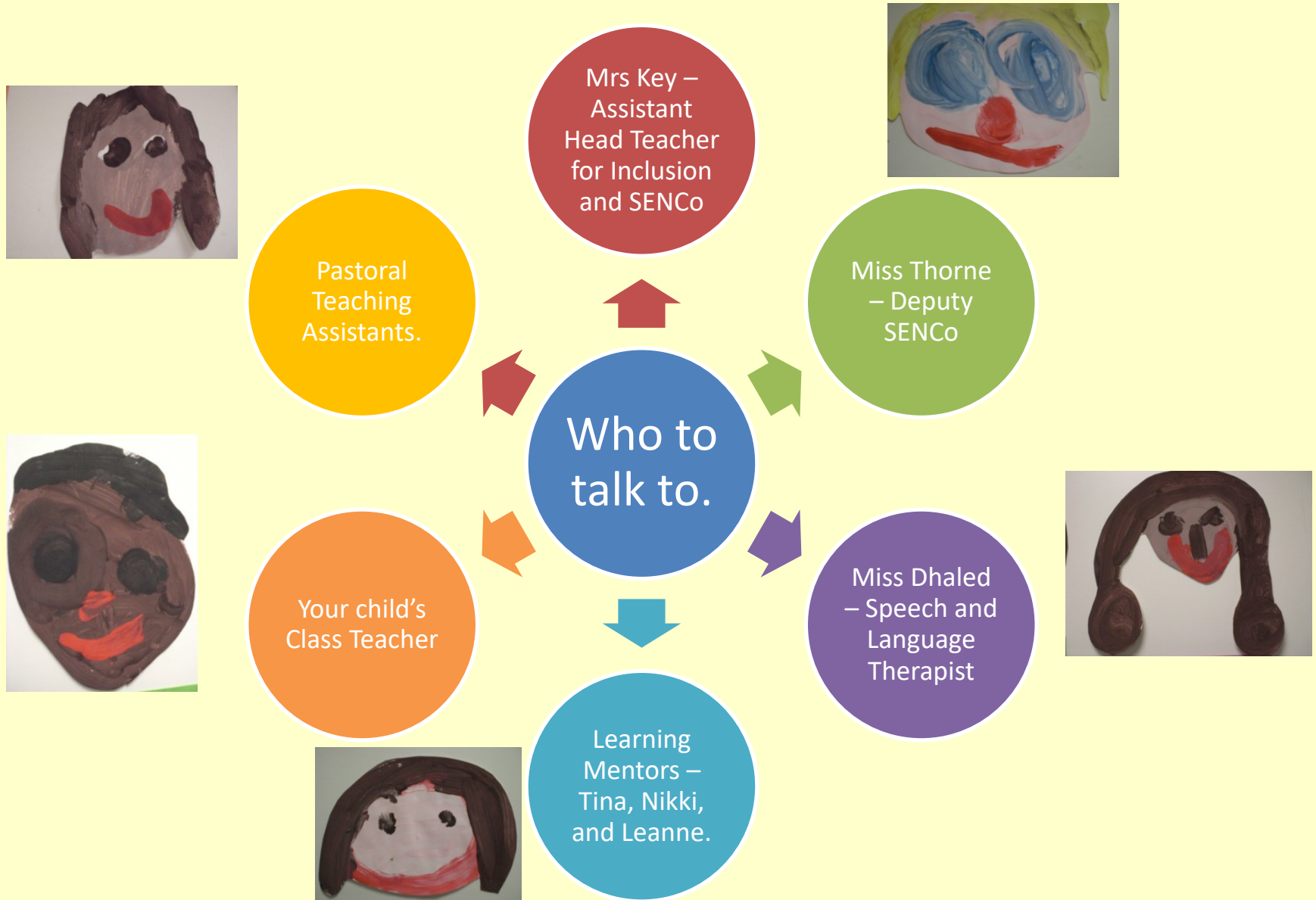


# 1. Who are the best people in the school to talk to if I have a concern about my child?



## Pastoral Teaching Assistants



Ensure children are handed over safely to parents.

Help with any concerns.

Pass on messages to appropriate people.

## Class Teachers



Responsible for the progress of children in their class and spotting children who may need extra help.

Adapt planning to meet the needs of the children.

Set targets for children with parents' support.

Plan for group interventions.

## Learning Mentors



Emotional and social support.

Working with children to improve behaviour and social skills.

Helping families to find services that can support them with issues including school, home, housing, health and bereavement.

## Speech and Language



Demi helps children with:

Speech sound.

Understanding what someone means when they are talking.

Communicating with other people.

Putting words together to make a sentence.

## Inclusion Team



Writing and reviewing Special Educational Needs and Disability policies.

Arranging support in school and from outside agencies.

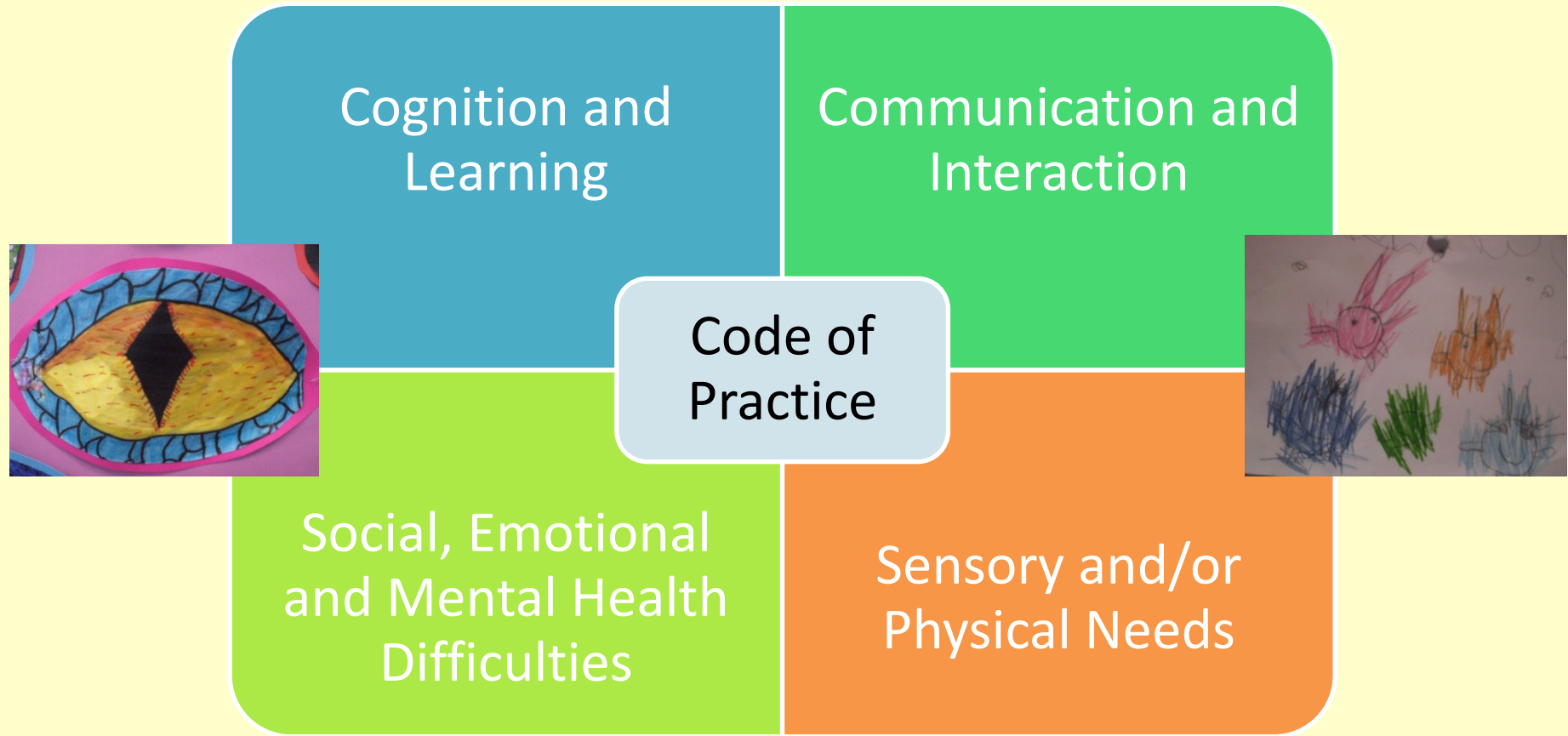
Ensuring parents are involved in their child's learning.

Meeting with outside agencies.

Providing training for staff.

**Who is here to listen and help you and your family?**

## 2. What kinds of Special Educational Needs does the school make provision for?



### Cognition and Learning

- Some children find learning more difficult than others. They may need:
- help to break down new learning into smaller pieces of information.
- more time to think about their answers and learn new things.
- information to be repeated and put in different ways.
- help to remember information during a lesson.
- whole class, small group and/or individual support.

### Communication and Interaction

- Some children may need help to play and talk to other children and adults. They may need help:
- to understand what others are saying.
- with talking and listening to others.
- with how to say words and sounds.
- to cope with new things like different sounds, smells and school life.
- with change and how to deal with it.
- to understand the meaning of new words, especially in their learning.

### Social, Emotional and Mental Health Issues

- Some children will find it difficult to manage their behaviours and cope with their feelings. They may need help to:
- understand and follow school rules.
- understand dangers and keep themselves and others safe.
- listen to and follow instructions.
- understand and manage their feelings.
- make and keep friends.

### Sensory and/or Physical Needs

- Some children with disabilities can find it difficult to move round the school safely and may need specialist help with their learning: They may need:
- help with their sight and/or hearing.
- help with moving around the school building.
- specialist equipment such as wheelchairs, walking frames, hoists and seating.
- changes to the curriculum such as adapted PE equipment and different ways of recording writing.
- Help with medical needs and medication.

### 3. How will Blakesley Hall Primary School know if my child needs extra support and how will they let me know?



#### 4. How does Blakesley Hall Primary School know if my child is making good progress?

At Blakesley Hall Primary School we use a whole school tracking system called 'OTrack'. Using this we can find out what children have learnt and their next steps.

For children with Special Educational Needs we use the Birmingham Access to Education Language and Literacy Continuums and Maths Continuum to help us show the small learning steps made.

Based on these continuums we then create Individual Target Plans to show next steps in learning.

## 5. What level of support is there for my child at Blakesley Hall Primary School?

### Universal Support

This is support within the classroom:

- Changes to lessons and the classroom environment.
- Additional adult support.
- Providing extra resources such as task boards, social stories, pencil grips, sloping boards.
- Using visual aids such as pictures or objects.
- Using technology and apps to support learning.

### Targeted Support

This is additional learning outside the classroom:

- Intervention Groups. This is where children are taught in small groups at a pace that suits their needs.
- Lead Autism Specialist. They offer advice to class teachers to support children with Autism within the school.

### Specialist Support

This provides a high level of support often involving outside agencies:

- Nurture Group. This is a small group that runs mornings and afternoons with two highly trained members of staff. Its for children with severe emotional and social difficulties.
- Speech and Language.
- Relevant outside agencies.

## 6. What additional help is available for my child from outside agencies?

### Educational Psychology Service

- School have an Education Psychologist who works with children who have complex needs.
- Parental consent is required.

### Pupil and School Support Services

- School have a PSS Teacher who supports children with learning difficulties and who are working below the expected level for their age.
- Parental consent is required.

### Physical Difficulties Support Service

- This service works with children with a range of physical difficulties such as cerebral palsy.
- Parental consent is required.

### Communication and Autism Team

- This team works with children with a diagnosis of Autism and/or those with significant communication and social interaction difficulties.
- Parental consent is required.

### School Nurse Team

- This service work with children and parent with a range of medical conditions such as allergies, asthma, toileting, epilepsy and unmet medical needs..
- Referrals can be made by school or by parents.

### Behaviour Support Service

- The City of Birmingham School (COBS) support children with Social, Emotional and Mental Health needs.
- Parental consent is required.



## Physiotherapy

- A physiotherapist works with members of staff to show them how to carry out exercise plans with identified children.
- They will create care plans to support staff lifting and moving vulnerable children.

## Family Support Workers

- Vulnerable families can be referred to Children's Services who will then allocate a Family Support Worker based on need.
- Family Support Workers will support struggling families both at home and at school.

## Shelter

- School can make a referral to Shelter if a family is facing homelessness or living in bad housing.
- Parental consent is required.

## Occupational Therapy

- Children will need to be referred to Occupational Therapy by the hospital or doctor.
- A therapist will come into school and support children with physical needs.

## Forward Thinking Birmingham

- They support children with Emotional and Mental Health needs.
- Referrals can be made by parents, older pupils and school.

## 7. What training do staff at Blakesley Hall Primary School receive to support children with Special Educational Needs?

### All staff

- Epi-Pen Training
- Asthma Training
- Epilepsy Training
- Level 1 Autism Training
- Inclusive Teaching (differentiation)
- Target Planning
- ADHD awareness

### Identified staff

- Paediatric First Aid Training
- Safe Moving and Handling Training
- Diabetes Training
- Inclusive P.E.
- Care and control.
- Autism Level 2 and 3
- Evac-chair training
- Fine and Gross Motor Support

## 8. What extra-curricular activities are available at Blakesley Hall Primary School?

Choir

Sports



We include all children with Special Educational Needs in every area of school life.

Visits/  
Trips

Music

Drama

Art

Sometimes we may need to ask for advice to do this. This will involve you, your child and relevant outside agencies.



## 9. How will my child be supported when they start, move through and finally when they leave Blakesley Hall Primary School?

### Starting

- You will be offered a zoom meeting or telephone call with your child's new class teacher and/or the Inclusion Manager.
- If your child is starting in Reception a member of staff will contact you via a telephone call or zoom meeting. Your child will also receive a welcome booklet.
- All new children will have a class buddy from their bubble, who will help them at playtimes and lunchtimes and show them around school..
- At the beginning of the school year, the new Reception children will be supported at dinnertimes by their class teacher and Teaching Assistant.

### Moving through

- At the end of each year children with Special Educational Needs and/or Disabilities take part in small transition groups. In these groups children will talk about their new classes and year groups. They can discuss things they are looking forward to and things which could be worrying them.
- As the children move between year groups they will have a booklet which shows who their new teachers will be and the rooms they will be working in.
- Children with Autism will also have a One Page Profile which tells the new member of staff the things they like to do and the things that can upset them.

### Leaving

- We will support all children as much as possible to make the transition to a new school as easy as possible.
- For those children moving to secondary schools, the Inclusion Manager will set up meetings with their new school to hand over notes and to talk about your child. Additional visits may be arranged to make sure your child feels confident to go to their new school.
- If a child leaves before Year 6 and we know the school they are moving to we will speak to key staff at the new school and forward on any information.

## 10. How are parents and children with Special Educational Needs involved in their school life?

### Children

- Where applicable children are involved in producing their One Page Profiles to help them and their teachers understand their needs.
- We have visual timetables to help children understand what they have to do.
- To help involve children in reviewing their needs we have Person-Centred Trained staff.
- Where appropriate children are involved in assessing their learning and needs and personalising the curriculum where needed.

### Parents

- Attend regular meetings with class teacher and/or SENCo.
- Parents are asked to participate in review meetings and contributing to the discussion.
- Parent drop in sessions.
- Complete communication logs and add to One Page Profiles.
- To speak to relevant staff about any concerns or issues that may arise.
- To work together to provide the best care for your child.

## 11. How accessible is Blakesley Hall Primary School for children with SEND?



We have lift access to the first floor.

We have wide open corridors for wheelchair access.

We have ramps where needed.

We have low ceilings which help children with hearing impairments.

We have three disabled toilets around school.

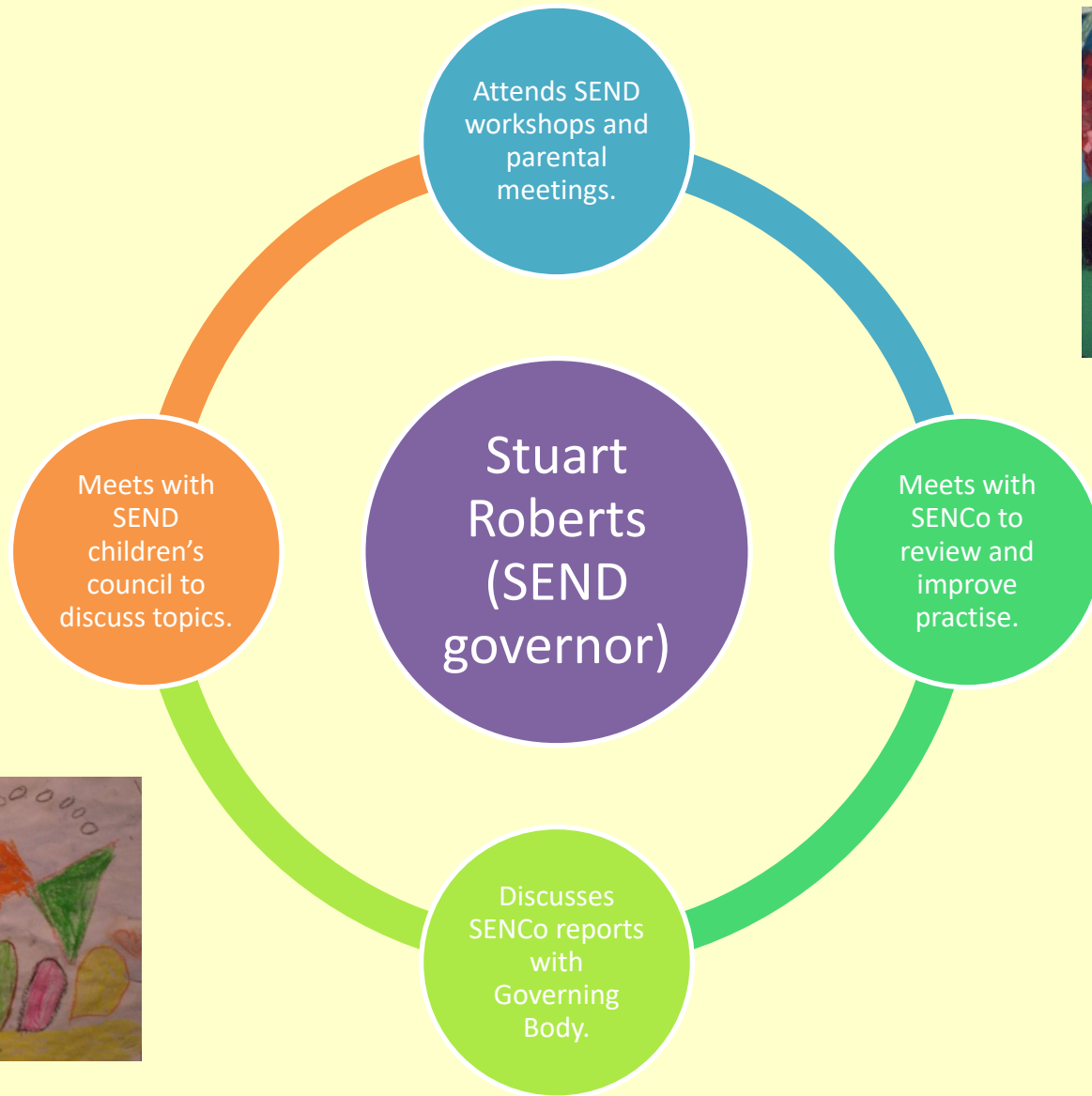
We have two Evac Chairs and a hoist to support children with physical difficulties.

We do not have any washing facilities for changing children.

We have limited vehicle access to the school.

Parking close to the school can be an issue.

## 12. How does the governing body support school?



13. As a parent of a child with Special Educational Needs what do I do if I need to complain and how will it be dealt with?

Class  
Teacher

- This is the first person to speak to.



Inclusion  
Team

- [send@blakesley.bham.sch.uk](mailto:send@blakesley.bham.sch.uk)



See school  
Complaints  
Policy and  
Procedure

- <http://www.blakesley.bham.sch.uk/pdfs/policy-complaints.pdf>



## 14. What parents say about us?

I find the school's SEN department very supportive and helpful. They take my child's individual needs into account and involve me in every step.

My child is well looked after in the school.  
All staff members really understand his needs.  
I am very pleased with the service.

Blakesley Hall is an excellent school for children with special needs. You can see that the Head Teacher, SENCo and staff are passionate about their school and pupils. I can see all the work they are doing for my daughter who has complex needs. The communication has been excellent. Children are treated as individuals and progress is monitored well. I am happy that my daughter attends this school.



## 15. What our children say about us?

Good because you help  
with medical problems.  
My old school didn't do  
that.

(Year 6 pupil)

I like school. Miss Masters  
and Miss Blake help me to  
be kind. They help me with  
my work.

(Year 1 pupil, who attends Nurture  
Group)

The teachers are nice. I  
like going to the  
Learning Mentors' room  
at lunchtimes because I  
get to play and make  
new friends.

(Year 5 pupil)

School is amazing!  
We get to learn new  
things. We have a  
lift so I can get  
around the building.

(Year 3 pupil)

16. Where can I go for further information?

## Birmingham Local Offer

[www.localofferbirmingham.co.uk](http://www.localofferbirmingham.co.uk)

As above – Birmingham are changing to this website.



## Special Educational Needs and Disability Information and Advice Service (SENDIAS)

[www.birmingham.gov.uk/send](http://www.birmingham.gov.uk/send)

This service provides legal advice and support for parents, children, young people with Special Educational Needs and Disabilities.

## Access to Education

<http://accesstoeducation.Birmingham.gov.uk>

Provides information about the Outside Services in Birmingham including Pupil and School Support Service, Educational Psychologists and the Communication and Autism Team.



## Autism Education Trust

[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

Information on Autism including Kids Zone and The Den.



## The Communication Trust

[www.thecommunicationtrust.org.uk](http://www.thecommunicationtrust.org.uk)

Information for parents and resources to support children with Speech and Language and Communication problems.

# Shelter

<http://england.shelter.org.uk>

Information and advice on how Shelter helps people and families struggling with bad housing or homelessness through their advice, support and legal services.



# SEND Code of Practice

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Guidance on the Special Educational Needs and Disability system for children and young people aged 0 to 25.



# Summary of the Children and Families Act

[www.safeguardingchildren.co.uk/resources/summary-children-families-act-2014/](http://www.safeguardingchildren.co.uk/resources/summary-children-families-act-2014/)

This summary outlines the key changes the Act makes to the safeguarding and child protection system and services for children and their families.

# Equality Act

[www.gov.uk/equality-act-2010-guidance](http://www.gov.uk/equality-act-2010-guidance)

This legally protects people from discrimination in the workplace and wider society.



# Children's Advice and Support Service (CASS)

[www.birmingham.gov.uk/child-protection](http://www.birmingham.gov.uk/child-protection)

CASS is used in Birmingham to access support, advice, information, report a concern about a child and make contact with their allocated Social Worker.



# Forward Thinking Birmingham

[www.forwardthinkingbirmingham.org.uk](http://www.forwardthinkingbirmingham.org.uk)

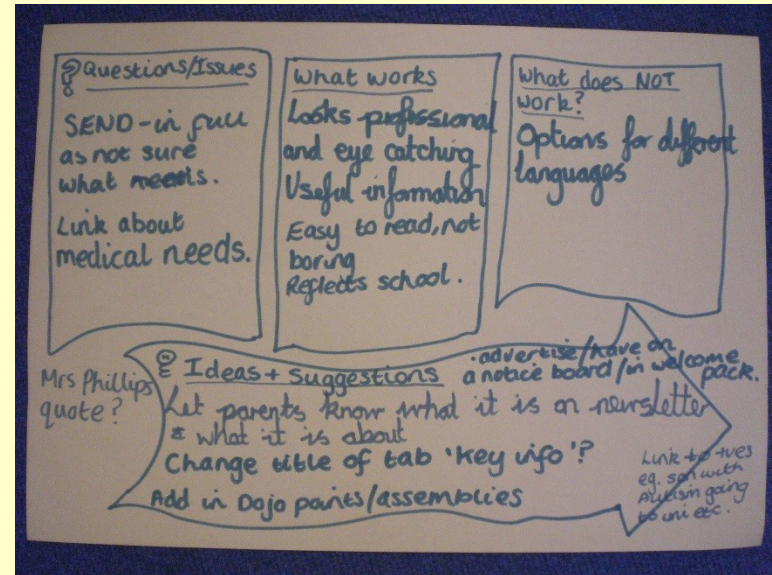
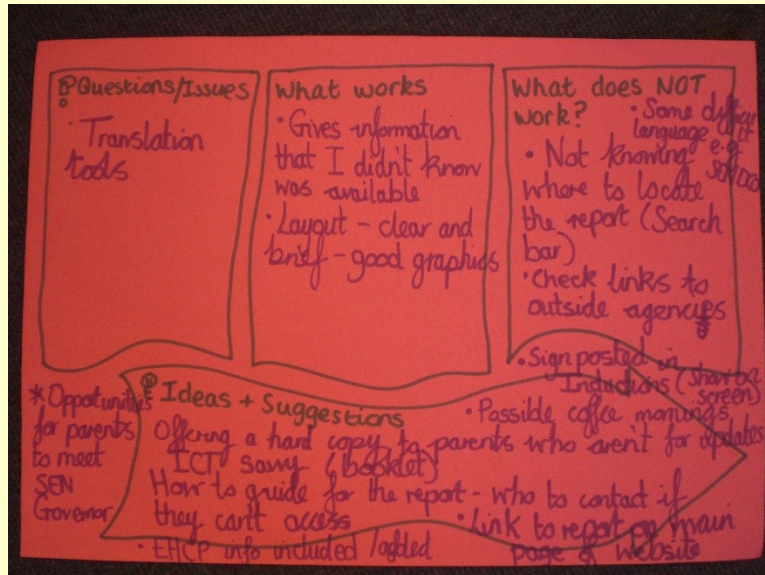
This is the Mental Health Service in Birmingham for 0-25 year olds.

## 17. A quote from our Head Teacher...

At Blakesley Hall we have always made sure that pupils' individual needs are addressed as fully as we are able. I believe that ALL children are lovable and capable. The provision we make for our pupils with special educational needs or disabilities comes from this belief. The SEND team have a passion to seek the very best for children who have additional learning needs and I am proud to have such passion and expertise working with the children here. Parents/carers should be assured that we will do all that we can to make sure that your child is equipped to be a successful and contributing citizen of Birmingham, we will make sure that they will enjoy their learning and be able celebrate all of their achievements whatever they may be.



## Parent views from discussions



Gives information that I didn't know was available.

Looks professional and eye catching.

Layout is clear and brief with good graphics.

- Can we have the report available in different languages?
- Not knowing where to locate the report, maybe change the tab title from 'Key Information' or make a separate tab for Special Education Needs and Disability ensuring it is written in full without abbreviations.
- Offer hard copies for parents without access to the internet.
- Provide copies or access through the welcome pack and inductions.
- Coffee mornings for updates.
- Include information on Education, Health and Care Plans.
- To include a quote from the Head Teacher.
- Make links to medical needs.
- Advertise that the report is available e.g. through newsletter, have on notice boards etc.
- Link to success stories of young adults/famous people who have succeeded in life despite having some kind of special need.