





# Maney Hill Primary School








## SEND Information Report



December 2023

<p><b>The Local offer</b></p>	<p>Please click on the below link to find out more information about Birmingham City Council’s Local Offer. Here you will find help, advice and information available for families of children with special educational needs and disabilities.</p> <p><a href="https://www.localofferbirmingham.co.uk/">https://www.localofferbirmingham.co.uk/</a></p>
 <p><b>What types of Special Educational Needs and/ or Disabilities do we provide for?</b></p>	<p>At Maney Hill, we want all children to feel safe and happy in school so that they are able to thrive and achieve their full potential. Maney Hill is a mainstream primary school and we endeavour to meet the needs of all of our children by providing support for children with a range of special needs and disabilities with the resources available to us.</p> <p>The SEND Code of Practice (2014) states ‘A child or young person has a Special Educational Need (SEND) if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. ‘</p> <p>There are four broad areas of need as identified in the SEND Code of Practice (2014):</p> <ul style="list-style-type: none"> <li>• <b>Cognition and Learning</b> (e.g. Dyslexia, Dyscalculia)</li> <li>• <b>Communication and Interaction</b> (e.g. Autistic Spectrum Condition, Speech and language delay)</li> <li>• <b>Social, Emotional and Mental Health difficulties</b> (e.g. Anxiety, behavioural)</li> <li>• <b>Physical and/or Sensory needs</b> (e.g. Hearing impairment, sensory processing disorder)</li> </ul>
 <p><b>How do we identify and assess pupils with SEND?</b></p>	<p>All children at Maney Hill are supported to learn in each lesson through High Quality Teaching (HQT). This means that lessons are planned and adapted to meet the needs of all pupils and build upon high expectations for all, including children with SEND. Adaptations may include the use of visual timetables, word banks, manipulatives and changes to teaching style to support understanding as well as additional adult support.</p> <p>Teachers regularly assess progress of all learners and will identify when progress is significantly slower than peers and there is an increase in the attainment gap. This also includes progress in areas such as behaviour and social skills. Teachers will then adapt activities accordingly to support progress. This is known as the <b>Graduated Approach</b>. If children fail to make progress despite high quality teaching, interventions and support in place, more formal support will</p>

	<p>be identified. Parents will be advised and together, we will continue to assess need, plan support, deliver and review progress (<b>assess, plan, do review</b>) using a One Page Profile to structure. Progress against One Page Profile targets will be reviewed termly by the class teacher and parents/carers invited to meet with the SENDCo and class teacher to discuss collaboratively.</p>
 <p><b>Who is our Special Educational Needs and Disability Coordinator (SENDCO) and how can she be contacted?</b></p>	<p>Mrs Sperrink works with pupils, teachers, teaching assistants, parents and outside agencies.</p> <p>She can be contacted by phone on 0121 464 9673 Or via the enquiry email at <a href="mailto:enquiry@maneyhill.bham.sch.uk">enquiry@maneyhill.bham.sch.uk</a></p>
 <p><b>What is our approach to teaching pupils with SEND and how do we adapt the curriculum and learning environment?</b></p>	<p>Maney Hill primary is an inclusive school and, where possible, all pupils are taught alongside their peers in mixed ability year group classes. Teachers adapt their high quality teaching to meet the needs of all pupils including for those on a personalised curriculum. These adaptations can include differentiated activities, resources, flexible teaching strategies such as providing longer processing time, pre teaching and adult support. Where appropriate, pupils may also be provided with supportive aids such as laptops, individual resources and colour overlays.</p> <p>Teachers share objectives and success criteria at the beginning of each lesson and success is assessed at the end of lessons. There are high expectations for all learners including those with SEND.</p> <p>In addition to whole class support, your child might also be supported through individual and/or small group interventions. These interventions are planned and delivered to meet specific needs linked to One Page Profile targets and classroom learning.</p> <p>For pupils who demonstrate persistent difficulties, external agencies may be involved to support with assessment and provide recommendations, this will only take place following discussion with</p>

	<p>and consent from parents/carers. The class teacher will remain responsible for the progress of all pupils and will work closely with support staff to plan and assess the impact of support and interventions.</p> <p>All adults working with pupils will have access to their One Page Profiles and will understand their needs, strategies to support them in class, interventions in place and targets that they are working towards. One Page Profile and pupil progress reviews evaluate the impact of support and provisions and consider next steps which take into account the views of pupils, parents and staff.</p> <p>Pupils with social, emotional and mental health needs are supported with specific interventions such as the STICK toolkits, Fun Friends and Socially Speaking board game. Individuals may also be supported by our pastoral team.</p>
 <p><b>How do we consult children with SEND and their parents and involve them in their child's education?</b></p>	<p>At Maney Hill we have an open door policy and encourage collaboration with parents/carers whenever possible. You understand your child best and we will always welcome your views and invite you to contact your child's class teacher or SENDCo at any point during the year.</p> <p>For all children with a One Page Profile, parents are invited to attend termly review meetings at the end of each term with the class teacher and SENDCo. The meetings provide an opportunity to discuss progress towards targets, strategies in place and steps moving forward. The meetings ensure that everyone working with the child has a good understanding of their strengths and difficulties, parental concerns are discussed, everyone agrees with the outcomes and strategies identified and everyone is clear about the next steps for the child. Parental involvement is essential in this process. In addition to this, parents are invited to termly parents evenings and are kept updated on teaching updates and other events through newsletters, website and curriculum maps.</p>
 <p><b>How do we assess and review pupil's progress towards</b></p>	<p>We follow the Graduated Approach and follow a cycle of <b>Assess, Plan, Do, Review</b>. As part of a class teacher's ongoing assessments, progress towards One Page Profile outcomes is measured termly. The class teacher will also work with the SENDCo to discuss their assessment and understanding of the pupil, the impact of any interventions and the views of parents and pupils. Advice from external agencies if relevant, may also be considered. The effectiveness of interventions is reviewed termly and adjustments may be made where required.</p>

<p><b>their outcomes?</b></p>	
 <p><b>How do we support pupils moving between different phases of education?</b></p>	<p>If your child has an identified special need or disability before joining our school, we will liaise the staff at the setting to discuss needs and support strategies. We may also arrange for additional meetings and visits. Where possible a meeting between the setting and SENDCo will be arranged and parents invited. Some children may require extra transition support and this can be in the form of extra transition visits or a personalised transition book to share at school and home.</p> <p>We have strong links with our local secondary schools and will share all information with the settings SENDCo to ensure that they have a full understanding of your child's needs. Where possible we will arrange for extra transition days to the secondary school and a member of the inclusion team may come to visit the children at Maney Hill.</p>
 <p><b>How will we secure specialists, equipment and facilities to support pupils with SEN?</b></p>	<p>We produce and use a wide range of resources and equipment to support children to access learning, this includes visual timetables, Widgits, manipulatives, timers laptops and iPads. We have 'quiet spaces' around the school for children to access if the classroom environment becomes too overwhelming. These spaces are small, quiet rooms that are used to support children with their emotional regulation and provide a quiet environment for reflection. We also have the Rainbow Room for children who find the lunchtime environment overstimulating, this is a larger room where fun but calming activities are provided to ensure an enjoyable lunchtime and a calm start to the afternoon.</p> <p>We seek advice from outside agencies as required. In school we are supported by:</p> <ul style="list-style-type: none"> <li>Communication and Autism Team</li> <li>Educational Psychology</li> <li>Pupil and School Support Service</li> <li>Central Therapy Services</li> </ul>
 <p><b>SSPP and EHCP</b></p>	<p>A SEND Support Provision Plans (SSPP) is a document developed by Birmingham Local Authority, for schools and settings to use. The SSPPs are designed in a way that schools and settings, in partnership with parents, are able to build up a picture of need and provision over time.</p> <p>An Education, Health and Care Plan (EHCP) is a legal 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</p>

	<p>or school, beyond that which the school or setting can provide. It is a legal document.</p>
 <p><b>Who can young people and parents contact if they have concerns or a complaint?</b></p>	<p>Parents may wish to raise concerns with the class teacher or speak directly with the SENDCo, Mrs Sperrink. You may also wish to speak directly with the head teacher, Mr Edgerton.</p> <p>For more formal complaints, parents are signposted towards the complaints procedure on the school website. We would hope that any concerns are dealt with quickly before the need for this stage.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> <li>• Exclusions</li> <li>• Provision of education and associated services</li> <li>• Making reasonable adjustments, including the provision of auxiliary aids and services</li> </ul>
 <p><b>Support services available to parents</b></p>	<p>Useful links:</p> <p><b>SENAR</b>  <a href="https://www.localofferbirmingham.co.uk/wp-content/uploads/2023/03/SEND-Partnership-Update-Spring-2023.pdf">https://www.localofferbirmingham.co.uk/wp-content/uploads/2023/03/SEND-Partnership-Update-Spring-2023.pdf</a></p> <p><b>SENDIASS</b>  <a href="https://www.localofferbirmingham.co.uk/what-is-send/what-is-sendiass/">https://www.localofferbirmingham.co.uk/what-is-send/what-is-sendiass/</a></p> <p><b>Communication and Autism Team</b>  <a href="https://accesstoeducation.birmingham.gov.uk/communication-autism-team/">https://accesstoeducation.birmingham.gov.uk/communication-autism-team/</a></p> <p><b>Educational Psychology</b>  <a href="https://www.birminghameducationsupportservices.co.uk/EdPsychService">https://www.birminghameducationsupportservices.co.uk/EdPsychService</a></p> <p><b>Pupil and School Support Service</b>  <a href="https://accesstoeducation.birmingham.gov.uk/pupil-and-school-support/">https://accesstoeducation.birmingham.gov.uk/pupil-and-school-support/</a></p> <p><b>Our Place Support</b>  <a href="https://www.ourplacesupport.org/">https://www.ourplacesupport.org/</a></p> <p><b>Birmingham Safeguarding Children’s Partnership</b>  <a href="https://lscpbirmingham.org.uk/children-families/parents-and-carers/parent-toolkit">https://lscpbirmingham.org.uk/children-families/parents-and-carers/parent-toolkit</a></p> <p><b>All Age Autism Directory</b></p>

<https://allageautism.co.uk/>

**Forward Thinking Birmingham**

<https://forwardthinkingbirmingham.nhs.uk/>