



The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils including LAC, with SEND, which must be updated annually. This Information Report is designed to be accessible for all pupils and parents, and has been presented in clear, bullet headed paragraphs. This report has due regard to the statutory information that needs to be published.

Rationale

The information in this document describes our provision for students with a Special Educational Need or Disability (SEND) and reflects Birmingham's Local Offer which can be found at www.birmingham.gov.uk/localoffer

At Hill West, we strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This report is intended to give you information regarding the ways in which we ensure that we support all of our pupils including those with special educational needs and disabilities, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as our provisions are continually developed and evaluated to meet the diverse and changing requirements of our young people.

How does the school identify and assess special educational needs or disabilities?

When the children join us in one of our Reception classes baseline assessments allow us to identify what children can do and where our teaching needs to take them next. Using Development Matters we plan their learning journey mapped out against what children of their age can typically do. Regular observation and on-going informal and more formal (as the children progress through the school) assessment enables us to establish who might require targeted wave 2 and specialist wave 3 interventions. In addition, as the term progresses and at regular intervals throughout key stages 1 and 2, teaching and support staff are asked to discuss in pupil progress meetings any pupil who is not making expected progress or whom they have particular concerns about. At this point a conversation will take place with parents/carers to discuss options and strategies available to ensure the most appropriate support mechanisms are agreed and implemented

How does the curriculum support the diverse needs of our pupils?

High expectations about high quality teaching and precision planning is embedded amongst staff and the application of a differentiated and personalised approach to learning is at the heart of school improvement. Throughout the year, teachers and teaching assistants are kept abreast of new initiatives through continual professional development delivered by the school's SENDCo, specialist guest speakers and through our collaborative work as part of the ATLP. At Hill West school all staff are required to complete annual safeguarding and health and safety training and policy reading. Specific SEND training is also regularly scheduled with all staff receiving AET Tier 1 Autism awareness



training and key staff undertaking Tier 2 and Tier 3. Further training to ensure wave 2 and 3 interventions are also effectively delivered has also taken place with Teaching Assistant's achieving accreditation. We have worked with Relax Kids to enhance our awareness of mental health well-being and have developed the skill-set and approaches used by our leadership team. Mindfulness is also an accredited course that our Assistant Head and a member of support staff have undertaken as another well-being medium in supporting pupils and staff at Hill West and across our Trust.

In school we assess whether a young person has a special educational need or disability in different ways. Some of these may include;

- Observations
- Teacher feedback
- School based test results
- Information from parents / carers
- Information from the young person
- Specialist assessments carried out by outside agencies working in collaboration with the school (with parent/carer consent)
- Transition information
- A specialist external report from an education, health or social care professional

A person centred approach is then used in consultation with parents and outside agency specialists in the form of a graduated cycle to underpin the provision and interventions required;

Wave 1 (universal support); This includes quality inclusive teaching, which takes into account the learning needs of all pupils in the classroom. It requires teachers to provide differentiated work and create an inclusive learning environment.

Wave 2 (universal plus / targeted intervention – school support); This includes specific, additional and time-limited interventions that are provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often designed to support a group of pupils with similar needs and targeted interventions are generally focused on literacy, numeracy and social / emotional development. Pupils on a wave 2 intervention are identified as having “SEN support” and we signify this to staff as ‘k’ code as outlined in the SEND Code of Practice 2014.

Wave 3 (additional needs / specialist intervention - statement / Education Health Care Plan); This includes specialist provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable pupils to achieve their potential. Pupils receiving a wave 3 intervention and / or specialist external support on a 1:1 basis are identified as having high focused “SEN support”. Students may (if not already in receipt of) need to undergo a holistic statutory assessment of their needs which may result in an Education Health Care Plan being agreed and issued by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly documented through the graduated cycle – this usually takes at least two academic terms to evidence.

Education Health Care Plan; A small minority of pupils may join our school with an EHCP or require a Local Authority statutory assessment of their needs having received support through the above graduated approach. The holistic and person centred plan will clearly outline the very specific areas of special educational need and / or disability a pupil has, the support they require and the short /



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long term desired outcomes. The plan is reviewed at least annually and at this point feedback is obtained from the young person, significant people in their lives, teachers and external professionals involved in their care and education so that the impact of provision can be measured and new targets set. For further details regarding this process, information can be found at; www.birmingham.gov.uk Assessment of needs section.

What are the interventions / provisions / adaptations available to support students with SEND?

The list below is an example of the various wave 2 and 3 provisions available to our students as part of the graduated approach:

Cognition & Learning	<ul style="list-style-type: none"> • Learning Continua • Reading programme i.e. Toe By Toe / Floppy's Phonics • Spelling programme i.e. Word Wasp • Precision teaching • Colour overlay – visual stress • Access to an ICT device for extended writing Shared access to in class support • Subject specific intervention groups • Referral / assessments – Pupil & School Support
Social Emotional and Mental Health	<ul style="list-style-type: none"> • Learning Continua • Mindfulness • Counselling • Mentoring • Child and Adult Mental Health Service – Forward Thinking Birmingham Referral to Community Paediatrics
Speech Language and Communication Needs	<ul style="list-style-type: none"> • Learning Continua • Speech and language – Vocab group • Personalised 1:1 programme • Access to a Speech and Language Therapist
Sensory / Physical Impairment	<ul style="list-style-type: none"> • Learning Continua • Individual resources / aids as guided by specialist sensory support teams • Reasonable adjustments made to timetable • Referral to Paediatric, Occupational or Physiotherapy • Sensory profile



How do we report and feedback to parents / carers?

All pupils will receive progress reports throughout the school year having undergone assessments and knowledge checks detailing their attainment, effort and achievements from across their subject areas. Should teachers, Phase Leaders or parents have any interim concerns, home to school contact is essential to swiftly intervene and identify appropriate support / ways forward. Parent/carers also have the opportunity to contribute to their child's learning targets through termly pupil learning profiles. Formally this is done in line with consultation evenings and review meetings however, should information need updating this can be done at any given time in order to keep teachers informed of how best they can support students. A copy is also posted home prior to parent's evenings for consideration and annotated amendments.

Our Inclusion Team

Our Inclusion Team consists of our school SENDCo and our Phase One leader– Mrs Rebecca George, our Phase Two Assistant Head; Mrs Jaimey Thomas, our Phase Two Assistant Head and Dr Rhian Warrack, our Phase 3 Deputy Head. Where necessary assessment, advice and guidance is also sought from our external agencies;

- Communication & Autism Team
- Pupil & School Support Services
- Speech and Language Therapist
- Educational Psychologist
- Forward Thinking Birmingham

As an Academy Trust our SENDCos and inclusion teams also value working collaboratively to share best practice and develop expertise.

How are students with special educational needs and disabilities supported with their phases of transition?

During the summer term, prior to admission in Reception, our inclusion team work collaboratively with the early years staff to visit our partner nursery schools so that information can be shared, parents can be met with and additional visits can be arranged for pupils with SEND that require additional support in preparation for transferring to school. For children that have an EHCP or require specific transition support, additional sessions are scheduled throughout the summer term offering parents and their children the opportunity to familiarise themselves with Hill West, key staff and the provisions available.

How are parents / carers of children with special educational needs or disabilities involved in the education of their child?

At Hill West Primary School we have an open door policy for parents/carers. We want all parents/carers to be involved in the education of their child as young people learn best if there is a strong partnership between home and school with regular opportunities for honest and open



communication. Our SENDCo or a representative from the Inclusion team is available at all parent consultation events and can be contacted by telephone / email should an individual query or meeting be required.

How are students with special educational needs or disabilities involved in their own education?

Pupil voice is also recognised and valued at Hill West. We use person centred tools and approaches to ensure that our pupils are actively involved in their review meetings and decision making regarding their support and provision. We have a school culture that promotes pupil leadership with all pupils having the opportunity to raise their views via our school council or directly to their class teacher. Our school also collects pupil and parent voice at timely intervals throughout the year via questionnaires to enhance our systems, practices and events.

How is SEND provision evaluated?

Both our school provision and external support for pupils with SEND are regularly monitored. This is embedded within the Trust's and whole school quality assurance and performance management cycles, and is integral within our regular teaching and learning review systems, data collections and half termly Academy Class Profiles. Findings are then actioned and closely monitored by the school based SENDCo and Senior Leadership Team.

How do I contact the Special Educational Needs and Disabilities Co-ordinator?

In the first instance should a parent / carer have a query they would like to raise regarding their child's special educational need or disability we ask that they make contact via email or telephone to our school based SENDCo. A face to face meeting can also be arranged via email, telephone or through our school receptionist at a mutually convenient time.

Hill West School SENDCo

Mrs Rebecca George

0121 3085392

enquiry@hillwest.bham.sch (mark for the attention of Mrs Rebecca George).

How are complaints dealt with?

Parents/carers who are concerned about the provision being offered to their child should first of all speak to the school SENDCo. If a parent / carer is unhappy about the resolution of their complaint or if it is of a more serious nature, then this should be raised with the Head Teacher. The complaints procedure can be found on the school's website or can be requested from our school reception.



Who are SENDIAS and how can they support and advise parents/carers and young people?

SENDIAS Service aims to:

- provide information, advice and support to children and young people up to the age of 25 with SEND
- provide information, advice and support to the parents/carers of children and young people up to the age of 25 with SEND
- provide impartial advice about matters relating to SEND, including issues relating to health and social care
- offer support to parents/carers and children and young people with SEND in participating in decisions made about the child/young person's education, health and social care

Birmingham SENDIAS Service

Telephone: 0121 303 5004

E-mail: sendiass@birmingham.gov.uk

Website address is <http://www.birmingham.gov.uk/sendias>