



# Special Educational Needs & Disabilities (SEND)

at

## Deykin Avenue JI School

### 2023/2024

We want all of our children to develop as STARs. That is, we want them to be:

**S**uccessful (they can achieve anything – nothing is too hard or too difficult to achieve)

**T**olerant (they respect other people's beliefs, religions and differences – they accept that all human beings are different and respect these differences)

**A**mbitious (they have high expectations for what they want to achieve, eg, a career they would like to aim for when they are adults)

**R**esilient (if they do not succeed at first, they keep on trying – never give up)

# Contents Page...

<p><b>Slide 1</b> Title Page</p>	<p><b>Slide 9 – Parental Involvement</b> <i>How will Deykin Avenue JI School involve me in supporting my child with SEND?</i></p>
<p><b>Slide 2</b> Contents Page</p>	<p><b>Slide 10 - Transition</b> <i>How does Deykin Avenue JI School support SEN children during transition?</i></p>
<p><b>Slide 3 – Identification &amp; Involvement</b> <i>How does Deykin Avenue JI School identify and assess Special Educational Needs?</i> <i>How does Deykin Avenue JI School ensure that my child with SEND is fully included in all school activities?</i></p>	<p><b>Slide 11, 12, 13– Getting Support for your child</b> <i>Who can I speak to if I have concerns or questions about my child’s learning?</i> <i>How will Deykin Avenue JI School let me know if they have concerns about my child?</i> <i>Education, Health and Care plans / SEND Support Plans</i></p>
<p><b>Slide 4 - Our Provision</b> <i>What kinds of Special Educational Needs does Deykin Avenue JI School make provision for?</i></p>	<p><b>Slide 14 – Specialist Support</b> <i>How does Deykin Avenue JI School get specialist help for pupils if they need it?</i></p>
<p><b>Slide 5 – Teaching &amp; Learning (Classroom)</b> <i>How will teaching be adapted for my child with Special Educational Needs in the classroom?</i></p>	<p><b>Slide 15 – Admission of Disabled Pupils</b> <i>How do you ensure all children are treated equally at Deykin Avenue?</i> <i>What facilities do you provide to ensure safe access to school for disabled staff and pupils?</i></p>
<p><b>Slide 6 _Teaching &amp; Learning (Beyond the classroom)</b>  <i>How will teaching be adapted for my child with Special Educational Needs beyond the classroom?</i> <i>What training do staff receive to be able to work with children with SEND?</i></p>	<p><b>Slide 16 – Support Services</b> <i>Who are the support services who can help parents with pupils with Special Educational Needs?</i> <i>Where can I find information about the Birmingham Local Authority SEND offer?</i></p>
<p><b>Slide 7 – Social, Emotional &amp; Mental Health Needs</b> <i>How will children be supported with their social, emotional and mental health needs?</i></p>	<p><b>Slide 17 – Queries or concerns</b> <i>What can I do if I have a concern about the provision for my child with Special Educational Needs?</i> <i>What is the role of the SEND governor?</i></p>
<p><b>Slide 8 – Involving your child</b> <i>How does Deykin Avenue JI School involve my child with SEND in decisions about their learning?</i></p>	<p><b>Slide 18 – What do all those letters mean?</b> Glossary of acronyms</p>

# Identification and Inclusion...



## *How does Deykin Avenue JI School identify and assess Special Educational Needs?*

In the 2014 'SEND Code of Practice', it states that the definition of a child with SEN is when they require something '**additional to or different from**' the rest of the children in the class in order to make the same rate of progress from their individual starting point.

A range of strategies may be used to identify and assess SEND:



Teacher/SENCo  
observation



SEN  
assessments



Discussion with teacher



Views of  
parent/carers &  
child



A range of outside  
agencies

## *How does Deykin Avenue JI School ensure that my child with SEND is fully included in all school activities?*

At Deykin Avenue, we believe it is important that all children and their families are included in all school activities and that children are supported appropriately.

- All children play an active part in assemblies and school productions, all children are encouraged to take part in initiatives such as 'Playground Buddies' and 'School Council elections' and all extra curricular activities are available to all children dependent on year group.

- We also complete detailed risk assessments to enable all children to access our school trips and experiences.

# Our Provision...

*What kinds of Special Educational Needs does Deykin Avenue JI School make provision for?*

Our school is a one form entry primary school with 210 children on roll aged 4-11.

All children in school are supported during lessons with high quality teaching strategies and scaffolding. This means that lessons are planned according to the level your child is working at. Support will depend on your child's specific needs and could include changes to teaching styles, physical environment and adult support.

In the 2014 Code of Practice the 4 main areas of SEND are:

## Social, Mental & Emotional Health

- Difficulties in following rules and/or instructions
- Difficulties in understanding their own or others feelings
- Sitting still
- Making friends
- Dealing with problems in a calm and safe way
- Taking responsibility for their actions
- ADHD

## Cognition and Learning:

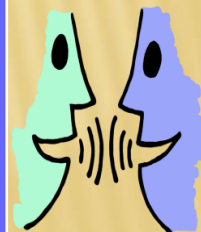
- Difficulties with memory of facts and words
- More time needed to learn skills and think about answers
- Difficulties with letters for reading and writing
- Difficulty retaining information
- Specific learning difficulty such as Dyslexia, Dyspraxia, Dyscalculia

## Sensory and/or Physical

- Hearing or visual impairment
- Physical difficulties
- Motor skills issues
- Medical needs
- Dyspraxia

## Communication and Interaction:

- Difficulties in understanding and expressing language
- Difficulties in interaction with adults or peers
- Speech sound/articulation difficulties
- Autistic Spectrum Condition (ASC)



# Teaching & Learning...

*How will teaching be adapted for my child with Special Educational Needs?*

*In the classroom...*

- **High expectations** – your child will be encouraged and supported to make the best possible progress through scaffolded learning. They will be included in the context of the lesson but will access at their own individual starting point. They may receive additional support from the class teacher or teaching assistant.
- **Resources** – we offer a range of resources such as *word banks, sound cards, punctuation prompts, practical counting apparatus, pencil grips, writing supports* – our teachers learn to know how your child learns best.
- **Specific Strategies** – how do we fill those gaps in knowledge? Eg. scaffolding techniques in writing, small group work. Targeted intervention to address gaps in learning.
- **Assessment** – regular assessments in class and through SEND interventions (this may include an outside agency) will ensure your child's specific needs are being identified and met.



# Teaching & Learning...

*Beyond the classroom...*

**Intervention groups** – *Speech and Language, Reading, Writing, Maths, Phonics, Handwriting and social interaction skills.*

**SENDCo** – **Mr Downes** will be available to offer additional advice and further support and guidance to class teachers to help remove barriers to learning so your child makes progress.



**Targeted Interventions** – TAs in our school can deliver 1:1 interventions such as ‘*Read, Write Inc*’, *Precision Teaching* and ‘*WellComm*’. *In addition to this, language skills are reinforced, if there is an identified need, to accelerate your child’s progress.*



**Outside Professionals**– we work with a range of professionals such as Communication & Autism Team (CAT), Pupil & School Support (PSS) & Educational Psychologist (EPS) to identify and support complex needs – see slide 14 for further information.

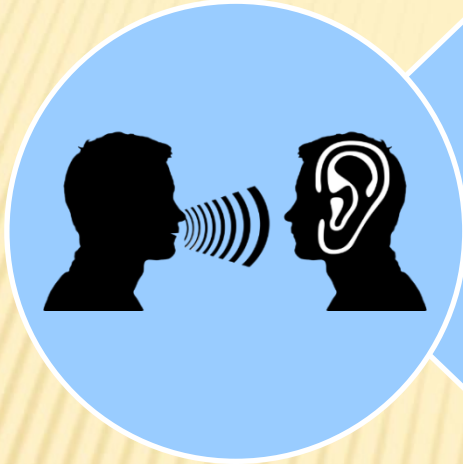
**Staff Training-**

Our teachers and TA’s are provided with training opportunities with both external agencies and in-house training.



# Social, Emotional and Mental Health...

*How will children be supported with their social, emotional and mental health (SEMH) needs?*



Our staff will support children through regular conversations and informal catch ups. Staff will listen to any concerns and respond to them. At times, this may involve sharing information with the school's safeguarding leaders. However, the best interest of the children will always remain as the core priority.

## Relationships and Health Education:

Deykin Avenue School has developed a clear RHE scheme where mental and physical health is openly discussed. Children also learn about healthy relationships, how to be safe in a variety of situations and where and how they can receive help and support.



## Mrs Baxter - Pastoral Manager

Mrs Baxter is always happy to support children and families in a wide variety of ways. At lunchtime, she works with selected pupils and provides them with a safe space so they can take part in activities, develop social skills and simply have a chat about any concerns.

# Involving your child...

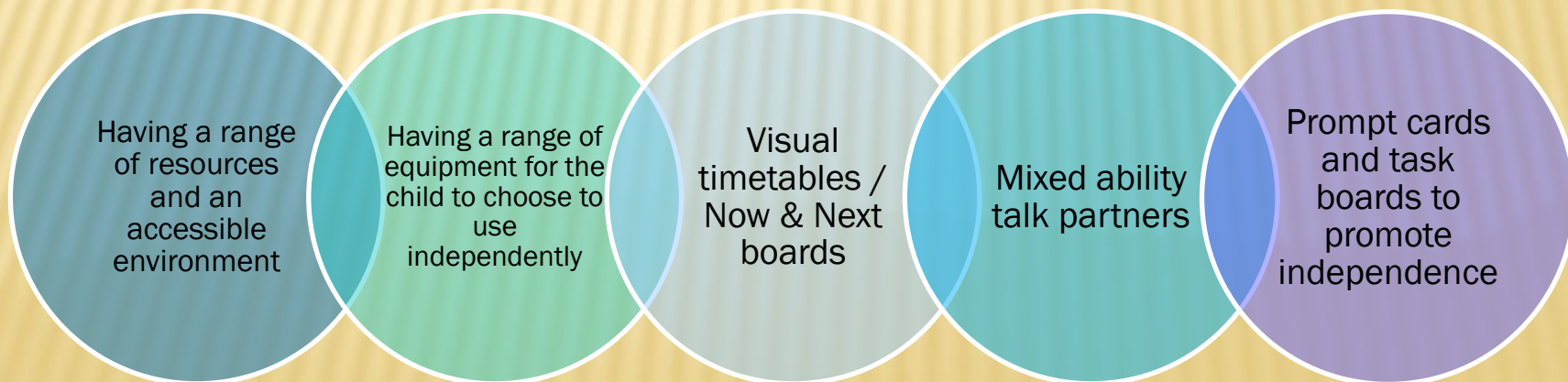
*How does Deykin Avenue JI School involve my child with SEND in decisions about their learning?*

At Deykin Avenue, we value the views and opinions of all our children. When supporting children with Special Educational Needs, we talk to them and fully involve them in the process at the appropriate level for their age. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them.



\*For children with an Education, Health and Care Plan, we always share their views within the Annual Review process.

**Other strategies include:**





# Parental Involvement...

## *How can Deykin Avenue JI School involve me in supporting my child with SEND?*

At Deykin Avenue, we believe that working in partnership with parents will enable us to achieve the best outcomes for your children. We want our parents to feel involved and informed.



Deykin Avenue JI School encourages strong home-school links and we ask for your support at home with your child's targets and related work. Please do not hesitate to ask your child's teacher how you can best support your child's progress at home.

# Transition...

## *How does Deykin Avenue JI School support SEND children during transition?*

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When moving to a new class or to secondary school we ensure:

**SENDCo/class teachers meet** to discuss any child's particular needs.

**Transition day** – children spend the day at their new schools or in their new classes

**Pre-visits** - children to look around the school, visit their new classroom, meet their new teacher and any other teaching support staff.

**Transition posters** – your child will take this home over the Summer holidays.

**SEND records** are passed to new teacher / school.

**Parents** are invited to share concerns

**SEN continuums** follow the children to their new class to ensure an accurate baseline assessment

**Staff** have the opportunity to work with children with SEN to gather knowledge about what is best for the child ahead of the new year.

**If your child is moving to, or has come from another school, including pre-school provision:**

- We will contact the new/old school's SENDCo to discuss any particular needs or concerns.
- All records about your child will be passed on to us or the receiving school.
- In some cases, we will endeavour to organise pre-visits to our school or make observations of your child in their present setting and attend any transition meetings.

# Getting support for your child...

## Who can I speak to if I have concerns or questions about my child's learning?

- At Deykin Avenue JI School we encourage you to speak to us if you have any concerns about your child.
- You can contact us by phone, email or by using Dojo.

School



- In the first instance, please arrange to see your child's **class teacher**, preferably at the end of the school day.
- Your child's class teacher can discuss your child's progress, their targets, recent assessments, any specific support they are receiving, their differentiated learning and the specific gaps in your child's knowledge.
- The teacher knows your child and will be happy to discuss your concerns.

Class Teacher



- Your child's class teacher may direct you to the school **SENDCo**, who is Mr Craig A Downes .
- **His role includes:**
  - Developing, monitoring and reviewing the school's SEND policy.
  - Co-ordinating the provision for children with special educational needs or disabilities across the school.
  - **Ensuring that parents are:**
    - Involved in supporting their child's learning
    - Kept informed about the range and level of support offered to their child
    - Included in reviewing the progress their child has made.
    - Liaising with a range of external agencies who can offer advice and support to help pupils

SENDCo



## How will Deykin Avenue JI School let me know if they have concerns about my child?

If there are concerns about a child's level of need or progress in learning, your child's class teacher and the SENDCo will arrange to discuss this with you. Your child's views will also be taken into account.

Once a child is identified as having a special educational need, a graduated approach to support is taken, in line with the **Assess, Plan, Do, Review** cycle outlined in the 2014 Code of Practice:

This process includes:

Class teacher/ parent raises concerns about progress despite high quality teaching & appropriate support in class.



Class teacher & SENDCo meet to agree a targeted plan of support.



Provision and support are adapted to meet the needs of the child and a meeting is held to review progress



If there are still concerns, the SENDCo will contact external agencies for specialist support.

# Getting support for your child...

## SEND Support Provision Plans

- ✘ SEND Support Provision Plans (SSPP) are a document developed by Birmingham Local Authority, for schools and settings to use. Schools and settings do not have to use these documents but they are particularly useful for demonstrating the provision being put in place for children and young people where their needs are complex and require multi-agency involvement, but where the provision does not require an EHCP in order to support delivery within a mainstream setting.
- ✘ SEND Support Plans will be reviewed annually with parents, class teachers and SENDCo. Outside agencies will be involved on a case by case basis as this is not always necessary.
- ✘ **SEND Support Plans include:** My Story
  - How to Best Support and Communicate with me
  - Special Education Needs
  - Short and Long Term outcomes
  - Provision
- The decision to write a SEND Support Plan will be made by SENDCo and outside agencies in conjunction with parents.

# Getting support for your child...

## Education, Health and Care Plans (EHCP)

- ✘ An Education, Health and Care Plan is a document which details the education, health and social care needs of a child or young person for whom extra support is needed in their early years setting or school, beyond that which the school or setting can provide.
  - ✘ Children with an EHCP will have outside agencies involved in their support, such as Educational Psychologists, Local Authority SEND Support Services, and/or health services and are usually entitled to extra resources in their current school or setting or may require their needs to be met in a specialist provision such as a Resource Base or Special School.
- This flow chart sets out the process of application...



- Once an EHCP is in place, if the child remains at Deykin Avenue JI School, the plan will be reviewed with parents and professionals annually.
- \*The decision to proceed for an EHCP assessment will only be taken where needs are complex and significant and in conjunction with outside agencies, SENDCo and parents.**

# Specialist Support...

## ***How does Deykin Avenue JI School get specialist help for pupils if they need it?***

Our school works with a range of external agencies who can provide specialist support where needed. In lots of cases, we have a named professional who we can call on. This support can take the form of a school visit (including observations or assessment of the child, discussion with staff and meetings with parents), support via email or telephone, and training staff if needed.

If your child requires support from these services, we will always consult with you and gain your consent.

### **Communication and Autism Team (CAT)**

Children who have a diagnosis of Autism or communication difficulties. They will also provide support for the family.

### **Sensory Support Service (SS)**

Children who have particular sensory needs such as visual or hearing difficulties, where access to the school environment is effected.

### **School Nurse (SN)**

Children with allergies

### **Pupil and School Support (PSS)**

Children who are working below the expected levels for their ages. A Pupil Support Teacher will also work with staff in schools, offering support, advice and training.

### **Physical Disability Service (PDSS)**

Children with physical difficulties which impact on their access in the school setting.

### **Occupational Therapy (OT)**

Children with physical and sensory difficulties

### **Speech and Language Therapy (SALT)**

Children with a high level of speech and language difficulties

### **Educational Psychology Service (EPS)**

Children with complex learning needs

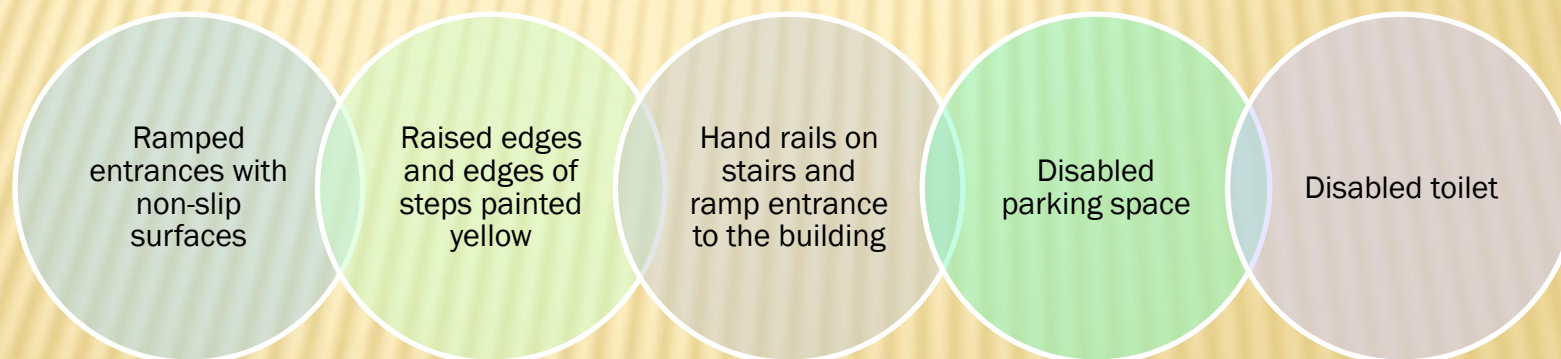
# Admission of Disabled Pupils...

## ***How do you ensure all children are treated equally at Deykin Avenue?***

At Deykin Avenue JI School, we take steps to ensure that all children are treated equally and have access to the same broad and balanced curriculum. We ensure that all children can take part in curriculum enrichment opportunities through risk assessment and, when necessary, pre-visits. We provide a safe learning environment for all as part of our safeguarding policy and procedures. We have good links with outside agencies who provide guidance with appropriate support strategies such as specialised equipment and making reasonable adjustments for an individual child in school.

## ***What facilities do you provide to ensure safe access to school for disabled staff and pupils?***

The school building is in line with the Equality Act 2010 and offers facilities such as:



Please see Deykin Avenue JI School's ***Accessibility Plan*** on our school website under the ***SEND*** tab.

# Support Services...

## ***Who are the support services who can help parents with pupils with Special Educational Needs?***

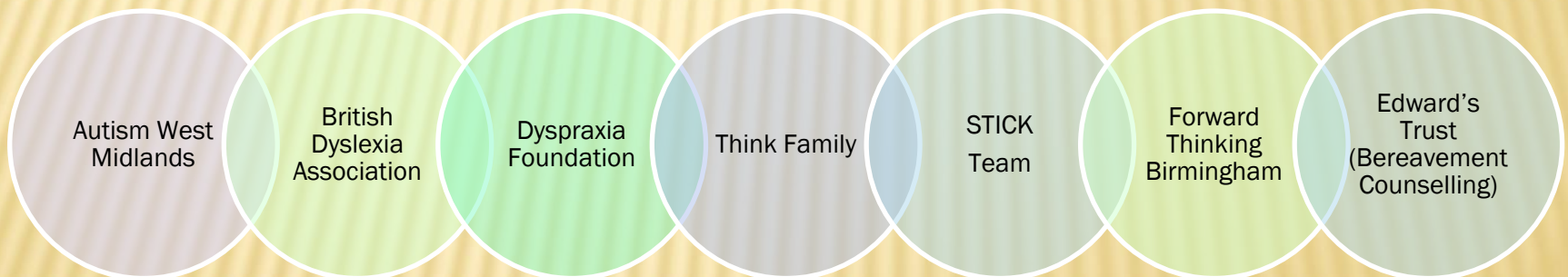
The Special Education Needs and Disability Information, Advice and Support Service (SENDIASS) exists to provide advice and information to parents and pupils in Birmingham.

This information is designed 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 affect you.

Email: [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)

Telephone: 0121 303 5004

There are many other organisations which could support your child and family. Some of these are detailed below:



## ***Where can I find information about the Birmingham Local Authority SEND offer?***

The information in this report feeds into Birmingham's local offer at <https://www.localofferbirmingham.co.uk>



# Queries or concerns...

## ***What can I do if I have a concern about the provision for my child with Special Educational Needs?***

At Deykin Avenue JI School, we are committed to working in partnership with parents and children to meet the needs of all children with special educational needs.

If you were to have a question or concern about the provision for your child with special educational needs, in the first instance, we would encourage you to contact your child's class teacher or the school SENDCo- Mr Craig A Downes

If you still have concerns, then please contact the Head Teacher by telephoning the school office, writing a letter marked for their attention or via Dojo. The school and governing board take complaints seriously and will do everything they can to resolve the issue quickly.

In the unlikely event your concern is not resolved, then please make contact with **Jane Mason**, our Chair of Governors, in line with our **Complaints Policy** procedure.

## ***What is the role of the SEND governor?***

In our school, we have a governor who is responsible for Special Educational Needs. Her name is **Vanessa Gay** and her role is to liaise with the SENDCo throughout the year, ensuring that all children with SEND get the support they need to access all aspects of learning and to participate fully in the life of the school.

The SEND governor is the link between the school and the governing board in relation to pupils with SEND, meaning that any concerns over SEND provision can be raised, discussed and resolved.

# What do all those letters mean?...

Acronym	What it means?	Acronym	What it means?
SENDCo	Special Educational Needs and Disabilities Co-ordinator	TA	Teaching Assistant
SEN	Special Educational Needs	EHC Plan	Education, Health and Care Plan
PSS	Pupil and School Support	EYFS	Early Years Foundation Stage
CAT	Communication and Autism Team	SALT	Speech and Language Therapy
EPS	Educational Psychology Service	SEMH	Social, Emotional & Mental Health
FSW	Family Support Worker	EAL	English as an Additional Language
SN	School Nurse	ASC	Autistic Spectrum Condition
SS	Sensory Support	ADHD	Attention Deficit and Hyperactivity Disorder
OT	Occupational Therapist	HI/VI	Hearing /Visual Impairment
EH	Early Help	TAC	Team around the Child