complaint?

- The SENCO is available to talk about any issues. Parents can make an appointment to see her by contacting the school's main office.
- The head teacher is also always willing to meet with parents if they have a complaint or concern.
- Parents are able to refer any unresolved issues to the chair of the Governing Body who can be contacted in writing through the school.
- The Local Authority provides a service for parents of SEND children who need support to resolve problems through The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). They can be contacted by post to : 28 Oliver Street B7 4NX, by phone 0121 303 5004 or email: sendiass@birmingham.gov.uk

13 How can I find out about the Local Authority's 'Local Offer' for pupils with SEND?

- The LA's 'Local Offer' will provide parents with information about all the arrangements and services available throughout Birmingham for children with any type of special need or disability.

www.mycareinbirmingham.org.uk

14. Accessibility

LINK TO ACCESSIBILITY PLAN HERE PLEASE!!