

SEND REPORT



Commonly asked questions:

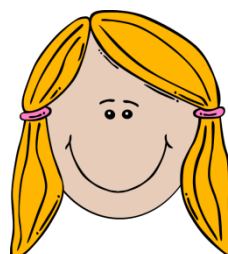
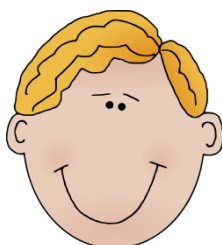
- 1) What is SEND?
- 2) How does the school know if my child has SEND and what should I do if I think my child has SEND?
- 3) What does your school offer for SEND pupils?

Answers:

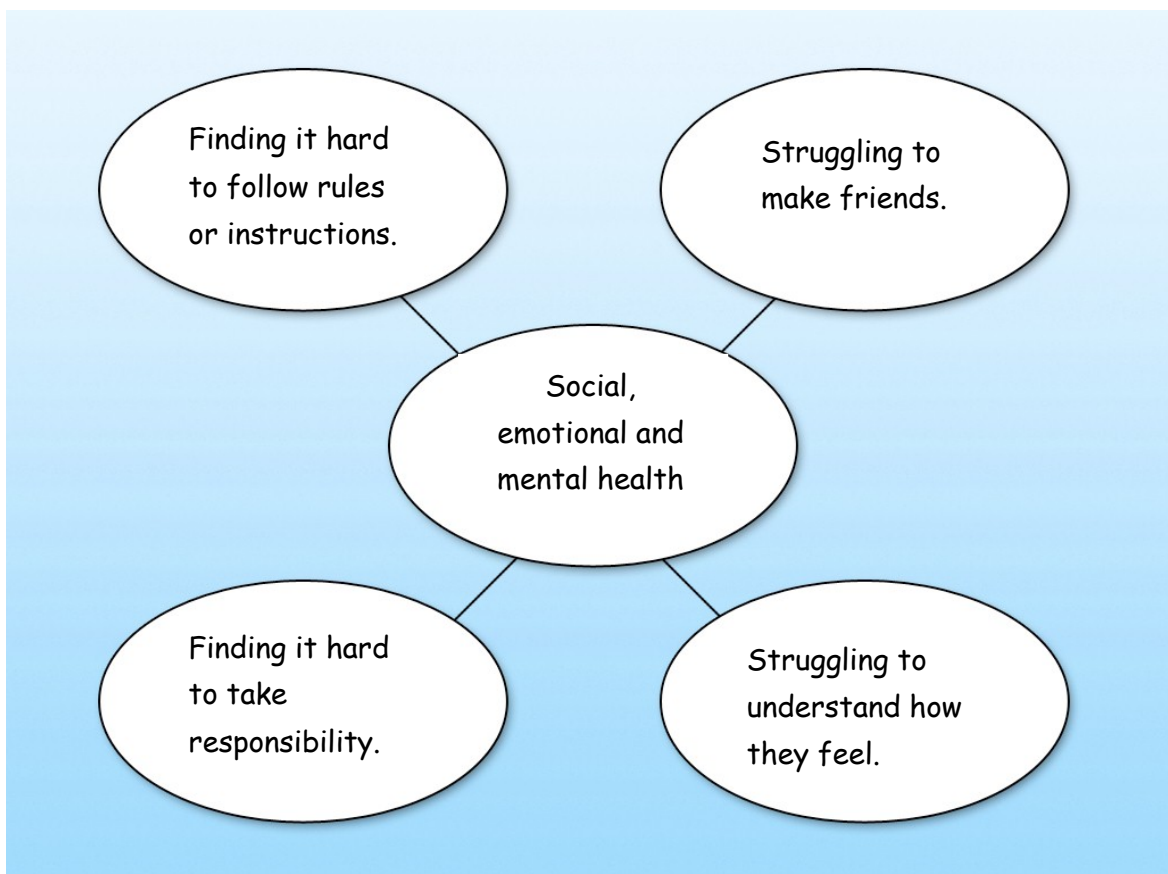
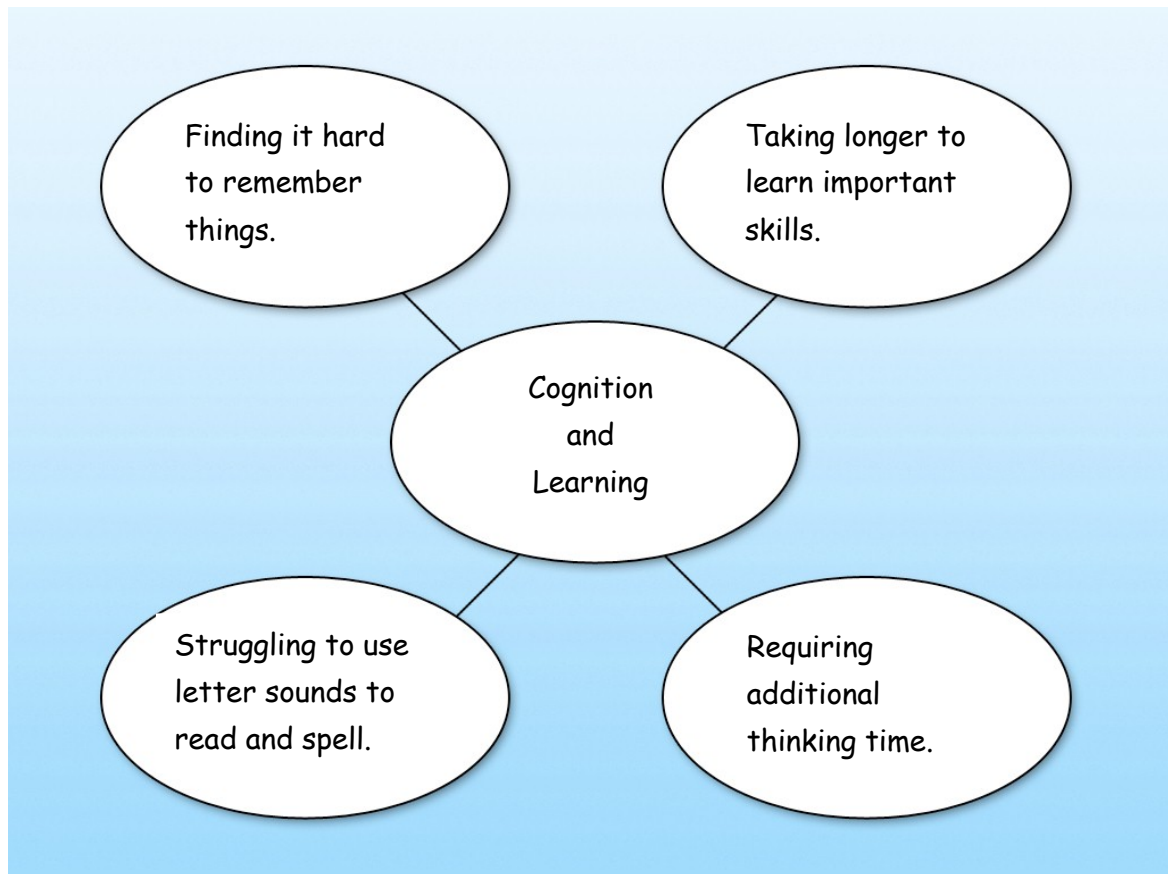
1) What is SEND?

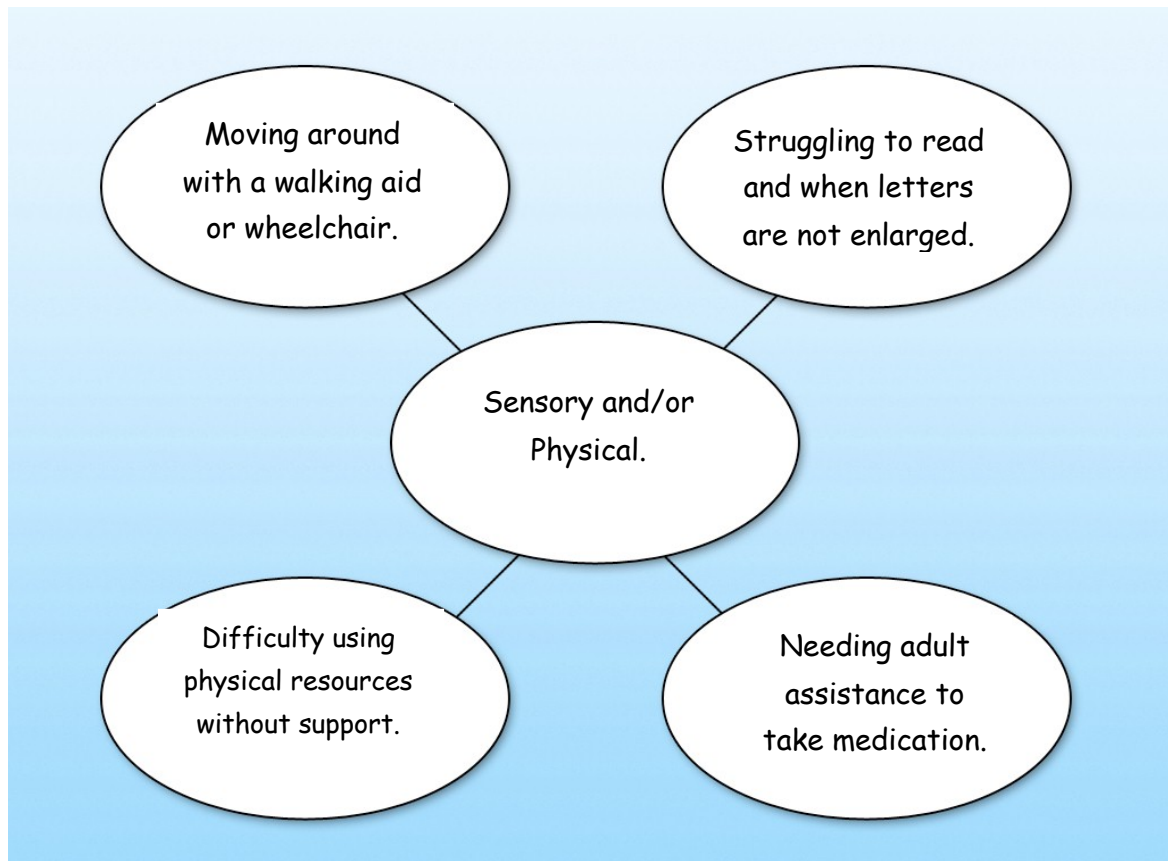
SEND stands for Special Educational Needs and/or Disability and has a legal definition. Children with SEND may have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. At Osborne School we are committed to ensuring that all pupils, regardless of their specific needs, make the best possible progress in school. Pupils identified as SEND 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.
- Social, emotional and mental health.
- Communication and interaction.
- Sensory and/or physical



What these MIGHT look like...





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 Osborne 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 (SENCo)** Miss Briginshaw.



3) What does your school offer for SEND pupils?

At Osborne 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 are teaching to help the child or young person learn 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 them to learn or rehearse skills. This will usually be an expertly trained Teaching Assistant (TA).
- Setting up individual target cards to help show what the child or young person needs support with.
- Teachers using support programmes especially made to help the child or young person to build communication and interaction skills.
- Teachers using strategies in the classroom to help the child or young person understand or deal with things that are happening (for example visual timetables, task boards, and 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 being made where possible and specialist equipment being used.



Our more **unique provision** at Osborne includes:

- Structured Conversations with parents. All staff at Osborne have been trained in these by 'Achievement for All' coaches (AFA). These take place between parents and class teachers, focusing on ways to collaboratively support the child in need. AFA is a leading charity based in the UK that focuses on improving vulnerable student's achievement and/or behaviour.



- Teaching Assistants that are trained practitioners, working with students individually or in small groups. We have trained practitioners in Communication and Autism, as well as ELKAN trained staff (specialist speech and language training).
- At Osborne School we have two Learning Mentors trained in counselling and other forms of therapy e.g. art therapy, working with children in small groups and 1:1 where necessary.
- Additionally, we have a 'Malachi' councillor for two days of the week who is available to work with children and parents. 'Malachi' is a leading children's mental health charity founded in the UK.



Other **important questions** you might have:



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



All pupils, including those children or young people with special educational needs, are assessed regularly using teacher marking, observations and questioning, as well as more formal assessments such as curriculum tests and standardised test. 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 half termly alongside Toolkit Progress Tracker, which measures the steps progress students have made within the toolkits. 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, Senior Leadership and the Inclusion Team; plus with parents at review meetings.

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



All children have access to our extra-curricular activities (*see link on website*). 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. In addition, our school provides additional extra-curricular activities for children and young people with special educational needs when needed. These may include lunchtime clubs, social interaction groups or a home learning club.

3. 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 (SENCo.) Her name is: Miss H Briginshaw.

If you would like to talk to her then you can come into the office or telephone to make an appointment on 0121 464 3346. You can approach her on the playground but sometimes it may not be possible to speak for any length of time.



4. 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. In recent years, our staff have had training for Autism friendly classrooms, speech language and communication, and Attachment Disorder. As well as this, various staff have been trained for different aspects of special educational needs including :- precision teaching, Direct Phonics, Metra, Adult led paired reading and writing, specialist teaching for Dyslexia, ASD level 2 or 3, Person Centred Review facilitation and Epipen.

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



Specialist Help that we have access to at Osborne:

Agency or Service	Who they work with	How school can get in touch with them
Beacon Behaviour	Children or young people with emotional, social or mental health difficulties that impacts on their behaviour in school	School can contact for support from an allocated worker who they will contact after a parent or carer signs a referral form
Communication and Autism Team (CAT)	Children or young people who are being assessed for or already 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	School have an allocated worker who they will contact after a parent or carer signs a referral form

	is referred for an Education, Health and Care Plan.	
Physical Difficulty Support Service (PDSS)	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 in schools offering support, advice and training.	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
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.
Speech and Language Therapy Service (SALT)	Children or young people with a high level speech and language difficulties.	School can fill in a form which parents or carers sign. The family doctor can also complete this form.
Occupational Therapy	Children or young people with physical difficulties that require regular exercise.	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.

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



Our school has an open door policy to parents ensuring we are always approachable, so parents feel involved in the education of their child.

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 SENCo, class teacher and/or support staff.
- Structured Conversations (AFA) with class teachers termly.
- Target setting so parents can see what their child is working on next.
- Newsletters to inform parents of important information.

- Regular curriculum letters to inform parents of what will be going on during the term.
- Home reading logs.
- Information on the school website.
- Parents' evenings.
- Parent drop-ins/coffee mornings.
- Signposting to parent groups
- Seeking parents' views on Annual Review documents



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

At Osborne 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 at Structured Conversations with parents and teachers or in 1:1 meetings with the SENCO.
- Target setting takes place during structured 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.
- Pupil conferencing and surveys are taken termly to gain insight to the strengths and needs of our students.



- Students have a school council which also conducts surveys and influences activities and/or learning at Osborne School.
- Where appropriate, we have medical alert cards, communication cards and one-page profile cards.
- Profile cards 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; prompt cards to promote independence, personalised work stations, 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. At Osborne school we use flexible grouping.

8. If a parent of a child with Special Educational Needs has a complaint about the school, how does the governing body (or proprietor) 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:

Michelle Gay - Head teacher.

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

9. How does the governing body (or proprietor) involve other people in meeting the needs of pupils with Special Education Needs, including support for their families



In our school we have a governor who is responsible for Special Educational Needs. Her name is Mrs S Griffiths.

Her job is to meet with the SENCO regularly. In these meetings, the SEN governor makes sure that children, young people and families are being supported by the right services from in and outside of school. The SEN Governor will also visit the school, observe what happens in classrooms and meet with class teachers, support staff and children.

In addition our Head Teacher and SENCo have to give reports to the SEN governor throughout the year. The SEN Governor and SENCo share this report with the other governors so that the whole governing body is aware of how Special Educational Needs are being supported in the school and how well this

support is working. The governors will challenge, support and advise the head teacher if appropriate provision isn't being made.



We also have termly inclusion meetings, where SEND support is analysed and evaluated by the Head Teacher, Inclusion Leader, SENCO, EAL Leader Learning Mentor, Pastoral Manager,

Teaching Assistant and Malachi Counsellor.

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



These are external support services that can help parents:

Agency	How they support parents	How to contact them
Special Educational Needs Parent Partnership Service	<p>The Special Educational Needs Parent Partnership Service exists to provide advice and information to parents and pupils in Birmingham.</p> <p>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 be useful.</p>	<p>Special Educational Needs Parent Partnership</p> <p>Special Educational Needs Parent Partnership Service The POD, 28 Oliver Street Nechells, Birmingham B7 4NX</p> <p>Email Address: senparentpartnership@birmingham.gov.uk</p> <p>Telephone Number: 0121 303 5004</p>
Autism West Midlands	Supports families with any questions about ASD	<p>www.autismwestmidlands.org.uk</p> <p>0121 4507582</p>
Children and Adolescent Mental Health Service	Supports children with emotional and mental health issues, with counselling and advice and support for other family members.	Attending your GP surgery for a referral is the quickest route to this service

11. 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 Osborne 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 individually.
- Plan for at least three sessions, 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:

- Hold a person centred review and invite key staff from the new school.
- 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.

12. How can parents find the Birmingham Local Authority's local offer 

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

[Local Offer Birmingham | SEND Advice and Information](https://www.localofferbirmingham.co.uk)

<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.