

## Highters Heath Community School SEND information report

The school	HHCS has an inclusive practice and we work in partnership with children, parents and agencies to provide the best possible outcomes for the pupils at our school.
What type of SEN does the school provide for?	<p>We are a mainstream school that provides additional support for pupils who present with a special educational need or disability. The 2014 SEN code of practice categorises need into the following areas:</p> <ul style="list-style-type: none"> <li>● Cognition and Learning</li> <li>● Communication and Language</li> <li>● Social, Emotional and Mental Health</li> <li>● Sensory and Physical Needs</li> </ul>
How does the school identify and assess pupils with SEND?	<p>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.</p> <p>Class teachers make regular assessments of progress for all pupils and identify those whose progress;</p> <ul style="list-style-type: none"> <li>● is significantly slower than that of their peers starting from the same baseline;</li> <li>● fails to match or better the child's previous rate of progress;</li> <li>● fails to close the attainment gap between the child and their peers.</li> </ul> <p>Provision will be adapted for a child who meets any of these criteria and if deemed appropriate, they will be recognised as having a special educational need and specific provision will be identified.</p>
How does the school make provision for pupils with SEND and monitor their progress?	<p>Wherever possible, pupils with a special educational need are taught alongside their peers. In order to allow them to access the curriculum they may be supported in a number of different ways including;</p> <ul style="list-style-type: none"> <li>● pre and post tutoring;</li> <li>● differentiated resources, activities and expected outcomes;</li> <li>● small group or 1:1 support in lessons.</li> </ul>

	<p>In addition, pupils may require additional, targeted intervention, focusing on specific areas of need. These are normally delivered in addition to the core curriculum, away from the whole class teaching, either in a small group or 1:1</p> <p>Pupils with an identification of a special educational need will have an individual education plan (IEP), detailing expected outcomes and provision, or a one page profile detailing their strengths and difficulties and how best to support them. Some pupils will have both of these documents to support them in school. These are subject to ongoing review but are formally reviewed with the SENDco termly alongside the voice of the pupil.</p> <p>Pupils who require support with their social and emotional mental health will receive intervention from the school's learning mentor who is also part of the pastoral team. He and the SENDCo will discuss the progress of these pupils at pastoral team meetings.</p> <p>Pupils with a physical disability are included in all aspects of school life and adjustments are made to allow them to contribute and take part.</p>
<p>Who is the school's Special Educational Needs and Disability co-ordinator and how can I contact her?</p>	<p>Mrs Fiona Lindsay</p> <p>Phone: 0121 464 2459</p> <p>e-mail: <a href="mailto:f.lindsay@hightersheath.co.uk">f.lindsay@hightersheath.co.uk</a></p>
<p>What SEND expertise is available to support my child?</p>	<p>The school SENDCo has been in post for 6 years and has achieved the National Award for SEN co-ordination.</p> <p>School staff receive appropriate training to allow them to support pupils with special educational needs as part of their high quality teaching. In addition, teaching assistants receive training to allow them to deliver specific targeted interventions such as precision teaching and cued spelling.</p> <p>School also work with the following key agencies to provide support for pupils with SEND:</p> <ul style="list-style-type: none"> <li>● Pupil and School Support</li> <li>● Communication and Autism Team</li> <li>● Educational Psychology</li> <li>● Soundswell Speech and Language Therapy Services</li> <li>● Physical Difficulties Support Service</li> </ul>

	<ul style="list-style-type: none"> <li>• Sensory Support Service (Hearing and Visual impairment)</li> <li>• Child Development Centres</li> </ul>
How are equipment and facilities to support pupils with SEN secured?	Teaching staff adapt resources and equipment to support the specific needs of pupils with SEND. Where additional resources are required, these are funded through the school's notional SEN budget, or for those pupils with more severe levels of need through higher level funding. School also uses part of its budget to buy agency support such as Educational Psychology and speech and language therapy.
How do you consult with parents of pupils with SEND and involve them in their child's education?	Parents are involved in every stage of provision for their child. They will be notified of concerns about progress and/or attainment at the earliest opportunity to ensure these are addressed quickly. They are invited to attend regular review meetings with the SENDCo and she is also available to discuss any concerns that parents may have about their child. Copies of IEPs are sent home so that parents are aware of the targets their child is working on.
How do you consult with pupils with SEND and involve them in their education?	Pupil voice forms an important part of their provision. Depending on the age of the child involved, pupils will be asked to review their own targets with an adult who knows them well, and to consider what the next steps in their learning should be. Older pupils with an Education, Health and Care plan or those with more complex needs may be part of a person centred review.
Who should I contact if I want to make a complaint?	<p>We hope you will not need to make a complaint but if you are unhappy about something, the first point of contact should be your child's class teacher who is always available at the end of every school day. In addition, our SENDCo and Learning Mentor are available to talk through any concerns you may have. If you are not satisfied that your concern has been addressed, then you may speak to the headteacher at any time. If your issues are still not resolved, you may speak to any of our governors.</p> <p>The Birmingham Special Educational Needs &amp; Disability Information, Advice and Support Service (SENDIASS) offers impartial information, advice and support on all matters relating to SEND. They can be contacted on 0121 303 5004</p>
How will the school support my child when they move to a new school?	When pupils with SEN leave our school at the end of key stage 2, careful transition is planned to allow them to manage the move as smoothly as possible. The year 6 class teacher and the SENDCo meet with staff from secondary schools to share information about pupils and decide on individual transition needs. Some pupils require no additional support with this move, but others may be

	<p>offered additional visits or a person centred review with primary and secondary school staff.</p> <p>If a pupil with SEN leaves our school to attend another setting before the end of year 6, we will share all the information we have on that child's needs with the new school.</p>
Where can the LA's Local Offer be found?	<p>The Birmingham Local Authority provides all parents with access to information about how they can meet their child's special educational need or disability. This can be found at <a href="http://www.birmingham.gov.uk/localoffer">www.birmingham.gov.uk/localoffer</a></p>