

Special Educational Needs (SEN) Information Report

Knowle C of E Primary Academy



Approved by:

Matthew Stonehill

Date: November 2024

Last reviewed on:

November 2024

Next review due by:

November 2025

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: <https://www.knowle.solihull.sch.uk>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Trauma and Attachment difficulties
	Anxiety Support
	Self-Esteem and Confidence building
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment
	A selection of standard medical needs such as children with healthcare plans (i.e. Asthma)

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCo

Our SENCo is Mrs Harris

She has 10 years teaching experience within a primary school and 3 years' experience working within our Inclusion Team. Mrs Harris is a qualified teacher.

Mrs Harris achieved the Senior Mental Health Lead qualification in October 2024, Level 3 Forest School Leader qualification in August 2024 and is working towards completing the NPQSEN qualification.

Mrs Harris is allocated four days a week to manage SEN provision. The SENCo is non-class based.

Inclusion Team

At Knowle, the SENCo leads a wider Inclusion Team consisting of:

Mrs Hart – inclusion TLSA

Mrs Pepall - Child and Family Mentor, ELSA Practitioner and Teaching Assistant

Mrs Alberici- Intervention Teacher, Dyslexia Lead, Annual Review and EHCP Lead

Lisa Griffiths – SEMH Lead

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the Inclusion Team to meet the needs of pupils who have SEN.

Training Includes:

Emotion Coaching, Deaf Awareness, Trauma and Attachment, Autism, Team Teach, Type 1 Diabetes (selected staff only), Makaton (selected staff only), bereavement training (selected staff only), Zones of Regulation (selected staff only)

Teaching assistants (TAs)

We have a team of TAs who are trained to deliver SEN provision. Each year group is allocated a TA to support learning and intervention.

We have teaching assistants who are trained to deliver interventions such as precision teaching, social skills, and Toe by Toe.

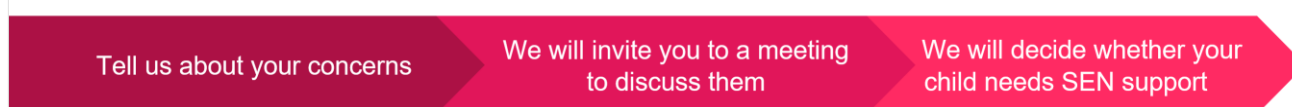
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists (NHS and private)
- › Specialist Inclusion Support Service (Solihull)
- › START Team (EHCP service)
- › Educational psychologists (NHS and private)
- › Occupational therapists (NHS and private)
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS) (SOLAR)

- › Education welfare officers
- › Social services and other LA-provided support services
- › Voluntary sector organisations
- › Family Support Workers

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

Your child's teacher will be available before or after school, or alternatively you can call the school office to arrange a conversation to be held.

They will discuss your concerns with our SENCO, Mrs Harris. You may be contacted by Mrs Harris if we need further information.

You will also have an opportunity to discuss any issues at Parent Consultation Evenings by booking an appointment with the inclusion team.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and on the lookout of any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been identified and supported.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN. An 'orange form' will be completed within school by the class teacher, to allow the SENCO the required information to offer appropriate support. The Inclusion Team meet half-terminally to review the orange forms.

The Inclusion Team will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They may need to observe the pupil in the classroom to see what their strengths and difficulties are. They will also explore your child's progress and development within their learning.

The teacher and/or Inclusion Team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

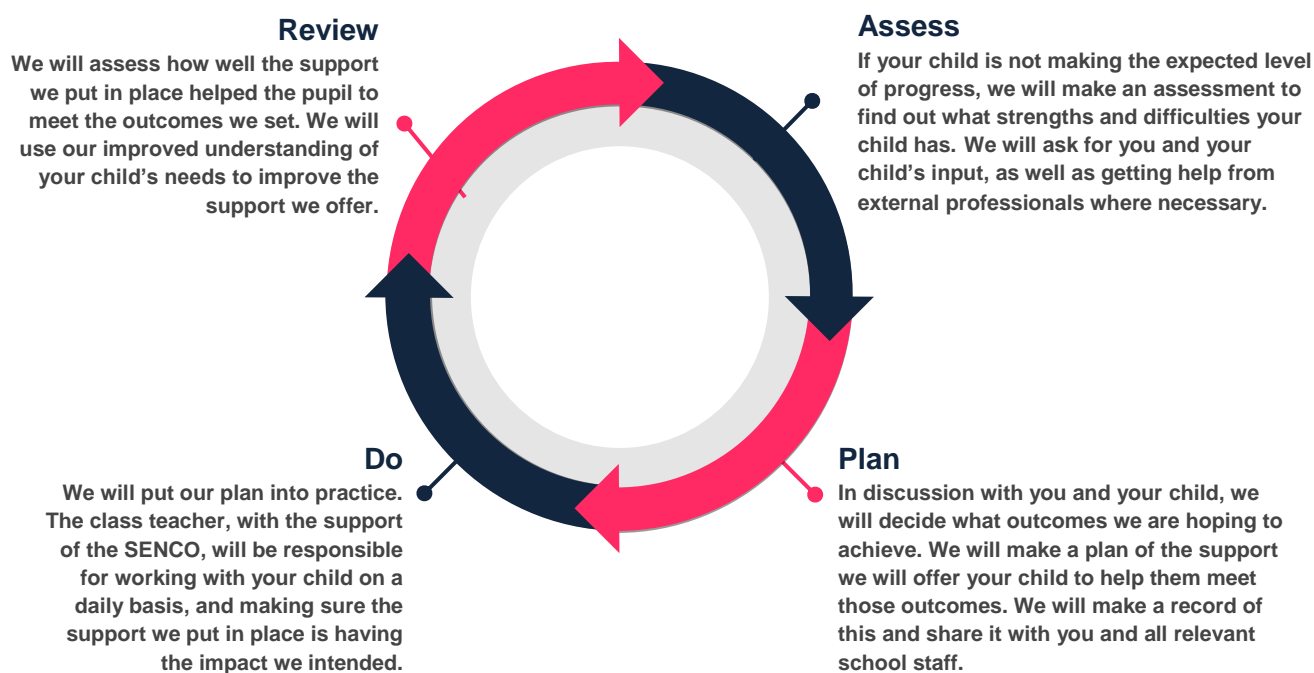
Based on all of this information, the Inclusion Team will decide whether your child needs SEN support for a period of time.

If your child does need SEN support, their name will be added to the school's SEN register, and the class teacher will create an Individual Education Plan (IEP) for them. You will be informed if your child is placed on the SEND register and will be given the opportunity to meet with class teachers to review their IEP on a termly basis. If and when your child no longer needs SEN support, they will be removed from the school's SEN register and you will be informed.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class teacher will offer to meet you (either face to face or phone) three times per year (in addition to parents' consultation evenings) to:

- › Set clear outcomes for your child's progress within their IEP
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The Inclusion Team may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes (if agreed with parents/ carers in advance)
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a child's views questionnaire (supported by adults according to age and need)

8. How will the school adapt its teaching for my child?

Please see the school's accessibility plan for further information about what we do to enable all learners to access the curriculum.

Quality first teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- › Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- › Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Teaching assistants will support pupils on a 1-to-1 basis to support recommendations from external reports or IEP targets

- Teaching assistants will support pupils in small groups to support recommendations from external reports or IEP targets

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS PLEASE NOTE, THIS INCLUDES BUT IS NOT LIMITED TO:
Communication and interaction	Autism spectrum disorder	Liaison with SISS CLD, SCLD and ASD teams.
	Speech and language difficulties	Visual timetables Social stories Speech and Language therapy Lego Therapy Colourful Semantics Needs Based Plan Language Links Internal Speech and Language interventions
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Liaison with SISS CLD team. Reading intervention teacher appointed to KS1. Spelling interventions e.g. SNIP, Alpha to Omega, NESSY
	Moderate learning difficulties	Precision teach (reading and spelling)
	Severe learning difficulties	Fine Motor Skills and Handwriting interventions (SWFT) Reading interventions e.g. Toe by Toe, NESSY
Social, emotional and mental health	ADHD, ADD	Liaison with SISS SEMH team
	Adverse childhood experiences and/or mental health issues	Child and Family Mentor ELSA practitioner in school Zones of Regulation Anxiety Gremlin Quiet workstation Nurture group at lunchtime (KS2)
Sensory and/or physical	Hearing impairment	Liaison with SISS VI and HI teams
	Visual impairment	Gross/ fine motor skills interventions e.g. Smart Moves,

	Multi-sensory impairment	BEAM, SWFT Moves
	Physical impairment	Sensory resources such as weighted blankets, headphones, wobble stools. Sensory room Sensory circuits

These interventions are part of our contribution to Solihull's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision based on the level of need of your child by:

- Reviewing their progress towards their goals regularly
- Reviewing the impact of interventions after the agreed number of weeks
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Holding termly IEP meetings for children who are SEN Support

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from the local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

At Knowle CE Primary Academy, we support all children to flourish throughout their school life. Every pupil with SEND in this inclusive school has an entitlement to fulfil his or her potential.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. We work hard to remove barriers so our pupils with SEND enjoy the same activities as other pupils in school, including physical activities.

All pupils are encouraged to go on our school trips, including our residential trip when our children reach year 6.

All pupils are encouraged to take part in sports days, school productions, church celebrations, class assemblies, school trips and sports competitions.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make reasonable adjustments are needed to ensure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- The Local Authority will send through a consult of any child who would like to join our school who has an EHCP. The Inclusion Team will strive to work with the child, parents and local authority to accommodate the provision that is required. Each child is treated individually on a case by case basis.
- Children joining our school with an EHC plan will be admitted first, by the local authority, before other places are allocated.

13. How does the school support pupils with disabilities?

- Following the 'Fruits of the Spirit', our core Christian values, which are at the heart of our school, we work together as professionals to ensure pupils with SEND are treated equally and given the same opportunities as their peers.
- Within school, we have two lifts to ensure children have full access to the building; 3 accessible toilets, yellow marking on the edges of steps, audio assistive systems and dedicated sensory spaces.
- Our school's accessibility plan details further about how we include all pupils to participate in the curriculum and how the environment has been adapted to suit the needs of our children.

14. How will the school support my child's mental health and emotional and social development?

Our Child and Family Mentor, Jayne Pepall, who is also an ELSA Practitioner, supports pupils with SEMH needs. She has two days in school dedicated to this role. We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of after school clubs to promote teamwork/building friendships
- We run a lunchtime nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a handover meeting at the end of the year
- The Inclusion Team meet with teachers towards the end of the summer term

- › If required, arrange additional meetings between parents/carers and staff
- › Children with an EHCP are invited to additional transition visit at school in September

Between schools

When your child is moving on from our school, we will send all SEND paperwork we have gathered so far onto the new setting.

Between phases (primary schools)

The SENCo of the local secondary school will meet with the class teachers and Inclusion Team. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by

- › Learning how to get organised independently
- › Visiting the secondary in advance
- › Meeting secondary staff within their familiar setting

16. What support is in place for looked-after and previously looked-after children with SEN?

Charly Harris, the SENCo, is also the Designated Teacher for looked-after and previously looked-after children. She will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will ensure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy (please see policy on the website).

The complaint will then be shared with the Principal, Matthew Stonehill.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- › Admission
- › Exclusion
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Solihull's local offer. Solihull's information about the local offer on their website:

<https://www.solihull.gov.uk/children-and-family-support/localoffer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.family-action.org.uk/what-we-do/children-families/send/solihullsendias/>

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Adaptation** – when teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator

- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages