

Special Educational Needs and Disabilities (SEND) School Information Report for parents/carers

Last updated Nov 2023

What are our values and aims?

At Osborne Primary School we believe that every child is unique and should be valued as an individual. Some of our children may need more support to access school life and there are a number of ways that we try to achieve this. As we are proud members of The Arthur Terry Learning Partnership, we share our ethos and values within the Trust. More information can be found at [Purpose and Vision - The Arthur Terry Learning Partnership \(atlp.org.uk\)](https://atlp.org.uk)

Our school information report aims to support parents in understanding how we meet the needs of our children with SEND. This forms part of Birmingham's local offer which can be found at <https://www.localofferbirmingham.co.uk/>

Our school special needs co-ordinator is **Mrs. Stephanie Field**. Her role is to oversee all provision for our children with additional needs. She can be contacted via the school office:
enquiry@osborne-pri.bham.sch.uk

SEND at Osborne

Our school currently provides provision/support for pupils with the following needs:

Communication and interaction/Speech and Language

Cognition and learning

Sensory and or physical needs

Social, emotional and mental health difficulties

Moderate/severe/profound and multiple learning difficulties.

How do we identify if a child has Special Educational needs

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2015 defines SEND as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

Concerns may also be raised through:

- Liaison with Infant school/previous school
- Discussions raised by parents/carers
- Liaison with external agencies e.g. for a physical/medical need
- A health diagnosis through their paediatrician

There can be many reasons for learners not making expected progress. These may include absences, attending different schools, difficulties with speaking English, or worries that distract them from learning. The school understands that children who experience these barriers to learning are vulnerable and may need extra support to help them achieve. This does not mean that all vulnerable learners have SEND. Only those with a difficulty that requires special educational provision will be identified as having SEND.

What happen if there are concerns my child may have special educational needs?

As soon as any concern is raised about a child, parents/carers will be contacted to discuss this. We then follow the graduated approach and the assess, plan, do, review model as stated in the Code of practice 2015.

This can be found at <https://www.gov.uk/government/publications/send-codeof-practice-0-to-25>

Once a concern has been raised and are parents informed, the class teacher and SENDCo monitor the pupil carefully and ensure that quality first teaching strategies are in place. Stephanie Field observes the pupil, looks at their work and gaps are identified. The child is assessed using the Birmingham continuum which measures small steps progress. Interventions and classroom provision is tailored to meet the pupil's needs.

If concerns continue the child will be placed on the SEND register and, if needed, specialist agencies may be involved, and further interventions and support will be put into place.

Where a child requires additional support that goes beyond what a school, college, or nursery can typically deliver from their own budgets or staffing then they may need to apply for additional funding or, from this, an Education, Health and Care Plan (EHCP) - An EHC plan is a legally binding document outlining a child or teenager's special educational, health, and social care needs.

How do I raise concerns if I need to?

At Osborne Primary School, we pride ourselves on building positive relationships with parents and carers. We encourage an open and honest relationship whereby we can develop quality support for your child.

If you would like to raise a concern, please either discuss your concern with your child's class teacher or our Special Educational Needs Coordinator (SENDCo) Stephanie Field. These should be raised via the school office.

Our complaints procedure can be found on our school website.

How will school support my child?

- The SENCO oversees all support and progress of any child requiring additional support across school.
- Support may be universal, targeted or specialist depending on the need of the child . The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made.

- **Universal provision**-Universal provision in schools and settings is what is in place for all pupils to enable them to make expected progress.
- **Targeted provision**-Targeted support is additional, time-limited, tailored intervention support programmes. Targeted support can be for any area of difficulty, including English, Maths and behaviour. Pupils receiving targeted support do not necessarily have SEND. Universal support remains in place.
- **Specialist provision**- Specialist support refers to increasingly individualised SEND programmes.

Additional adults may support your child in your school. This may be in class, small groups or 1:1 interventions. We aim to withdraw children as little as possible from class to ensure that all children have access to learning through quality first teaching - adapting a fully inclusive approach. When additional equipment or support is needed this is looked at on an individual basis and matched to the needs of the children.

How will the curriculum be matched to my child's needs?

- Our curriculum is designed to be inclusive and to allow all learners to engage in all activities. We aim to give children a range of learning opportunities and styles so that they can find the areas that they can excel in.
- All work within class is pitched at an appropriate level so that all children can access according to their specific needs. This may be in the form of differentiated activities, extra resources, pre-teaching, extra modelling, and scaffolding. Some children may require more personalised curriculums which will be agreed with the SENDCo, parents/carers, teachers and, if required, outside agencies.
- We make reasonable adjustments for all pupils, including disabled pupils to ensure that children with SEND can access all aspects of school life. We do this by planning and risk assessing any curriculum and non-curriculum activities to ensure they are accessible to all, and adjustments are made when needed. Our accessibility policy is available on our school website.
- Our admission policy is based on upon the agreed Birmingham City Council admissions policy.
- Normal admission arrangements will be followed for pupils with SEND.
- When children with disabilities join our school, we work closely with parents/carers and any professionals involved to ensure disabled pupils can access our school.

How do we adapt the curriculum and learning environment to meet the needs of our children with SEND?

We make the following adaptations to ensure all our pupils' needs are met:

- Differentiating our curriculum to ensure all pupils have access to it, by grouping, 1:1 work, teaching style, adapting content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, assistive technology, larger font, coloured overlays, practical resources etc.
- Differentiating our teaching, for example giving longer processing times, pre teaching of key vocabulary, reading instructions outload etc
- Following advice from outside agencies and specialists.

How will I know how my child is doing and how will you help me to support my child's learning?

We offer an open-door policy where you are welcome any time to make an appointment to meet either the class teacher or the SENDCo and discuss how your child is getting on. We can also offer advice and practical ways you can help your child at home.

We believe that your child's education should be a partnership between home and school, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

If your child is on our SEND register, they will have a Learning Plan which will outline individual pupil information and learning targets.

You will be invited into school on a termly basis for a pupil centred review meeting where we will discuss the needs and progress of your child. These meetings ensure that everyone develops a good understanding of the pupil's areas of strength and difficulty, parents/carers concerns are considered and that everyone understands the agreed outcomes and next steps for the pupil.

Any reports from outside agencies will be sent home and you will be invited into school to discuss these reports. If working with outside agencies, meetings with the professionals may take place with school and parents to ensure a collaborative approach.

How does the school know how well my child is doing?

As a school, we measure children's progress in learning against The National Curriculum expectations and age-related expectations. For children who are making small step progress, we use the Birmingham continuums. These are small steps targets broken down into bands which match the national curriculum. Your child's progress on these will be shared with you at our review meetings and are also outlined on your child's learning plan.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

Children who are not making expected progress are identified through pupil progress meetings with the class teacher, Deputy /Head teacher/ Phase leader / SENDCo. In this meeting a discussion takes place concerning which children are experiencing difficulty and what further support can be put in place. If your child is discussed at one of these meetings, you will be informed.

When the child's Learning Plan is reviewed, comments are made against each target to show the progress the child has made and are shared with parents/carers.

What support will there be for my child's overall well being?

We are very proud of the pastoral support we provide for all the pupils and families at our school.

We have a dedicated and highly skilled team at ATLP ready to help and encourage pupils and families who wish to discuss any problems or request extra support. This can range from friendship issues, attendance, family breakdowns, bereavements or any emotional difficulties that arise during the year.

Our vision is to ensure that all children feel safe and happy in our school and to help them overcome any barriers to learning they may have. We are here to ensure all children receive their potential and are prepared for life.

Our Inclusion team staff are:

- Mrs Lisa Dodd - Head Teacher
- Mrs Lorraine Adolphe - Deputy Head Teacher and Inclusion Leader
- Mrs Stephanie Field - SENDCo
- Family Support Worker - Kelly Brookes
- Safeguarding Hub Lead- Jaz Khan

If you have any concerns about your child and wish to contact the inclusion/pastoral team, they can be contacted via the school office.

How will my child be able to contribute their views?

At Osborne Primary school, we value and celebrate each child being able to express their views on all aspects of school life. During each review cycle, children have the opportunity to share their views and interests which are incorporated into their Learning Plan. Where appropriate, targets are also shared and discussed with pupils.

Children are encouraged to self assess and share their views during lessons and interventions.

What specialist services and expertise are available at or accessed by the school?

- Stephanie Field is a fully qualified teacher who has taught in a range of schools and areas since 2003. She holds the National SEND Qualification Award, National Professional Qualification Headship and National Professional Qualification for Executive Leaders and has 7 years experience in the role of SENDCo. Stephanie Field is non class based.
- All our teachers and support staff are given regular training throughout the year. Any new staff are given a full induction and SEND training.
- We have a team of dedicated teaching assistants with many years experience. All TAs have at least a Level 2 qualification.
- We have a speech and language therapist who comes into school fortnightly to work with our children with communication and interaction difficulties.

Where needed, we work with a range of outside agencies including:

- Pupil School Support
- Educational Psychologists
- Occupational therapists

- The Communication and autism team
- Hearing and visual impairment team



What is the school's approach to supporting children in transition periods?

Osborne Primary School recognises the importance of effective transition and has several strategies to support children.

- Regular and extra visits to new classrooms/ settings.
- 1:1/small group transition sessions.
- Contact with staff/SENDCo from previous/ new settings.
- Transition meetings for staff to discuss needs of individual children.
- Transition sessions with parents/carers to meet new members of staff.
- Transition booklets/posters for children.
- Transition sessions in Personal Development lessons.
- Personalised transition programmes when needed.
- Learning Plans and essential information passed on to next teacher/setting.

How does the school evaluate effectiveness of its provision?

We evaluate the effectiveness of provision for pupils with SEND by:

Regularly reviewing pupil's individual progress towards their targets on a termly basis.

- Reviewing the impact of interventions at regular intervals
- Gathering parents/carers and pupil voice
- Working closely with local SENDCos and SENDCos within The Arthur Terry Learning Partnership
- Working closely with outside agencies
- Monitoring of books, lessons, data by SENCO
- Evaluating the school SEND action plan
- Using provision maps to measure progress
- Holding termly meetings with class teachers and parents/carers
- Annual reviews for pupils with EHC plans

Who can I contact for further information?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Stephanie Field, our SENCO, or other members of the senior leadership team.
- Explore our SEND policy [Policies - The Arthur Terry Learning Partnership \(atlp.org.uk\)](https://www.atlp.org.uk)
- Birmingham Guidance <https://www.localofferbirmingham.co.uk/>
- A copy of our complaints procedure can be found on our website.

Who can I contact for further information?

The Birmingham **Special Educational Needs & Disability Information, Advice and Support Service** (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities.

The service is impartial, confidential, and free. If you're a parent or young person being assessed, the service can:

- Help you to understand the referral process
- Act as a named contact throughout the process
- Help you to communicate with everyone involved in the assessment process
- Provide information about personal budgets
- Put you in touch with other people who can help, if necessary.

Information Advice and Support Service

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

Email: sendiass@birmingham.gov.uk