

SEN INFORMATION REPORT FEB 2021



School remains open to children of key workers, vulnerable students and or those with an EHCP, where appropriate. If your child has an EHCP, then please discuss appropriate provision/attendance in school directly with the SENDCO (Jane Barrow or jbarrow@drbignitemat.org). A risk assessment will then be completed to ensure safe provision can be offered. For all other enquiries, please contact the school office on 0121 464 4255.

The SENDCO and TAs are in contact with students with an EHCP (on a weekly basis). If a parent has a concern, they should discuss it with their assigned keyworker in the first instance either via phone or email. Risk assessments will be completed for all EHCP students currently on roll and will be overseen by the SENDCO and or assigned keyworker.

Annual reviews will be held either via the phone or an appropriate group call service which may include video call option such as Teams. Further reviews will of course be available should significant adjustments to an EHCP be required upon return to school.

Once we return to a more typical school day, the following arrangements will stand:

1. What is SEND?

SEND stands for Special Educational Needs and/or Disability and has a legal definition. Children with SEND may have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. At Jervoise School we are committed to ensuring that all pupils, regardless of their specific needs, make the best possible progress in school.

SEND students may require additional support and/or resources when completing learning tasks at school. Provision can be considered to fall under the following four broad areas:

- Cognition and learning for example, Moderate Learning Difficulties (MLD) and Literacy and numeracy difficulties.
- Social, emotional and mental health for example, pupils that have difficulty regulating their social interactions or emotions
- Communication and interaction for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language Difficulties.
- Sensory and/or physical for example, visual impairments and hearing impairments or physical difficulties

2) How does the school know if my child has SEND and what should I do if I think my child has SEND?

We recognise that identifying SEND is very important here at Jervoise School and use a variety of different ways to assess whether a child has special educational needs. Some of the ways we identify SEND include:

- Observations.
- School based test results.
- Information from parents and carers.
- Information from the child or young person.
- Specialised assessments carried out by members of the school's support services.
- Information from previous schools or settings.
- Results from end of key stage assessments.
- Discussions with adults who work with the child or young person.

If you are concerned about your child please do not hesitate to speak with their class teacher or our Special Educational Needs Co-ordinator (SENDCo) Mrs Jane Barrow.

3) What does your school offer for SEND pupils?



At Jervoise School we follow guidance given to schools in the SEND code of practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Examples of general class-based provision include:

- Teachers changing what they are teaching or the way they teach to help the child or young people learn more with the rest of the class.
- Extra support being given in a small group by an adult to help the child or young person learn the things they are finding difficult.
- Extra support being given to the child or young person by an adult for a short time during the day to support their learning skills. Usually an expertly trained Teaching Assistant.
- Setting up Individual Education Plans to help show what the child or young person needs help with.
- Teachers using support programmes especially made to help the child or young person to build communication and interaction skills.
- Teachers using things in the classroom to help the child or young person understand or deal with things that are happening (for example visual timetables, task boards or social stories).
- Teachers seeking advice from professionals and specialist staff trained in school to give advice to adults working with the child or young person.
- Adaptations to the school environment where possible including specialist equipment such as hoists, sloping boards etc.

Our more unique provision at Jervoise School includes:

Teaching Assistants that are trained practitioners, working with students individually or in small groups.

At Jervoise School we have a Learning Mentor Miss Perrow.

Other important questions you might have:

How do the school know how much progress is being made by pupils with Special Educational Needs?

All children's progress, including those children or young people with special educational needs, is tracked using the school's assessment tracking system Insight Tracker. All pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests. In Birmingham we also have access to the Birmingham Language and Literacy and Maths toolkits which support assessment when a child or young person is making small steps of progress. We use these to assess all of our SEND students termly. In addition, for children or young people with special educational needs we also set individual targets that are reviewed at least three times a year. This helps the school to monitor how well interventions are working. The progress each child is making is discussed at pupil progress meetings with the class teacher and Inclusion Team; plus, with parents at review meetings.

What extra-curricular activities can a pupil with Special Educational Needs access at school?

All children have access to our extra-curricular activities. Where appropriate and possible, adjustments will be made to ensure all children and young people with special educational needs are fully included in these activities.



Does the school have a Special Educational Needs Co-ordinator? If so who are they and how can someone get in touch with them?

Our school has a Special Needs Co-ordinator (SENDCo.) Her name is Jane Barrow.

If you would like to talk to her then you can come into the office or telephone to make an appointment on 0121 464 4255

What training do the staff in school have in relation to pupils with Special Educational Needs?

In our school we believe that all staff should be involved in supporting pupils with special educational needs and so we make sure that staff have the appropriate training. Various staff have been trained for different aspects of special educational needs.

How do the school get more specialist help for pupils if they need it?

Specialist Help that we have access to at Jervoise School:

Agency or Service	Who they work with?	How school can get in contact with them?
Communication and Autism Team (CAT)	Children or young people who have a diagnosis of Autism or communication difficulties. They will also provide support for families of children or young people with these difficulties	School have an allocated worker who they will contact after a parent or carer signs a referral form
Educational Psychology Service (EPS)	Children or young people with more complex needs. An Educational Psychologist will always be involved with a child or young person who is referred for an Education, Health and Care Plan.	School have an allocated professional who they will contact after a parent or carer signs a referral form
Physical Disability Service (PDS)	Children or young person with physical difficulties which impact on their access in the school setting.	School can contact for support and advice and an allocated worker who they will contact after a parent or carer signs a referral form
Pupil and School Support (PSS)	Children or young people who are working below the levels expected for their age. A Pupil and School Support Teacher will also work with staff	Pupil and School Support teachers regularly visit schools. School will let parents or carers know if they need to work with the child or young person

Agency or Service	Who they work with?	How school can get in contact with them?
	in schools offering support, advice and training.	
Sensory Support Service (SSS)	Children or young people who have particular sensory needs such as visual or hearing difficulties where access to the usual school environment is effective.	Pupils are usually referred following a medical diagnosis, however school can phone them for further support and general advice.
Traded Speech and Language Therapy Service (SALT)	Children or young people with a high-level speech and language difficulties.	School pay additionally for the needs of children in mainstream. The family doctor can also refer if needed.
Occupational Therapy	Children or young people with physical difficulties that require regular exercises to support fine or gross motor skills.	Pupils are usually referred following a medical diagnosis, however school can phone them for further support and general advice.
School Nurse	Children or young people with medical needs particularly where medication is needed.	School can fill in a form which parents or carers sign to refer to our allocated School Nurse. School can phone them for further support and general advice.

How are parents of children and young people with Special Educational Needs involved in the education of their children?

Pre Covid, school had an open-door policy to parents ensuring we are always approachable, so parents feel involved in the education of their child. Please call if you have any concerns.

In addition, our school aims to regularly involve parents in the education of their child through a variety of different ways including:

- Regular meetings with SENDCo, class teacher and/or support staff.
- Target setting so parents can see what their child is working on next.
- Regular curriculum letters to inform parents of what will be going on during the term.
- Information on the school website.
- Parents' evenings.
- Parent drop-ins/coffee mornings.
- Signposting to parent groups
- Seeking parents' views on IEP/Annual Review documents
- Access to our family support worker to help with any social care needs

How are pupils with Special Educational Needs involved in their own education?



At Jervoise School we aim to involve all children in the evaluations and implementation of their own education. For children and young people with Special Educational Needs we use a variety of strategies to support this including:

- Person Centred Reviews and teachers or in 1:1 meeting with the SENCO.
- Target setting takes place during conversations and/or with the SENCO/support staff. This way students have some control and ownership over their learning.
- We ensure that the child or young person has a designated adult to go to if they need help.
- Where appropriate we have medical alert care plans and one-page profiles.
- One-page profiles are shared with the necessary staff so that their needs and behaviours can be met and understood.
- Visual timetables are used consistently throughout the school so that children have a clear idea of what their school day will involve.
- Classroom learning can be adapted by using the following; personalised work stations and learning breaks.
- Children have a choice/range of equipment available for the child or young person to choose to use during their lessons.
- Children work with a range of different partners and not just in set groups.

If a parent of a child with Special Educational Needs has a complaint about the school, how does the governing body deal with the complaint?

If you have a complaint about the school please contact the school for a copy of the complaints policy and address any issues, initially to:

Head of School, Miss Doherty

We will do everything we can to resolve the issue. Our school take complaints seriously and will act upon these on an individual basis.

Who are the support services that can help parents with pupils who have Special Educational Needs?

These are the external support services that can help parents:

Agency	How they support parents	How to contact them
Special Educational Needs and Disability Information and Disability Advice and Support Service (SENDIASS)	Special Educational Needs and Disability Information and Disability Advice and Support Service exists to explain special educational needs procedures, to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may be useful.	Special Educational Needs and Disability Information Advice and Support Service Opening hours: 8:45am to 5pm, Monday to Friday. Lancaster Circus PO Box 16289 Birmingham B2 2XN Telephone: 0121 303 5004 https://bit.ly/2Pp77T5

Agency	How they support parents	How to contact them
Autism West Midlands	Supports families with any questions about ASD	0121 450 7582 Website Link
Forward Thinking Birmingham	Supports children with emotional and mental health issues, with counselling and advice and support for other family members. There is a drop in Digbeth (Pause). If you are in crisis	Attending your GP surgery for a referral, speak to the pastoral team at school or complete a parent referral Website Link Link to Pause Website Link
SEND Parent Link	If parents need to receive advice and signposting linked to SENAR and EHCP support	0121 303 8461 parentlinkservice@birmingham.gov.uk
Physio advice line for parents	If the child or young person has received treatment and further advice or support	0121 465 4461
Physio appointments	To arrange / confirm appointments for ongoing physiotherapy	0121 466 5203
Early Help Hub	To support families with social needs such as housing, finance, bereavement, abuse etc.	www.birmingham.gov.uk/love

How do the school support pupils with Special Educational Needs through transition?

We aim to make times of transition as easy as possible for the children and young people at Jervoise School. We always meet and talk to the child or young person and their family so that we can answer any questions they may have about the new school. In addition to this:

When starting at our school we may:

- Meet with/contact staff at the child or young person's previous school or setting.
- Provide the child or young person with a transition book that has photographs of the key staff and areas around school.
- Read reports from people who have worked with the child or young person previously.
- Arrange visits to our school so the child or young person gets to see it before they start properly.
- Give any adults working with the child or young person a one-page profile describing the things that help to support them in school.

When moving to a new year group we:

- Introduce the child or young person to their new teacher.
- Plan for at least a session, during the summer term, where the child and class will work in their new classroom and with the new staff.
- Hold transition meetings where staff meet with previous staff to pass on information and appropriate strategies.
- Give any adults working with the child or young person a one-page profile describing the things that help to support them in school.



When moving to a new school we may:

- Talk to key staff at the new school about things that help the child or young person to learn well and be happy at school.
- Arrange extra visits to the new school with a member of staff from our school if that is what the child or young person wants.

Transition:

If you have a year 6 son/daughter and are concerned regarding their transition process, please contact Jane Barrow (jbarrow@drbignitemat.org) and she will respond directly to you. Our usual transition process will be running differently this year and we are currently exploring the potential use of different processes.

Commented [HG1]:

Key Email addresses:

SENDCo jbarrow@drbignitemat.org

Transition coordinator – jbarrow@drbignitemat.org

School enquires – enquiries@jervoise.drbignitemat.org

How can parents find the Birmingham Local Authority's Local offer?

The Birmingham Local Authority's Local Offer can be found at:

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

A local offer brings Parents & Carers of children and young people with special educational needs & disability, (**SEND**), together with a wide and diverse range of Specialist or Targeted Service Providers.